USD 475
GEARY COUNTY SCHOOLS
FAMILY HANDBOOK

NOTICE OF NON-DISCRIMINATION

Geary County USD #475 does not discriminate based on race, color, national origin, sex, disability, or age in its programs and/or activities and provides equal access to the Boy Scouts and other designated youth groups.

For questions or complaints based on race, color, national origin, sex, or age, please contact: Director of Human Resources at 123 N. Eisenhower, Junction City, KS 66441 Telephone 785.717.4000.

For questions or complaints based on disability, please contact:
Director of the Exceptional Student Services Division at 123 N. Eisenhower, Junction City, KS 66441 Telephone: 785.717.4000

Statements embedded within this handbook are subject to change if Federal, State or Local responses to a pandemic warrant revision procedure.

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ADMISSIONS

Early Childhood Programs

The Early Childhood Program offers a range of placement options to include services by appointment to a variety of classroom experiences, depending on individual students' needs. Your student's placement is based on many factors and is often a team decision. The process of beginning your student's admission into the program begins with a short interview that can be conducted by phone by calling the Early Childhood Center at 785-717-6950.

Admissions K-12

Students are admitted to Kindergarten in Kansas if they are five (5) years of age on or before August 31st of the year they enter. Those students entering USD 475 for the first time must present the following documentation:

- **Birth Certificate**
- **Immunization Record**
- **Physical Examination**
- **Proof of residency (Virtual School Only)**

If the student does not have an immunization record, they will have to begin the series of shots again or present an exemption form. Guardians will have to provide documentary proof at the time of enrollment that the student has received at least one (1) dose of the required immunizations. If proof of immunization is contained in files at the student's previous school, every effort will be made by the school nurse to contact that school to obtain immunization records.

All students new to Kansas ages 5yrs-8yrs must have a physical examination within 90 days after their first day of attendance.

Transfer Policy

Students residing within USD 475 desiring to transfer to schools not in their attendance boundary: USD 475 is responsible for providing the best education possible for all students and this includes maintaining appropriate class sizes. Enrollment priorities must be afforded to children residing within the school attendance boundary first before transfer requests can be considered. Transfer requests will be evaluated on an individual basis as building administrators consider building and class size enrollments, behavioral and attendance records and other relevant information to determine appropriate placement of the student. Parents desiring to transfer their student to a school outside of the designated boundaries of their residence should complete a Request to Transfer within USD 475 form and provide it to the district office. Transfers within the district must be reconsidered every year to provide for appropriate class sizes. Transfers may be denied in following years based on class sizes and failure to adhere to school requirements. Parents are responsible for transportation to and from the requested school outside their attendance boundaries.

Non-Resident Open Enrollment

Students residing outside of USD 475 boundaries desiring to enroll in a USD 475 school:
Per K.S.A 72-3123, 72-3124 and 72-2136, USD 475 Geary County Schools have adopted Board Policy JBCC 1-6 to address legislation requiring the enrollment of Non-Resident students.
JBCC defines a "Non-Resident" student as one who is enrolled and in attendance at or seeking to enroll and attend a school located in a district where such student is not a resident. In addition to Geary County Board of Education Policy JBCC, we offer the following guidelines for Non-Resident Students seeking admission into USD 475.

Dates:
By May 1 District Non-resident Capacity Determined and approved by the Board of Education
By June 1 District Non-resident Capacity posted on USD 475 district website
June 1 -30 Non-resident Applications Received to USD 475 district office
By July 15 Non-Resident Students notified of their acceptance or denial
By July 30 Non-Resident Student must complete enrollment to verify attendance
After July 30 Non-resident Student requests will be considered on an individual basis not related to statutes listed above.

1. This policy does not apply to USD 475 schools in Fort Riley. The Non-resident policy for Fort Riley Middle School, Fort Riley Elementary School, Morris Hill Elementary School, Seitz Elementary School, and Ware Elementary Schools will be handled individually depending on space and programming availability. These students will be asked to complete a USD 475 Non-resident transfer form to identify them as out-of-district students.

2. By May 1, Geary County Schools USD 475 will present to the Board of Education a capacity matrix, sharing the projected enrollment for the following school year and the potential available seats at each school in the district. Due to the high transient student population in USD 475, these projections will at best be a calculated guess. The number of potential open seats will be posted on the district website by June 1.

3. Between June 1 and June 30, Geary County Schools USD 475 will accept Non-resident Transfer Forms for consideration for enrollment. The priority for admission is outlined in (JBCC ATTACHED). Families may request a specific school on the Non-resident transfer form; however, the district reserves the right to accept enrollment in a school with capacity availability. If capacity exists, the Non-resident student will be accepted if they are not currently suspended or expelled from their current school district. If the number of Non-resident students applying exceeds the district capacity, the district will randomly select students through a confidential lottery process conducted by the Superintendent designee between July 1 and July 15.

4. Transportation for Non-resident students will not be provided. If a Non-resident student is accepted into the district and later found to have an IEP that includes transportation between the residence and assigned school, the district is not required to provide transportation outside of district boundaries.

5. Students will be notified of their acceptance or denial by July 15. Any student denied admission in USD 475 Geary County Schools will be provided with a rationale. Students accepted will agree to maintain a Student in Good Standing status for future years. Acceptance of Non-resident students will not be based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English Language, measure of achievement, aptitude, or athletic ability. None of these factors will be identified on the Non-resident transfer form. Students requesting enrollment in a program not in USD 475 may be denied.

6. Non-resident students notified by July 15 of their acceptance must complete enrollment to verify their intent to attend by July 30. Non-resident students who fail to complete enrollment by July 30 will not be accepted and their seat may be provided to another student.

7. Non-resident students enrolled in USD 475 for the 2023-24 school year will be continually enrolled for the 2024-25 school year and will not be required to re-apply for admission. These students will be asked to complete a USD 475 Non-resident transfer form to identify them as out-of-district resident students. These students will be required to maintain Student in Good Standing (JBCC - ATTACHED) status to continue into the 2025-26 school year and beyond.

8. A Non-resident student acceptance can be revoked if their enrollment requires the acquisition of additional district resources, including but not limited to; personnel, technology hardware or software, square footage, physical equipment, or contracted services.

JBCC: PRIORITY FOR FILING OPEN SEATS

Subject to having capacity to enroll nonresident students, the district shall give priority in enrollment to the following nonresident students, who shall receive open seats without necessity of being selected through the open-seat lottery:

- Any sibling of a nonresident student who was accepted to enroll in and attend school in the district, with priority given when the nonresident student is first accepted and, if necessary, at any other time the district considers transfer applications;
- Any nonresident student who is a military student as defined in K.S.A. 72-5139, with priority given when the student is first accepted and, if necessary, at any other time the district considers transfer applications;
- Any child who is in the custody of the Department for Children and Families and who is living in the home of a nonresident student who transfers to the district;
- Any nonresident student who has a parent or person acting as parent employed by the district shall be permitted to enroll in and attend school in the district as if the student is a resident of the district while the parent or person acting as a parent remains employed by the district;
- Any nonresident students residing outside of the state of Kansas but attending school in the district during the 2023-2024 school year shall be treated as if resident students and not required to apply for nonresident status, although continued enrollment may be evaluated each year under the student in good standing factors.
- Any child who is experiencing homelessness shall be permitted to enroll in and attend the school district of origin or the school district of residence.
- If one of these exceptions no longer applies to the student, the student's enrollment status would be subject to review under the terms for continued enrollment under this policy.

JBCC: STUDENT IN GOOD STANDING

A student meeting one or more of the following criteria shall automatically be deemed not in good standing and may be denied continued enrollment based solely thereon.

- The Non-resident student failed to maintain a 90% attendance rate in the last school year, which includes excused and unexcused absences (per chronic absenteeism requirements of ten percent of the days of required school attendance) and excludes school sponsored activity absences. The student's attendance record must remain uninterrupted for the school year (the student has neither enrolled in another district for even one day nor unenrolled from the district);
- The Non-resident student or the student's parent or person acting as a parent provided false or fraudulent information in the application process;
- The Non-resident student is not a resident of Kansas;
- The student is currently under a period of suspension or expulsion from any Kansas school district, and such suspension or expulsion will not expire until after the next school year has begun.
- The student has had three or more out of school suspensions in the current school year, excluding suspensions as manifestation determination determined to be a manifestation of the student's disability or a failure on the part of school staff to implement an individualized education program, Section 504 plan, or behavior intervention plan; or
- The student has been given a long-term suspension or expulsion by the district in the current school year.

LOTTERY SELECTION

- If the number of students completing a Non-resident transfer form exceeds the number of seats available a confidential lottery process will be initiated by the Superintendent.
- The lottery selection will be random and confidential.
- The lottery will be conducted physically by putting names on a paper and drawing from a pool or electronically by entering names into a random selection generator.

Generative Artificial Intelligence

Generative Artificial Intelligence (AI) encompasses a range of technologies that can create new content, including text, code, images, and audio. These technologies power tools like chatbots, virtual assistants, and creative systems that can be deployed as standalone applications, integrated into search engines, or embedded within other software platforms to enhance user experience and productivity.

Generative AI tools can enhance educational opportunities, improve learning outcomes, enhance productivity, and support administrative functions by assisting with tasks like drafting documents, editing text, generating ideas, and creating software code. However, these technologies also come with potential risks that include inaccuracies, bias, unauthorized use of copyrighted material, and hallucinations. AI hallucination refers to when AI generates false or misleading information that may appear accurate but is not based on real data or facts.

An independently thinking human should always be at the center of interactions with AI and behavior must demonstrate this.

Ethical and Responsible Use of AI Tools

AI should be used to support, not replace, the instructional and learning processes.

- AI tools should be used in a manner that is lawful and aligns with the district's core values of respect and academic integrity.
- AI tools should be used to enhance learning and academic performance, not to bypass or cheat.
- AI tools should not be used to engage in harmful behaviors such as cyberbullying, inappropriate content creation, or deception.
- AI users should be critical thinkers and should evaluate the credibility and trustworthiness of the information they use.
- AI users should be transparent about its use and properly cite the generated work. Content that should be cited includes text, images, data, or other media.
- AI users should not input copyrighted material into generative AI.

Staff

- Staff members are expected to model ethical behavior when using AI tools, promoting a responsible and transparent approach to AI in the classroom.
- Staff should ensure that AI enhances the learning experience, rather than diminishing human interaction and critical thinking.
- Teachers should discuss what level of generative AI support is allowed on any given learning task, including assignments, projects, or assessments. Expectations for student use of generative AI must be clear.

Students

- Students should be aware of the level of generative AI support allowed on any given learning task, including assignments, projects, or assessments.
- Students are expected to use AI in ways that are aligned with the district's expectations and policies regarding academic integrity and familiarize themselves with the consequences of academic misconduct (intentional or otherwise).

Examples of Appropriate AI Use	Examples of Inappropriate AI Use
Explain topic in a way that I can understand	Using AI without permission from teacher
Help me brainstorm and explore ideas	Completing an entire assignment, homework, or assessment with AI
Help me study for an upcoming assessment	Not reviewing and verifying AI response for hallucinations or inaccuracies
Provide feedback on my work for areas of improvement	Not revising the AI output so that it reflects your human voice and style
Generate images to support student work	Not being transparent about and disclosing or citing your work with generative AI

Privacy and Data Protection

- Users need to be aware that any information entered into a generative AI model is no longer private or secure. Personally Identifiable Information (PII) should not be input into any AI tools or platforms. This includes, but is not limited to, names, addresses, contact information, or any other sensitive data. Users need to be aware of and informed about the data collection, storage, and usage practices associated with AI technologies, particularly generative AI.
- The district complies with all applicable federal, state, and local laws related to the use of AI in education, including privacy laws such as the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA).
- Users are responsible for understanding and following the Terms of Service and Privacy Policy, including age restrictions, when using any generative AI tool.

ATTENDANCE

When a student is absent, for any reason, it equates to missed academic/instructional contact time, which can impact a student's learning and grades.

Absences and Excuses (*Board Policy JBD)*

The Kansas State Department of Education and Unified School District 475 recognize that student school attendance and student academic achievement have a direct correlation. Therefore, KSDE now requires that Kansas school districts track and report Chronic Absenteeism of students. Chronic Absenteeism is the percentage of students in a school that have missed more than ten (10) percent or more of the days that school has been in session at any point in the school year. This includes loss of instructional time for any reason, excused or unexcused. School Administrators will make families aware when their student is reaching the status of being Chronically Absent and work with them to rectify the situation.

When a student is absent from school, an attempt shall be made to contact the parent/guardian to determine the reason for the absence. The principal will determine the acceptability and validity of excuses presented by the Guardian(s) or the student.

Excused and Unexcused Absences

The definition of "excused absence" includes the following:

- Personal illness;
- Health related treatment, examinations, or recuperation
- Serious illness or death of a member of the family (principal may require a doctor's report);
- Obligatory religious observances.
- Required court appearance.
- College visits when scheduled with a counselor.
- Participation in a district-approved or school sponsored activity or course.
- Absences prearranged by guardians and approved by the principal or designee; and
- Students of active-duty military personnel may have addition excused absences at the discretion of

the principal for visitations relative to leave or deployment.

All absences which do not fit into one of the above categories would be considered an unexcused absence. A student serving a period of suspension or expulsion from the district shall not be inexcusably absent.

Significant Part of the Day

If a student misses two or more hours of the school day, this shall be considered a significant part of the day. Significant part of the school day, for the purpose of truancy, is defined in procedures.

Make Up Work

The student's responsibility to obtain make up assignments from teachers following an excused and unexcused absences. If a student misses more than 10% of the expected attendance days and the assessments administered does not demonstrate the student has mastered the content, the student will be recommended for summer school. It will be the expectation that the student attends summer school before advancing to the next grade level.

Truancy *(Board Policy AEB, IDCE, JBD, and JQ)*
Unless reporting would violate the terms of any memorandum of understanding between the district and the authority to which reports would be made, the building principal shall report students who are inexcusably absent from school to the appropriate authority.

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, whichever comes first. School year is defined as the period from July 1 to June 30. Students who are absent without a valid excuse for a significant part of any school day shall be considered truant.

Prior to reporting to either the Kansas Department for Children and Families (DCF) (if the student is under 13) or the county or district attorney (if the student is 13 or more years of age but less than 18 years of age), a letter shall be sent to the student's parent(s) or guardian notifying them that the student's failure to attend school without a valid excuse shall result in the student being reported truant.

Wavier of Compulsory Attendance Requirements

Students 16 or 17 years of age may be exempt from compulsory attendance regulations if the parent(s) or person acting as parent attend(s) the counseling session required by law and signs the appropriate consent and waiver form; if the student earns a General Education Diploma (GED); or if the student is exempt from compulsory attendance requirements pursuant to a court order.

Involvement of Law Enforcement

Law enforcement officers may return truant student to the school where the student is enrolled, to the student's parent or guardian or to another location designated by the board to address truancy issues.

Reporting to Guardians

If a truant student is returned to school by a law enforcement official, the principal shall notify the parent or guardian.

Tardies

Each building has a set starting and ending time for each school day. Tardies impact student behavior, transitions, and loss of instructional time.

FOOD SERVICES

Early Childhood Meal Participation Requirement

Meals in the Early Childhood Program are served family style within the classroom environment and are an integral part of the classroom learning experience as well as a requirement of funding streams. For this reason, all students participate in the school meal program, unless there are unique dietary needs documented by a physician that prohibit this process.

Breakfast

Breakfast is served daily. The breakfast program is scheduled at each school, prior to school starting. Students may pay daily; however, we encourage families to deposit money in the student's account. Students will eat the school breakfast if they come through the line. If you would like to eat breakfast with your student, please notify the office one (1) day in advance.

School Lunch

A lunch is available each day for any students that want to participate in the lunch program or students may bring a sack lunch from home. Breakfast and Lunch Prices are established each school year by the Child Nutrition Department

When you enroll your student, a meal account number is assigned to him/her. The assigned account number remains the same until your student leaves USD 475. When your student goes through the lunch line, he/she is responsible for entering the assigned number using a keypad and the meal amount is deducted from the account.

While money may be brought in daily for meals, it is best to maintain a surplus balance in your student's lunch account by depositing money on a consistent basis. Money can be added to a student account via Skyward parent portal.

If you are combining money to be deposited into more than one account, please send a note or use the "Memo" section on your personal check. Please put all money in a sealed envelope. The student's name and the purpose for the money should be marked clearly on the outside of the envelope. When a student's meal account is getting low, the system will print a notice that will be sent home with your student.

If you or another family member will be eating lunch with your student, please call by 8:15 a.m. on the day you are coming. We must preorder meals and need correct count.

Food Allergies/Intolerance

The USD 475 Dietary Department and school nurses collaborate to avoid accidental exposure to or consumption of food products that students are allergic to or intolerant of. When enrolling your student(s), guardians need to obtain a **Meal Modification** form from the school nurse to address allergy concerns. The form needs to be filled out, signed by your student's health care provider, and returned to the nurse. Once the completed form has been returned, a copy is faxed to central kitchen and the original document will remain in the student's health file. The nurse will create an Individual Health Care Plan, if indicated, and communicate necessary information to teachers and support staff.

In the event that the school is unable to modify a student's meal (e.g., lactose and/or multiple allergies), then it will be the responsibility of the parent/guardian to provide all or part of a meal. If the health care provider makes any changes to the original Meal Modification form a written note or updated Meal Modification form must be turned in to the school nurse. This note will be kept in the student's health file and faxed to the Central Kitchen.

SAFE ROUTES TO SCHOOL *(Board Policy EH)*

Roles of Districts, Schools, Parents/Guardians, and Students

The roles of the district, families, and students regarding travel to and from school are outlined as follows:

District/Schools

The role of District and individual schools is to encourage safe travel to and from school and to encourage active transportation. Notwithstanding certain exceptions, the district and individual schools assume no liability for injuries or other damages, including property damage, which may occur while a student is in transit to and from school.

Parents and Guardians

The role of parents and guardians is to make informed decisions about which mode of transportation best suits their student considering (i) the student's personality, age, maturity, physical and cognitive development, and decision-making abilities, and (ii) the street, traffic, crime, and other relevant conditions likely to be encountered by the student when traveling to and from school. Parents and guardians are legally responsible and are accountable for their student's safety and well-being when the student is traveling to and from school.

Students

The role of students is to be safe and responsible while traveling to and from school, following state and local law and the rules established by their families, and obeying school rules while traveling on the school campus. Students should act as good role models for their peers by observing traffic and safety rules, caring for property, and being courteous to others.

Traffic Safety Education

The district encourages individual schools to work with law enforcement to provide traffic safety education and trainings on active transportation skills for all students and teachers. The district recommends that

pedestrian skills and safety workshops occur in kindergarten and bicycle skills and safety workshops occur in fourth grade.

Student Arrival and Dismissal Activities

The district recognizes that ensuring student safety is especially critical during student arrival and dismissal times due to (i) increased automobile and bus traffic volume, and (ii) the potential for conflicts between different modes of transportation, which creates danger for those engaging in active transportation.

Accordingly, District schools strive to improve the safety of all modes of transportation during these time periods by separating active transportation from other forms of transportation as much as possible. Potential options may include but are not limited to: establishing remote drop-off locations, car-free zones, single lanes for drop-offs and pick-ups, and early dismissal for active transporters.

Building staff are not available to provide supervision for students dropped off at school early or are not picked up promptly after school. Law enforcement may be contacted if parents/guardians are unable to make arrangements to care for their student(s).

Bicycles, Scooters, Hoverboards and Skateboards on Campus

The district, in partnership with individual schools, shall designate active transportation routes to and from school grounds that provide for convenient travel to exterior access points (i.e. crosswalks, bike lanes, etc.). Although the district cannot guarantee that all such routes will be completely safe at all times, the district shall consider relevant factors, such as traffic patterns and dismissal times, to designate routes that are most likely to be safe.

School Design

The district acknowledges that school design can have a significant impact on both the safety and number of students that engage in active transportation to and from school. Accordingly, when constructing a new school or renovating an existing school, the district shall:

- Accommodate the safety and convenience of students, staff, and visitors, including those with disabilities, in arriving and departing by different modes of transportation, including but not limited to walking, bicycling, public transportation, school buses, and private automobiles; and
- Minimize conflicts between those engaging in active transportation, school buses, and private automobiles by providing, at a minimum, safe crossings of parking lots and other areas of potential conflict

School Travel Plan-Moving Beyond the Bus

School Travel Plans shall contain a map identifying the school, streets surrounding the school, existing traffic controls, established pedestrian and bicycle routes, pedestrian crossings, school, and municipal bus routes and bus stops, and any other infrastructure or plans that facilitate routes which separate active commuters from motor vehicles, with the goal of minimizing risk of injury and maximizing the safety and convenience of active transportation.

TRANSPORTATION

Visit the district's home page at www.usd475.org and select the "Skyward" button to access the Skyward Family Access Portal to view your student's information. The transportation tab displays your student's route information. For general school and bus information, select the Infofinder-i program, also found on the district's home page. Receive special school related announcements and emergencies through connected. This system allows for automated phone calls, emails, texts, and notifications through the USD 475 mobile app. Guardians and staff are automatically enrolled to receive text messages when their correct contact information is in Skyward.

Busing

The district acknowledges that busing may play a significant role in supporting student learning and meeting the district's educational and equity objectives.

Proper Bus Riding Conduct

By state law, the driver is in charge of the bus/van. Disobedience of the driver's instructions or willful breaking of rules, which endangers the safety of other riders, may be cause for temporary or permanent suspension of bus riding privileges. Time spent on the bus is considered a part of the school day, and all of the rules of conduct that apply in the classroom also apply to the school bus. See Code of Conduct
Students are expected to follow any and all directions given by the bus driver. The district has established CHAMPS expectations in all transportation, these expectations are taught to all students.

- Students are to remain in their assigned seat facing the front until the bus reaches a complete stop.
- Assigned seats may occur when necessary.
- Students may talk in a voice level 1 volume to seat mates.
- Loud, disruptive comments, sounds or profanity may distract the driver and lead to disciplinary action
- Absolute silence at all railroad crossings is required. Your driver stops at crossings to listen for oncoming trains and your talking could drown out all warning signals.
- Do not throw anything out of the bus and be sure to keep your area clean.
- Students shall not extend any part of their body out of the bus windows
- Students are to refrain from using profanity, obscene, harassing, or disrespectful language or gestures. Students participating in these behaviors will be subject to the district code of conduct.
- Electronic equipment may be played on the bus only when the student uses headphones. Cell phones should be silenced.
- No pets or animals are permitted on a bus
- No firearms or weapons as defined in USD #475 Board Policy JCDBB
- Tobacco, alcohol, and/or drugs shall not be permitted on the bus.

Remember, the driver is there to ensure student safety. This is a serious responsibility. Please treat him or her with respect.
Permission to ride a bus is conditional on the student's good behavior and observation of these regulation. Any pupil who violates the rules will be reported to the building principal and could be denied permission to ride a bus.
Buses are equipped with video cameras to assist school officials with monitoring safe and appropriate bus behaviors.

Food Items on the Bus

Class treats or lunches may be carried on the bus if they are packaged and remain closed while on the bus. Students are not allowed to eat, chew, or drink anything on the bus.

Oversized Objects

All books and articles brought on the bus must be held in the lap. This includes musical instruments and sports equipment, etc. No objects will be permitted to block the emergency door or aisle or be placed around the driver's area. Oversized objects which require seating space will be permitted on the bus only by special permission.

Vandalism on the Bus/Vehicle

Students must refrain from damaging the bus, seat, or seatbacks. This includes poking holes, tearing or defacing the seats or seatbacks in any way.

An investigation will be conducted to determine who committed the act of vandalism. Guardians are responsible for any damages to the bus caused by their children. Failure of the guardian to pay for the damage may result in the loss of bus riding privileges for their children. Law Enforcement may be contacted for appropriate follow up regarding defacement/vandalism or damaging of property.

Loading & Unloading

- Students will be loaded or unloaded at designated stops
- Should arrive at the bus stop at least five (5) minutes prior to scheduled departure time
- Drivers will not sound the horn to signal arrival
- Guardians are responsible for students at the bus stop prior to the bus arrival and upon exiting the bus at the bus stop
- If a guardian needs to speak with a bus driver, the guardian shall walk over to the bus driver's window
- Guardians are not allowed to board the bus to speak to the bus driver or a student
- Students are to stay off of the road at least 6-10 feet while waiting for the bus
- Students are to remain seated until the bus comes to a complete stop
- Students should never attempt to board or exit the bus until it has come to a complete stop
- If it is necessary to cross the road when leaving the bus, it must be done in front of the bus and at least ten feet from the front bumper
- Never cross behind a bus
- Students should not push/shove others when boarding or exiting a bus

Missed Bus

If a student misses the bus to school, guardian should contact First Student within five (5) minutes of the scheduled departure time. The bus may be able to return to pick up the student. If a student misses the bus home, they should immediately tell a teacher or contact the school office. Please reinforce these procedures with your student.

Health Concerns

Serious health conditions for students riding buses must be stated on the Student Transportation form (USD Form ET1 or ET1a). This form is available from the building secretary or on the district website, under the Transportation section.

Serious health conditions include asthma, diabetes, serious allergies, including bee/wasp stings, and any other conditions that might require special assistance on a bus. Bus drivers use this information to help keep students safe on the bus. The Student Transportation Form needs to be updated if a student's health needs change during the school year.
Students in grades 6-12 who have a prescribed asthma inhaler or Epi-pen are highly encouraged to carry their rescue/emergency medication with them. This is to assure that medication will be available if needed. Guardians are to visit with the school nurse and the student's doctor regarding student needs and appropriate follow up. A school permission form is required to be signed by the student's physician. The Medication Administration form is available from the school nurse.

Transportation for Special Education Students

Transportation is available and provided, as a needed related service, to all special education students assigned to district-level specialized programs who live outside the boundaries of the school at which the program is held. Identified students receiving special education services that are to attend an elementary school and live within the boundaries of that school, will be provided transportation only as determined by the staffing committee and stated on the student's Individual Education Plan (IEP).

Special education students attending a secondary school (middle school or high school) that live within the boundaries of that school, will be provided transportation only if has been determined by the staffing committee and stated on the student's Individual Education Plan (IEP).

Students determined to need this related service (transportation) will be picked up and returned as near as possible to the front door of the home, within reason.

Bus drivers have absolute orders to not allow special education students who have been determined unable to function independently off of the route buses until they are certain that a guardian/authorized responsible adult is at home to receive the student. In some cases, with a prior written request from the parent/guardian to the school principal and approval from the Executive Director of Special Education, a student may qualify for an exemption from this requirement.

Modified Plans for Student Drop Off

No student should be released at the school or between the school and the student's home to any person who is not known to be the student's legal guardian, unless the legal guardian specifically instructs school personnel in writing or the contracted busing service personnel in writing or through a verified phone call, of the circumstances whereby the student may be released. In the event of a phone call situation, the guardian must contact school personnel the next business day to update the ET1a bus form.

In the event a parent/guardian or authorized responsible adult is not at home to receive the student after school, bus drivers are instructed to deliver the student directly to the Junction City Police Department if the student lives in Junction City, Grandview Police Department if the student lives in Grandview or to the designated Post Representative if the student lives in Fort Riley. Representatives of those agencies will then continue to try and contact the student's parent/guardian.

Routing

Bus routes are laid out with primary regard for safety, efficiency and economy. Buses will be routed as close to homes as possible, but other considerations may make it necessary to have students walk a short distance. State regulations allow students a maximum walk of up to one mile to a bus stop. We do our best to keep the distance less than one fourth of a mile.
If a private drive is over one fourth of a mile in length, the bus will pull in, provided there is an all-weather road surface, in the bus driver's opinion adequate room to turn the bus around, and no overhanging tree branches.

Those families living at the end of a route or off the route an unusual distance should notify the radio dispatcher of the appropriate bus contractor when their students do not plan to ride the bus.

ParentView Mobile App

First Student offers a Mobile Tracking App that parents can download. It provides push notifications to receive the latest bussing information, including GPS tracking, arrival, departure confirmations, and important schedule changes. Mobile App Instructions are located at this link: Download Mobile App

Inclement Weather & Transportation

In the event of inclement weather, District personnel will provide information concerning street/weather conditions to the Superintendent who will make a decision concerning school openings. Whenever conditions exist which would make closing of school possible, tune your radio to station, KJCK-AM 1420, KJCK-FM 97.5, KQLA 103.5 or Sunny 102.5, messages via websites, text alerts and/or emails.

Families living on roads, which on occasion may become impassable, should provide the driver with written instructions concerning where or how their students will meet the A.M. bus and where they should be dropped off on the P.M. bus.

School Bus Evacuation Drills

Two emergency evacuation drills per year are required. The driver may request more if deemed advisable. These drills are held as another safety factor should an occasion arise, which would require such an action. The bus driver is responsible for designating student leaders and helpers and for directing the evacuation procedure. The purpose of the exercise is not to see how fast the drill can be done; the purpose is to help the student understand the right way to evacuate the bus in case of an emergency.

Transportation Numbers

First Student 785-223-8254
USD 475 Transportation Office 785-717- 4052

HEALTH SERVICES

The purpose of the USD 475 Geary County Schools Student Health Services program is to collaborate with guardians and teachers regarding the health of students. A Registered Nurse (RN) is assigned to each school building that represents Student Health Services. Licensed Practical Nurses and Health Clerks are housed in some buildings and work under the directions of a Registered Nurse and is under the direction of the building Principal, School Nurse Coordinator and the Director of Emergency Management.

Health Conditions

The confidential **Student Health Form** is to be completed by the parent/guardian at enrollment should be updated annually. Parent/guardians should notify the school nurse and teacher of any health concern that could require emergency services, interfere with the student's education, or require adaptations/interventions throughout the school day.

Individual Health Care Plans

Individual Health Care Plans (IHP) are made and initiated per the school nurse's discretion for student with specific health care needs due to a medical diagnosis. The IHP will be shared with administrators, related school personnel and guardians as deemed necessary by the school nurse.

Immunizations (Board Policy JGCB)

- Parent/Guardians are required to bring a completed immunization record or proof of exemption at the time of enrollment and obtain additional immunizations as required by state law. Students that fail to provide this documentation required by law may be excluded from school by the superintendent until statutory requirements are satisfied
- Parent/Guardians will receive notification of exclusion as per law
- Students who are not immunized against a particular disease(s) may be excluded from school during any outbreak

Immunizations-Medical Exemption

A student shall be exempt from the state required immunization requirements upon certification by a licensed physician that states that the immunization requirement would seriously endanger the student's health or life or that the student has documentation of laboratory evidence of immunity to the disease. A **Medical Exemption form** that is signed by a physician, must be on file with the immunization health record on an annual basis if the exemption is warranted.

Immunizations-Religious Exemption

A student shall be exempt from immunization requirements if a parent/guardian objects on the basis that the immunization violates his/her religious beliefs. A written statement by the guardian stating their religious preference to not immunize will be kept in the student's health file. The religious immunization statement/card does not need to be renewed on annual basis.

Exclusions

The Kansas State Department of Health guidelines are used in determining the length of time a student should be absent for specific vaccine preventable diseases. In compliance with state laws, unimmunized

students may be excluded from school during a disease outbreak. Students that fail to have required documentation will be excluded from school until statutory requirements are satisfied. *(Board Policy JGCB)*

Physical Examinations

A physical examination is required for any new student enrolling under the age of eight (8) years old. A parent/guardian must comply within 90 days of enrollment.

Illness & Injury

A student should not attend school and will be sent home with any of the following conditions:

- A temperature of 100.0 degrees or greater, or with incidents of witnessed vomiting and/or diarrhea
- Symptoms related to possible communicable diseases such as skin rashes, swollen glands, etc.
- Excessive drainage from eyes (i.e., pink eye), ears, persistent earache, constant cough, or painful sore throat accompanied by enlarged lymph nodes
- Any other communicable disease not listed per nurse's discretion
- Students with or having the potential to transmit an acute infectious disease or parasite

Returning to School

A student may return to school when symptom free for 24 hours without any fever reducing medications or other medications to relieve symptoms, or once the reason for the exclusion is no longer present. Any questions regarding when to return to school should be discussed with the school nurse. Students that are returning after an injury, long term illness or surgery should bring a physician release that states that the student can return to school, along with a statement of any modifications or adaptations that will need to be made for the student.

Guardian Notifications

Parent/Guardians or listed emergency contacts will be notified for students who become seriously ill or injured during the school day. Guardians will not be notified for every office visit, but at the school nurse's discretion. If warranted, the school nurse will fill out an Injury Assessment form for the student to take home. For a head injury, a phone notification will be made possible further intervention could be warranted. Parent/Guardians will need to keep emergency contact information up to date and notify the office of any changes of contacts or phone numbers.

Emergency Accident/Illness Notification

The Parent/Guardian will always be the first contact. In case a Parent/Guardian is unable to be reached, other individuals listed as emergency contacts will be contacted. If no one can be reached, an ambulance will be contacted, and the student will be transported to the nearest hospital/ emergency room. A member of staff will accompany the student. Additional staff will continue to attempt to reach the student's Parent/Guardian. Parent/Guardian(s) are held responsible for any costs involved in seeking emergency care.

Non-Emergency Notification

If the student does not require immediate medical assistance and the parent/guardian or emergency contact has not responded to any calls after 30 minutes, the building administrator will be informed. If there is still no contact made by the parent/guardian or emergency contact after an hour, then the school nurse

and building administrator may make the decision to contact local law enforcement or Military Police (for active-duty guardians only) to do a welfare check. If law enforcement or Military Police are unable to get in contact with the parent/guardian, a report may be made to DCF to report a child in need of care. Parents/guardians are expected to pick up their child as soon as possible, within the hour as schools are not equipped to provide medical care in an isolated setting for the remainder of the day.

Medication Administration

If a student is required to take medication during school hours, the school nurse will determine the safest, most effective administration of that medication. The parent/guardian is responsible for providing medication, completing a **Medication Administration Permission Form,** and making arrangement for the medication to be delivered and picked up from school. The school district will not knowingly administer any medication without instruction from a licensed healthcare professional.

Exception for Potentially Harmful Administration

District personnel shall not knowingly administer medication that exceeds the recommended dosage as indicated by the Physician's Desk Reference (PDR) or other recognized medical or pharmaceutical text, unless such is required by a valid prescription presented to district personnel, who shall have the right to contact the health care provider issuing the prescription to confirm it accuracy.

Over the Counter Medication

Over the counter medications may be administered in school according to the following guidelines:

- All over the counter medications must be brought to school in the original container
- Elementary students must have a Medication Administration Guidelines Form signed by a parent/guardian along with an accompanied by a licensed medical provider's order that details what medication is to be given, dosage (how much), and how often before the medication will be administered via a prescription or pharmacy label
- Secondary students must have a completed Medication Administration Guidelines Form signed only by the parent/guardian
- Only the instructions listed on the original medication container will be followed unless a physician requests in writing a different set of instruction for administering the medication
- No expired medications will be administered
- The school district does not provide any medication for elementary students, including antacids, ibuprofen, Tylenol, cough drops or decongestants.

Prescription Medication

- All medications must be in the original container and must be in the current prescription with the proper label.
- Prescription labels must include the name of the student, name of the medication, date, dosage and administration instructions
- The Parent/Guardian must provide a completed **Medication Administration Permission Form**
- High school and middle school students may self-carry epi-pens and/or inhalers as indicated by a licensed medical provider. All needed paperwork must be completed and on file for the student
- Diabetic students are allowed to self-carry medication and supplies on their person on a student-by-student basis. This will be decided upon by the guardians, school nurse, and administration

CBD Based Products

Students that are found in possession of an oil, capsule, food item or lotion that contains cannabidiol (CBD), or marijuana extract that may or may not contain the high inducing ingredient tetrahydrocannabinol (THC), could be in violation of the Kansas law which defines marijuana as a Schedule I Controlled Substance (K.S.65-4105), which could be in violation of the Drug Free School Policy, Board Policy JDDA. Except for a medical prescription, no student should have any CBD related products on campus.

Screenings

Guardians are encouraged to seek the advice of a licensed physician if you have concerns about your student's vision or hearing.

Vision Screenings

Vision screenings are provided to students in Early Childhood, kindergarten, first, second, third, fifth, seventh, ninth, and eleventh grades as well as all new students to USD 475, students receiving special services, and for any student referred by a teacher/guardian. Male, kindergarten students will be tested for color deficiency.

Vision Screenings are completed using a Spot Vision Screener. If the Spot Vision Screener is unavailable, a vision acuity test for both near and far vision will be completed with a Titmus machine or a standard wall chart and near vision chart. A referral letter will be sent home to the parent/guardians of all students who have results outside of normal limits.

If a parent/guardian does not want their student to participate in a vision screening, they may notify the school nurse at their student's school.

Hearing Screenings

Hearing screenings are provided for students in Early Childhood, kindergarten, first, second, fourth, seventh, and tenth grades, all students new to the district, students receiving special services, and for any student referred by a teacher or parent/guardian.

Audio sweep hearing screenings are performed at 20dB. In the event that a student cannot do the tone testing, then other devices like the OAE and Pilot will be used. If a student fails to respond to one or more frequencies in either ear, an RN or a Audiometric Technician will conduct a rescreening and otoscopic exam after two weeks have passed. If the rescreening is failed, a referral form will be sent home to the parent/guardian.

If a parent/guardian does not want their student to participate in a hearing screening they may notify the school nurse at their student's school.

Head Lice/Pediculosis

The following guidelines are followed regarding head lice:

- Screenings are conducted on individual student basis when a case is reported to the school nurse.
- If the school nurse identifies a student with an active case of lice (live lice, not just nits) the

parent/guardian will be notified, and the student may be excluded from school only to the minimum extent necessary for treatment.

- With guardianal consent, the nurse can offer to comb the student's hair with the RobiComb. This is a lice comb that uses MicroCharge technology to zap lice on contact with a safe electric pulse that kills lice but does not hurt the student. If the nurse can satisfactorily control the live lice, the student will be able to remain in school and be treated upon returning home
- After appropriate/proper treatment with a pediculicide (lice killing) shampoo, the student may return to school. Health room staff can aid guardians in dealing with head lice treatment and prevention

Bedbugs

If a suspected bed bug has been found in a school building or on a student, the bug will be collected in a sealed container and taken to the nurse's office. The school contracted pesticide service will be notified by the school nurse and/building administrator to identify the bug in question. If the confirmed bed bug was found on a student, the school nurse or building administrator should contact the affected student's parent/guardian to inform them.

Students should not be excluded from school. Depending upon the severity of the infestation at home, students may be asked to have extra clean clothes to change into upon arrival at school. Items that can be placed into a clothes dryer will be dried at the highest temperature for 15-20 minutes. If an item cannot be placed into the dryer, then the student will be given a plastic container or bag to place the items in while they are in school.

Schools will not be closed due to a bed bug presence. If pest management is necessary, it will be targeted to certain areas of the school. Ongoing pest management that includes the use of pesticides indoors should be overseen by the school principal or designee and must conform to the school's integrated pest management plan.

With parental consent, the local health department can be contracted to aid the family by providing the most accurate treatment for bedbugs. The school nurse will work with the family to determine when interventions at school can be stopped.

Extra Clothing

It is recommended that all students keep an extra change of clothing at school in case of incontinence, spills, or other mishaps. Schools are not equipped with extra clothing to address such needs during the school day. If your student does not have extra clothing on hand, the school nurse will contact the parent/guardian for a change of clothing. Students appreciate a prompt response due to accidents as spare clothing may not be available.

Recess/Outside Restrictions

Students who cannot go outside to play or have physical limitations (whether it is a short- or long-term restriction) requires a note from a physician, updated on an annual basis.

USD 475 School Nurses

USD 475 School Nurses strive to provide optimal care under the most current guidelines. Parents/Guardians are encouraged to contact your student's school nurse if you have questions or need additional information.

Water Consumption

Students are encouraged to drink water during the school day as a healthy life habit. Buildings are being equipped with water filling stations so that students may use clear/translucent refillable water bottles in classrooms and schools as appropriate and outlined in building procedures.

Suicide Support

USD 475 is committed to providing social-emotional response and support to all students and staff. This plan includes suicide awareness and education prevention requirements set forth in SB 323, the Jason Flatt Suicide Awareness Act.

USD 475 has implemented a district wide suicide preparedness plan. This plan will guide and assist teachers and staff members of the school district to respond in an organized and effective manner when crises or emergencies occur.

At the beginning of every school year, each staff member is required to complete a minimum of one hour of suicide prevention training. Students receive instruction and guidance for learning skills in problem solving, conflict resolution, and handling problems in a non-violent way. Counselors and Social Workers are available in all buildings to support students and staff.

Additional information and links are located on the USD 475 website under the tab, Parent Resources.

SAFETY & SECURITY PROCEDURES

Building Access

At USD 475, we recognize that the control of visitors coming and going from our buildings is vital for the safety of our students, staff, and visitors. The following systems, principles, and procedures will be followed at our schools:

- During the school day and after hours, all visitors and students will be directed to an entrance that is staffed or monitored, usually by a video-intercom device near the entrance door.
- Before visitors are admitted, they will be asked the purpose of their visit, and it will be determined if they have a valid reason.
- Staff members will only admit individuals who have a business or educational need to enter the building.
- When asked by school personnel, visitors should be prepared to present a valid picture identification card such as a current driving license so that verification can be made.
- Staff should ask for identification from individuals that are not known to them.
- Before exiting the office/check-in area to enter the main building, each visitor will have their ID scanned. Visitors will then be given a printed badge to wear throughout their visit.

- Before leaving the building, visitors will checkout with the main office.
- Staff and students will be instructed to **never open an exterior door for anyone**, and that all visitors, students, and staff should use appropriate entrances and proper procedures

Classroom Visitations

Guardians are welcome to visit school, but all classroom visits must be **prearranged** with the building principal and kept to 20-30 minutes to prevent disruption of the instructional program. We welcome volunteers. Please talk to your student's teacher about helping in the classroom or school.

Staff and students should be reminded monthly of this practice. ALL VISITORS MUST REPORT TO THE OFFICE UPON ARRIVAL.

Classroom Treats

To protect the health and safety of our children, students are encouraged to bring pre-packaged treats to school to share with classmates in recognition of birthdays and other celebrations. In order to address any known allergy concerns, a label listing ingredients should be affixed to the package. Due to allergies and other food intolerances, please consult with your classroom teacher before **any** treats are brought to school.

Emergency Drills (Board Policy EBBE)

Building Principals shall be responsible for scheduling and conducting emergency drills as required by law to ensure students are instructed in the procedures to follow during the emergency drill and in an actual emergency. These drills will be scheduled throughout the course of the school year.

The Department of Safety and Security will assist building principals in this process and will provide guidance and support whenever possible.

School Safety Spotlight Weeks

The Department of Safety and Security administers the School Spotlight Week program at all District schools. Each building has one week during each school year where district staff and local emergency responders organize and administer the following drills:

- ALICE Violent Intruder Drill
- Secure in Place Drill
- Fire Drills
- Severe Weather Drill

The goal of the safety drills is to create an environment in which staff and students can practice and learn from the process in a non-threatening environment.

School Resource Officers (SROs)

School Resource Officers (SROs) are present or available in all of our in town USD 475 Geary County Schools. Our School Resource Officers are a sworn law enforcement officer with the Junction City Police Department. The purpose of SRO programs includes supporting safe learning environments, while

providing valuable resources to students, staff, and families. SROs may be requested to assist in controlling disturbance at school and if necessary, to take students or other persons into custody.

Interrogation and Investigations *(Board Policy JCAC)*

Building Administrators, School Security Officers, and/or others designated by the Superintendent may conduct investigations and question students about violation of school rules, the student conduct code, and/or law. Unless otherwise provided herein, such investigators shall not be required to contact the student's parent, guardian, or representative prior to questioning and may request law enforcement, School Resource Officer(s), and/or School Security Officer(s) for assistance in conducting the investigations.

If there is reason to believe a violation of a criminal law has been committed, the Building Administrator, the Superintendent's designee, and/or School Security Officer with authorization of the superintendent or the superintendent's designee shall notify the appropriate law enforcement agency of criminal conduct as provided in law and/or board policy and may request further investigation of the alleged violation.
When a school resource officer/campus police initiates an investigation of a potential violation of criminal law by a student on the officer's own initiative and not at the behest of a Building Administrator or the designee of the Superintendent, such officer will notify the Building Administrator and will make a reasonable attempt to contact the student's parent, guardian, or representative to initiating questioning.

Coordination with Law Enforcement

School Administrators and/or School Security Officers shall/may meet periodically with local law enforcement officials to discuss the district's policies and rules regarding law enforcement contacts with the district.

Notification of Investigations Conducted by Law Enforcement Officers

When Law Enforcement Officers initiate an investigation involving questioning of a student on a topic unrelated to a report of child abuse or neglect or to the identity of the student during school hours the building administrator shall make a reasonable attempt to contact a parent, guardian, or representative of the student(s) prior to such questioning. Notification or attempted notification of a parent, guardian, or representative shall be documented by the administrator involved. If a student's parent, guardian, or representative is not present during such questioning of a student, the principal may be present unless otherwise specified in law or board policy.

Child Abuse and Identity Investigations Conducted by Law Enforcement Officers

The Administration shall cooperate with Law Enforcement Officers who are conducting investigations of suspected child abuse or neglect or concerning the student's identity. For any investigations concerning known or suspected child abuse or neglect, school staff shall follow the procedures outlined in board policy GAAD instead of the requirements of this policy.

Law Enforcement Initiated Investigations at School

In cases not involving the investigation of known or suspected child abuse or neglect or involving the student's identity, Law Enforcement Officers shall not be permitted to initiate and conduct investigations involving the questioning of students during school hours unless the student's parent or guardian has given the school permission to allow the questioning, a valid warrant has been presented to the building administrator for such purpose, or in demonstrated emergency situations. If a demonstrated emergency is

found, the building administrator shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the Building Administrator is not satisfied with either the identification or the reason, the request shall not be granted. The building administrator shall attempt to notify the Superintendent and the officer's superiors of the reasons for the refusal.

Taking Students into Custody

Students shall not be voluntarily released by school officials to law enforcement authorities unless the student has been placed under arrest or taken into custody by law enforcement, School Resource Officers, Family Advocacy Program (FAP- Fort Riley), or Department for Children and Families ("DCF") authorities pursuant to a child abuse investigation. Except as otherwise specified in this policy, a reasonable effort shall be made to notify the student's parent, guardian, or representative when students are removed from school for any reason.

Guardians shall **not** be notified by school officials when their child is taken into custody by DCF, school resource officers, and/or law enforcement as a result of allegations of abuse or neglect. Except as provided above and/or as specified in a court order or arrest warrant, if a student is taken into custody by a law enforcement officer, school resource officer, building administrators shall make a good-faith effort to contact the student's parent or guardian. Notification efforts shall be documented.

When a student has been taken into custody or arrested on school premises without prior notification to the building administrator, the school staff present shall ask the law enforcement officer to notify the building administrator of the circumstances as quickly as possible and shall themselves contact the building administrator with any information they have regarding the child being taken into custody. School resource officers are expected to contact the building administrator as soon as practicable after taking a student into custody.

Disturbance of School Environment

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

Definition

For the purposes of this policy, students will not be deemed to be "taken into custody" when they are being questioned by a School Resource Officer or School Security Officer, about a violation of state law, county resolutions, city ordinances, board policy or regulation, and/or school rules on property owned, occupied, or operated by the school district or at the site of a function sponsored by the school district.

School Closures

The decision regarding school cancellation, early dismissal or delayed start times is made by the Superintendent of Schools or his designee.

School announcements will be made to include all K-12 classes, Infant Toddler, Early Childhood, Adult Education, Before & After School Programs, and Parents as Teacher for all school in USD 475. Announcements regarding school cancellations, early dismissals, delayed starting time, or changes to bus schedules will be made via text messages, website, and mobile app notifications. Some notifications will be made via Facebook, Twitter, and other news/media outlets.

Announcements regarding **"School Cancellations"** will be made the day before, when possible.

Announcements regarding **"Delayed Starting Times"** will be announced as soon as possible. A delayed start to the school day will result in the cancellation of Early Childhood morning sessions.

Announcements regarding **"Early Dismissal"** will be made as soon as a decision is made to dismiss school.

Early Childhood Center Additional Guidelines

In the event of an early dismissal, the afternoon session of the Early Childhood Program will be canceled. In the event of a delayed start, classes will begin at the time designated by USD 475 on the date of the weather event.

Severe Weather Emergency

Once a decision has been made to take all students and staff to the building storm shelter, they will remain there until they have been given the all clear. All staff will shelter with students, students will be released when given all clear.

Cold Weather Safety Advisory

When extreme cold temperatures and dangerous wind-chill conditions exist, students and guardians are reminded:

- Students should dress warmly and cover all exposed skin surfaces
- Students should remain inside the school or home until transportation arrives
- Students should not walk long distances to or from school
- Students will not be allowed to enter into the building early due to supervisory concerns
- Guardians are to make the final decision as to whether or not their children should attend school

Cold Weather Recess

Physical activity and fresh air are important for students. Guardians are encouraged to see that children have appropriate cold weather attire so that their child will be comfortable playing outside. Students will remain inside for recess when the temperature and/or wind chill is below 20 degrees Fahrenheit.

Secure in Place

In any building lockdown students and staff will secure in place, they will remain there until given all clear. Students will not be released while in secure in place.

Animals on Campus

Animals/pets should not be brought on school property or to school, **except** with the prior permission of the teacher and approval of the principal.

STUDENT SERVICES & POLICIES

Communication Chain of Command

Parents/Guardians are encouraged to communicate questions, concerns or seek clarification as needed to best support their student.

Area of Concern	First Level	Second Level	Third Level	Fourth Level	Fifth Level
Athletics	Coach	Athletic Director	Principal	Superintendent	Board of Education
Athletics Facilities	Athletic Director	Principal	Exec. Director of Business Ops	Superintendent	Board of Education
Curriculum/Academic/ Instruction	Teacher	Principal	Teaching and Learning	Superintendent	Board of Education
Discipline	Teacher	Assistant Principal	Principal	Exec. Director of Student Support	Superintendent
Facilities	Principal	Exec. Director of Business Ops.	Superintendent	Board of Education	
Guidance	Counselor	Assistant Principal	Principal	Exec. Director of Student Support	Superintendent

Complaints About Emergency Safety Intervention Use

Complaints concerning the use of emergency safety interventions by district staff shall be addressed in the solution process outlined in board policy GAAF.

Student Activities *(Board Policy JH)*

The principal shall be responsible for organizing and approving all student activities. All school-sponsored activities shall be supervised by an adult approved by the administration.

Eligibility for Activities

See Grading Policy Handbook

Insurance Coverage

Students involved in Kansas State High School Activities Association-approved activities receive limited insurance coverage.

Please note that USD #475 does not provide or offer supplemental insurance for student accidents or students injured while participating in KSHSAA-approved activities.

Appropriate Dress for Students

A student's personal appearance is the responsibility of the student and his/her parents/guardians but becomes the responsibility of school administration when it disrupts learning. School administration reserves the right to make decisions concerning the appropriateness of a student's attire, reserves the right

to have a student remove any item deemed inappropriate for school, or to send a student home for a change of attire.

Cell Phone/Electronic Device Policy

- Appropriate use of cell phones and other non-educational electronic devices will be permitted before and after school hours at grade levels 6-8. Students attending JCHS will be permitted to use them during their assigned lunch period as well.
- Issues with device use include:
    - Unauthorized photos or videos in class.
    - Distraction from lessons.
    - Posting on social media during school hours.
    - Listening to music or watching videos during class.
    - Participating in disruptive group texts/chats.
- There will be no cell phones or other non-educational electronic devices used during class time unless stated in an approved 504 or health plan.
- Students are not permitted to call or text anyone, including guardians, from a cell phone for any reason during the school day without the permission of a school official.
- For communication during school hours, students and parents should contact the main office or use the school-issued email.
- Students in grades 6-8 at FRMS and JCMS will turn off their phones and store them in their lockers during class time.
- Students in grades 9-12 at JCHS will store their phones in one of two locations:
    - Designated cellphone pouches will be located near the front of the room for students to place their silenced devices upon entering the classroom.
    - Silenced devices may be secured in the student's bookbag.
- Students are not permitted to leave class to use a cell phone or electronic device.
- It will be considered a violation if the student's cell phone or electronic device disrupts the class.
- Consequences for misuse include but are not limited to:
    - Conference with teacher or administrator.
    - Parent/Guardian contact.
    - Device collected and held in office for student or parent pick-up.
    - Disciplinary referral.
    - Technology/cell phone contract assigned with daily turn in of device to office.
- Students attending H.D. Karns Alternative School will turn in cell phones and other non-educational electronic devices upon arrival at school. Devices will be returned to students at the end of the school day. Students on Advanced or Transitioning levels may be permitted access to their device during lunch with appropriate documentation.

Party Invitations & Special Deliveries

Party invitations are only to be brought to school if they are distributed to the entire class. Guardians are encouraged to not send or bring flowers, balloons or other items for birthdays and holidays at school as this is disruptive to the learning environment. Please have special deliveries sent to their home.

Student Code of Conduct (Board Policy JCDA)

The Unified School District 475 Board of Education has adopted the following Student Code of Conduct to be implemented and facilitated in each school building within the district for the purpose of consistent responses to student misbehavior.

USD #475

Code of Conduct

Behavior Expectations

Geary County Schools is dedicated to fostering a safe and cohesive environment for both students and staff, as outlined in our Mission Statement and Core Values. By implementing Positive Behavior Interventions and Supports (PBIS), we use a consistent approach to communicate behavioral expectations across all district buildings and classrooms.

Our school community actively promotes social, emotional, and behavioral learning through open communication and education. The district's discipline policy includes developmentally appropriate consequences and supports positive behavior management strategies. These strategies view misbehavior as an opportunity to reinforce important social, emotional, and behavioral skills.

When students exhibit behavior that significantly disrupts the educational process, we employ a leveled system of responses. School personnel will identify the infraction, issue an office referral, and determine an appropriate disciplinary action. **Each case is handled individually and at the discretion of school staff, using a problem-solving matrix and considering all circumstances.**

Prohibited behaviors are listed below and apply to school grounds, school transportation, school-sponsored events, and off-campus school events.

Mission Statement

To prepare today's students for tomorrow's world. USD 475 strives to provide first-class education and opportunities for growth through the Early Childhood Center, ~~13~~ 12 Elementary Schools, 2 Middle Schools in Fort Riley Middle School and Junction City Middle School, an alternative school in HD Karns Alternative School, the USD #475 Virtual School, and Junction City High School.

Core Values

- Students First - #1 Priority! Academic and socially responsive actions will be in the best interests of the students.
- Integrity – Doing what is right despite self-interest.
- Respect – Valuing the collaborative contributions of others.
- Accountability – Own the problem/situation or task and take the necessary actions to improve or correct it.
- Positive – Optimistic in the outlook and influence.
- Fiscally Responsible – Allocation of resources in alignment with the district mission.

DISCIPLINE ACTIONS and DEFINITIONS *(as per state codes)*

C – Conference: A meeting between the parents/guardians and school staff to discuss a child's progress at school and find solutions for behavioral problems.

RES – Restitution: A disciplinary action intended to teach the student that when they behave inappropriately it is in their responsibility to repair the harm, which helps in their personal growth.

TR – Truancy Letter: Letter notifying parent/guardians of Kansas State compulsory attendance laws.

ATT– Attendance Contract: An attendance contract represents mutually agreeable goals as well as stipulations that all parties involved must follow. When it comes to school attendance, a contract helps students see that you take the issue seriously.

ACT – Loss of Privilege: The student may not attend and/or participate in a school day activity or extra-curricular school activities on or off campus before, during or after school.

ASD – After School Detention: Detention is a consequence in which the student is required to remain in an assigned school setting for a specified amount of time outside of school hours to complete missed schoolwork and reflect on misbehavior. The goal of detention is to reduce future occurrences of inappropriate behavior.

DET – Detention: Detention is a consequence in which the student is required to remain in an assigned school setting for a specified amount of time during the school hours to complete missed schoolwork and reflect on misbehavior.

ISS – In School Suspension: Is a suspension in which the student is required to remain in an assigned school setting during the school hours to complete schoolwork and reflect on the behavior. The goal of in school suspension is to reduce future occurrences of inappropriate behavior.

OSS – Out of School Suspension (Short-Term Suspension): Is a temporary, short-term suspension from school not exceeding 10 days. OSS is a complete exclusion from school, school related activities, and district property for the duration of the suspension or until the student has fulfilled all obligations associated with the suspension and/or the decision of a Hearing Officer. A student is not allowed on any school property during an out of school suspension. A typical out-of-school suspension can be assigned for the remainder of the school day or up to ten full days.

- A re-entry conference will be scheduled with the building administrator or designee upon the student's return to school. This conference will consist of the student, a family representative, the school counselor or social worker and administrator/designee. The intent of this meeting is to develop a student contract that identifies the behavior in need of change, acceptable replacement behavior and interventions that will be implemented to achieve behavioral success within the educational setting.
- This meeting will be documented, further incidents referred to Student Intervention Team (SIT).

E – Expulsion: Refers to the permanent removal of a student from their regular educational setting due to a violation of serious rules or policies. According to Kansas Statute, expulsion cannot exceed 186 days. Before a student can be expelled, a hearing must be held to decide whether a student should be expelled for their conduct. The family must be presented with a copy of the procedures and information on the process.

DISCIPLINE DECISIONS and DEFINITIONS (additional consequences that can arise from DISCIPLINE ACTIONS)

CoP – Change of Placement: Indicates a form of change of placement, this requires a team decision. All students are not eligible. This is often the result of a Due Process Hearing.

LoC – Loss of Credit: A student who is either Long Term Suspended or Expelled can be withdrawn from assigned courses without credit at the directive of the District Hearing Officer.

LTS – Long Term Suspension: A Long-Term Suspension is the complete exclusion from school, school related activities, and district property for a period not to exceed 90 school days. LTS can only be implemented by the direction of the District Hearing Officer.

AS – Alternative School/Program: The alternative school placement uses a series of interventions to mitigate the number of students who are out of school suspended or expelled and make those consequences less frequent. The mission of the H. D. Karns Alternative School is to modify behavior, increase attendance and promote academic achievement with the goal being improved citizenship and increased graduation rate.

LE – Law Enforcement Notification: Law enforcement must be notified in severe crises and when crimes or violence occurs.

M – Misdemeanor: A misdemeanor is a criminal offense that is less serious than a felony and more serious than an infraction.

F – Felony: Felonies are the most serious crimes you can commit and have long jail or prison sentences, fines or a permanent loss of freedoms.

I – Infraction/Citation/Ticket: Infractions are the least serious type of crime. An infraction is the violation of a rule, ordinance, or a law. In most jurisdictions, there is no jail time associated with an infraction.

Levels of Misbehavior

Level 1 – Minor
Minor misbehaviors that staff can correct adequately at the time and in the environment in which they occur. We refer to these as "teachable opportunities" therefore, they are not addressed on this document.

Level 2 – Major
Infractions may not require administrative involvement, but they do require documentation and a response.

Level 3 – Severe
Infractions are serious misbehaviors that require administrative response.

Level 4 – Extreme
Infractions are extreme misbehaviors that require administrative response. These incudes behaviors that are illegal or so extreme that the misbehaving student's continued presence in a setting poses a threat to physical safety OR to adult authority.

Infractions, Definitions, and Actions/Decisions

Academic Misconduct/Cheating: Any type of cheating, plagiarism, fabrication, deception, bribery or sabotage. This includes forgery.

- Level 2 Major: ACT, DET, C
- Level 3 Severe: ACT, ASD, DET, ISS

Alcohol Possession: Having alcoholic beverages in one's pocket, bag, car, or locker. M

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Alcohol Sale/Solicitation: Selling or purchasing alcoholic beverages. M

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Alcohol Use: Consumption or being under the influence of alcoholic beverages. M

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Alcohol Other: Type of alcohol related incident other than possession, use or solicitation. Requires description. M

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Arson: To unlawfully and intentionally damage or attempt to damage any school or personal property by fire or incendiary device. This includes firecrackers, fireworks, and trash can fires if those items contribute to a damaging fire. F

- Level 3 Severe: ACT, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LoC, LTS, OSS

Assault – Other: Causing physical harm to an individual(s). Assault if further defined by one of the following classifiers: physical, sexual, kidnapping or robbery. M/F

- Level 3 Severe: ACT, ASD, ISS
- Level 4 Extreme: ACT, AS, Cop, E, LE LoC, LTS, OSS

Behavior – Other: Type of behavior incident other than disruptive, obscene, insubordination, or failure to serve a sentence. Requires a description.

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, CoP, E, LE, LoC, LTS, OSS

Bullying – Relational: The systematic diminishment of a targeted student's sense of self with the goal of hurting them or sacrificing their standing within their p0eer groups. This includes intentionally ignoring isolating excluding, shunning and gossip.

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, LE, LTS, OSS

Bullying – Cyberbullying: Bullying by use of any electronic communication device through means, including, but not limited to, email, instant messaging, apps, blogs, phones, devices, online games, and websites.

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, LE, LTS, OSS

Bullying – Physical: Use of overt bodily acts, such as hitting, tripping, shoving, slapping, punching, kicking, damaging or destroying personal property, hazing, or biting to gain power over a peer.

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, LE, LTS, OSS

Bullying – Verbal: Use of language, such as name calling, teasing, taunting, threatening, cruel criticism, belittling, personal defamation, racist slurs, sexually suggestive/abusive remarks, extortion, to gain power over peers.

- Level 2 Major: ACT, C, DET, REA
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, LE, LTS, OSS

Cumulative Tardies: Cumulative (total) present number of tardies accumulated by the student.

- Level 2 Major: ACT, C, DET
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LoC, LTS, OSS

Disrespect: Lack of courtesy in word, behavior, gesture or action. Not related to insubordination, bullying-verbal, or profanity

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LoC, LTS, OSS

Disruptive Behavior: Behavior which substantially disrupts the orderly learning environment. Does not involve violence, property damage, or obscenity. M

- Level 2 Major: ACT, C, DET, RES

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, Loc, LTS, OSS

Dress Code Violation: Clothing/apparel, inclusive of hats, scarves, shoes, jackets that's violates established dress code standards.

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET

Drug-Paraphernalia Possession: Having equipment (e.g. bong, pipe, etc.), for use in consuming illegal drugs, in one's pocket, locker, bag, or car, etc. M/F

- Level 3 Severe: ACT, ASD, ~~C~~, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Drugs- Other: Type of drug related incident other than marijuana possession, marijuana use, marijuana solicitation/sale, illicit drug possession, illicit drug use, or drug paraphernalia. Requires description. M/F

- Level 3 Severe: ACT, ASD, ~~C~~, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Failure to Serve Sentence: Refusal to serve or willful noncompliance with discipline actions taken as a result of previous discipline incident, particularly related to detentions, probation or restitution.

- Level 2 Major: C, ACT, DET
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, OSS

Fighting: An assault that causes physical harm to an individual. All incidents of violence are required to be reported by law. M/F

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC~~,~~ LTS, OSS

Fire Alarm: Pulling of fire alarm under false pretenses.

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LTS, LoC, OSS

Gambling: To unlawfully bet or wager money or something else of value; assist, promote, or operate a game of chance for money or some other stake; possess or transmit wagering information; manufacture, sell, purchase, possess, or transport gambling equipment, devices or goods or tamper with the outcome of a sporting event or contest to gain a gambling advantage. M/F

- Level 3 Severe: ACT, ASD, DET, ISS, RES
- Level 4 Extreme: ACT, AS, CoP, E, LE, LTS, LoC, OSS

Gang Related Activity: Behavior, clothing, language, symbols, "colors", gestures, comments, signs, written materials, electronic messaging or conduct that relates to ethics as determined by gang leadership. M/F

- Level 3 Severe: ACT, ASD, DET, ISS, RES
- Level 4 Extreme: ACT, AS, CoP, E, LE, LTS, LoC, OSS

Harassment: Repeatedly annoying or attacking a student/group of students or personnel which creates a hostile educational environment. This can be considered continual teasing that was asked to stop. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Harassment – Hate Related: Repeatedly annoying or attacking a student/group of students or other personnel which creates an intimidating or hostile educational or work environment related to race, ethnicity, social status. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Harassment – Sexual: Repeatedly annoying or attacking a student/group of students or other personnel which creates an intimidating or hostile educational or work environment related to unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Horseplay: Disruptive behavior that is considered playful by all participants. Not related to taunting or bullying.

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS

Illicit Drug Possession: Having an illegal drug or over the counter medication in violation of school policy in one's pocket, bag, car, or locker, etc. M/F

- Level 3 Severe: ACT, ASD, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LTS, LoC, OSS

Illicit Drug Sale/Solicitation: Selling or purchasing illegal drugs or over the counter medication in violation of school policy. F

- Level 3 Severe: ACT, ASD, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Illicit Drug Use: Smoking, snorting, injecting, ingesting, or otherwise using an illegal drug or over the counter medication in violation of school policy.

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Inappropriate Use of Technology: Use of school computer or equipment for inappropriate uses such as viewing inappropriate material, changing school records, etc. M/F

- Level 2 Major: ACT, C, DET
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, LE, LoC, LTS, OSS

Insubordination: Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situations in which a student is disobedient.

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, E, LoC, LTS, OSS

Intimidation-Threat: Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to an actual physical attack. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Kidnapping: Unlawful seizure, transportation, and or detention of a person against his/her will, or of a minor without the consent of the custodial parent/legal guardian. This includes hostage taking. F

- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Lying: Delivering a message that is untrue and/or deliberately violating rules.

- Level 2 Major: ACT, C, DET, RES

Marijuana Possession: Having marijuana or another cannabinoid in one's pocket, bag, car, locker, etc. M/F

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Marijuana Sale/Solicitation: Selling or purchasing marijuana or another cannabinoid. M/F

- Level 3 Severe: ACT, ASD, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Murder: The killing of a human being. F

- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Obscene Behavior: Language, actions, written correspondence that is considered offensive as it relates to language, lewdness, or to stimulate sexual behavior. M

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Physical Aggression: Behavior that can lead to physical or emotional harm to another. This can be verbal and/or physical. It includes the damaging of physical property. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, C, DET, ISS, RES
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Physical Assault: touching or striking of another person against his/her will or intentionally causing bodily harm to an individual (battery). M

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Profanity: The use of non-school appropriate language such as curse words, slang terms and related words in an oral, written, or gesture. This is not inclusive of harassment or racial slurs. M

- Level 2 Major: ACT, C, DET
- Level 3 Severe: ACT, ASD, DET, ISS

Robbery: The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting a victim in fear. F

- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS, RES

School Threat: Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building/property, or to harm students or staff. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LTS, OSS

Sexual Assault: Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. This includes rape, fondling, indecent liberties, child molestation, and sodomy. M/F

- Level 4 Extreme: ACT, AS, CoP, E, LE, Loc, LTS, OSS

Skipping: Considered being absent (unexcused) in violation of state, school district, or school policy related to attendance.

- Level 2 Major: ACT, ATT
- Level 3 Severe: ACT, ASD, ATT, DET, ISS

Tardies – Unexcused: Considered being late/absent in violation of state, school district, or school policy related to attendance.

- Level 2 Major: ACT, ATT, C, DET
- Level 3 Severe: ACT, ASD, ATT, DET, ISS

Theft: The unlawful taking of property belonging to another person without threat, violence or bodily harm. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Threat – Other: Actions causing fear or harm without a physical attack. Threat is further defined by one of the following classifiers: intimidation, individual bullying, hate related, sexual, school or other. M/F

- Level 2 Major: ACT, C, RES, DET
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Threats of Serious Violence: Actions (verbal/written) that cause fear or harm without a physical attack. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LTS, OSS

Tobacco/Nicotine Delivery System Other: Type of tobacco related incident other than possession, use or solicitation/sale. This also contains any nicotine delivery system, gum, vaping, cigar, cigarillo, electronic cigarette. Requires description. I/M

- Level 3 Severe: ACT, ASD, C, DET, LE, ISS, RES
- Level 4 Extreme: ACT, CoP, E, LE, LoC, LTS, OSS

Tobacco/Nicotine Delivery Possession: Having tobacco in one's pocket, bag, car, or locker, etc. I/M

- Level 3 Severe: ACT, ASD, C, DET, LE, ISS, RES
- Level 4 Extreme: ACT, CoP, E, LE, LoC, LTS, OSS

Tobacco/Nicotine Delivery Solicitation: Selling or purchasing tobacco products, cigarettes, electronic cigarettes, pipe, vaporizers, chewing tobacco, etc. I/M

- Level 3 Severe: ACT, ASD, C, DET, ISS, RES
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Tobacco/Nicotine Use: Smoking, inhaling, chewing, or other forms of using tobacco. I/M

- Level 3 Severe: ACT, ASD, C, DET, LE, ISS, RES
- Level 4 Extreme: ACT, CoP, E, LE, LoC, LTS, OSS

Truancy: Violation of state, school district, and school policy relating to school attendance

- Level 2 Major: ACT, ATT, C, DET, TR
- Level 3 Severe: ACT, ASD, ATT, DET, TR
- Level 4 Extreme: ACT, AS, ATT, CoP, TR

Verbal Conflict: An argument that is verbal in nature, potentially disruptive as a result of conflict, anger or rage. No physical contact. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS

Vandalism Personal Property: Willful destruction or defacement of an individual's property or property belonging to a group other than the school district. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Vandalism School Property: Willful destruction or defacement of property belonging to the school district. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Vandalism Other: Willful destruction or defacement of property. The type of vandalism incident is other than school property or personal property. Requires description. M/F

- Level 2 Major: ACT, C, DET, RES
- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Weapons Other: Type of weapon incident other than weapons possession, weapon use, or weapon solicitation/sale. Requires description of weapon. M/F

- Level 3 Severe: ACT, ASD, DET, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC,-LTS, OSS

Weapons Solicitation: Incident involving an object designed or used to inflict harm on person or property. Weapons are further defined by one of the classifiers: possession, use, and solicitation/sale. All incidents involving weapons are required to be reported. M/F

- Level 3 Severe: ACT, ASD, ISS
- Level 4 Extreme: ACT, AS, CoP, E, LE, LoC, LTS, OSS

Weapons Use: Use of an instrument or object designed to inflict harm on another person(s). You must describe the type of weapon used: Explosive, air gun, firearm, handgun, knife, rifle, razor, ice pick, shotgun, or other devices used. M/F

- Level 4 Extreme: ACT, AS, CoP, E, LE, LTS, LoC, OSS

Bullying (Board Policy JDDC)

The Board of Education prohibits bullying in any form either by any student, staff member, or guardian towards a student or a staff member on or while using school property, in a school vehicle or at a school-sponsored activity or event. For the purposes of this policy, the term "bullying" shall have the meaning ascribed to it in Kansas law.

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

In USD 475, we define bullying as: "A student is being bullied or victimized when he or she is exposed, **repeatedly and over time, to negative actions on the part of one or more students."**

District-wide Parental Involvement Policy *(Board Policy KBD)*
USD 475, Geary County Schools believes parent involvement in integral to student success and will implement the following:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools
- Programs, activities, and procedures, including the process of school review and improvement will be planned and operated with meaningful consultation with parents of participating children
- The District will work with its schools to ensure that the required school-level parental involvement policies include, as a component, a school-parent compact
- To the extent practicable, the district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in a language parents understand
- The school district will be governed by the following statutory definition of parental involvement, and expects that its schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
(A) that parents play an integral role in assisting their child's learning;
(B) that parents are encouraged to be actively involved in their child's education at school;
(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Kansas Parent Information Resource Center (KPIRC)

http://www.kpirc.org

The Kansas Parent Information Resource Center (KPIRC), federally funded, is the official Parent Information Technical Assistance Center for the state of Kansas. KPIRC promotes meaningful parent involvement at all levels of education and provides information and resources to help parents, schools, districts and other organizations promote the educational success of every Kansas child.

Parents Right-To-Know

Annual Notification to Parents of Children Attending Title I Schools

Parents may request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum,

- whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- whether the child is provided services by paraprofessionals and, if so, their qualifications.

Information regarding teacher qualifications can be obtained by contacting: Geary County USD 475 Human Resource Services
Mary E. Devin Center for Educational Support
123 N. Eisenhower
Junction City, KS 66441 (785) 717-4000

Title I Schools

In USD 475, we have schools that receive Title I Federal funds and are Title I schools based upon their number of students on free and reduced lunches.

For information regarding Title I services, please contact:
Director of Title 1
Geary County School District
123 N. Eisenhower
Junction City, KS 66441 (785) 717-4000

Section 504 Plans

Identification and Referral Process

The District shall annually undertake to identify and locate every qualified child with a disability residing in the District's jurisdiction who is not receiving a public education and take appropriate steps to notify children with disabilities and their parents or guardians of the District's duties under Section 504 and Title II in the District's child find publications, including newspaper notices, letters, flyers, and brochures.

The District shall provide a free appropriate public education (FAPE) to each qualified student with a disability in the District's jurisdiction. An appropriate education is the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and complies with applicable federal regulations.

The District shall educate, or shall provide for the education of, each qualified student with a disability in its jurisdiction with students without disabilities to the maximum extent appropriate to the needs of the students with a disability. The District shall place a student with a disability in the regular educational environment unless it is demonstrated by the District that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

The District shall ensure that students with disabilities participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate to the needs of the student with a disability. Nonacademic and extracurricular services and activities include, but are not limited to, meals, recess periods, counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies which provide assistance to students with disabilities, and employment of students.

Requests by Initiated Parents/District Staff
Parental requests for Section 504 and Title II accommodations or services, including related services, may be requested verbally or submitted in writing to the Building-based Section 504 and Title II Coordinator. Each Building Principal shall serve as the building-based Section 504 and Title II Coordinator. The building-based Section 504 and Title II Coordinator will meet with parents or staff to complete both the Parent Notification and Consent to Determine Eligibility for Accommodations forms.

Violence Free Schools *(Board Policy JDD)*

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

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

Drug Free Schools *(Board Policy JDDA)*

Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. The possession, use, sale, distribution, and/or being under the influence of illicit drugs, controlled substances, and/or alcohol by students at school, on or in school property, or at school sponsored activities or events is prohibited.

Tobacco and Nicotine Delivery Devices/Paraphernalia *(Board Policy JCDAA)*

The following policy was approved by the Kansas State Board of Education on December 10, 2019, and will be followed in conjunction with USD 475 policy

Students and Staff: The use, possession, or promotion of a tobacco product by a student or staff is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property at all times.

Visitors: The use of any tobacco product by parents, contractors, volunteers, and all other visitors is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property at all times.

The following definitions apply to this policy.

"Tobacco product" means any product that is made form or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled or ingested by any other means, including, but not limited to, Electronic Nicotine Delivery System (ENDS), cigarettes, cigars, pipe tobacco, chewing tobacco, snuff or snus. Tobacco product also means any component or accessory use in the consumption of a tobacco product, such as filters, rolling papers, pipes, charging devices, cartridges and any substance used in ENDS, whether or not they contain nicotine. This definition does not include FDA-approved Nicotine Replacement Therapies including transdermal nicotine patches, nicotine gum, and nicotine lozenges.

"Electronic Nicotine Delivery System (ENDS)" means any device that delivers a vaporized solution (including nicotine, THC or any other substance) by means of cartridges or other chemical delivery systems. Such definition shall include, but may not be limited to, any electronic cigarette, vape pen, hookah pen, cigar, cigarillo, pipe, or personal vaporizer. ENDS are not FDA-approved Nicotine Replacement Therapy devices.

"Promotion" includes, but is not limited to, product advertising via branded gear, bags, clothing, any personal articles, signs, structures, vehicles, flyers, or any other materials.

As a condition of continued enrollment in the district, students shall abide by the terms of this policy. Students shall not manufacture, sell, distribute, dispense, possess, use, and/or be under the influence of illicit drugs, controlled substances, or alcoholic beverages at school, on or in school district property, or at any school activity, program or event. Any student violating the terms of this policy will be reported to the appropriate law enforcement officials, and will be subject to:

(A) Short term suspension

(B) Long term suspension; not less than one semester or four months

(C) Expulsion from school for the remainder of the school year.

(D) Suspension from participation and attendance at all student activities for a period that could be for the remainder of the year.

(E) Notification of the military or civilian policy of a violation

(F) A referral may be made to the Student Assistance Program for services.

(G) A student placed on long term suspension under this policy may be readmitted on a probationary status if the student agrees to complete a drug and alcohol rehabilitation program. The school will make a viable list of programs. The student and his/her parents or guardians will be responsible for paying for such rehabilitation

Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in Board policies and Kansas statutes (K.S.A 72-8901, et. seq.). Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with the policies governing student discipline.

In the event it is agreed that the student will enter into and complete a drug education or rehabilitation program, the cost of such a program will be the responsibility of the student and his/her parents/guardians. A list of drug and alcohol counseling, treatment, and rehabilitation programs, along with the names and addresses of contact persons for the programs is on file with the board clerk or designee. Parents or students should contact the directors of the programs to determine the cost and length of the program.

Administrative Guidelines Emergency Safety Interventions (ESI) *(Board Policy GAAF)*

The Board of Education is committed to limiting the use of Emergency Safety Intervention ("ESI") such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavior 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-guidebook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Prohibited Types of Restraint All staff members are prohibited from engaging in the following actions with all students:

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

Seclusion means placement of a student in a location where:

- The student is placed in an enclosed area by school personnel;
- The student is purposefully isolated from adults and peers; and
- The student is prevented from leaving, or the student reasonably believes that such student will be prevented from leaving, the enclosed area.

Use of Emergency Safety Interventions ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI.

Use of an ESI for purposes of discipline, punishment, or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical condition must be indicated in a written statement from the student's licensed healthcare provider, a copy of which has been provided to the school and placed in the student's file. Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others. Use of Seclusion When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

Seclusion Rooms

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather. A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted. When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. Seclusion is not time-out, which is a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

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.

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

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

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the 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 forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information. Law Enforcement, School Resource, and Campus Security Officers Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law enforcement purpose.

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

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

- Date and time of the ESI
- Type of ESI
- Length of time the ESI was used

- School personnel who participated in or supervised the ESI
- Whether the student had an individualized education program at the time of the incident
- Whether the student had a section 504 plan at the time of the incident
- Whether the student had a behavior intervention plan at the time of the incident.

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

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request.

The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future. For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan.

Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting. The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

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

encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator.

In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

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

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

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30t h day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action.

A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of education and shall be mailed to the parents and the state department within 30 days of the board's receipt of the formal complaint. If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process

Another intervention may be to remove a student from the scene of imminent danger or injury for a brief period of time. The purpose of this temporary removal is also to prevent students from harming themselves or others.

For information on the USD 475 Emergency Safety Interventions (ESI) policy go to the following website:

Emergency Safety Interventions - Geary County Unified School District 475 (usd475.org)

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The district policy states that the district may disclose appropriately designated "directory information", unless you notified the district in writing by August 15 or no later than 10 days after enrollment. If notification is not received, pictures of your child may be posted on the building and USD 475 web pages.

EQUAL EMPLOYMENT/EDUCATIONAL OPPORTUNITY/NON-DISCRIMINATION

Geary County Unified School District No. 475 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and/or activities and provides equal access to the Boy Scouts and other designated youth groups. For questions or complaints based on race, color, national origin, sex or age, please contact Director of Human Resources. For questions or complaints based on disability,

please contact Director of Exceptional Student Services. They can be reached at 785-717-4000, 123 N. Eisenhower Street, Junction City, Kansas 66441-0370.

ANTI-DISCRIMINATORY POLICIES & GRIEVANCE PROCEDURE

Notice of Nondiscrimination - Geary County Unified School District 475 (usd475.org)

Discrimination Complaints *(Board Policy KN)*

The board encourages all complaints regarding the district to be resolved at the lowest possible administrative level. Whenever a complaint is made directly to the board as a whole or to a board member as an individual, it will be referred to the administration for study and possible resolution. Complaints should be directed to the Superintendent.

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, religion, or genetic information in the admission or access to, or treatment or employment in the district's programs and activities is prohibited. Harassment of an individual on any of these grounds is also prohibited.

Complaints About Discrimination, Discriminatory Harassment

Complaints of discrimination or discriminatory harassment by an employee should be addressed to the employee's supervisor, the building principal, or the district compliance coordinator. Complaints by a student should be addressed to the building principal, another administrator, the guidance counselor, or another staff member. Any school employee who receives a complaint of discrimination or harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal.

If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. Complaints by any other person alleging discrimination should be addressed to the building principal or the district compliance coordinator. Complaints about discrimination, including complaints of harassment, will be resolved through the following complaint procedures:

Informal Procedures

The building principal shall attempt to resolve complaints of discrimination or harassment in an informal manner at the building level. Any school employee who receives a complaint of discrimination harassment from a student, another employee or any other individual shall inform the individual of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. The building principal shall discuss the complaint with the individual to determine if it can be resolved. If the matter is resolved to the satisfaction of the individual, the building principal shall document the nature of the complaint and the proposed resolution of the complaint and forward this record to the district compliance coordinator. Within 20 days after the complaint is resolved in this manner, the principal shall contact the complainant to determine if the resolution of the matter remains acceptable. If the matter is not resolved to the satisfaction of the individual in the meeting with the principal, or if the individual does not believe the resolution remains acceptable, the individual may initiate a formal complaint.

Formal Complaint Procedures

- A formal complaint should be filed in writing and contain the name and address of the person filing

the complaint. The complaint should briefly describe the alleged violation. If an individual does not wish to file a written complaint and the matter has not been adequately resolved, the building principal may initiate the complaint. Forms for filing written complaints are available in each building office and the central office.

- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.
- If appropriate, an investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by the building principal, the Compliance Coordinator or another individual appointed by the board. The investigation shall be informal but thorough. All interested persons, including the complainant and the person against whom the complaint is lodged, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.
- A written determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and a copy forwarded to the complainant no later than 30 days after the filing of the complaint.
- Records relating to complaints filed and their resolution shall be forwarded to and maintained in a confidential manner by the district compliance coordinator.
- The complainant may appeal the determination of the complaint. Appeals shall be heard by the district compliance coordinator, a hearing officer appointed by the board, or by the board itself as determined by the board. The request to appeal the resolution shall be made within 20 days after the date of the written resolution of the complaint at the lower level. The appeal officer shall review the evidence gathered by the investigator and the investigator's report and shall afford the complainant and the person against whom the complaint is filed an opportunity to submit further evidence, orally or in writing, within 10 days after the appeal is filed. The appeal officer will issue a written determination of the complaint's validity and a description of its resolution within 30 days after the appeal is filed.
- Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

HARRASSMENT

Racial and Disability Harassment *(Board Policy JGECA)*

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

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the

Americans with Disabilities Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

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

Prohibited conduct under this policy includes racially or disability-motivated conduct which:

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

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

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

Any student who believes he or she has been subject to racial or disability harassment or has witnessed an act of alleged racial or disability harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of racial or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal.

If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure in policy KN.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial or disability harassment under the definition outlined above.

Unacceptable student conduct may or may not constitute racial or disability harassment, depending on the nature of the conduct and its severity, pervasiveness, and persistence. Behaviors which are unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct.

The discipline of a student for violation of any provision of the code of student conduct may be enhanced if the conduct is racially or disability motivated.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

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

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

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

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

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

A summary of this policy shall be posted in each district facility and shall also be published in student, handbooks and on the district's website as directed by the district compliance coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually, if applicable.

Sexual Harassment *(Board Policy JGEC)*

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates and is prohibited by Title IX from engaging in such discrimination. Discrimination on the basis of sex, including sexual harassment will not be tolerated in the school district. Discrimination on the basis of sex of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Sexual harassment is unlawful discrimination of the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school sponsored activities, programs, or events within the United States. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

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

Sexual harassment shall include conduct on the basis of sex involving one or more of the following: (1) A district employee conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcomed sexual conduct; (2) unwelcomed conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's educational program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking.

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

The District encourages all victims of sexual harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of sexual harassment will be promptly investigated and resolved. Any person may make a verbal or written report of sex discrimination by any means and at any time.

The Executive Director of Personnel Services, 123 North Eisenhower, 785 -717 -4000, has been designated to coordinate compliance with nondiscrimination requirements contained in Title IX of the Education Amendments of 19 72, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. Information concerning the provisions of these Acts, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW< Washington D.C., 20202 -1100, (800) 421 -3481, or at OCR@ed.gov; or both.

Response to Harassment Complaints

The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge.

Any students who believe that he or she has been subjected to sexual harassment should report the alleged harassment to the building principal, another administrator, the guidance counselor, the Title IX Coordinator, or another licensed staff member. All employees receiving reports of sexual harassment from a student shall notify the Title IX Coordinator.

Definitions

The following definitions apply to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights

Act of 1964, and the Kansas Act Against Discrimination. The "complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.

The "decision-maker" reviews all the evidence and prepares an impartial written responsibility determination as to whether the alleged conduct occurred and provides an opportunity for the parties and their representatives to prepare written questions to be answered by the other party. The decision-maker shall not be the Title IX Coordinator or investigator.

"Domestic violence" includes crimes of violence committed by a person who is a current or former spouse, partner, person with whom the victim shares a child, or who is or has cohabited with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under Kansas or applicable federal law, or by any other person against an adult or youth victim having protection from such person's acts by Kansas or applicable federal law.

A "formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment.

The "investigator" is the person who carries out the investigation after the formal complaint is filed and conducts interviews of the witnesses, collects and documents evidence, and drafts an investigative report.

A "respondent" is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or to suffer substantial emotional distress.

The "Title IX Coordinator" is the individual designated at the district level who has responsibility to coordinate compliance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. The Title IX Coordinator's responsibilities include, but are not limited to: developing materials and ensuring professional development occurs for staff involved in Title IX compliance, creating systems to centralize records, gathering relevant data, contacting the complainant (and/or parents or guardians, if applicable) once the district has actual knowledge of alleged sexual harassment, coordinating the implementation of supportive measures, signing a formal complaint to initiate a grievance process, and ensuring any remedies are implemented.

The Title IX Coordinator, any investigator, decision-maker, or any person who facilitates an informal resolution process shall not have a conflict of interest or bias for or against the complainant or respondent.

These individuals shall receive training on the definition of sexual harassment; the scope of the education program and activities; how to conduct an investigation, including appeals and informal resolution processes; and how to serve impartially, including by avoiding prejudgment of the facts, conflicts of interest, and bias. Decision-makers shall receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators shall receive training on issues of relevance of questions and evidence in order for them to create investigative reports that fairly summarize relevant evidence.

Any employee who witnesses an act of sexual harassment or receives a complaint of harassment from another employee or a student shall report the complaint to their immediate supervisor, building administrator, or Title IX Coordinator. Employees who fail to report complaints or incidents of sexual harassment to appropriate district officials may face disciplinary action. District officials who fail to investigate and take appropriate corrective action in response to complaints of sexual harassment may also face disciplinary action.

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

If discrimination or harassment has occurred, the district will take prompt, remedial action to stop it and prevent its reoccurrence.

The Title IX Coordinator shall promptly respond in a meaningful way to any reports of sexual discrimination including sexual harassment of which the district has actual knowledge as follows:

- Contact the complainant within 10 business days and discuss the availability of supportive measures, with or without the filing of a formal complaint, and consider the complainant's wishes as to supportive measures: and
- Inform the complainant of the right to a formal complaint investigation consistent with Title IX and the informal resolution process.

Supportive Measures

The district will treat the complainant and respondent equitably by offering supportive measures. These non-disciplinary and non-punitive measures will be offered as appropriate, as reasonably available, and without cost to the complainant or the respondent. Supportive measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party. "Supportive Measures" shall include, but not be limited to, measures designed to protect the safety of all parties, to protect the district's educational environment, or to deter sexual harassment. These measures may include counseling, extensions of deadlines or course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other similar measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Formal Complaint

No investigation of alleged sexual harassment may occur until after a formal complaint has been filed.

A formal complaint is a document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting an investigation. The procedures for filing a formal complaint are as follows:

- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district concerning which the formal complaint is filed.
- A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. Filing of the complaint with the Title IX Coordinator may be done in person, by mail, or by email. If an individual does not wish to file a written complaint, and the matter has not been adequately
- resolved, the Title IX Coordinator may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.
- An investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by a qualified individual designated by the Title IX Coordinator, or another individual appointed by the board. The investigation shall be thorough. All interested persons, including the complainant and the respondent, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

Formal Complaint Notice Requirements

Upon filing of a formal complaint, the district shall provide written notice to the known parties including:

- Notice of the allegations of sexual harassment including sufficient details to prepare a response before any initial interview including:
  - the identities of the parties involved, if known;
  - the conduct allegedly constituting sexual harassment; and
  - the date and location of the alleged incident, if known.

- An explanation of the district's investigation procedures, including any informal resolution process;

- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;

- Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice initially provided, notice of the additional allegations shall be provided to known parties.

Formal Complaint Investigation Procedures

To ensure a complete and thorough investigation and to protect the parties, the investigator shall:

- Ensure that the preponderance of the evidence burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the district and not the parties;
- Provide an equal opportunity for the parties to present witnesses and evidence;
- Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
- Allow the parties to be accompanied with an advisor of the party's choice;
- Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate;
- Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint, including the investigative report, and the opportunity to respond to that evidence before a determination is made;
- Be impartial and objectively evaluate all relevant evidence without relying on sex stereotypes;
- Not have conflicts of interest or bias for or against complainants or respondents;
- Not make credibility determinations based on the individual's status as complainant, respondent, or witness.

Formal Complaint Investigation Report

The investigator shall prepare an investigative report that fairly summarizes relevant evidence and share the report with the parties and their advisors for review and response.

Before completing the investigative report, the investigator must send each party and their advisors the investigative report for review and allow the parties 10 days to submit a written response for the investigator's consideration.

The investigator's written report shall include an objective evaluation of all relevant evidence using a preponderance of the evidence standard to determine responsibility.

Decision-Maker's Determination

Upon receiving the investigator's report, the decision-maker must make a determination regarding responsibility and afford each party the opportunity to submit written, relevant questions that the parties want asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence. The decisionmaker's written determination shall:

- Identify the allegations potentially constituting sexual harassment;

- Describe the procedural steps taken, including any notifications to the parties, site visits, methods used to gather evidence, and interviews;
- Include the findings of fact supporting the determination;
- Address any district policies and/or conduct rules which apply to the facts;
- Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the district to the complainant; and
- The procedures and permissible bases for the complainant and/or respondent to appeal the determination.

A copy of the written determination shall be provided to both parties simultaneously.

The range of disciplinary sanctions and remedies may include, but may not be limited to, supportive measures, short term suspension, long term suspension, expulsion for students, and/or termination for employees. Complainants and respondents shall be treated equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made. The Title IX Coordinator is responsible for the effective implementation of any remedies. If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.

If the investigation results in a recommendation that an employee be suspended with or without pay or terminated, procedures outlined in board policy, the negotiated agreement (as applicable), and/or state law will be followed.

Records relating to complaints filed and their resolution shall be maintained by the Title IX Coordinator for seven years.

The decision becomes final on the date the parties receive the results of an appeal, if any appeal is filed; or on the date the opportunity for an appeal expires.

Appeals

The complainant or respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

- Procedural irregularity that affected the outcomes;
- New evidence that was not reasonably available at the time that could affect the outcome; and/or
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias against either party that affected the outcome.

The request to appeal shall be made in writing to the Title IX Coordinator within 20 days after the date of the written determination. Appeals shall be on the record and heard by an attorney, an independent hearing officer appointed by the board, or the board. The appeal decisionmaker may not be the Title IX Coordinator, the Investigator, or the decisionmaker from the original determination.

The appeal decision-maker will issue a written decision within 30 days after the appeal is filed. The appeal decision-maker will describe the result of the appeal and the rationale for the result.

The appeal decision-maker shall:

- Review the evidence gathered by the investigator, the investigator's report, and the original decision-maker's determination;
- Notify both parties in writing of the filing of an appeal and give them 10 days after the appeal is filed to submit further evidence in writing;
- Not have a conflict of interest or bias for or against complainant or respondent and receive the required training;
- Issue a written decision and the rationale for the decision within 30 days after the appeal is filed;
- Describe the result of the appeal and the rationale for the result in the decision; and
- Provide the written decision simultaneously to both parties and to the Title IX Coordinator.

Informal Resolution Process

At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility.

The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:

- The parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, and information on when it may preclude the parties from resuming a formal complaint arising from the same allegations;
- At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the investigation of the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process;
- The parties voluntarily and in writing consent to the informal resolution process; and
- The informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.

If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the proposed resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. Within 20 days after the complaint is resolved in this manner, the Title IX Coordinator shall contact the complainant to determine if the resolution of the matter remains acceptable. If the matter is not resolved, or if the individual does not believe the resolution remains acceptable within 20 days after the informal resolution document is executed, the individual or the Title IX Coordinator may proceed with the formal complaint process.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for opposing discrimination, including harassment; for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or appeal.

Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies, including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

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

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

A summary of this policy and the complaint procedures including how to report or file a formal complain of sex discrimination or sexual harassment shall be posted in each district facility, shall be published in student guidebook and on the district's website as directed by Title IX Coordinator. Notification of the policy may include posting informational notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school, or distributing memoranda or other written communications to students and employees. In addition, the district is required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees.

Learning For All • Whatever If Takes

USD 475
One-to-One Device Handbook

Procedures and Information for Students and Parents

The device will allow student access to educational applications, web-based tools, and many other useful sites. The device is an education tool not intended for gaming, social networking, or high-end computing, and all users will be expected to follow the district's Acceptable Use Policy as well as all other state and federal laws, board policies, and school rules.

This document provides students and families with information about the general use of technology, ownership of the devices, rights and responsibilities for possession of the device, care of the device, its educational use, and good digital citizenship. Additionally, the last page is the USD 475 Device Agreement between student, parent, and school. This page is signed through the online enrollment process.

Ownership of the Device

Students may be issued a device for the duration of each school year; however, USD 475 retains full and complete ownership of the device.

Receiving the Device

Every student who receives a device will also receive a power adapter for educational purposes both at school and home. All parents/guardians and students are required to read the USD 475 Device Agreement included in the online packet before a device will be issued and sent home with the student. If a parent opts out, the student will only use the device at school. All students are required to go through orientation. All students enrolled in USD 475 Virtual School are required to pay a $50 nonrefundable tech fee.

General Use

- Students are responsible for the general care of the district device issued to them.
- Students may not load software or apps onto the device without teacher approval. If applications are loaded, they become the property of USD 475.
- Students may not remove district programs or files from the device.
- Cables, cords, and accessories should be inserted carefully.
- Turn on the computer using the power button. Allow it to come on and the login screen to load. This will allow the computer to connect to the network before the student login.
- Students should remember to save frequently when working on digital media. The district is not responsible for the loss of any student work.
- Students should make sure the keyboard is clear of objects before closing the device.
- Students should shut down each day using the Power Options icon.
- Computers need to be plugged in each night so that the battery is fully charged each day.
- Computers should not be placed in a backpack with food, liquids, and/or heavy or sharp objects.

Care and Cleaning

- Care should be taken when eating and drinking near the computer. A spill can damage the computer.
- When working near a desk or flat surface, use it to support the computer.
- To clean the computer, unplug all cables and turn off the computer. Wipe the computer with a soft, lint-free dry cloth to clean stains and smudges. A gentle window cleaner may be used, but do not spray it directly on the computer. Lightly spray a cloth and wipe down the computer.
- When carrying the computer, use both hands to avoid dropping the computer. Hold and lift the device by the base, not the screen.
- Carry the device in a case between classes.
- Shut down the device if it is in the case for a long period of time.
- Only use a stylus designed for tablets to write on the computer screen. Do not use regular pens or pencils.
- Do not draw on, color, or put stickers on the device.
- Avoid placing heavy items on the computer.
- Do not leave the computer in the car. Changes in temperature can cause damage or it could be stolen.

Safe Keeping

- Content Filter: The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All devices, regardless of physical location and Internet connection, will have Internet activity filtered. Despite the filter, the district cannot guarantee that all controversial or inappropriate materials will be blocked both at school and at home. Teachers will monitor usage at school, to the best of their ability. Parents should monitor usage at home, as well. If there is a reason to suspect students have visited inappropriate sites, downloads of the device history can be made by administration.
- The student may not give personal information when using the Internet.
- Devices that are left unattended will be collected and returned to the Media Center.
- Do not loan the computer to someone else, including family members. Students are responsible for their own device.

Repair

• Computers may be issued to students when the device is left for repair if loaners are available. Computers on loan may not be taken home, unless the student is given permission by an administrator, and will be returned to the Media Center by the end of the day.
• Important: Repairs shall not be attempted by parents, guardians, students, or any outside source for any type of repair service. If the device needs repair, please let a teacher or the Library Media Specialist know.

Damage

Repair costs for accidental damage to a district device are outlined below. The district determines the repair or replacement costs.
• First repair in a school year due to accidental damage: student pays 0%, the district pays 100%.
• Any subsequent repair due to accidental damage in a school year: 100% of the costs will be charged to the student.
• If the district's third-party computer repair partner or school administrator determines that the device was intentionally damaged, then 100% of the costs will be charged to the student.
• A single repair or replacement fee shall not exceed the actual cost of the device plus tax.
• The responsibility for the care, safety and security of the district-issued device is the responsibility of the student and parent/ guardian.
• Dents in the outer casing, damage to the screen (cracks, discolored due to pressure), headphones not removed correctly from the headphone jacks, damage to any ports (headphone jacks, charging ports and USB ports), and broken hinges will be considered visible physical damage.
• Students are responsible for the charging cable and case provided. Should the charging cable and case need to be replaced, the student will be charged the current replacement cost.

Account Access

• Students will log into their devices using their school-issued username and password.
• Students must never share their account passwords with others, unless needed by building administration to address emergency or time-sensitive issues.

USD 475 Labels

• All devices will have a USD 475 label with an identification number unique to that device.
• Labels may not be covered, modified, removed, or otherwise tampered with in any way.

Probationary Device Status

Students who have violated the USD 475 Acceptable Use Policy or any other provisions included in this Handbook will have a consequence. This may include turning in the device at the end of each day for a period of time. The school official will secure the equipment during the evening and the student will be allowed to check it out daily for use during school.
Students engaging in unauthorized picture taking, audio recording or videotaping on school grounds or activities, or use school equipment on or off school grounds in an unauthorized manner, are subject to the administration of appropriate disciplinary resolutions up to and including suspension or expulsion. The loss, damage or theft of School District Digital Technology or Network Systems are subject to restitution and/or legal action.

Returning the Device

- The devices, along with all peripherals and accessories, will be inventoried periodically during the school year. Students leaving any USD 475 school will check in their device to the library media center before they leave school.

Loss and Theft

Students and parents/guardians must report a lost or stolen device immediately to the Media Center. If the device is stolen the student, parent, or guardian must file a police report, and turn that into the Media Specialists immediately. If the device is lost, the student and parent or guardian will be assessed the replacement price of the device. Failure to turn in a device when requested shall result in the student being charged the full replacement cost.

IIBF - Acceptable Use Policy

Geary County Schools USD 475 provides computer systems, including access to the Internet, to maximize the educational benefits of students and staff to better prepare them for opportunities to problem solve, manage, and retrieve information, think creatively, and communicate effectively. District computer systems and issued electronic devices are for educational and business use only. All information created by students or employees stored on District computer systems shall be considered District property and shall be subject to unannounced monitoring by District administrators. Violation of the Acceptable Use Policy (AUP) may result in disciplinary action up to and including expulsion for students, and up to and including termination for staff. A person using electronic media for terrorist activities will be subject to legal action.
District computer systems and issued electronic devices includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD/DVD devices, PDAs, phones, smartphones, cameras, Smartboards, projectors, multimedia devices, storage devices, servers, workstations, personal computers, tablets, the Internet and other internal or external networks. This includes any other devices that may be used to connect to the USD 475 network or electronically stored USD 475 material.
The administration may conduct periodic audits of software installed on District equipment to verify legitimate use. Failure to turn in a device when requested may result in the employee or student being charged the full replacement cost. Additionally, if stolen, a report should be filed with the local law enforcement agency.
Use of the computer system is a privilege and not a right. Students and employees shall have no expectation of privacy when using District e-mail, network or other official communication systems. Any e-mail, network, computer application, or information in District computers or computer systems is subject to monitoring by the administration. Technology protection measures (or Internet filters), to the extent practical, shall be used to block or filter Internet access (or other forms of electronic communications) to inappropriate information. Specifically, as required by the Children's Internet Protection Act, (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Use of computer systems to send, post, or download electronic messages or pictures that are abusive, obscene, sexually oriented, threatening, harassing or cyberbullying is unacceptable. Violation of the AUP may result in disciplinary action up to and including expulsion for students, and up to and including termination for staff (i.e. cancellation of privileges, detention, and expulsion).

Technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes subject to staff supervision. To the extent practical, steps shall be taken to promote the safety and security of users of the Geary County School District online computer network when using electronic messaging and media.
In compliance with FERPA and CIPA guidelines, USD 475 is committed to making advanced technology and increased access to learning opportunities available to all students and staff members.

Acceptable Use

- The Network / Internet shall be used for research and educational purposes. The use of this access must be in support of and consistent with the educational objectives of the District.
- Appropriate school conduct is expected when using computers, the network and the Internet
- Student users will be supervised
- Users will keep passwords secure
- Users may encounter material that is controversial, inappropriate, or offensive and shall report any incidents to their teacher or immediate supervisor
- Users must follow copyright laws

Unacceptable Use

Each user is responsible for his or her actions on the computer system. Prohibited conduct includes, but not limited to:

- Sending, posting, or downloading electronic messages or pictures that are abusive, obscene, sexually oriented, threatening, harassing or cyberbullying
- Using the network for commercial or private financial gain
- Using the computer system for product advertisement or political campaigning
- Vandalizing the data of another user or other networks including so-called "hacking" and other unlawful activities to hardware or software. This includes, but is not limited to, the uploading or creation of computer viruses
- Using another's password, folders, or files
- Posting material created by another without his or her consent.
- Unauthorized use of copyrighted material
- Purposefully bypassing Internet safeguards
- Willfully accessing inappropriate Internet content
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors
- Intentional damage of computers, electronic devices, and computer systems (may result in the full cost of repairs)

USD 475 makes no warranties of any kind, whether express or implied, for the service it is providing. The District will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, service interruption, user errors, or omissions. Use of any information obtained via the Internet is at the user's own risk. USD 475 specifically denies any responsibility for the accuracy or quality of information obtained through online services. All users need to consider the source and validity of any information they obtain on the Internet. USD 475 complies with FERPA and CIPA guidelines.
Revised 10-29-2014 by HD 12:23 p.m.

DIGITAL CITIZENSHIP

Digital Citizenship refers to the use of digital and information literacy skills to interact with society.

Technology Use

T – Take care of your equipment
H – Hide your password
I – Internet safety
N – Netiquette
K – Kind

Student Conduct

While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

1. *Respect Yourself*: I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.
2. *Protect Yourself*: I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
3. *Respect Others*: I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites. I will not visit sites that are degrading to others, pornographic, racist, or inappropriate. I will not enter other people's private spaces or areas.
4. *Protect Others*: I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
5. *Respect Intellectual Property*: I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.

USD 475 Device Agreement

Date: _____

Dear Parent(s)/Guardian(s),

Students in USD 475 will be issued a computer to increase and support student achievement. Students will spend time learning how to use them respectfully and properly. More information can be found in the District and Family Handbook at Handbooks and School Supplies - Geary County Unified School District 475 (usd475.org)

Using a district issued device requires the following commitments:

- The student must have this form on file in Skyward to have a device checked out.
- The student is to handle the device carefully at all times.
- The district determines the repair or replacement costs.
    - First repair in a school year due to accidental damage: student pays 0%, the district pays 100%.
    - Any subsequent repair due to accidental damage in a school year: 100% of the costs will be charged to the student.
    - If the district's third-party computer repair partner or school administrator determines that the device was intentionally damaged, then 100% of the costs will be charged to the student.
- The student must keep the device inside a protective case when not in use.
- Students should not let others use their device to include family members.
- The student will ensure their device is fully charged each day.
- The student must return the device prior to the last student contact day.
- The student must return the device when moving to another school in the district or out of the district.
- Failure to turn in a device when requested shall result in the student being charged the full replacement cost.
- The device is the property of USD 475 along with apps or programs on the device.
- Student/Parents/Guardians will report problems to the media specialist, teacher, or administrator. Please do not attempt to repair the device.
- Parents/Guardians will support students by supervising care and use of the device outside of school.

By signing below, I understand the terms and conditions listed above. I will make sure the student follows these commitments.

I give permission for my student to take the device home, if required. Yes No

Parent/Guardian Name (Print)

_____

Geary County Schools USD 475

Junction City, Kansas

Grading
Policy and Procedures

Our Mission

The mission of USD 475 is to prepare today's students for tomorrow's world.

Our Vision

To become a high-performance school district where students are the top priority.

Grading Policy Philosophy

USD 475 believes student feedback on learning is vital for student success in understanding one's learning. This philosophy is backed in research by Marzano, Hattie, and Reeves. Grades and grade cards are only a portion of the feedback students are given to measure their success in understanding the standards associated with a content area.

USD 475 believes in a gradual release of responsibility for students. Students in Kindergarten need support and completion of any work is primarily the responsibility of the adults around them.

As students progress to 5th grade, more of this responsibility can be shifted to the student. As students enter 9th grade, even more responsibility is shifted to the student with 12th graders being the most responsible students. However, USD 475 recognizes that responsibility is a developmental skill. All students do not reach those developmental milestones at a similar time. Therefore, it is incumbent on the adults in a student's life to coach them on strategies to demonstrate responsible behavior. A student's ability to be responsible has a significant impact on a student's grades and success in school, as well as higher education.

General Guidelines

Skyward is our student information system and grade cards are generated from it. Grades entered are rounded to the nearest hundredth of a point.

All grades assigned are on grade level standards. Assignment/assessments are based upon these standards.

Reteach and Retest.

- A student will have the opportunity to make up exams, tests, or work which occurred during an absence. When a student returns to school after an absence, it is the responsibility of the student or guardians to arrange with the teacher(s) to make up work.

- Geary County Schools USD 475 wants all students to master all content prior to promotion to the next grade. A teacher will provide additional opportunities for the reteaching and retesting of academic content.

- Reteaching is an essential part of instruction that promotes student learning. After necessary reteaching has been provided, students are allowed one retest per subject on the first assessment where a student fails a major grade. The higher of the two grades will be recorded in the gradebook. Reteaching and retesting should occur within a reasonable time frame.

Military Interstate Compact Agreement

- All 50 states have signed the Interstate Compact on Educational Opportunity for Military Children. The goal of the compact is to replace the widely varying policies affecting transitioning military students. The compact leverages consistency.

- It uses a comprehensive approach that provides a consistent policy in every school district and in every state that chooses to join.

- Children of active-duty members of the United States uniformed services, National Guard, and Reserve on active-duty orders, and members or veterans who are medically discharged or retired for one year are eligible for assistance under the compact.

USD 475 Guidelines for Participation in Athletics and Activities

- The Board of Education recognizes that extracurricular and cocurricular activities associated with the Kansas State High School Activities Association (KSHSAA) enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district should encourage and support student participation in extracurricular and co-curricular activities without compromising the integrity and purpose of the educational program.

- Participation in activities is a privilege granted to a student by the school district and the state; it is not a student's right by law. Precedent-setting legal cases have determined that activity eligibility is a privilege to be granted only if the student meets all standards adopted by the school and district.

- In order for a student to be eligible to participate in KSHSAA activities, the student must be a bona fide undergraduate member of that school and in good standing and meet the following requirements, prior to the start of the season of activity.
    - Enrolled .5 FTE at a minimum
    - All applicable KSHSAA regulations regarding eligibility
    - Academic eligibility requirements in district handbooks; and
    - Other requirements requested by the administration and approved by the board
    - A student must have a minimum 2.0 unweighted semester GPA (not cumulative GPA) to participate in middle school and high school KSHSAA activities and events. (Last semester of attendance in USD 475 except for the Fall semester of the ninth-grade year)
    - A student shall have passed at least five new subjects (those not previously passed) of unit weight, or its equivalency, the previous semester or last semester of attendance. Credit recovery courses will not be allowed to be used for the purpose of becoming eligible at semester. (Last semester of attendance in USD 475 with the exception of the Fall semester of the ninth-grade year)
    - A student must be enrolled in and attending a minimum of five new subjects (those not previously passed). Credit recovery courses do not count towards the minimum of five new subjects.
    - A student must not be under penalty of suspension or be a student whose character or conduct brings discredit to the school as determined by building administration as defined by the District Code of Student Conduct.

- When a student is “not in good standing” with the school, they are not allowed to attend or participate in school activities.

- In addition to USD 475’s definition of a student in “good standing,”- (minimum standards). A head coach may have additional expectations for the team they coach that define a student in “good standing” for their program.

- Those definitions will be outlined in program guidebooks/information books. Activities Dept./Coaches will assist the school in monitoring grades throughout the course of the school year.

- Students in grades 6-12 must be in “good standing” and not on the ineligible list to attend school sponsored activities and events. Students in “good standing” have met all KSHSAA and USD 475 2.0 GPA requirements. Students must meet academic and behavior requirements to be in “good standing.”

General KSHSAA Eligibility Guidelines

The guidelines listed below are written in general terms and are a summary of some of the KSHSAA eligibility rules. More detailed explanations of these rules and guidelines can be found in the KSHSAA manual or can be accessed through the KSHSAA website at www.kshsaa.org. Coaches and administrators are expected to be familiar with the rules of eligibility. If there are questions about eligibility, inquiries should be directed to the Athletic/Activity Director.

Scholarship

- A student must have passed at least five new subjects (those not previously passed) of unit weight, or its equivalency, the previous semester or the last semester of attendance. At the middle school level, a student shall have passed at least five new subjects (those not previously passed) of unit weight, or its equivalency, the previous trimester or last trimester of attendance.

Enrollment

- A student must be enrolled in and be attending a minimum of five new subjects (those not previously passed), of unit weight, or its equivalency, during the current semester.

Transfers

- A student who makes a bona fide move with his/her parents to a new permanent residence within the boundary of the school to which the student transfers is immediately eligible as it relates to the transfer rule. A student changing school without an accompanying move on the part of his/her parents will be ineligible for interscholastic extracurricular activities as outlined in KSHSAA Rule 18.

Outside Competition

- A student who is a member of a school activities squad effective Tuesday following Labor Day through Friday preceding Memorial Day may not participate as a member of an outside team or as an independent competitor in the same sport during the same season. Participation with an outside group may make the student Ineligible for the remainder of that sport season.

Clinics

- A student cannot participate in group training/practice sessions, clinics, or tryouts held by outside agencies in a sport while he/she is a member of a school activities team in that identical sport. A group is defined as two or more students receiving instruction from an instructor during the same period of instruction. A student may receive private instruction at any time during the year. Private instruction is defined as one student receiving instruction from one person during the period of instruction.

KSHSAA Handbook

https://www.kshsaa.org/Publications/Handbook.pdf

KSHSAA Regulations on Seasons of Activities

- What Coaches/Athletes MAY or MAY NOT do – Please refer to www.KSHSAA.org or click on link below. http://www.kshsaa.org/Public/General/RegulationsDuringTheSchoolYear.cfm

Junction City High School

Grading at JCHS

- All classes at Junction City High School are graded on a 10-pt. scale (100-90, 89-80, 79-70, 69-60, 59-0). Grades in all classes will be awarded on a total points basis, with no category of assignment receiving more weight than another. Student grades will be rounded up at the .5 mark. Progress reports will be sent to parents via Skyward email every 9 weeks at a minimum. Students who miss a class and need to make up assignments will have 2 class cycles to turn in said work with no penalties. It is the responsibility of the student to gather the work needed from their teachers. If students know they will be gone they should get their work ahead of time from all classes.

Grading in Blue Jay Advisory

- Advisors will grade based on the intentional completion of activities during Advisory time Based on a schoolwide Blue Jay Advisory grading policy, advisory teachers will grade students according to the scale below. Students will earn **.25 credits** for Blue Jay Advisory each semester (credits toward graduation). The following percentages will be used to determine grades:
  - A 90-100%
  - B 80-89.99 %
  - C 70-79.99%

- Fail - Below 70%
- All Blue Jay Advisory activities will be available through USD 475 Student Learning Management System. Advisors will update grades weekly by assessing student performance based on engagement and completion of those activities.

Reteach and Retest

Reteaching content standards and objectives that are not mastered is an essential part of instruction that promotes student learning. After the necessary reteaching of a standard has been provided, students will have the opportunity to re-test the summative assessment in a unit where the student initially received a failing grade. The higher of the two grades will be recorded in the gradebook. Reteaching, and re-testing, should occur within a reasonable time frame of when the student failed the summative assessment.

Missing/ Late Work

When no assignment has been turned in or completed by the student, on the due date a 0 with "missing" will be marked for that assignment in the gradebook. The assignment will stay marked as "missing" until it can no longer be turned in for credit. Students will have until the end of the current unit to turn in all classwork to receive full credit. For major assignments with a due date within one week of the end of a unit, a 1-week grace period will be provided for students to turn in assignments for full credit. However, all assignments from the last unit in a semester must be turned in at the semester end date as no grades may be entered after this time.

Classification

A student's graduation year is based on the Kansas State Department of Education definition for a four-year cohort group. The cohort group begins with the incoming first-time ninth graders. Regardless of classification, a student remains with their cohort group through their four years in high school. For a student to be considered "on track" for graduation, the student must have earned the following number of credits:

Sophomore – 6 credits Junior –12 credits Senior –18 credits

Graduation Requirements

A graduating student must earn a minimum of twenty-four (24) credits beyond the eighth grade. Fifteen and one-half (15.5) of those credits must be in the areas specified. The additional eight and one-half (8.5) minimum units may be chosen from offerings in any curricular area. Junction City High School complies with the Military Interstate Children's Compact for the uniform treatment of military children transferring between school districts and states. Graduating student must complete two post-secondary assets, found in school's respective handbooks. Credit requirements can be found for each respective school's handbooks.

NOTE: For students to participate in the Graduation Ceremony with their class cohort, they must have met all academic requirements and be in "good standing" with the school.

Graduates will receive their diplomas after graduation unless a student chooses not to conform to the general guidelines, appropriate behavior or fail to fulfill all financial obligations which includes book fees and other fines, library obligations, and the return of all athletic/activity clothing and equipment.

If that becomes the scenario, the student will then have to pick up his/her diploma from the Principal, the Superintendent, or may even be required to attend a School Board meeting to explain or justify their actions before the diploma is granted.

Credit Recovery

For students who earn a failing grade at semester in a required class, there are several options on how to recover the credits needed for graduation. All courses will be recovered through the Edgenuity program either during summer school, twilight school, or as an elective course during the school day. Placement for method of recovery will be determined by academy principal and counselor, based on student needs.

MIDDLE SCHOOL (Fort Riley Middle School & Junction City Middle School)

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Grades

All classes are graded on a 10-pt scale as shown above. Student grades will be rounded up at the .5 mark. Progress reports sent home via email weekly. At the end of each semester, the final grade will be available in Skyward portfolio.

Grading in Advisory

Teachers will grade based on the intentional completion of activities during Advisory time. Teachers will grade students according to the scale below. The following percentages will be used to determine grades:

- A 90-100%
- B 80-89.99 %
- C 70-79.99%
- Fail - Below 70%

Teachers will update grades weekly by assessing student performance based on engagement and completion of those activities described above.

Retakes & Redo's

Reteaching content standards and objectives that are not mastered is an essential part of instruction that promotes students learning. After the necessary reteaching, students will have the opportunity to re-test the

assessment in a unit where the student initially received a D or an F. The higher of the two grades will be recorded in the gradebook. Reteaching and re-testing should occur within a reasonable time frame of when the student earned a D or an F on the assessment.

Missing/Late Work

When no assignment has been turned in or completed by the student on a due date a 0 with "missing" will be marked for that assignment in the gradebook. The assignment will stay marked as "missing" until it can no longer be turned in for credit. Students will have until the end of the current unit to turn in all classwork to receive full credit. For major assignments with a due date within one week of the end of a unit, a 1-week grace period will be provided for students to turn in assignment for credit. However, if all assignments from the last unit in a semester must be turned in at the semester end date as no grades may be entered after this time. It is the responsibility of the student to gather the work needed from their teachers. If students know they will be gone they should get their work ahead of time from all classes.

Make-up Work/Tests

An absence does not excuse a student from the responsibility of assignments. It will be the student's responsibility to contact the teacher(s) whose class is missed to determine make-up assignments. Any assignments that will be missed on the day the student is absent needs to be picked up prior to leaving school for a school sponsored activity.

If a student is present on the day an assignment is given, but absent on the due date, the assignment is due the day he/she returns to school. The teacher will grant two days for each day absent, in which to make up the assignment.

All assignments are due by the last day of each grading period. Unless you were absent during the last week of each grading period.

Checking Grades

Parents/Guardians may view student progress through Skyward access. If a student is missing an assignment and/or has any questions regarding a class, parents and guardians may contact the teacher directly.

Progress Reports

All middle school students will receive a weekly report of academic progress via Skyward to the parent/guardian email each grading period.

Elementary Standards Grading Procedures (K-5)

Reporting of Progress in Elementary School

- The Standards Grading Rubric for determining Scores for grade level standards is included below:
  - Below Standard- No Understanding of the standard is demonstrated.
  - Approaching Standard- Inconsistently demonstrates an understanding of the standard.
  - Meeting Standard- Consistently demonstrates required knowledge and understanding of the standard.
  - Surpasses Standard- Consistently demonstrates an advanced understanding going beyond the expectation of the standard.
  - Blanks- Indicates an area that has not been taught in sufficient detail to collect enough evidence for a score or indicates an area that has not been taught during that reporting period.
- Teachers will assign grades in the areas of English Language Arts, Math, Science, Social Studies, Music, and Physical Education.
- The teacher should be able to provide evidence to justify grades given for a quarter. (e.g. student work samples, graded materials, student checklist).
- IF a student is receiving a standard grade of "1, Below Standard", a teacher will have documented small group interventions.
- SEL Core Competency Scores will be indicated for the following areas: self-management, self- awareness, responsible decision-making, relationship skills, and social awareness.

Code for Reporting Progress in Core Subjects (Grades K-5)

- Core subjects are defined as:
  - Math
  - Science (3-5)
  - Social Studies (3-5)
  - English Language Arts
  - Writing
- A student's academic performance will be evaluated based on proficiency of grade level standards in regular program classes. For example, if a student is in third grade, evaluation is to be based on success at the third-grade level.
- Student Progress in Music and Physical Education
  a. Grades for these areas will be reported numerically using the same standards grading scale as core academics.
- Social and Emotional Learning
  a. Students will receive scores each quarter in the following areas:
     - Self-Management
     - Self-Awareness
     - Responsible Decision-Making
     - Relationship Skills
     - Social Awareness
  b. Each teacher is to evaluate students on conduct. Numerical grades are used to evaluate conduct. Teachers may give effort remarks using the comment codes in Skyward.

Progress Reports

- All elementary school students will receive a mid-quarter report of academic progress. Schools may issue progress reports more often than this minimum requirement. This is used to notify parents/guardians of all students of their progress.

Retention

- Geary County Schools does not encourage retention of students. Geary County School's philosophy is to ensure elementary students have a plan to achieve on grade level expectations. Individual student action plans are personalized and developed to increase the possibility of learning grade level standards.
- Rationale: There is overwhelming educational research that retaining students at grade level is most often not an effective practice for low-achieving students. Recent studies indicate that retention does not improve students' chances for educational success. In fact, retention often has a negative impact on student achievement and success and increases the likelihood that a student will drop out before graduating from high school.
- Guidelines and Procedures:
  a. The student shall have been referred to the Student Intervention Team in his/her school. Records of interventions-their variety, length of implementation, and results, as well as social behavior will be maintained.
  b. Available formal assessment data such as Kansas Assessments, local criterion-referenced assessments, formative assessments, achievement data, or IQ tests will be considered. Anecdotal evidence addressing social and physical development will be included in the profile of any student considered for acceleration or retention.
  c. If interventions and assessment data warrant further consideration of retention, the decision will be made, using all information referred to above, by consensus of a team which will include all the following:
     - Parents or Guardians
     - Student (as appropriate)
     - Current teacher(s)
     - Principal (s)
     - Others as needed (such as receiving teacher)
     - District Office Representative
  d. A written plan will be developed to describe the group's consensus and the specific actions/strategies/materials which will be different from approaches used currently in working with the student.
  e. When new students arrive at USD475 schools and a parental request for retention or acceleration is received, the same procedures will be followed.
  f. The following guidelines and procedures will be used by all USD475 staff to make team decisions about individual students in grades K-5 who may be considered for retention or acceleration.

Special Populations

Students with Individual Education Plans

- **Students moving into the district that receive Special Education Services:**
  1. Families enrolling children via Skyward can indicate if the child has previously received special education services.
  2. If a family marks on the Skyward Enrollment that their student has an IEP, the office will request the IEP along with any evaluation reports from their previous school.
  3. When the records are received, they need to be given to the school psychologist assigned to the respective school (see attachment) immediately. The school psychologist reviews the IEP and works with special education staff to make sure the student is placed appropriately. This procedure applies to both the elementary and middle school level. At the high school, the registrar receives all files and will give them to the special education coordinator for review.
  4. In addition to the school psychologist, the special education coach assigned to the respective building can be of support as well. The special education coach is the liaison between the school and the district office special education as well as support for special education teachers and related service staff. Notifying the special education coach and the building administrator are also important to ensure the building personnel are tracking the new student receiving special education services.
  5. If the school is NOT able to obtain the IEP in a timely manner, it will need to work with the school psychologist and allow them to collaborate with the respective special education teacher to determine appropriate services until the IEP records arrive. The student should NOT remain out of school while waiting for the IEP records.

- **Considerations when grading students that receive special education services:**
  1. At the beginning of each school year, new semester, and/or change in the IEP, the case manager will inform each teacher of his/her specific responsibilities including the specific accommodations, modifications, and/or supports related to implementing the student's IEP.
  2. When determining grades, the accommodations and modifications outlined within the IEP must be taken into consideration. Explanation of when accommodations and modifications are to be implemented is outlined below:
  3. Screeners and Diagnostic Tools: Accommodations and modifications would not be given in these instances because the intention is to determine a student's present level of functioning/performance as well as their skill strengths and weaknesses to instruct accordingly. This would include giving FastBridge three times per year, the Wonders placement test, ORF, MAZE, PAST, etc. Screener and diagnostic tools are how students are identified for needing potential intervention. The data is also utilized in the evaluation processes for IEPs, 504s, and MTSS for documenting the need.
  4. Progress Monitoring: When using tools like the above for progress monitoring purposes in determining the status of student skills in relation to the baseline, accommodations and modifications are not utilized.
  5. Assessments tied to grades or as part of instruction (curriculum measurements such as writing tasks, unit tests, mid-module quizzes, end of semester exams, etc.): In these instances, student accommodations and modifications as outlined in their IEPs, 504s, and MTSS plans must be implemented as the measure of performance is based on accessibility and knowledge of the content for that student. The modifications and accommodations are what creates the accessibility to the curriculum/instruction occurring daily.

6. State Assessments: Accommodations and supports written in the IEP must be provided as allowed based on KSDE guidelines. The accommodations and supports implemented must already be utilized on a regular basis within the classroom.

English Language Learners

- **General Grading Procedures/Regulations Related to English Language Learners – ELLs:**
  1. Each school will follow specific procedures for identifying ELL students. These procedures are outlined in the USD 475 Comprehensive Plan for Serving Limited-English Proficient Students.
  2. Each school will follow specific procedures for identifying ELL students. These procedures are outlined in the USD 475 Comprehensive Plan for Serving Limited-English Proficient Students.
  3. All ELL teachers and administrators should be familiar with this document which is in accordance with the requirements established by the Kansas State Department of Education regarding programs and services for English language learners under Title III, Part A, Subpart 1, of *No Child Left Behind*, 2001.

- **Guidelines for Classroom Teachers of English Language Learners:**
  4. The same methods and criteria applied to the peers of ELL students cannot always be used to assess students with limited English language proficiency.
  5. Teachers should maintain high expectations for student learning while providing accommodated lessons and assignments as needed so ELL students can progress. Consult the ELL teacher for assistance with accommodations.
  6. Accommodations for assessments should be used as needed so ELL students can demonstrate their knowledge and skills. Accommodations should be documented in students' Individual Learning Plans (ILP) for assignments and/or assessments.
  7. Grades should be based on work that has been accommodated to diminish language barriers for ELL students. Teachers should consult the ELL teacher and/or refer to the ILP for assistance with accommodations.
  8. ELL students cannot be failed in a content area due to lack of English language proficiency. Appropriate instructional accommodations are the key to appropriate grading.
  9. ELL students may receive failing grades when their failure is due to problems other than those related to limited English proficiency. (Keep in mind that non-English speakers go through a silent period and may not speak or participate for a period of time. This will be different for all students.)
  10. Involvement of ELL students in the learning process should not be postponed because of language limitations. Teachers should find ways to include with limited English proficiency in daily instruction, learning, and assessment.
  11. For non-English speakers and ELL students with limited English proficiency, an alternative assessment can b e an option. Allow students to complete work in their native language when appropriate. Examples include, but are not limited to portfolios, projects, reports, lists and other products that demonstrate what students have learned.
  12. ELL teachers prepare Individual Learning Plans each year for identified ELL students. Each plan contains language goals, strategies, and proficiency levels, as well as yearly KELPA scores. ILP's are available for teacher and parent access in Skyward.
  13. Students in Grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on accommodated work as outlined above.

Generative Artificial Intelligence

Generative Artificial Intelligence (AI) encompasses a range of technologies that can create new content, including text, code, images, and audio. These technologies power tools like chatbots, virtual assistants, and creative systems that can be deployed as standalone applications, integrated into search engines, or embedded within other software platforms to enhance user experience and productivity.

Generative AI tools can enhance educational opportunities, improve learning outcomes, enhance productivity, and support administrative functions by assisting with tasks like drafting documents, editing text, generating ideas, and creating software code. However, these technologies also come with potential risks that include inaccuracies, bias, unauthorized use of copyrighted material, and hallucinations. AI hallucination refers to when AI generates false or misleading information that may appear accurate but is not based on real data or facts.

An independently thinking human should always be at the center of interactions with AI and behavior must demonstrate this.

Ethical and Responsible Use of AI Tools

AI should be used to support, not replace, the instructional and learning processes.

- AI tools should be used in a manner that is lawful and aligns with the district's core values of respect and academic integrity.
- AI tools should be used to enhance learning and academic performance, not to bypass or cheat.
- AI tools should not be used to engage in harmful behaviors such as cyberbullying, inappropriate content creation, or deception.
- AI users should be critical thinkers and should evaluate the credibility and trustworthiness of the information they use.
- AI users should be transparent about its use and properly cite the generated work. Content that should be cited includes text, images, data, or other media.
- AI users should not input copyrighted material into generative AI.

Staff

- Staff members are expected to model ethical behavior when using AI tools, promoting a responsible and transparent approach to AI in the classroom.
- Staff should ensure that AI enhances the learning experience, rather than diminishing human interaction and critical thinking.
- Teachers should discuss what level of generative AI support is allowed on any given learning task, including assignments, projects, or assessments. Expectations for student use of generative AI must be clear.

Students

- Students should be aware of the level of generative AI support allowed on any given learning task, including assignments, projects, or assessments.
- Students are expected to use AI in ways that are aligned with the district's expectations and policies regarding academic integrity and familiarize themselves with the consequences of academic misconduct (intentional or otherwise).

AI Integration Scale

1	**AI Free**	Complete the assignment, project, or assessment entirely without AI assistance. Use existing knowledge, understanding, and skills.
2	**AI Planning and Assisting**	AI may be used for activities such as brainstorming, outlining, initial research, and feedback. No AI content is allowed in the final submission.
3	**AI Collaboration**	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Critically evaluate and modify the AI suggested outputs to demonstrate understanding. Any AI created content must be cited.
4	**Enhanced AI**	Use AI to complete any element of the assignment, project or assessment. Direct the AI through strong prompting and then evaluate and refine AI output using critical thinking skills. Any AI created content must be cited.
5	**AI Exploration**	AI is used creatively to solve problems, generate insights, or develop solutions. Human oversight and evaluation of output is crucial. Be responsible for the accuracy, fairness, and originality of all AI-generated content. Co-design these tasks with classmates and the instructor.

Examples of Appropriate AI Use	Examples of Inappropriate AI Use
Explain topic in a way that I can understand	Using AI without permission from teacher
Help me brainstorm and explore ideas	Completing an entire assignment, homework, or assessment with AI
Help me study for an upcoming assessment	Not reviewing and verifying AI response for hallucinations or inaccuracies
Provide feedback on my work for areas of improvement	Not revising the AI output so that it reflects your human voice and style
Generate images to support student work	Not being transparent about and disclosing or citing your work with generative AI

Privacy and Data Protection

- Users need to be aware that any information entered into a generative AI model is no longer private or secure. Personally Identifiable Information (PII) should not be input into any AI tools or platforms. This includes, but is not limited to, names, addresses, contact information, or any other sensitive data. Users need to be aware of and informed about the data collection, storage, and usage practices associated with AI technologies, particularly generative AI.
- The district complies with all applicable federal, state, and local laws related to the use of AI in education, including privacy laws such as the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA).
- Users are responsible for understanding and following the Terms of Service and Privacy Policy, including age restrictions, when using any generative AI tool.Glossary of Terms

- **Acceleration** - the process of enabling a student to advance in an academic course of study.
- **Accommodations-** a change to the delivery of instruction or a method of student performance that does not significantly change the content or the conceptual difficulty of the curriculum.
- **Accredited Schools** - schools that meet the necessary requirements and standards set by the State Department of Education to improve student performance.
- **ACT** – a curriculum and standards-based educational and career planning tool that assess students' academic readiness for college.
- **Assessments** - anything used for measuring the skill, knowledge, or aptitudes of an individual or group (tests, worksheets, projects, term papers, and authentic assessments such as portfolios).
- **Core Subjects** - Mathematics, Science, English, and Social Studies are core subjects.
- **Credit Recovery (CR)** - is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion.
- **English Language Learners (ELs)** - any student who is not fluent in English because it is not their first (primary) language