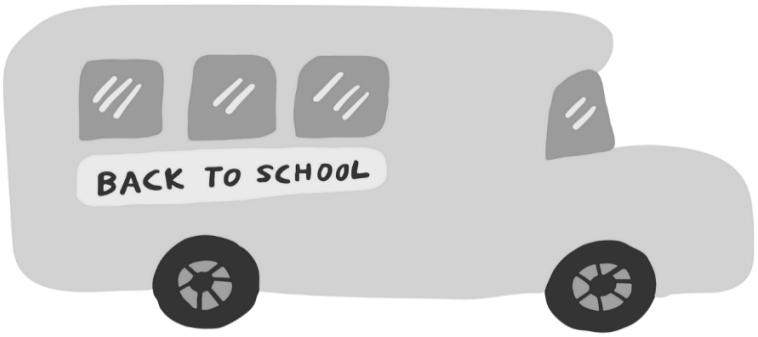
SALINA Public Schools

Elementary School Handbook

2026-2027

A Guide for Parents, Guardians, and Students



Mission Statement

The mission of Salina Public Schools is to be the best place to learn and work by embracing challenges, creating belonging, fostering pride and inspiring hope.

Notice of Nondiscrimination

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

Application of Student Rules

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

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DISTRICT ADMINISTRATIVE OFFICES

1511 Gypsum Ave. 785-309-4700

Heath Hogan, Superintendent
Shanna Rector, Deputy Superintendent
Paul Mensching, Executive Director of Operations
Scott Chrisman, Executive Director of Human Resources
Lisa Peters, Executive Director of Business
Olivia Opat, Director of Communications
Laine Norris, Director of Food & Nutrition Services

CENTRAL KANSAS COOPERATIVE IN EDUCATION

409 W. Cloud 785-309-5100

Jeff Hayes, Executive Director

SPS ADMINISTRATORS

CORONADO ELEMENTARY Tyler Burnett, Principal	**2725 Ray Ave.** 785-309-4100
COTTONWOOD ELEMENTARY Cody Stockwell, Principal	**215 S. Phillips** 785-309-4600
HEUSNER ELEMENTARY Lori Munsell, Principal	**1300 Norton** 785-309-4200
MEADOWLARK RIDGE ELEMENTARY Heather Galvan, Principal	**2200 Glen** 785-309-4300
OAKDALE ELEMENTARY Angela Dorzweiler, Principal	**811 E. Iron Ave.** 785-309-4310
SCHILLING ELEMENTARY Jennifer Ebel, Principal	**3121 Canterbury** 785-309-4400
GRACE E. STEWART ELEMENTARY DeAnna Carpenter, Principal	**2123 Roach** 785-309-4450
SUNSET ELEMENTARY Brandon Cheeks, Principal	**1510 W. Republic** 785-309-4520

OFFICE HOURS

Elementary office hours will be from 7:45 a.m. to 4:15 p.m.

AGE OF ENTRY

A child must be five years old on or before August 31 to enter kindergarten and six years old on or before August 31 to enter first grade. You must present a birth certificate or other legal proof of date of birth before enrolling a child entering school for the first time.

SCHOOL BOUNDARIES

Attendance area boundaries are set for each elementary school. The primary residence of the legal parent(s)/guardian(s) determines which school the child will attend. Students who reside in the attendance areas of Cottonwood Elementary School, Heusner Elementary School, Meadowlark Elementary School, and Oakdale Elementary School will attend Lakewood Middle School/Central High School. Students who reside in the attendance areas of Coronado Elementary School, Schilling Elementary School, Stewart Elementary School, and Sunset Elementary School will attend South Middle School/South High School. For a map of school boundary areas, go to www.usd305.com under "About Us." If you need more information regarding boundaries, please call the educational programs' office at 309-4733.

IMMUNIZATIONS

The Kansas School Immunization Law requires every student enrolling in Kansas schools to present verification that such student is compliant with the current immunization guidelines.

KINDERGARTEN INFORMATION

The Salina Public School district conducts a kindergarten pre-enrollment to connect family and student to the attendance school. Parent/guardian will need to pre-enroll student by completing an online registration form. Once completed, the attendance school will send information specifying requirements for entering school. The registration form is available on the "For Parents" page at www.usd305.com.

Ages and Stages Questionnaires (ASQ) screenings are completed online or in-person prior to school starting. The first two days of school is reserved for this screener and conferencing with the kindergarten teacher. The results of the screening will be shared with you. Additional assessments will occur at the end of the first quarter.

VISITORS

You are always welcome to visit your child's classroom. Visits should be scheduled with the teacher and principal by a note or by phone. Upon arrival, please stop at the office, sign in, and get a visitor's badge. Each building principal has the responsibility for developing rules and regulations governing visits in his/her own building. Please contact the school office if you have any questions related to those rules. At a minimum, all visitors must comply with all Board of Education policies while on school grounds.

MOVING FROM THE DISTRICT

Copies of official school records may be given to the parent/guardian or can be sent directly to the new school. The school office should be notified in advance when a student is to be transferred.

TEXTBOOK RENTAL FEES

Textbook rental fees are set by the Board of Education. Payment of textbook rental fees is required. These fees include the cost of textbooks and related workbooks.

TRANSPORTATION

Bus eligibility is determined as part of the enrollment each school year. If you have questions about busing, contact your school principal.

STUDENT RECORDS / DIRECTORY INFORMATION

All student records are confidential and primarily for local school use. Certain information, called directory information, is made available to the public when requested. It includes the

student's name, age, dates of attendance, and other information. You may request that your child's information not be released by making the request, in writing, to the building principal.

It is the policy of the Board of Education to assure that the welfare of each individual student is the measure used in releasing information from student files.

Any eligible parent/guardian or student may inspect the personal records of the student during regular school office hours. Parents can request a hearing to challenge the content of their child's school records to ensure accuracy. (Family Educational Rights and Privacy Act (FERPA))

CONTACT PERSON

Salina Public Schools supports direct and clear communication between the home and school.

- For information about your child's classroom, please call the teacher.
- For information on school rules, schedules, special events, etc., please call the school principal.
- For information on matters of district-wide concern, please call the executive director of educational programs.
- For information on Board of Education policies, items on the board agenda, issues under consideration by the board, or any other concerns, please call the superintendent of schools.
- For information on volunteering, please call the school principal.

STUDENT ARRIVALS / DISMISSALS

8:15 a.m. Doors open
8:25 a.m. All classes start
3:35 p.m. Dismissal

All students are to arrive for classes between 8:20-8:25 a.m. Supervision is not provided before the arrival times, nor is it provided after class dismissal times unless students are required to stay. An attempt will be made to notify you if your child has to stay longer than 15 minutes after school.

Students participating in breakfast programs should check with your school about arrival times.

ATTENDANCE PROCEDURES

Attendance is a key factor in academic success. Making sure your student attends school every day is one of the most important things you can do to help your student succeed in school.

NOTIFICATION: A parent/guardian should call the school each day his/her child will be absent, and state the reason for the absence. Please contact the school office before 9:00 a.m. Messages can be left on the school's answering machine during non-school hours. For the safety of the student, an attempt will be made to contact the parent/guardian if no notification of an absence is received. Notes will not be accepted in lieu of phone calls.

If your child needs to stay home due to illness, we ask that you communicate with the school. If your student has a chronic or ongoing health condition, contact your building administrator to discuss the attendance impact and make a plan to meet your student's educational needs. Medical documentation may be required.

ABSENCES: When a parent/guardian has notified the school that their child will be absent for an excusable reason, such as being sick, an emergency or a funeral, the absence is marked as excused. Please provide verification for any medical or legal appointments.

Absences are marked as unexcused when a parent/guardian does not communicate with the school in regards to their child being absent from school or if the reason is deemed inexcusable by the building principal. If student has an attendance plan, any absence not approved will be recorded as unexcused.

CHRONIC ABSENTEEISM: The Kansas State Department of Education defines chronic absenteeism as both excused and unexcused absences. Any student missing 10% or more of the days that school has been in session at any point in the school year is considered chronically absent. For example, a student who has been enrolled in school for 40 days with four or more absences is chronically absent. Students

can decrease their absenteeism percentage by attending school regularly. Students who decrease their attendance to under 10% are no longer considered chronically absent.

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

Parents are strongly encouraged to plan all non-academic trips, such as vacations, during times school is not in session. If student will be gone for a pre-planned absence extending beyond three days, the parent should contact the school as early as possible prior to the absences to understand expectations for missed academic time. These types of absences count toward chronic absenteeism.

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

- An informational letter will be sent home by the school to inform parents of absenteeism concerns when a student has missed 5% or more of school.
- Parent/guardian contact will be made by the school to address concerns and a plan to improve attendance will be discussed when a student has missed more than 10% of school.
- An attendance support meeting will be scheduled with the family/guardian when student has missed 15% or more of school to discuss interventions.
- When a student has missed 20% or more of the enrolled school days, the student will be recommended for the District Attendance Support Process, and an attendance conference will be scheduled by the district office.

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

TARDIES: Being on time is an important life skill. When students are late to school, they miss important instructional time. School begins at 8:30 a.m. Students who arrive late must report to the office before going to class. Tardies will be recorded and monitored.

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

ILLNESS / RETURNING TO SCHOOL

If students are ill, they should remain at home. Students should be fever-free for 24 hours before returning to school. Students should be able to tolerate solid foods if they have had vomiting or diarrhea. Returning them to school too soon may cause a relapse. When students return to school, they should be well enough to participate in normal school activities unless they have a written excuse. A request to be excused from regular activities for an extended period of time must be supported by a physician's statement.

Should a student become ill or injured during the school day, the designated adult will be contacted at home or work. Therefore, it is important that you keep emergency phone numbers and contact persons' names updated.

More information regarding student health issues may be obtained by visiting the USD 305 website at www.usd305.com and clicking on the "For Parents" tab.

STUDENTS LEAVING SCHOOL DURING THE DAY

Any student leaving during school hours must be checked out through the office after receiving permission from the principal or designee. The principal or designee must have a written or verbal request by the parent/guardian to release a student. The principal or designee must be notified in writing if a student is **not** to leave school with a specified adult.

SAFETY TO AND FROM SCHOOL

The elementary schools have active safety programs in which the home, school, and community share the responsibility. Students should be instructed to use the **Recommended Routes** when going to and from school.

Students who ride bicycles are required to follow safety rules and procedures. Disciplinary action, including loss of bike riding privileges, will occur if rules are not followed. It is highly recommended that students secure bicycles with a lock during the school day.

Parent(s)/guardian(s) are encouraged to have their students wear bike helmets while riding to and from school.

To help promote safety, if you drive children to school the expectation is for you to deliver them at the curb next to the school grounds.

Bus riders should have received a handout of bus rules and procedures. Parent(s)/guardian(s) and student should read through and discuss those rules.

Expectations are

- treat the bus staff and other students with respect and courtesy and
- observe safety rules.

However, if a problem occurs, students will be subject to the following:

1st offense: conference, parent contact, warning (depending on the offense);
2nd offense: conference, parent contact, removed from bus one week;
3rd offense: conference, parent contact, removed from bus two weeks; and
4th offense: conference, parent contact, removed for remainder of the year.

Skateboards, skates, and shoe skates will not be allowed at school.

SAFETY AT SCHOOL

A safe place for learning is of the utmost importance to Salina Public Schools. The school must have the support and cooperation of students and parents to help keep our schools safe. Disruptive behavior, threats, and weapons will not be tolerated and may have serious consequences, as spelled out in Board Policy.

REPORTING SAFETY CONCERNS: When a student or parent has a concern about safety at school, they must **tell the principal, a teacher, or other staff member immediately**. Failure to report may have serious consequences, up to and including expulsion.

The Kansas Legislature has established a statewide school safety hotline to encourage Kansas students to report threats of school violence. The Kansas School Safety Hotline number is **1-877-626-8203** and is staffed by the Kansas Highway Patrol.

STUDENT BEHAVIOR / DISCIPLINE

The Board of Education has approved policies regarding student behavior. The result of misbehavior may include student conferences, detention, parent conferences, suspension, and/or expulsion if necessary. Students are expected to behave appropriately on the playground and in the school building. Supporting courtesy, respect, and self-discipline is a mutual responsibility of the home and school.

The chart below represents general infraction types. The level of disciplinary action will be based upon the circumstances of each individual case and district policy. Possible disciplinary action may include, but is not limited to, the following: Teacher Action; Administrative Conference; Detention; In-School Suspension; Out-of-School Suspension; Formal Hearing for Long-Term Suspension or Expulsion.

Administration will consider age of student as part of decision-making process when determining the disciplinary action to implement.

Infraction	Description
Academic Dishonesty	Any act of misrepresentation of one's academic work.
Assault/Battery	Deliberate act to cause bodily harm or create fear of imminent physical harm.
Bullying – Cyber	Use of any electronic communication device through means, including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.
Bullying – Physical	Involves hurting a person's body or possessions. Occurs when a person uses overt bodily acts to gain power over peers. Physical bullying includes: hitting/kicking/pinching, spitting, tripping/pushing/ shoving, taking or breaking someone's personal property, making mean or rude hand gestures, and hazing.
Bullying – Relational	Systematic diminishment of a targeted child's sense of self through the following that could lead to rejection and/or alienation. The behavior describes an individual, or group of individuals, who try to hurt peer, or sacrifice another's standing within their peer group. Examples include: ignoring, isolating, excluding, shunning, and gossiping.
Bullying – Verbal	Involves saying or writing mean things. Verbal bullying occurs when someone uses language to gain power over his or her peers. Verbal bullying includes: teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm, critical criticism, belittling, personal defamation, racist slurs, sexually suggestive and/or abusive remarks, and extortion.
Combustibles/Incendiary Device	In possession of substances/objects capable of igniting and burning, or devices designed to start a fire.
Cutting Class	Intentionally and without permission failing to attend class.
Disruptive Behavior	Behavior which substantially disrupts the orderly learning environment. Does not involve violence, property damage, or obscenity.
Drug-Free School Violation	Any act to manufacture, distribute, dispense, possess or use illicit drugs, controlled substances, inhalants, alcoholic beverages, or facsimiles thereof, while in or using school district property, or any district activity.
Drug Paraphernalia Possession	In possession of any object used to consume, distribute, store, or manipulate an illicit drug.
Fighting	Mutual participation in an incident involving physical violence, where there is no major injury.
Harassment	Any act that subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, or physical nature based on a protected class.
Hands On Others	Immature behavior (horseplay) that disrupts the learning environment.
Insubordination	Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situations in which a student is disobedient. Includes acts of breaking school rules repeatedly.
Loitering	Remaining in school area after being directed to leave.
Obscenity/Profanity	Language or actions, written, oral, physical, or electronic, that is in violation of community or school standards (offensive, insulting, or vulgar).
Obscenity/Profanity When Directed at Staff	Use of offensive, insulting, or vulgar language directed at a person (swearing or cussing).
Personal Electronic Device Violation	Use of personal electronic devices, to include cell phones, smartwatches, earbuds, etc. (See page 20 for more examples.)
Physical Aggression	Touching or striking of another person against his or her will or intentionally causing bodily harm to an individual.

Infraction	Description
Property Damage	Permanent or intentional damage to any property that does not belong to the individual.
Safety Device/Procedure Disruption	Actions involving disruption of safety devices/procedures or significant disruption of the school day (i.e., false fire alarms, bomb threats, etc.).
Tardiness	Tardies (<15 Minutes Late to Class).
Technology Misuse	Inappropriate use of technology and any violation of the Technology Use Agreement, including viewing or attempting to view inappropriate websites. Use of permissible technology without permission, including email and use of computer for off-task activities.
Theft	In possession of or is responsible for removing someone else's or school property.
Threat Substantive	Demonstrates a serious intent to harm. Extends beyond immediate incident.
Threat Transient	Statement or expression that does not indicate a lasting intent to harm. Expression of humor, rhetoric, anger, or frustration that can be resolved without harm.
Tobacco-Free School Grounds Violation	Any act to use, possess, or promote any tobacco products. Products include any component or accessory used in the consumption of a tobacco product.
Vape/ENDS Violation	In possession or use of any device that delivers a vaporized solution (including nicotine, THC, or any other substances) known as electronic nicotine-delivery system (ENDS). Follow tobacco violation policy if tobacco/nicotine product is determined. If unknown substance, follow drug-free school violation policy.
Weapon	Knowingly possessing, handling, or transmitting, on school property or at a school-sponsored event, any object that can reasonably be considered a weapon.

DRESS AND GROOMING

Student's clothing and footwear is the responsibility of the home and reflects concern for the health, safety, and welfare of your child and others. Footwear is required. Sneakers or soft-sole shoes are to be worn on days when physical education is scheduled. Clothing or hair that appears to present a health problem, is a potential physical danger to others, contains messages about alcohol, tobacco, or other drugs, is obscene or indecent, or causes a distraction to the educational process will not be allowed.

EMERGENCY SAFETY INTERVENTION

The Board of Education is committed to limiting the use of Emergency Safety Intervention (ESI), such as seclusion and restraint, with all students. "Emergency Safety Intervention" is the use of seclusion or physical restraint when a student presents an immediate danger to self or to others. Violent action that is destructive of property may also necessitate the use of emergency safety interventions. For a complete explanation of seclusion and restraint, prohibited types of restraints, and the process for resolving complaints regarding the use of ESI, see Board Policy GAAF below.

GAAF Emergency Safety Interventions

The board is committed to limiting the use of Emergency Safety Intervention (ESI), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

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

Definitions

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

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

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

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

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

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

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

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

"Parent" means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-3122(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

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

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

"Time-Out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;

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

Use of Emergency Safety Intervention

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

ESI Restrictions

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

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

Use of Seclusion

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

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

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

Training

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

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

Notification and Documentation

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

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (1) the events leading up to the incident; (2) student behaviors that necessitated the ESI; (3) steps taken to transition the student back into the educational setting; (4) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (5) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (6) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (7) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (1), (2) and (3) if the triggering issue necessitating the ESI is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year; (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth for in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas.

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

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent on at least a biannual basis. At least once per school

year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

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

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

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

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

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

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

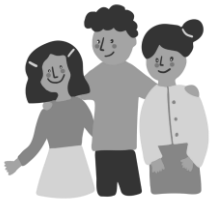
Local Dispute Resolution Process
If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

The board encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board and provide a copy to the state department of education.

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

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

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



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

Approved: October 8, 2013
Revised: November 10, 2015
Revised: November 8, 2016
Revised: October 9, 2018
Revised: February 26, 2019
Revised: August 8, 2023

CRISIS MANAGEMENT

Keeping students safe while at school is a priority. SPS has a Crisis Management Plan in the event of natural disasters or other emergency situations. Staff at each school are to review their plan annually and should know procedures and their responsibilities in the event of an emergency. Be sure your child's school has a current emergency contact number for you on file at all times.

INCLEMENT WEATHER / SCHOOL CLOSINGS

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

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

School Closing or Delayed Start: Every effort will be made to make the decision by 5:00 a.m. on the day schools will be closed or delayed. When a 2-hour delayed start is announced, breakfast will be served two hours late. Lunch will be served at the regular time. If schools are delayed, PreK morning classes will be cancelled. PreK afternoon classes will run as normal.

THREATS OF VIOLENCE

All threats (verbal, written, or physical) will be taken seriously by school personnel, and each and every threat will carry a consequence. Parents need to impress upon students that no threat is "just joking" and no threat will be ignored. (1) All threats should be reported to school staff immediately. (2) Administration and staff will investigate to determine the seriousness and circumstances surrounding the threat. (3) Any necessary disciplinary action will follow Board Policy and may include notification of parents and law enforcement officials.

BULLYING

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

students, parents, and volunteers are expected to treat others with dignity, civility, and respect and to refuse to tolerate bullying in order to provide positive examples for acceptable student behavior.

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

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

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

All victims of bullying and persons with knowledge of such behavior are encouraged to report the bullying immediately to the building principal, another administrator, a counselor, or another certified staff member. The school will promptly investigate all complaints of bullying and take prompt action to end the behavior.

Any report not made in good faith or made with malice is also a violation of this policy (JDDC).

HARASSMENT (SEXUAL/RACIAL)

Harassment, sexual and racial, will not be tolerated in USD 305 elementary schools. Harassment of a student by any employee, student, board member, or vendor will be a violation of Board Policy JGEC/JGECA. The district encourages all victims of sexual/racial harassment and persons with knowledge of such harassment to report the harassment immediately. The district will promptly investigate all complaints of harassment and take prompt corrective action to end the harassment.

Any student who believes that he or she has been subjected to harassment should report it to the building principal, another administrator, the counselor, or another certified staff member. Also, any report of harassment not made in good faith or made with malice is a violation of this policy.

WEAPONS

Any elementary student who is found to have brought or to have been in possession of a dangerous weapon shall be subject to disciplinary action including expulsion after consideration of the age of the pupil and the nature of the violation. Dangerous weapon means any article that is commonly used or is designed to inflict bodily harm. Students found in possession of a gun shall be referred to the appropriate law enforcement agency(ies). Any student who uses an article that is not commonly used or designed to inflict bodily harm for the purpose of inflicting bodily harm or to cause a person to be placed in fear of bodily harm shall be subject to immediate suspension and possible expulsion.

TOBACCO POLICY

School district property is tobacco free. The use of tobacco products is prohibited at all times in or on all district owned, leased, personal, or real property.

ABUSED OR NEGLECTED STUDENTS

Kansas Statutes require any staff member having reasonable cause to suspect that a student has been physically or emotionally abused or neglected to immediately report this to the Kansas Department of Children and Families. Staff members who believe a student has been threatened with an injury and that abuse will occur must report this situation.

HEALTH SCREENING SERVICES

Salina Public Schools follows Kansas state statutes regarding the scheduling of health screenings. Vision screens are administered to elementary students in grades PreK, K, 1, 2, 3, and 5. Hearing screens are administered to students within a calendar year of their initial enrollment and a minimum of every three years thereafter. Dental screens are administered to every student annually. It is important for students to be in attendance during the scheduled screening dates as some screenings are provided by outside sources and are unable to be rescheduled or provided at an alternate time.

Parents may opt-out of any health screening for their student(s) by providing to the school nurse or principal a signed parent letter stating the request to exclude their student from health screening(s). This letter must be provided each school year the parent wishes their student to be excluded from the health screening(s).

ADMINISTERING MEDICATION

If prescription medication, essential oils, or other non-FDA approved medication/treatment is required to be administered while at school or during a school-sponsored event/activity, a signed written order (on the *USD 305 Permission for Medication* form) from a physician/medical provider (MD, DO, DDS, OD, APRN, PA) with parent/guardian signature must be provided. The medication must be provided by the parent/guardian in a correctly labeled prescription bottle (original labeled bottle for essential oils-no handwritten labels). Both of these conditions must be met prior to the medication being administered. The first dose of any new medication should be administered at home.

Administration of over-the-counter medication (Tylenol, ibuprofen, Tums, cough drops, etc.) requires a parent/guardian signature only (no physician signature) on the *USD 305 Permission for Medication* form if administered per label instructions. Any dosage or frequency other than the labeled instructions will require a physician order as described above. USD 305 does not provide/purchase over-the-counter medication for student administration. Over-the-counter medication must be provided by the parent/guardian in the original bottle and all medications must be locked in the nurse's office with the exception of physician ordered emergency medications (asthma rescue inhalers, insulin, epinephrine). Students may self-administer and self-carry asthma rescue inhalers, insulin, and epinephrine with the appropriate documentation on file in the nurse's office. Please contact the school nurse for the required documentation and to discuss your student's health condition. Students should never have any medication in their possession or in their backpacks with the exception of above-mentioned physician prescribed emergency medication.

The *USD 305 Permission for Medication* form can be found at www.usd305.com/departments/administrative-student-support/nurses/medication-forms or obtained from the school nurse. The complete medication procedure can be viewed at www.usd305.com/departments/administrative-student-support/nurses/medication-procedures.

GUIDANCE SERVICES

Each school is assigned the services of a school counselor. Counseling services include individual and group counseling. Counseling can be initiated by a request of the student, the parent/guardian, or by school personnel.

SCHOOL MEALS

Our schools participate in the National School Lunch Program and School Breakfast Program. Free or reduced-price meals are available to students whose family income falls within the guidelines. An application for free or reduced-price meals may be completed online or at your child's school. Prepayment of meals is encouraged. Accrued meal charges are to be paid promptly. Unpaid meal charges are subject to collection (See Board Policy EE).

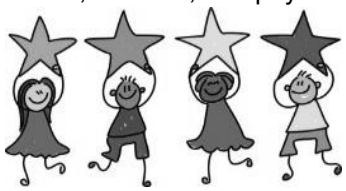
HOW TO HELP STUDENTS SUCCEED

In order to help your child to succeed, it is important to have a positive home learning climate. You can do this by

- encouraging and expecting high performance from your child for school work, household duties, and other responsibilities;
- showing interest in what your child does each day in the classroom by asking specific questions;
- providing proper conditions for home study, including definite study time and quiet, non-distracting conditions;
- limiting screen time, i.e., cell phone, electronic devices, gaming, television; and
- providing supervision to ensure your child receives adequate rest, nutrition, and physical exercise.

You are also encouraged to be involved in the school by

- volunteering to help with school activities;
- attending parent meetings; and
- visiting your child's classroom.



Please call your child's school if you have questions or concerns.

PROMOTION / RETENTION

PROMOTION is the action that advances a student from one grade to the next.

RETENTION is the action that keeps a student in the same grade for another year.

When making recommendations about promotion or retention of students, the teacher will consider the viewpoints of the parent(s) and building team. The building principal will consider the teacher's recommendation in each individual situation and make the final decision pertaining to promotion or retention.

ENGLISH AS A SECOND LANGUAGE PROGRAM

Students who may benefit from additional support in developing English language skills may qualify for English as a Second Language (ESOL) services. Eligibility is determined through the district's language screening and identification process. ESOL services are available at each elementary school. Please contact your school for more information.

TITLE I PROGRAMS

The Elementary and Secondary Education Reauthorization Act provides federal funds to local school districts for supplemental education in qualified schools. Title I funds are provided to give additional help to students in reading and math.

Teachers, mentors, or tutors are assigned to work with students in large or small groups and on an individual basis. Over 2,300 students will receive supplemental educational services as a result of Title I.

SPECIAL EDUCATION SERVICES

All exceptional children defined as learning disabled, gifted, hearing impaired, language or speech impaired, behaviorally disordered, deaf-blind, and visually impaired have a right to a free appropriate education. Educational services for these children are provided through the Central Kansas Cooperative in Education. Your child will not receive these services unless you have been previously informed and have given your written consent for an evaluation.

As a parent/guardian, you will be closely involved with the evaluation of your child's need. You have the right to request an impartial hearing if agreement upon evaluation and placement of your child cannot be reached.

The privacy and confidentiality of your child's records must be maintained. You may inspect these records, request copies, and obtain a list of the people who have access to them.

Please feel free to contact your building principal for specific information about your student. For additional information or resource materials on services, rights, and procedures, refer to the Kansas State Department of Education. The toll-free number is 1-800-203-9462.

BAND / STRINGS

Band and strings instruction is offered to students in fifth grade. Instruction is for two 30-minute periods a week.

HEALTH CURRICULUM

The USD 305 health curriculum includes age-appropriate information in accordance with Kansas State Department of Education guidelines. Kansas Health Education Standards include information on human growth and development, communicable disease transmission and prevention, and social-emotional health. Parent(s)/guardian(s) may preview the human growth and development materials by contacting the building principal or school nurse. Parent(s)/guardian(s) who wish to have their student(s) excluded from the human growth and development curriculum (grades 4 and 5) may make the request in writing to the principal or school nurse.

HOMEWORK / MAKE-UP WORK

School board policy states that most of the assigned work in the primary grades be done in the classroom where the teacher has the opportunity to supervise and direct student work. Modest homework assignments may be given to students.

Make-up work is assigned to students who have been absent from school. Two days are allowed to make up work missed for each day of absence. Please contact the school office to make arrangements regarding work.

FIELD TRIPS

Classes may take field trips to enrich their classroom experiences. Prior to the event, each student must have a signed parent/guardian permission form. You will be notified of trip details, including the amount of each student's share of the cost. Since field trips are closely related to activities in the classroom, students are expected to participate.

ANIMALS AND PLANTS IN THE SCHOOLS

With prior permission from the building principal, animals or plants may be brought to school for instructional purposes only (See Board Policy ING).

If someone is injured by an animal or comes in contact with a toxic plant, the incident shall be immediately reported to the administration by the supervising teacher. The principal shall notify the appropriate person.

LIBRARY PROCEDURES

Library Catalog Access for Families:

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

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

Process for Parental Oversight:

Library media specialists should be contacted directly if parents would like to provide permission before their student checks out any book. At elementary, the library media specialist will notify parent by email or

phone regarding the book the student would like to check out to get permission. At middle school and high school, the student will provide their parent with the title of the book they wish to check out. The parent will contact the library media specialist by email or phone to give permission.

Checking Out Materials and Loan Periods:

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

Middle School:
Students may check out three books for a three-week checkout period.

High School:
Students may check out eight books for a three-week checkout period.

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

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

SUMMER SCHOOL

The Salina Public Schools has a summer school program designed for remedial help in reading and math. Information regarding summer school programs will be available from your elementary school office each spring.

REPORTING TO PARENTS

Parent-teacher conferences are scheduled during the first nine-week period and during the third nine-week period. All parent(s)/guardian(s) are expected to participate in these conferences. If you would like to schedule any additional conferences, call the school and arrangements will be made.

Grades K-5 receive progress reports on specific skills.

Report cards are issued four times per year. Other progress reports are given as needed. You will be notified at mid-quarter if your child is earning a failing grade at that time.

ELECTRONIC MAIL & INTERNET

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

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

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

Students are responsible for appropriate behavior when using school computers. The use of computers and access to the Internet is a privilege, not a right, and may be revoked by the school if abused. Parents must sign a permission/agreement form before their student will be allowed electronic mail or Internet usage.

BIRTHDAY PARTIES

If you and your child wish to share simple treats with his/her classmates for birthday parties, please schedule this with the classroom teacher in advance.

Treats must be store-bought and include the nutrition facts label and ingredient list.

Personal gifts that have been delivered will be made available to students at the end of the day.

Invitations to private parties should not be distributed at school unless all girls and/or all boys in the class are invited.

CELL PHONES

As a result of HB 2299, personal electronic communication devices are not allowed in schools.

A personal electronic communication device, under the 2026 Kansas law, is any wireless electronic communication device that provides for voice, text or video communication between two or more parties. This includes a mobile or cellular phone, tablet or computer (not issued by the district), smartwatch, wireless headphones or earbuds, text messaging device or personal digital assistant, among others.

All the devices described above should be left at home.

If a device is brought to school, the device will be collected and stored by the homeroom teacher. The district is not responsible for any broken or stolen items that are collected.

If a student has an electronic communication device in their possession after the start of the day, the device will be confiscated and held in the office for the student to pick up after school. If the infraction occurs a second time, the device will be confiscated and held until a parent/guardian can pick it up after school.

Exceptions to the policy are limited to students that require accommodations for medically or educationally necessary purposes. A request form for an exception may be filled out and turned into the building administrator. A district team will review the request and make a determination.

PERSONAL BELONGINGS

Students sometimes misplace personal items. Therefore, all clothes and school supplies should be plainly marked with the student's name. Students are also cautioned about bringing valuables to school. Students are expected to check the "Lost and Found" for missing items. Although the school is not responsible for items lost by the students, the principal or designee may inspect desks at any time to help locate lost or misplaced items.

PARENT / TEACHER GROUPS

Each elementary school has a parent/teacher group designed to work for the benefit of all students. You are encouraged to support school organizations by becoming a member and being involved in school activities.

Parent/teacher groups provide adult volunteers who are actively involved in school projects. By joining in school activities, you can enjoy a sense of accomplishment, self-satisfaction, and pride in your school.