



2024 - 2025

CENTRAL ELEMENTARY SCHOOL  
STUDENT HANDBOOK

One Wamego

Many voices. Many choices. One result: Excellence

# DISCLOSURE

It is understood that the school principals or their designee shall have the discretion to modify the provisions contained in the student handbook in a manner that they deem to be appropriate to the circumstances to which they are applying said provisions. Neither principals nor their designee has the authority to change or modify those provisions stated in the student handbook that are established by state or federal laws or regulations.

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## NOTICE OF NON-DISCRIMINATION

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Rob McKim, Superintendent, 504 Coordinator – [mckimr@usd320.com](mailto:mckimr@usd320.com)  
Scott Meitler, Assistant Supt., Title IX Coordinator – [meitlers@usd320.com](mailto:meitlers@usd320.com)  
1008 8<sup>th</sup> Street  
Wamego, KS 66547  
(785) 456-7643

### Section 504 Grievance Procedure

It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Superintendent Rob McKim, 785-456-7643, Section 504 Coordinator, who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504.

Any person who believes he or she has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

### Procedure

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator's decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Health and Human Services, Office for Civil Rights.

Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

## BOE & ADMINISTRATION

### Board of Education Members

Mike Billings, President	785-307-2546	Jolene Meyer	620-786-2014
Bruce Coleman	785-556-0202	Jake Pullen	785-456-9095
Ryan Hargitt	785-769-3459	Sheryl Wohler	785-844-0115
Deb Long	785-313-0869	Kayla Stansbury, Clerk of the Board	

## **District Administration**

Rob McKim: Superintendent

Scott Meitler: Dir. of Instructional Services/Asst. Superintendent

Shane Neel: Principal

Special Education Dir.: Erica Bammes

Asst. Special Education Dir.: Teri Bailey-Johnson

## **DISTRICT CURRICULUM**

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. Curriculum in Grades K-5 includes the areas of communications (reading and language arts), mathematics, science, social studies, library, art, music, physical education, technology, character education, and health education. All curriculum is written with specific outcomes for students. Parents are encouraged to review the curriculum outcomes which are available in the principal's office. Specific concerns regarding the curriculum should be directed to the teacher and principal.

## **LEARNING WALKS**

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a year of professional development and calibration of our adopted tool. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

## **PROFESSIONAL LEARNING COMMUNITIES**

Central Elementary School has embraced the Professional Learning Communities model for school improvement. The three "big ideas" of a PLC are a focus on learning, collaboration, and a focus on results. Every teacher is a member of at least one PLC team that will meet regularly to address curriculum, instruction, and assessment issues with a focus on learning and results. In addition to weekly team meetings, vertical team meetings across grade levels will also be organized to ensure continuity from building to building and grade level to grade level.

### **Central Elementary PLC Goals**

Each PLC team will create their own S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely). Teams will present their S.M.A.R.T. goals to the faculty each year and will report on progress toward these goals. All goals will be directly related to the District Strategic Plan and/or Building KESA Goals.

### **Central Elementary PLC Leadership Team**

Central Elementary has established a PLC Leadership Team to allow teachers the opportunity to have a voice in the decision-making processes in our school related to student and staff learning. Membership on the PLC Leadership Team is voluntary and those participating will be expected to adhere to the following norms and purpose established by the PLC Leadership Team.

### **Purpose of the Central Elementary PLC Leadership Team**

The purpose of the Central Elementary PLC Leadership Team is to

- promote shared leadership by identifying and addressing the needs of the building community.
- be the vanguard of decision-making in the interest of making our school the best place it can be for students and staff
- guide the PLC process and communicate decisions to staff related to student growth

### **PLC Leadership Team Norms**

- We will focus discussions and decisions on the three big ideas: student learning, collaboration, and results



- We will be on time and prepared for the meeting
- We will clearly define roles and close each meeting with specific next steps
- We will only use technology when needed
- All decision topics will be thoroughly researched, discussed, and debated by the DLT. All members will be independent thinkers prior to the decision. When the decision is made, however, ALL will be unified and supportive of the decision in all facets of our positions.

### Contact Information

Principal: Shane Neel  
School address: 900 7th Street, Wamego KS 66547 School Office: 785-456-7271  
School Fax: 785-456-7172  
School Website: [www.usd320.com](http://www.usd320.com); The website is a valuable informational tool for parents!

## SCHOOL BUSINESS

### Admission Requirement (Policy JBC)

All resident students shall be admitted to attend school in the district unless they have been expelled. A resident student is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who is a resident of the district.

Non-resident students are those who do not meet the definition of a resident student. Out of district students may enroll in USD 320 at the same time that other students enroll for the coming school year, but are not officially added to the school roster until formal approval is established. A copy of the procedure page shall be given to the parent/guardian as part of the enrollment process.

All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in Kindergarten or first grade shall provide a certified copy of their birth certificate or other documentation, which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript or similar pupil records.

The enrollment documentation shall include a student's permanent record card with a student's legal name as it appears on the birth certificate, or as changed by a court order and the name, address, and telephone number of the lawful custodian. The records shall also provide the identity of the student as evidenced by a birth certificate, copy of a court order placing the student in the custody of Kansas Social and Rehabilitation Services, a certified transcript of the student, a baptismal certificate or other documentation the board considers satisfactory.

### Transfers from Non-Accredited Schools (Policy JBC)

The principal will place students transferring from non-accredited schools initially after consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student's documented past educational experiences and performance on tests administered to determine grade level placement.

### Student Information Form

Each year, during enrollment, parents must complete a student information form including:

- name(s), phone number(s), email address(es) and address of the student's parent(s)/guardian(s);
- name of individual(s) to contact in case of emergency;
- name of the student's physician; and
  - description of any medical conditions of which the staff needs to be aware. This information is kept on file and made part of the student's record.

### Address/Phone Number Change

Please notify the school office immediately if any of the following change (Only appropriate school staff will have access to unlisted numbers.):

- phone numbers for home or parents' work
- mailing or street address

- emergency contacts
- email address

### **Student Fees (Policy JS)**

Building principals shall be authorized to collect fees approved by the Board of Education or to seek restitution for any school property lost, damaged or destroyed by a student. A fee schedule shall be distributed at enrollment to all parents.

### **Refunds**

Students enrolling in Wamego Schools will be required to pay the full textbook fees and other class fees if enrolling during the first semester of the school year. If the student is enrolling during the second semester, textbook and other class fees will be charged at 50%.

If the student withdraws from attending school at USD 320 after September 1, no fees associated with enrollment will be returned. If the student withdraws from classes prior to September 1 of the current school year, fees will be returned at 100%. If a student withdraws from school, all unused monies paid for lunch and/or milk will be returned in full.

- 1<sup>st</sup> semester - full fee for textbook and other classes will be charged – no refunds if a student withdraws from class after September 1.
- 2<sup>nd</sup> semester - 50% of textbook and other classes will be charged– no refunds.
- Unused milk and lunch fees paid will be refunded 100%.

### **Request for Student Records**

- A student moving to a new school outside the district will have his/her records forwarded upon request of records from the receiving school.
- All student records shall be treated as confidential and primarily for local school use unless otherwise stipulated.
- Under the provisions of the Family Educational Rights and Privacy Act (FERPA), parents or students and eligible students (those who are 18 or older) are afforded various rights with regard to educational records which are kept and maintained by the school. In accordance with FERPA, you are required to be notified of those rights, which include:
- The right to review and inspect all of your educational records, except those which are specifically exempted.
- The right to prevent disclosure of personally identifiable information contained in your educational records to other persons with certain limited exceptions. Disclosure of information from your educational records to other persons will occur only if:
- We have your prior written consent for disclosure
- The information is considered directory information and you have not objected to the release of such information; and
- Disclosure without consent is permitted by law.
- The right to request that your educational records be amended if you believe the records are misleading, inaccurate, or otherwise in violation of your rights. This right includes the right to request a hearing at which you may present evidence to show why the record would be changed if your request for an amendment to your records is denied in the first instance.
- The right to file a complaint with the Family Policy and Regulations Office at the U.S. Department of Education if you believe USD 320 has failed to comply with FERPA's requirements. The address of this office is 400 Maryland Ave. SW, MES, Room 4074, Washington, D.C. 20202.
- The right to obtain a copy of USD 320 Policies for complying with FERPA. A copy may be obtained from the Clerk of the Board, USD 320, 1008 8<sup>th</sup> Street, Wamego, KS 66547, 785-456-7643.

### **Directory Information (Policy JRB)**

For purposes of FERPA, USD 320 has designated certain information containing educational records as directory information, which may be disclosed for any purpose without your consent.

Directory information categories include the following: the student's name, address, telephone number (unless designated as an unlisted number), picture, parent or guardian, date and place of birth; major field of study; weight, height, participation in and eligibility for officially recognized activities and sports; dates of attendance or grade placement; honors and awards received; and the most recent educational agency or school attended by the student.

You have a right to refuse to permit the designation of any or all of the above information as directory information. If you refuse, you must file written notification to this effect with USD 320 addressed to the Clerk of the Board, USD 320, 1008 8<sup>th</sup> Street, Wamego, KS 66547 on or before September 1st. If refusal is not filed, USD 320 assumes there is no objection to the release of the directory information designated.

As per federal law (FERPA), our district must notify parents of their rights regarding the videotaping of their child. Parents have the right to refuse to allow their child to be videotaped for broadcast purposes. Please contact your child's school, in writing, if you do not want your child videotaped and then broadcast on our local public television station.

## THE SCHOOL DAY

### School Day Information

**\*\*\*School Starts at 7:55 a.m. and dismisses at 3:25p.m.\*\*\***

Lunch Period: 45 minutes Breakfast Served: 7:40 a.m. – 8:00a.m.

### Bell Schedule

First Bell: 7:55 a.m.  
Tardy Bell: 8:00 a.m.  
Final Bell: 3:25 p.m.

### Arrival and Dismissal

#### *Walkers*

**Arrival:** 7:40 a.m. is the earliest students should arrive. The doors will be locked at all times. There will be staff members present at the front doors on 7th Street and the NW doors on Poplar for walkers to enter at 7:40. These are the only two entrances that will allow student/parent access in the morning. If you are entering the building at a different time, you will need to push the doorbell and be buzzed in at the main entrance and check in at the office.

**Dismissal:** Walkers will be dismissed onto the playground at 3:20pm.

#### *Car Riders*

**Arrival:** Students who are dropped off should only be dropped off on 7th Street in the drop-off lane. You must enter 7th street from the East off of Main Street. This is a one way street and it is very important that everyone follows traffic laws. When exiting 7th Street, there is no right turn. You must go straight or turn left.

Students should not exit the vehicle until they are in the marked drop-off lane and staff members are present. Students will not be allowed to exit vehicles until 7:40am. This is for the safety of all students.

While in the drop-off lane, please pull all the way to the front until traffic is stopped. Do not try to pass other vehicles while in the drop-off lane.

If you would like to walk your child to the building, you may park on Elm Street and walk to the front doors. We ask that you say your goodbyes at the front doors unless you have a scheduled meeting.

Be polite to other drivers and try to leave room for easy maneuvering at the curb. Do not use cellphones or text while dropping off children.

**Dismissal:** Each Car Rider student will be assigned a number that must be visible in the passenger side window at pickup. Each family will receive 4 laminated cards with their numbers in case you have multiple vehicles. This is vital for the safety of your child and to help us get students to the correct vehicle at pick-up time.

There will be a designated pick-up lane on 7th Street. If you have multiple children at Central, please go at the pick-up time of your youngest K-2 child. PK students will have a separate dismissal time and you will need to drive around the block and return for your other children at their designated time.

Tentative Dismissal Times are as follows:

PK - 3:00pm

1st and 2nd - 3:15pm Kindergarten - 3:25pm

If you have a change of dismissal for your child, please call the office by 2:30pm at 785-456-7271.

### **Buses Only on Poplar**

In order to provide safe routes to and from Central Elementary every day, please DO NOT drop children off or park on the Poplar Street side of the school. This side of the building is for Buses only. This is for the safety of YOUR children.

Please also remember to be respectful of the neighbors to Central Elementary. Parents should never park in neighbors' yards or driveways. We hope that these procedures will help ensure the safety of all of our students. All students will be allowed to enter the building at 7:40 am.

### **Walking To and From School**

- Parents are requested to help students arrive at school on time, but not before 7:40am.
- Walkers must cross the street in crosswalks even when escorted by an adult.
- Walk on the left side facing oncoming traffic when there are no sidewalks.
- Cross only at intersections and crosswalks.
- Refuse to enter or approach strange automobiles.
- Proceed directly to school or home before beginning to play.
- Respect private property, lawns, shrubs, fences, etc., along the route to and from school.
- Please, no skateboards or bicycles are to be used as transportation to Central Elementary.

### **Early Release Fridays**

Early Release will occur every Friday. On Early Release days, dismissal will follow the same procedures as above, however the dismissal times will be as follows:

- **Walkers** - 2:05pm
- **Boys and Girls Club** - 2:05pm
- **Car Riders**
  - First and Second - 2:05pm
  - Kindergarten - 2:15pm

### **Lunchroom**

The lunchroom is intended to provide a pleasant dining experience for students similar to that of home and/or of eating outside the home. Appropriate manners will be taught and reinforced during the lunch period. While in the lunchroom, students should adhere to the following guidelines:

- Talk quietly to others and remain seated while eating.
- Listen for and follow directions of the lunchroom aides, teachers, or principal.
- Do not trade food.
- Remain quiet in the hallways as you enter the lunchroom. Students not obeying this rule will go to the end of all lines.
- Walk when exiting the lunchroom and building.
- Notify an adult immediately if someone is choking.
- Students who choose not to follow any of the rules will be given natural consequences.

## Food Service (Policy JGH)

Free or reduced priced meals shall be provided for students who qualify under state and federal rules and regulations. The eligibility forms, rules, and regulations governing this program shall be provided by the administration to students or their parents.

The school meal program for USD320 is designed to provide students with breakfasts and lunches that meet the nutritional needs of students at a reasonable price. All school meals meet the guidelines as mandated by the Healthy Hunger Free Kids Act.

- Breakfasts and lunches are available every full day of school. Students may choose 1% chocolate, skim white, or 1% white milk at every meal. Water is made available, free of charge, in every school in the lunchroom.
- Meals must be paid for in advance. Parents are responsible for maintaining a positive account balance. Payments may be made by sending a clearly labeled check to the school or with your student, with a credit card in the school office, or online at [www.myschoolbucks.com](http://www.myschoolbucks.com).
  - Each student has one meal account which is used for breakfast and lunch.
  - The Point of Sale software does not allow for family accounts, but money can be transferred from one student to another by contacting the Food Service office at 785-458-7801.
- Parents or other family members are welcome to eat with their student. The school must be notified by 8:30a.m. the morning you are planning on eating with your student-no exceptions.
- All scratch food production takes place at the District Kitchen. The meals served at the elementary schools are transported in special hot and cold carts prior to serving.
- Home prepared lunches are permitted. These lunches should be sent in containers that students can easily manage on their own. Lunches should meet the nutritional needs of the individual. Candy, gum, and pop are not allowed.
- Microwaves are not available at the elementary schools.
- Frequently asked questions are answered on the district website, Food Service page: <http://www.usd320.com/Programs/FoodService/documents/FoodServiceFAQ.pdf>

## My School Bucks

My School Bucks is the school's PREFERRED method of meal payment as payments are added to meal accounts within minutes. There are NO fees to use this service. You can account at [www.myschoolbucks.com](http://www.myschoolbucks.com). You will need your student's state ID#, which can be supplied to you by the school office or the Food Service office. In addition to checking your student's meal balance online, parents may use their VISA or Mastercard to make an online payment.

## Meal Accounts

Meal policy and information can be located on the district website at

<http://www.usd320.com/Programs/FoodService/documents/Charging%20Policy.pdf>.

It is our policy to never deny a student a meal. We recognize that students who are hungry do not perform as well in the classroom. Parents are notified via email when student accounts reach a low balance of \$10.00 (or called, if no email is provided). Parents are also notified via email when student accounts reach a negative amount. If you are having financial difficulty, please complete and submit a free/reduced meal application.

## Snack Break

Students in grades PreK-2 may have a carton of milk or juice during each school day besides that taken with their noon lunch. The cost will be announced later and is payable by the year, semester, or ten days.

Because of clerical limitations, delivery arrangements, and the cost involved, it will not be possible to extend credit to make up days missed for the milk program. No refunds will be given for absences. Refunds will be given to students who move out of the district.

## Dress Code (Policy JCDB)

Neatness, decency, and good taste are emphasized as guidelines for the dress code. The principal shall make the final determination regarding the appropriateness of the student's appearance. Students who are inappropriately dressed will be required to change their clothing. Students will not wear hats in the building. Parents are

encouraged to monitor their children's clothing choices, especially during the colder winter months. Shorts are not appropriate when we have freezing temperatures and appropriate outerwear is encouraged (hats, coats, gloves, etc.) during these times. During warmer weather, shorts and sleeveless tops are permitted, as long as they are in good taste and not too revealing.

### **Cell Phones**

Students shall not use a cellular phone/texting device while on school property, unless under the direct supervision of school personnel. Cell phones brought to school must be kept in the student's backpack or cubby and must be turned off. A "texting device" is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. This includes "smart watches". A person who discovers a student using a cellular phone/texting device on school property without permission will report the violation to the principal.

### **Personal Property**

The district is not responsible for students' personal property and does not provide insurance on students' personal property. If a student's personal property is broken, damaged, or stolen, repair or replacement is the student's responsibility. Students should not bring personal items (toys, electronic devices, etc.) to school unless directed by the teacher.

### **Money**

All money sent to school should be sent in an envelope with the following information listed on the outside:

- Child's First and Last Name
- Amount of Money
- Purpose of Money
- Child's Teacher's Name

Students should not bring money to school other than for specific purposes, such as lunch money, book clubs, etc. Separate checks are required for specific payments.

### **Sign In/Sign Out**

Parents/Guardians must sign their child out in the office before leaving school premises during the school day. Students who are tardy must sign in when arriving at school. ALL visitors in the building must sign in and out at the school office and wear a visitor's badge. This is for the protection of our students.

### **Release of a Student During the School Day JBH**

Building principals shall only release a student during the school day with a written or verbal request from the student's lawful parent or person acting as a parent.

Before releasing a student during the school day, the building principal shall be responsible for verifying the identity of the person seeking release of the student. If the principal is not satisfied with the identification provided by the person seeking release of a student or if the safety of student(s), staff members(s), or others would be endangered by orchestrating the student's release from school, the student's release may be refused.

### **Birthday Treats**

Children may distribute birthday treats at the teacher's discretion, if similar treats are brought for all students in the class. Parents will be alerted to any food allergies in their child's classroom and are expected to adhere to any guidelines provided by the teacher to ensure the safety of all children in the classroom. **Please do not provide soda pop as a "treat" for birthdays or classroom parties.** No homemade treats may be provided, due to food safety issues. Please provide only store-bought treats. If your family needs financial assistance for birthday treats, please reach out to the principal for confidential assistance.

### **Invitations**

Distribution of party invitations at school is not permitted unless an invitation is given to each member of your child's classroom. If a boy is having an all-boy party, then invitations must be given to all boys in the class. If a girl is having an all-girl party, then invitations must be given to all girls in the class. If parents choose to be selective in whom they invite to parties, this should be handled outside of the school environment.



### **Classroom Parties**

Classroom parties are planned by Room Parents for Halloween, Winter Holiday, and Valentine’s Day. These official dates will be set by the school and parties will not begin before 2:30 p.m. If a child is absent from school on a classroom party day due to illness, the child will not be permitted to return to school to attend the party. We ask that Room Parents encourage a balance of “sweet and healthy treats” for classroom parties. Soda pop should not be included in treats for parties.

### **Parent Objection to Pupil Participation**

Parents objecting to routine school activities such as holiday activities, holiday dramatizations, pledging allegiance to the flag, administering first aid, eating certain foods, etc., should make their concerns known at the office in writing prior to any such participation.

### **Departures**

Previous arrangements must be made if a student is to remain after school longer than fifteen minutes. Transportation for students who remain at school after the regular dismissal time is the responsibility of the parent. Parents will be notified when their student is asked to remain after school for academic or disciplinary reasons.

### **Valuing the Learning Time**

Central staff will make every effort to value and protect the learning time during the school day. Non-learning activities will be kept to a minimum, as the learning environment will be respected. Deliveries to students (flowers, balloons, etc.) will be held in the office until the end of school.

Students will only be called to the telephone in emergency situations and messages will be given to students at the end of the school day.

### **Lost and Found**

A lost and found will be kept at the school. Please label all supplies and clothing with your child’s full name for easy identification.

## **STUDENT/FAMILY SERVICES**

### **Counselor (Policy II)**

Students are encouraged to talk with the school counselor, teachers, and principal in order to learn about the curriculum, and other academic issues. The elementary school counselor will also provide class lessons on the BOE approved Character Education Curriculum, Social-Emotional Learning Curriculum, as well as other lessons from the guidance curriculum. The counselor is available to assist students with personal concerns. The counselor may make available information about community resources to address personal or family concerns. The counselor provides classroom presentations on a variety of topics, individual and small group counseling, and parenting programs.

### **Special Services**

Central Elementary is a member of the Special Services Cooperative of Wamego. Direct services are provided through the Cooperative in the areas of gifted, learning disabilities, behavior disorders, speech/language, and other programs. In addition to special service teachers working with these students, the building is also served by a school psychologist and school social worker. Special services student needs are met through a variety of in-class (inclusion) and pull-out delivery models. If you feel your child has special learning needs that are not being met in the regular classroom, please contact the building principal to discuss these issues.

### **Title I Services**

Central Elementary is a Title 1 Targeted-Assisted School. Title 1 is a federally funded program that provides additional support to students in the area of reading. The following criteria are used to identify students that need Title 1 Services: Building and district assessments, individual assessments, classroom performance, and teacher observation. A yearly parent information meeting will be held for all students receiving Title 1 services. Parents will also have the opportunity to provide input on these services.

## **School Insurance**

The district does not provide student insurance coverage. Information about parental purchase of student insurance will be provided at enrollment.

## **Visitors to the School (Policy KM)**

- The board encourages its patrons and parents to visit the district facilities.
- Patron visits shall be scheduled with the teacher and the building principal.
- Notices shall be posted in school buildings to require visitors to check in at the office before proceeding to contact any other person in the building or on the grounds.
- All visitors must sign in at the office and must obtain a visitor's badge, which must be worn at all times while in the school, on a school field trip, or on the school grounds (not as they are leaving the building).
- Any person who visits a building and/or grounds of the district will be under the jurisdiction of the building principal, who shall be responsible for developing rules and regulations governing the presence of visitors in the buildings. The use of any form of tobacco, smoking, chewing, etc., by any persons shall be prohibited on all school property.
- The principal has the authority to request aid from any law enforcement agency if any visitor to the district's buildings or grounds refuses to leave or creates a disturbance. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. Violators of this board policy and its rules may be subject to the state trespass law.
- Students are not allowed to bring visitors to school.

## **Weather Related Closures and Emergencies (Policy EBBD)**

When the superintendent believes the safety of students is threatened by severe weather or other circumstances, parents and students shall be notified of school closings or cancellations by announcements made over the following radio/TV stations (s):

- TV: WIBW-13, KTKA-49, KSNT-27, Wamego Cable-3
- Radio: KMAN, KQLA, KHCA, WIBW

The School Messenger parent notification system will also be activated as soon as the district is alerted that there is a problem that affects the student population.

If an emergency occurs, the district will keep all students under school jurisdiction and supervision. Staff will remain on duty with the students during the emergency period. Parents are encouraged not to call the school in order to keep phone lines clear for emergency communication. Parents are also encouraged to not pick up their children until the emergency has subsided.

All school activities are canceled or postponed when school is canceled due to inclement weather.

## **Weather Policy for Recess**

Staff and students will remain inside when the temperature or wind chill is 21 degrees or below or the heat index is 103 degrees or greater. Students may go outside for shortened recess periods when the temperature drops or increases to this level. However, indoor recess will be the norm during inclement weather.

## **Emergency Response Plan**

A USD 320 Emergency Response Plan has been developed for emergency situations and each building has an Emergency Response Team available in the event of such an emergency.

## **Security**

Central Elementary School doors are kept locked consistently throughout the day. All visitors must present ID to our security camera system, located outside of our front door, when requested, to be allowed into the school. Our school is also under 24-hour video/audio surveillance with security cameras.

## **Emergency Plans**



- Fire drills are conducted four times a year at a minimum. The date and time of the drill will not be announced. The individual teacher or para-educator assigned to any handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para-educator and the teacher would need assistance, the office will arrange for help.
- There will be one official tornado drill in the fall and in the spring. Tornado drills may or may not be announced. In the event of a live tornado warning, we will make the following announcement to parents/guardians, as time allows. The safety of all students and staff will be our first priority!
- “We are in a tornado warning. All students are safe in our designated shelters until the warning has been lifted and it is safe to release students. Please do not come to the school, unless you are seeking shelter. We will not release students until the warning has been lifted.”
- Crisis Drills will be conducted three times throughout the year at a minimum. Procedures for Crisis drills will be reviewed with the staff at the beginning of the year and communicated to and practiced by students and staff.

### **Pest Control**

The district periodically applies pesticides inside the buildings. Information regarding the application of pesticides is available from the Director of Operations at 785-456-9332.

### **Wellness Committee**

In the fall of 2005, USD 320 established a “Health and Wellness Committee” to help create a school wellness policy based on Public Law 108-265. This committee continues to meet to work toward several established goals. We encourage parents to support the school wellness policy by serving as examples of healthy living. We ask that parents work toward providing healthy treats at classroom celebrations and model “balance” in eating habits for students. Also, as a reminder, students are not permitted to consume soda pop at any time in school.

### **Wellness Policy**

USD 320 Wamego is committed to providing school environments that promote and protect children’s health, well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of USD 320 Wamego that:

- Wellness guidelines will be implemented as specified in the Kansas State Department of Education’s Wellness Policy Report for each school level.
- Students, parents, teachers, food service professionals and other interested community members will be engaged in developing, implementing, monitoring and reviewing district wide nutrition and physical activity policies.
- All students in grades PK-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- Students will be provided with adequate time to eat in settings that are clean, safe and pleasant.
- To the maximum extent practicable, all schools in our district will participate in available federal school nutrition programs.

If you have questions regarding the USD 320 wellness policy, please contact the building principal for further information.

### **Distribution of Materials (Policy KI)**

Material unrelated to the school’s curriculum may not be distributed without prior consent of the principal.

### **Free Materials Distribution in Schools (Policy KI)**

In accordance with rules adopted by the board, the superintendent reserves the right to refuse distribution to students any material by outside individuals or groups which creates a material or substantial interference with

normal school activity or appropriate discipline in the operation of the school.

### **Political Campaign Materials**

The board encourages responsible use of political materials as part of the board-approved curriculum. No student shall be forced to participate in the distribution or receipt of any non-school materials in the schools.

### **Advertising in the Schools**

No advertising or materials used for commercial purposes shall be permitted in the school buildings or on the grounds of the district without prior approval of the Board. Advertising in student publications shall be regulated by rules and regulations developed by the superintendent. Advertising in the student publications may promote products by brand name. Ads promoting the sale of any controlled substance, drug paraphernalia, or any other illegal material or activity are prohibited.

### **Use of Religious Materials**

Religious materials may be used in the regular classroom to study the historical or cultural aspects of religion, but such material is prohibited if used to indoctrinate the practice of a religion.

### **Distribution of Religious Materials**

The distribution of any religious materials, bound or unbound, is prohibited on school grounds or in any attendance facility. Religious materials as prohibited herein may be described as but not limited to the following: any version of the Bible (including the Gideon Bible), translations of the Septuagint and the Apocrypha, Torah, Koran, or any other similar religious books of faith, pamphlets, sectarian or denominational books, tract, papers or other such materials including pictures, symbols, crosses, statues or icons.

### **Mailing Lists**

No mailing lists of students or employees of the district shall be given to individuals, organizations or vendors for the purpose of distributing materials.

## **ATTENDANCE**

Kansas State Law states that a child must be in attendance in school unless illness prevents this or there is an emergency. Attendance records are kept for each student. Regular school attendance is essential to student achievement. There is a close relationship between school attendance and scholastic performance. Regular attendance facilitates academic achievement, whereas excessive absences or irregular attendance generally tends to be detrimental to a student's progress.

### **Attendance (Policy JBD,JBE)**

The district's definition of an excused absence: illness, death in the family, doctor and dentist appointments, work at home for parents only when a justifiable hardship can be shown, or absence for any school related activity. Absences for any other reason shall be considered unexcused.

The building principal has the authority to evaluate and grant or deny approval for absences that are special circumstances and do not fall within the situations listed above. Parents are to contact the building principal in advance of planned absences that are considered special circumstances to request approval for the absence.

Consideration will be made based on prior attendance, current and prior grade history, and the student's current status in school (good standing). Such a proposal for absence due to special circumstances must be made five school days prior to the planned absence.

Once the number of absences from class reaches ten (10), future absences may be considered unexcused, unless there is verification from a physician or the school nurse. At this point, parents need to communicate directly with the principal to discuss the situation. The principal has been designated to determine the acceptability and validity of excuses presented by the parent(s), guardian(s) or student.

- If parents know their child will not be in school, they should call the school office before 8:20
- a.m. If the school office is not notified by this time, the student will be marked as unexcused. The School

Messenger parent notification system will contact student guardians if the school is unaware of why a student is not present in school.

- If a student has been ill and needs to stay inside for recess, a written request by a parent/guardian will be necessary. Extended absences (more than three days) will require a doctor's note.
- The parent may pick up homework for students who have been absent, if requested, from the office.
- It is very important that each student arrive at school on time. Please notify the office if your child is going to be late. Parents will be notified in writing after a student has reached 5 tardies each quarter of school. Please remember that students who are late to school miss valuable instructional time and also cause an interruption to learning for their classmates.
- For official attendance purposes, students arriving after 10:00 a.m. are counted absent one half-day. Students will be counted absent one half-day if they leave school for the day before 2:00 p.m.
- Students that leave after 2:00pm will be counted absent for the period of time remaining in the school day. We strongly encourage parents to make appointments for after school whenever possible, as instruction takes place up until the bell rings for dismissal of bus students at 3:15p.m.
- To participate in an extracurricular activity, a student must attend school the half-day before the event. (Unforeseen circumstances may be considered by the building principal to change this policy.) An extracurricular event is defined as any event beyond the regular school day.

### **Unexcused Absences/Truancy**

As the approved Truancy Officer for the school, the building principal (or her designee) shall report students who are inexcusably absent from school to the appropriate authority. (Students 13 and under shall be reported to the Kansas Department for Children and Families (formerly SRS) and students over 13 shall be reported to the county or district attorney.)

Truancy is defined as any three consecutive unexcused absences, any five unexcused absences in a semester, or seven unexcused absences in a school year, whichever comes first. Students who are absent for a significant part of any school day shall be considered truant. A significant part of the day is being absent for three hours during any part of the day.

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

## **ACADEMIC INFORMATION**

### **Student Intervention Team**

Principals are to establish a Student Intervention Team (SIT) for each school. The Student Intervention Team will include the child's current teacher. The student's parents will be included in the process of making promotion/retention decisions for their child. Classroom teachers and the building principal shall be responsible for reviewing student assessment data. The names of students whose academic achievement is below the proficient level on designated assessments will be referred to the SIT. The building SIT will review the achievement data of the referred students and make recommendations for academic assistance. Students may also be referred to the SIT at any time the classroom teacher feels a student is falling behind in his/her daily work.

As soon as a child has been targeted for academic assistance, parents shall be notified. Notification shall include the scores on designated tests and what is considered to be "proficient" for the respective grade level and notification of required extended school day and/or year if applicable. The parents of students who were identified for academic assistance in the prior school year and continue to need assistance in the current school year shall be notified at the start of the new school year.

In the spring of each school year the SIT will review the academic performance of each child targeted for academic assistance. The SIT will make decisions concerning whether to promote or retain the student.

In the case of special needs students, any decisions concerning the promotion or retention of a student shall be made by the child's IEP team.

### **Technology Usage (Policy IIBG)**

Use of or access to district computers and computer software, iPads, and other technology is limited to district employees and students. Use of computers/iPads is for the performance of official and approved assignments only. Use of district computer/iPad equipment or software for personal student projects is prohibited without prior permission of the teacher or building principal.

Students shall have no expectation of privacy when using district email, computer systems, or iPads. Email messages shall be used for approved educational purposes. Students must use appropriate language in all messages. Students are expected to follow the guidelines approved by teachers or the administration when using the system.

Any email or computer/iPad application or information in district computers, computer systems, or iPads is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students in a computer system, iPad, or on any individual computer. Students who violate these rules, or any other classroom rules relating to computer/iPad use, are subject to disciplinary action up to and including suspension from school.

### **One to One Technology Initiative: iPad Guidelines for PreK-5**

Central students will have access to an iPad in his/her classroom. We will be using it in many aspects of our learning.

PreK: There will be a classroom set of 5 iPads.

Grades K-5: There will be 1 iPad for every student.

iPads will stay at school. Students have no expectation of privacy when using a school iPad. Students will provide their assigned iPad for inspection at any time requested by a school official. iPad use and contents will also be monitored remotely; this refers to the Mobile Device Management (MDM) being able to take inventory of the apps and internet usage.

#### ***Student Rules for iPad Use:***

Students will be expected to follow our iPad Rules. If students follow the rules, there should be very few accidents or mishaps with the iPads. Rules are as follows:

- I will not have food or drinks near the iPad.
- I will follow the teacher's directions when using the iPad.
- I will make wise learning choices when using the iPad.
- I will know where my iPad is at all times.
- I will handle my iPad, case, and accessories with care and I will protect the screen.
- I will sit while using the iPad, unless directed differently by my teacher.

#### ***Important Information for Parents:***

USD 320 Schools recognize that with the implementation of the iPad initiative, there is a need to protect the investment both by the district and the student/parent. The student/parent will be charged a fee for any needed repairs, other than normal wear and tear, not to exceed the replacement cost of the iPad. The protective cases provided with the iPads have sufficient padding to protect the iPad from NORMAL treatment and provide a suitable means for transporting the device within the school.

#### ***Accidental Damage Fee:***

The student and/or the student's parents will be responsible for any damage to the device over normal wear and tear. School administration has the authority to adjust the accidental damage fee up or down depending on the price to repair the device. The teacher/student must complete a written report stating the details of the accident and submit it to the building principal.

School administration will make the final determination as to whether the damage was accidental or not.

#### ***Intentional Damage, Gross Negligence, Lost iPad, Theft, Vandalism and Criminal Acts:***

The Accidental Damage Fee does not cover damage caused by the following:

- failing to use the required protective case
- intentionally marking, defacing or abusing the iPad
- tampering with hardware components or operating system
- loss/theft due to failing to secure the iPad per school recommendations
- gross negligence
- vandalism
- criminal acts

In cases of loss, theft, vandalism, gross negligence, intentional damage, and other criminal acts, the student/parent may be responsible for the cost of repairing or replacing the iPad (approximately \$500). If the iPad is stolen, the school will file a police report. There may be some other instances regarding vandalism and criminal acts that a police report may be filed.

If it is deemed that the student/parent must pay for the iPad repair/replacement and parents do not pay, the school may choose to file a police report for the damaged iPad and may pursue other legal action to recoup the cost for repair or replacement.

### ***Lost or Damaged iPad Accessories:***

Lost or damaged items such as cases will be charged the actual replacement cost of Apple equipment. If the student/parent does not pay for the cost of repairing or replacing the iPad accessories, the school may choose to file a police report or may pursue other legal action to recoup the cost for repair or replacement of the accessories.

### ***Acceptable Use Policy:***

At enrollment time, parents/students will read and sign the USD 320 Acceptable Use Policy. You can read the policy in its entirety in that document. The following are examples of actions that are not permitted in regard to the iPads:

- Sending spam, letter-bombs, chain letters, viruses, or any other type of communication disruptive to a network
- Using language that is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or otherwise considered inappropriate in public or private messages or on a web page
- Harassing, insulting, attacking, or bullying others
- Damaging devices, network hardware, systems, or files
- Interference with the operation of a device or network system
- Violating copyright laws
- Using another's password and/or trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network or devices for commercial or political purposes
- Accessing, creating, or sending material that is profane, offensive, abusive, slanderous, or obscene, including pornography
- Accessing or creating material that advocates illegal or dangerous acts
- Accessing or creating material that advocates violence or discrimination towards other people (hate literature)
- Any use that disrupts the educational and administrative goals of the District
- Incurring a financial obligation through unauthorized use
- Using school devices or the network to take or disseminate photos, videos, or audio in an inappropriate manner or without the subject's permission

### ***Sanctions:***

1. Violations may result in a loss of access.
2. Additional disciplinary action may be taken, up to and including expulsion.
3. When applicable, law enforcement agencies may be involved.

## **Acceptable Use (Policy IIBH)**

The use of instructional technology at school, including information retrieval systems, is a privilege and not a right. Inappropriate use of technology privileges by any person will result in disciplinary action by school officials, which may include privilege revocation and/or legal action. A student's activities while using district technology must be in support of education and consistent with the curriculum outcomes of the Wamego school system. Each student and parent is required to sign the district Acceptable Use Policy to ensure that they have been given the rules that govern the use of district technology and the consequences for the misuse of district technology. For further information, please contact the district office.

### **Report Cards – JF**

Periodic reports on each student's mastery of the approved learning objectives shall be issued to the parents. Report cards shall be issued to each student at the end of each specific grading period for each subject taken. Reasons for deficiencies and/or failures shall be given.

### **Parent/Student/Teacher Conferences (Policy JFAB)**

Parents and students are encouraged to request a conference with teachers at any time convenient to all parties. Conferences are held twice a year at the end of the first and third nine-week period. The school calendar should be consulted for exact conference dates. Students are encouraged to attend these conferences. For officially scheduled conferences, all caregivers for each child should work together to schedule a mutually agreed upon time.

Central Elementary Staff is proud of the fact that the attendance rate for parents at our scheduled conference times has been quite high for many years. This indicates to us that the parents of our students see a valuable benefit from participation in these conferences.

### **Homework (Policy IHB)**

Homework is one means of fostering responsibility and learning outside of school. Students are expected to complete homework assignments on time. Homework shall be assigned as needed to provide practice for learned skills or concepts or to provide preparation for skills or concepts to be learned.

### **MTSS (Multi-Tiered System of Supports)**

To best meet the needs of all students, Central has implemented a model of intervention called the Multi-Tiered System of Supports (MTSS). This model allows us to identify students in need of additional academic and social emotional support, and the degree of support needed. All students will be screened at the beginning of the year and students in need of intervention will be placed in support programs that are strategic or intensive, depending on the level of need. More information on the MTSS program will be provided by your child's teacher and/or the principal throughout the school year.

### **Promotion and Retention (Policy JFB)**

It is the policy of the district that students demonstrate their mastery of curricular requirements for their respective grade level. Students who successfully demonstrate this mastery will be promoted to the next grade level. Students who do not demonstrate mastery shall be referred to the Student Improvement Team for discussion and recommendation on the proper placement of the student for the following academic school year. The committee will recommend interventions through the MTSS model to help accelerate the child's progress to reach grade level outcomes. The committee will then review the child's progress prior to the end of the school year based on the interventions implemented. The Student Improvement Team will make the final determination of promotion or retention to the next grade level prior to the end of the school year:

- Unconditional promotion to the next grade level
- Conditional promotion to the next grade level
- Retention in the current grade level

### **Kindergarten Readiness**

The first 5 years of your child's life are very important. Your child's healthy development forms a foundation for lifelong learning. The state of Kansas recognizes this and has created a goal to ensure that each student enters Kindergarten at age 5 socially, emotionally, and academically prepared for success. To do this, Kansas must have common kindergarten entry data sets across all elementary schools in the state.



The state has selected the Ages and Stages Questionnaires, Third Edition (ASQ-3) and the Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ:SE-2) to collect these data sets. This data will help drive funding and resources for early childhood education and support and is a requirement for all incoming kindergarteners in the state.

### ***What is the ASQ-3?***

ASQ-3 is a set of questionnaires about children’s development. It has been used for more than 20 years to make sure children are developing well. A screening provides a quick look at how children are doing in important areas, such as communication, physical ability, social skills, and problem-solving skills. ASQ-3 can help identify your child’s strengths as well as any areas where your child may need support.

As a parent or caregiver, you are the best source of information about your child. That’s why ASQ-3 questionnaires are designed to be filled out by you. You will only need 20–30 minutes. It’s that quick and easy. Here’s how ASQ-3 works:

**Section 1.** The first section of the ASQ-3 looks at five developmental areas. Each area has six questions that go from easier to more difficult. Your child may be able to do some, but not all of the items. Read each question and mark:

- Yes your child is performing the skill
- Sometimes your child is performing the skill, or
- Not yet, which tells us your child is not yet performing the skill.
- Following is a brief description of the five developmental areas:
- Communication: Looks at language skills, both what he or she understands and what he or she can say
- Gross motor: Looks at large muscles, how your child uses his or her arms and legs, and movements and coordination
- Fine motor: Looks at your child’s hand and finger movement and coordination
- Problem solving: Looks at how your child plays with toys and solves problems
- Personal-social: Looks at your child’s self-help skills and interactions with others

**Section 2.** The Overall section asks important questions about your child’s development and any concerns you may have about your child’s development. Answer questions yes or no, and if indicated, please explain your response.

### ***What is ASQ:SE-2?***

ASQ:SE-2 is a set of questionnaires about behavior and social emotional development in young children. ASQ:SE has been used by parents for more than 15 years. It makes sure that children’s social-emotional development is on schedule. It helps you celebrate milestones while addressing any concerns as early as possible. ASQ:SE-2 can help identify your child’s social-emotional strengths and areas where your child may need support.

Directions for completing ASQ:SE-2:

1. Please read each question carefully and check the response that best describes your child’s behavior:
  - a. Often or always: My child performs this behavior often or always.
  - b. Sometimes: My child sometimes performs this behavior (not consistently).
  - c. Rarely or never: My child rarely performs this behavior or has never performed the behavior.
2. Concerns: Check the circle to the right of a question if the behavior is a concern.
3. Some questions have blank spaces for you to provide examples of your child’s behavior. Please be sure to explain your response(s).
4. The Overall section at the end of the questionnaire asks open-ended questions about your child’s behaviors. Answer questions by marking yes or no and provide an explanation for your responses.

You play an important role in your child’s learning and development. Completing the ASQ-3 and the ASQ:SE-2 questionnaires help you make sure your child is off to a great start!

## **STUDENT CONDUCT/DISCIPLINE**

**\*\*See [District Student Code of Conduct](#)\*\***

## **Central School Wide Positive Behavior Support**

Central Elementary has been implementing a process called School Wide Positive Behavior Support. The program is designed to educate all children on appropriate social skills and to prevent inappropriate behavior by teaching and expecting all students to Be Respectful, Be Responsible, and Be Your Very Best Self. We have adopted a unified set of school expectations. These expectations define the expected behavior in our school. You will see these expectations posted throughout the school and your child will be learning them throughout the school year. The School-wide Expectations Matrix can be found at the end of this document.

At Central Elementary School, there are expectations in all settings on how we can:

### **Be Respectful . . . Be Responsible . . . Be Your Very Best Self**

Uniform lessons based on the Behavior Matrix will be taught each week in the setting being addressed. Each lesson contains a variety of activities that allow students both independent and whole group practice and feedback. If students are not meeting the behavior expectations, they will be given an opportunity to correct their behavior. If the unacceptable behavior continues, the students may be given a Minor Incident Report or an Office Referral Form. Depending upon the severity of the behavior and/or the number of occurrences, there is a possibility of students losing the privilege of attending special activities. Examples include but are not limited to: recess, assemblies, field trips, and special classroom rewards.

Staff members will be recognizing students who demonstrate the positive behavior expectations with the following positive behavior supports:

- Super Raider Award – these are given to students who exemplify a good attitude and consistently follow all the school-wide Expectations. Weekly Recognition.
- Classroom Recognition Systems – these are dependent on the classroom.

## **Building-Wide Expectations**

Building-Wide Expectations will be explicitly taught to all students and reinforced by all staff. These expectations include the following areas: Arrival, Dismissal, Hallways, Bathroom, Lunchroom, Playground, and Assemblies. Teachers will review the Building-Wide Expectations during class meetings and provide an opportunity to model, practice, and reinforce these expectations at the beginning of the school year. Expectations will be displayed on posters throughout the school. See the Expectations Matrix at the back of this handbook.

## **Classroom Rules**

Each classroom should establish a small list of rules/procedures and consequences for misbehavior. These should be approved by the principal prior to distribution to students and parents. It is best practice to involve students in developing this list of rules/procedures for the students to follow in their class.

## **Office Discipline Referrals**

Major discipline issues will result in an immediate office referral. Major offenses include the following behaviors: Inappropriate Language, Fighting/Physical Aggression, Disruptive Noncompliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher.

Office referrals will be entered into Power School as a Discipline Log Entry by the Building Principal OR the School Counselor.

## **Second Step Social-Emotional Learning Program and Curriculum**

The Second Step program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students. The Second Step program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems.

With the ability to focus, listen, and stay calm and in control, students are better able to meet school-wide behavioral expectations and benefit from learning. At Central, all staff are involved with promoting and teaching the Second Step curriculum and strategies. Classroom teachers introduce a lesson each week and our School Counselor finishes the lesson during her Guidance Counselor class with students each week. The main topics of instruction



include Skills for Learning, Empathy, Emotion Management, and Problem Solving. More information about our Second Step program and resources for families will be shared with parents/guardians throughout the school year.

### **Bullying Prevention**

All staff members are expected to support our efforts to prevent bullying in our school, and address bullying incidents when they occur. All staff must complete bullying prevention training at the beginning of the school year, as provided by the district, and a Bullying Prevention Unit is included in our Second Step Social-Emotional Learning Curriculum and taught to all students during the months of September and October. The CHAMPS Code promotes positive behaviors and pro-social interactions among students and staff. School rules against bullying are as follows:

- We will not bully others.
- We will try to help others who are being bullied.
- We will make it a point to include students who are easily left out.
- When we know someone is being bullied, we will tell an adult at school and at home.

### **Definition of Bullying**

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. This includes such actions as hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity. A copy of our Bullying Policies and Procedures is included at the back of this handbook.

### **Emergency Safety Interventions (ESI)**

Please refer to [USD 320 BOE Policy GAAF](#) for information on Emergency Safety Interventions of students.

## **ACTIVITIES**

### **Extracurricular Activities Participation Requirements (Policy JH)**

To participate in an extracurricular activity, a student must attend school the half-day before the event. (The principal may consider extenuating circumstances.)

### **School Sponsored Clubs (Policy JHC)**

School sponsored clubs shall be under the direct control of school personnel.

### **Assemblies**

Students are expected to be courteous, treat others with dignity and respect, and follow all codes of conduct during assemblies. Expectations for behavior during assemblies will be reviewed, modeled, and practiced at the beginning of the year, along with the expectations for other specific areas in the building (arrival, dismissal, hallways, bathrooms, lunchroom, and playground).

### **Fund Raising (Policy JK)**

Solicitations by students of student or school personnel during school hours and on school property shall be done only when they are related to school sponsored activities. All student sales projects shall require the principal's prior approval.

### **Field Trips**

(Policy IFCB) Field trips are part of the student's learning experience and will relate to the curriculum being studied. Field trips are taken at the discretion of the school staff, as resources are available.

Parents must give permission for all field trips at enrollment. Parents will be notified of specific field trips and dates when they occur. Parents serving as field trip supervisors must have a signed Volunteer Code of Conduct at the school. School transportation will be provided for all student participants to all school activities. Students will ride to and from all field trips on the USD 320 bus. If a parent would like to drive their child from the field trip, a written note must be turned into the office prior to leaving for the trip.

## **Volunteer Code of Conduct**

- All information regarding any student is to remain confidential with the school volunteer.
- Volunteers will follow the general directions of the teachers.
- Volunteers will not be allowed to use alcohol, tobacco in any form, or other drugs while working in the school setting or on field trips.
- Volunteers are to refrain from the use of inappropriate language. Violation of this policy will result in termination of the volunteer relationship as well as future volunteer opportunities in USD 320.
- Volunteers are expected to follow the dress code of the school and dress appropriately as other school staff.
- Volunteers are to bring all disciplinary issues to the attention of the supervision teacher. The teacher will administer consequences, as he/she deems necessary.
- Volunteers will not bring children with them to the school setting or on field trips when volunteering (i.e. younger children, siblings of enrolled children, etc.)

## **HEALTH AND SAFETY**

### **Health Services**

The school nurse has the overall responsibility to organize and manage the health services program in the building. The school nurse and staff have the responsibility of deciding when a child is too ill to be in school. No child will be allowed to leave school until the parent/guardian or emergency contact person has been notified.

Children will be excluded from the class when they exhibit any of the following symptoms: temperature of 100.0 or greater, upset stomach with nausea and/or vomiting two or more times, severe menstrual cramps, severe nose bleeds, suspicion of contagious disease, or other concerns identified by the nurse.

Parents should not send to school a child who is exhibiting any of the symptoms above prior to coming to school. Parents should report any other health issues/problems happening outside of the school day that may inhibit the student's ability to perform at school. If a child is home ill for 3 days or more, a doctor's note will be required for the child to return to school.

If a child becomes ill during the school day, the parent/guardian will be notified to come pick up the child. Every effort should be made by the parent/guardian to pick up the child within 30 minutes of the phone call.

### **Health Assessments (Policy JGC)**

All students up to the age of nine shall submit evidence that they have undergone a health assessment prior to entering preschool or kindergarten or before enrolling in the district for the first time.

Physicals completed within one year prior to the date of enrollment will be accepted. Students new to the district will have 90 days from the date of enrollment to provide documentation of the assessment. Students who are new to the district will need proof of a health assessment. These students will not be allowed to attend classes until these requirements are met.

Please contact the school nurse if your child has any chronic health concerns that require medications (diabetes, anaphylaxis history, seizures, asthma), special diets or frequent healthcare visits.

### **Accidents, Report of (Policy JGFG)**

Students should report any injury incurred at school or a school-sponsored activity to the principal or appropriate sponsor.

When appropriate, a parent shall be notified of a student injury as soon as possible to determine appropriate action. If the student needs medical attention and the parents cannot be reached, the principal (or designated school employee) shall seek emergency medical treatment.

### **Communicable Diseases (Policy JGCC)**

Any student noted by a physician or the school nurse as having a communicable disease may be required to withdraw from school for the duration of the illness. The student will be readmitted to regular classes upon termination of the illness, as authorized by the student's physician or as authorized by a health assessment team.

The board reserves the right to require a written statement from the student's physician indicating the student is free from all symptoms of the disease.

### **First Aid (Policy JGFG)**

If a student has an accident, which requires medical treatment, no action shall be taken by an employee except the following:

- Send for medical help;
- Make the student as comfortable as possible while waiting for competent medical assistance to arrive;
- Notify the principal

If an employee present is qualified to administer first aid, aid will be given. Qualified employees, for this purpose, are the school nurse or those employees who have successfully completed an approved Red Cross first aid program.

### **Head Lice**

KDHE's Bureau of Epidemiology and Public Health Informatics (BEPHI) has made changes to the Kansas Administrative Regulations (K.A.R. 28-1-6) and **no longer requires individuals with head lice or nits to be excluded from school, childcare facility, or family day care.** The Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the National Association of School Nurses advocate that children should not be excluded for lice or nits. Families will be notified and educated on treatment options.

### **Immunizations (Policy JGCB)**

All students enrolling in any district school shall provide the school nurse with proof of immunization of certain diseases or furnish documents to satisfy statutory requirements. Booster shots required by the Secretary of the Department of Health and Environment are also required.

A copy of this policy and the applicable state law shall be distributed to students, prospective students or their parents on or before May 15th of each school year. The KDHE "Kansas School Kindergarten Through Grade 12 Immunization Requirements" form will be posted on the USD 320 website yearly, or parents/guardians can contact the school nursing staff for a copy of the form.

Students who fail to provide the documentation required by law, may be excluded from school by the superintendent until statutory requirements are satisfied. Notice of exclusion shall be given to the parents/guardians as prescribed by law. Students who are not immunized against a particular disease(s) may be excluded from school during any outbreak.

Each school nurse shall forward evidence of compliance with the inoculation law to other schools or school districts when requested by the school or by the student's parents/guardians.

### **Medications, Administering (Policy JGFGB)**

The supervision of oral and injectable medications shall be in strict compliance with the rules and regulations of the board as carried out by district personnel. Diagnosis and treatment of illness and the prescribing of drugs, and medicines are not the responsibility of the public schools and are not to be practiced by any school personnel, including school nurses, unless authorized.

In certain circumstances when medication is necessary in order for the student to remain in school, the school may cooperate with parents in the supervision of medication that the student will use. However, the medical person authorized to prescribe medication must send a written order to the school nurse who may delegate to an unlicensed assistive personnel staff member (UAP) for the administration of the medication or treatment. The parents must submit a written request to the school nurse requesting the school's cooperation in such supervision and releasing the school district and personnel from liability. (See JGFGBA)

Parental/guardian consent is required for all prescription and over-the-counter medications, even if the student is 18 years of age. The exception to this is if the student is 18 years of age and not living at home anymore.

School personnel shall not be required to be custodians of any medication except as required by a written order of a licensed medical person, or in the case of nonprescription medication when requested in writing by the parents. The medication shall be examined by the school's registered nurse administering the medication to determine that it appears to be in the original container, to be properly labeled, and to be properly authorized by the written order of the licensed medical provider or parent/guardian. Two containers, one for home and one for school, should be requested from the pharmacist. Only oral medications should be administered, except in emergency situations. Medications brought to school in plastic bags, envelopes, and lunch boxes will not be administered. This includes over-the-counter medications (cough drops, Tylenol, Motrin, etc.) No medication will be administered unless first approved by the school's registered nurse.

Any changes in type of drugs, dosage and/or time of administration should be accompanied by new physician and parent permission signatures and a newly labeled pharmacy container.

All medication maintained in the school setting should be kept in a locked container. This includes medication requiring refrigeration.

Medications should be inventoried every semester. Out-of-date stock should be returned to parents or destroyed. If a medication is not required to be administered at school anymore, the parent/guardian will be notified to pick up the medication. If the medication is not picked up by the parent/guardian after three reminders, the medication will be destroyed.

Medications in the "controlled substance" category MUST be brought to school and/or taken home by the parent/guardian. If a student brings in a controlled substance, or a medication without proper labeling, the school nurse will hold the medication and notify the parent/guardian to pick it up. If the student is persistently sent to school with the controlled substance or unlabeled bottle, the building principal will be notified and disciplinary action to include revoking the student's ability to take medication at school may be taken.

Over-the-counter medications should not be maintained on any school premises, including athletic areas, unless written permission from a medical person to administer is obtained.

The school nurse may choose to discontinue the administration of medication provided that the parents or medical person are notified in advance of the date and the reasons for the discontinuance.

After medication is administered, students should be observed for possible reactions to the medication. This observation may occur at the site of administration or in the classroom as a part of the normal routine. First doses of all new medications should be taken at home and observed by parents for any allergic reactions.

Medication permission forms will be made available to the health care providers in the community.

An individual record should be kept of each medication administered. The record should include student identification, date prescribed, name of medication, time and date(s) administered, signature of person administering and section of comments.

In the administration of medication, the school employee shall not be deemed to have assumed any legal responsibility other than acting as a duly authorized employee of the school district.

### **Emergency Stock Medication**

The USD 320 Board of Education has emergency stock Epinephrine and emergency stock Narcan in each school building, with an emergency protocol in place. USD 320 shall allow the school nurses, in coordination with the school administration, to follow this policy to provide Epinephrine to an individual that is believed to be having an anaphylactic reaction, or Narcan to an individual that is believed to be having an opioid overdose. The registered school nurse (RN) is responsible for the delegation and training of Unlicensed Assistive Personnel (UAP). The instruction, training and evaluation of the UAP will be performed a minimum of twice per school year. This is in accordance with guidelines established by the National Association of School Nurses (NASN) August 2017.

## **Medications on Field Trips**

The school nurse and teachers will plan accordingly to ensure students have prescribed medications available to them while on field trips. The USD 320 emergency stock medications (Epinephrine and Narcan) will NOT be taken on field trips. If a student has a prescribed emergency medication, the student will have access to their personal emergency medications.

## **Food Allergies of Students**

### ***Responsibilities of Teachers:***

If you have a child in your classroom with severe food allergies, the following steps will be taken:

- Review health records as submitted by parents and physician with our school nurse. Teachers will sign off once the school nurse has reviewed all student health concerns to ensure both
- parties have reviewed health concerns.
- Students should be included in regular school activities and not excluded based on their allergy.
- Discuss field trips with parents to decide appropriate strategies for managing food allergies.
- Notify the school nurse about any upcoming field trips and ensure there are no medications that should be picked up from the office prior to leaving for the field trip.
- Alert parents in your classroom through e-mail and blog posts of food allergy (without identifying the child) so that parents are aware of the need to refrain from sending treats that contain that food.

### ***Responsibilities of Principal, School Nurse, and Teachers:***

- Establish a core team of teachers, school nurse, principal, food service, and other school personnel to work with parents to establish a Prevention Plan and a Food Allergy Action Plan.
- Alert parents in your entire school through emails (first 2-3 months of school) and blog posts of the food allergy so that parents are aware of the need to refrain from sending in treats that contain that food. Inform any room parents or parent helpers prior to a class party.
- Ensure that all staff who interact with the student on a regular basis understand the food allergy, can recognize the symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of the food allergen in treats, snacks, and other areas of the school day. Meet with staff prior to the first day of school when dealing with a severe food allergy issue.
- Establish and practice the Food Allergy Action Plan before an allergic reaction occurs to assume the efficiency/effectiveness of the plan. Make sure medications are appropriately stored and that emergency kits are available that contain a physician's standing order for epinephrine. (Students should be allowed to carry their own epinephrine, if approved by the student's physician, parent, and/or school nurse.)
- School personnel should be properly trained to administer medications. Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.

## **BUS REGULATIONS AND RULES**

### **Bus Regulations (Policy JGG)**

Bus transportation shall be provided to and from school for those students who qualify. Transportation may be provided by the district for school activities. Transportation will be denied to students who are detained after school for disciplinary reasons.

Students who use school-provided transportation shall be under the jurisdiction of the vehicle driver while in the vehicle. Students shall be subject to the district's student behavior code and other regulations. The principal or transportation director may suspend or revoke the transportation privilege of a student who violates any rule or regulation.

A bus driver shall not knowingly discharge riders at places other than the regularly scheduled bus stops unless prior authorization is given by the parent. No student may ride on a school bus as a guest of another student unless previous arrangements have been made by written authorization from parents and seating is available.

Any change in after-school bus transportation should be communicated by the parent in writing or the parent is to call the school office. This information will be given to the bus driver at the end of the day. If a student misses the afternoon bus because of a lack of parental communication or for students who do not follow the appropriate dismissal procedures, it will be the parent's responsibility to make transportation arrangements. The school will make every reasonable effort to notify the parent of the situation. A shuttle bus is available to all students. All bus rules apply to those students who use the shuttle bus service.

- Shuttle bus services are available to all students whose parents sign up for the service.
- The Shuttle bus schedule will be updated and announced yearly
- All bus rules apply to students that use the shuttle bus services.

## **Bus Rules**

- Students must be on time at the designated pick up location.
- Students are to conduct themselves in a safe and orderly manner in accordance with school rules while waiting for the bus.
- Students are not to carry anything onto the bus that will impede foot traffic in the aisle. All feet and legs are to be kept out of the aisles.
- Food, drinks, latex balloons, weapons, and animals are not allowed on the bus.
- Students are not to get out of their seats while the bus is in motion.
- Students will place all trash in the trash container as they exit the bus.
- Students are not to extend their arms or heads out of the bus window.
- When leaving the bus, students are to follow the directions of the driver. If students cross the road, they should cross in front of the bus after making sure the street is clear of traffic.

The Transportation Director and/or Building Principal administers consequences for misbehavior on the buses that transport students to and from school. Behaviors that will result in an immediate suspension from the bus for 5 days (or more depending on previous behavior reports) includes fighting, obscene or vulgar behavior or language, throwing objects inside the bus or out the windows, use or possession of tobacco or drugs, vandalism, possession of weapons (knives, guns, sharp objects), refusal to obey the driver.

Other actions may result in:

- First Offense: Warning will be given, parents will be notified, and the transportation director and/or building principal will meet with the student.
- Second Report: 5 day suspension from the bus.
- Third report: 15 days off the bus.
- Fourth report: 45 days off the bus.
- Fifth report: suspension from the bus for the rest of the year.

Incidents involving initiations, hazing, intimidation, and/or related activities which are likely to cause bodily danger, physical harm, personal degradation, or disgrace resulting in physical or mental harm, or which affect the attendance of another student, are prohibited.

## **Bus Camera Usage Policy**

USD 320 has installed camera recording systems in their buses. These cameras record video and sound, speed, location, and various other vehicle inputs. The purpose behind the camera systems is to enhance security and behavior for our students who are riding.

Recordings are designed to assist school officials in the positive determination of individuals who are creating unsafe conditions on our buses. This includes student behavior, adult rider behavior, unauthorized entry on buses (trespassing), and driver compliance with district policies and state laws.

Recordings are viewed primarily, but not exclusively, by the district's Transportation Director when drivers report incidents on the bus. The Transportation Director may make a copy of recording segments to share with school officials when they have a need to know what is on the recording.



Normally, these recordings will not be shared with district patrons to protect the rights and security of the various children on the bus.

Normally, recordings of misbehavior will be maintained by the Transportation Director for the current school year only. Recordings that show illegal activity may be kept longer depending on adjudication efforts.

## **HOME-SCHOOL COMMUNICATION**

Consistent home-school communication is essential in an effective learning community. We encourage open communication between home and school to ensure the success of each child.

### **Written Notes and Bulletins**

Student delivered notes and bulletins are a very satisfactory means of two-way communication. For current events and happenings, check out the Wamego Central Elementary Facebook page . Parents can access it by going to: [www.usd320.com](http://www.usd320.com) and accessing it off the Central home page. Classroom newsletters are e-mailed to parents as well.

### **Classroom Communication Using Technology**

All classroom teachers are required to provide information on their classroom using a technology resource (SeeSaw app) to keep parents informed of learning goals and other special activities and events. The building principal will also maintain a school blog for Central Elementary.

Instructions on how to access classroom information through SeeSaw will be shared with parents at the beginning of the school year, or with new families as they enroll throughout the year. Parents are encouraged to access this information frequently to stay informed on important school topics and activities. Parents without access will be given hard copies of all posts from their child's classroom technology communication, as well as from the principal's blog on a weekly basis, or as needed, to meet the deadlines of specific activities taking place at the school or in the community.

### **Meetings with Teachers**

Face to face meetings with your child's teachers are one of the most profitable forms of educational communication. It affords parents and teachers the opportunity to meet and confer on a one-to-one basis. In order for such visits to yield their full potential, it is best to schedule them at a time that is mutually convenient to both parties. In so doing, scheduled conflicts and interruptions can be eliminated. Remember, official Parent/Teacher Conferences are scheduled at the end of the first and third quarters of school with all parents/guardians.

### **Telephones/Intercom**

The school telephones and intercom system will be used for school business exclusively. Parents and students should make after school plans and take care of other business without interrupting the school day.

Due to the demands on the school phone and the persons involved, it is requested that you consider the following in order to make the school phone communication more productive and manageable.

1. Please notify the school office immediately if any of the following change: Numbers for home or parents' work;
2. Mailing or street address; or Emergency contacts or email changes.
3. If your phone number is unlisted, make it available to the school office and stipulate that it is unlisted. No one other than appropriate school staff will be given access to the number.
4. Parents must supply the office with a second local phone number where aid might be obtained in case of an emergency.
5. Please do not use email as a means of communication with the school for immediate changes in your child's schedule. For example, attendance and changes of daily routines should be communicated directly to the school's office or to your child's teacher either by written notice or phone call.
6. Students will be called to the phone from classes only in cases of extreme emergency. Teachers will be called to the phone in cases of emergency or during their planning time.
7. The school telephone will not be available for students making social arrangements.

## **Automated Phone System**

The Central Elementary phone line will be answered by our automated phone system prior to 7:30 a.m. and after 4:00 p.m. If you know the extension of the party you wish to speak to, you may enter it at that time. If you do not, press star (\*) for the directory, which will give you our teachers' extension numbers.

You may also wait for the beep and leave a message. Your call is important to us and will be acted upon as soon as possible.

## **School Supply List**

A school supply list may be found by going to [www.usd320.com](http://www.usd320.com), click on Enrollment and then Central Elementary School.

# **CONCERNS OR COMPLAINTS**

## **Concerns or Complaints (Policy KN)**

USD 320 asks that complaints be handled first at the level where the problem occurs. In those cases where a problem occurs in the classroom, students and parents should consult first with the classroom teacher. In most cases, the teacher is best suited to address the issue. If a parent or student feels that the situation has not been resolved satisfactorily, the parent or student should consult with the principal. If necessary, the principal shall arrange a conference to try to resolve the concern.

If a parent or student is still not satisfied with the resolution of the complaint, they should then consult with the superintendent of schools. If after working with the superintendent of schools, the parent or student is still not satisfied with the resolution of the complaint, they have the right to ask to address the Board of Education. There is an established procedure in place for parents or students to request a meeting with the Board of Education. The Board of Education reserves the right to determine if they will hear the complaint.

Board members may receive complaints directly from parents or citizens of the community. In handling a complaint, the board will not consider, as individuals or as a board, any complaint until it is referred to the superintendent first. The superintendent will ensure that the appropriate process for resolving complaints is utilized.

See Appendix D for USD320 Lines of Communication Chart

# **PARENT INVOLVEMENT**

One goal at Central Elementary is to offer parents a variety of activities for involvement in their child's education. Among these activities are:

## **Parent/Teacher Organization**

The purpose of the PTO is to promote the welfare of ALL children and to bring into closer relation the home and school. The PTO is open to all parents, grandparents, and teachers who believe that our children are the future. We encourage each of you to participate and have a voice in the future of our kids. Meetings for the next school year will be announced in September.

## **Volunteers for Special Events**

Periodically, our PTO will send out requests for volunteers for various activities, such as help with Parent-Teacher Conference Meals, Play Day, Teacher Appreciation Week, or for other special events. Typically, PTO will use a system such as "SignUp", which is an online tool for soliciting volunteers or donations. The school may also use a system such as this for volunteers, donations, or may communicate these needs through school email or blog posts. We do try to limit the requests we make for donations and use the fundraising money to purchase items needed for special events/activities.

All school volunteers must have a signed copy of the Volunteer Code of Conduct on file at the school.



**Central Site Council**

The Central Site Council, consisting of parents, teachers, and community members, acts as an advisory group in the school improvement process. The Site Council advises the school on various school concerns and monitors the progress of the School Improvement Plan. Parents interested in serving on the Site Council, as positions become available, should contact the building principal. The Central Site Council will meet jointly with the West Elementary Site Council. Meeting dates will be announced in September.

## APPENDIX A

Expectation Matrix for Central Elementary					
	Hallway	Cafeteria	Playground	Bathroom	Bus
<b>Be Respectful</b>	Use a quiet voice • Walk on the right side of the hallway • Keep hands and feet to yourself	Use a quiet voice • Listen to and follow adult requests	Keep hands and feet to yourself • Use kind words and actions • Follow the rules of the game	Give others privacy • Use a quiet voice • Take care of your business quickly	Use kind words and actions • Keep hands and feet to yourself • Listen to and follow adult requests  Use quiet voice
<b>Be Responsible</b>	Use walking feet in the hallway • Keep our school clean	Make your choices quickly • Clean up after yourself • Stay in your own space	Play approved games • Use equipment safely and appropriately • Return equipment when you are done  • Line up when the bell rings	Wash hands with soap • Throw away any trash properly • Report any problems to your teacher	Remain in seat after you enter the bus • Take care of your things
<b>Be Your Very Best Self</b>	Walk directly to next location • Use good manners	Ask for help when you need it • Be a friend to everyone  • Use good manners	Be active Include everyone	Make good choices	Ask for help when you need it • Make good choices

## APPENDIX B

<b>USD320 Elementary Anti-Bullying Policy and Procedures</b>	
<b>Purpose Statement</b>	Our school community is committed to making our school a safe and caring environment for all. We will treat each other with respect, and we will refuse bullying of any kind at our school.
<b>II. Definition of Bullying &amp; Harassment</b>	<p><b>Definitions</b></p> <p>bullying is unwanted, aggressive behavior that may occur in person or electronically and involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Individuals who engage in bullying others intend to cause harm or distress on the targeted person(s). Individuals who are targeted by bullying may experience harm and distress, including impact on physical, psychological, social, or educational harm.</p> <p>To be considered bullying, the behavior must be aggressive and include:</p> <p>An imbalance of power: Individuals who bully use their power—such as physical strength, access to embarrassing information, age, position within the school or popularity—to control or harm others. Power imbalances can change over time and can vary depending on the situation, even if they involve the same people.</p> <p>Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.</p> <p>The difference between bullying and harassment:</p> <p>Although bullying and harassment overlap at times, not all bullying is harassment and not all harassment is bullying. Harassment is also prohibited under this policy.</p> <p>Harassment is unwelcome conduct based on a protected class (i.e. race, national origin, color, gender, age, disability, religion, sexual identification) that creates a hostile environment. It does not need to include intent to harm, be directed at a specific target, or involve repeated incidents.</p> <p>Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature.</p> <p>A bullying incident or harassment incident can involve multiple individuals who are bullied and multiple individuals who bully.</p> <p>The difference between bullying and peer conflict:</p> <p>Bullying is not the same as peer conflict. Conflict resolution and peer mediation may be appropriate for responding to peer conflict, but not to bullying. Peer conflict is not covered under this bullying policy.</p> <p>Peer conflict is an incident in which individuals with no perceived power imbalance fight, argue, or disagree.</p> <p><b>Statement of Scope</b></p> <p>Our school’s consequences for bullying apply when bullying happens:</p> <p><b>On school grounds:</b> Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group</p>

	<p><b>At a school-sponsored activity, function, or event:</b> On or off school grounds</p> <p><b>At school-related locations and events:</b> This includes but is not limited to bus stops and property adjacent to school grounds</p> <p><b>On school-associated transportation and when traveling:</b> To or from school or a school activity, function, or event</p> <p><b>When using property or equipment provided by the school:</b> This includes school-owned technology</p> <p><b>On or off school grounds:</b> When the behavior has caused significant disruption to the learning environment or interfered with an individual’s ability to learn</p> <p><b>C. Prohibited Behavior</b></p> <p>form of bullying and harassment, regardless of severity, is unacceptable and will be taken seriously by school personnel, students, and families. Types of bullying may overlap and bullying behaviors may fall into one or more categories. The following behaviors are strictly prohibited:</p> <p><b>Physical bullying:</b> Involves hurting a person’s body or possessions and may include hitting, kicking, tripping, pushing, pinching, spitting, taking or breaking someone’s things, or making mean or rude hand gestures.</p> <p><b>Verbal bullying:</b> Involves saying or writing mean things that may cause emotional harm and may include teasing, name calling, making inappropriate comments about someone, taunting, mocking someone, using put-downs, or threatening to cause harm.</p> <p><b>Relational (social) bullying:</b> This is sometimes referred to as social bullying and involves hurting someone’s reputation or relationships and may include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone on purpose, or making others feel “invisible”.</p> <p><b>Cyberbullying:</b> Involves aggressive behavior using electronic devices and may include circulating electronic images or videos, insulting text messages, bullying through online games, or bullying through social media.</p> <p><b>Harassment:</b> Includes any of the above behaviors based on race, color, national origin, gender, age, disability, religion, or sexual identification.</p> <p><b>Sexual Harassment:</b> Includes unwelcome sexual advances or comments, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Any type of retaliation, including against individuals who report bullying, is also prohibited.</p> <p><b>D. Enumeration of Groups</b></p> <p>tion of behavior under this policy includes, but is not limited to, bullying behavior by any student, staff member, or parent to any student, staff member, or parent. Bullying and harassment motivated by race, gender, social status, religious beliefs, mental/physical ability, sexual or gender identity, and/or other relevant characteristics is strictly prohibited. All students, staff, and parents are protected under this policy, regardless of whether they are represented in the enumerated groups, as not all acts of bullying are based on enumerated characteristics.</p>
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<p><b>Reporting Procedures</b></p>	<p>It is our school’s expectation that all bullying incidents be reported.  A student who believes he/she has been the target of bullying or harassment will submit a report of the bullying incident.  Teachers/Staff witnessing or who become aware of a bullying situation or harassment should intervene right away; many times the situation can be rectified before it requires complicated interventions.  Reports may be made using the bullying/ harassment reporting form that can be found in the school office or in each teacher’s classroom. Students, parents, close adult relatives, or staff members may submit a bullying/ harassment reporting form. Students may ask for help from a staff member to complete the form if the student wishes. Forms may be filed anonymously, confidentially, or the individual may choose to be identified.  Anonymous and confidential reporting: To submit a report without revealing identity, bullying/ harassment reporting forms may be submitted in a designated box located outside of the following locations: front office, lunchroom, counselor’s office, or library. The school will provide protection from retaliation for all individuals who submit reports of bullying or harassment behavior, whether or not they are the target of the behavior.  The counselor and/or school principal is responsible for receiving reports of bullying and harassment submitted to the designated box and filing a written report. If the reported incident is a violation of civil law (i.e. sexual battery or a hate crime), the school principal is responsible for reporting the incident to law enforcement.  <i>*Extreme cases of bullying will go directly to the principal.</i></p>
<p>IV. <b>Written Records</b></p>	<p>All reports of bullying/harassment will be documented on a bullying/harassment report form and submitted to the counselor and/or school principal and recorded in our student information management system for data collection and storage. Documentation will be maintained for reports, investigations, follow-up, resolution, and communication between the school and involved parties. This data will be used to identify patterns of bullying behavior, to evaluate effectiveness of prevention programming and the response procedure, and for behavior reports to the school district. The counselor and/or school principal is responsible for coordinating written records of bullying/harassment.</p>
<p>V. <b>Investigating</b></p>	<p>The counselor and/or school principal will conduct a prompt, thorough, and impartial investigation of all reports of bullying/harassment using the bullying/harassment incident investigation form within three days after the report to ensure the safety of all students involved. Individuals who were bullied, individuals who bullied, and bystanders will be separated and asked to provide information about the incident. The investigation will also include a review of any previous complaints involving the individual(s) who bullied. The investigation procedure will vary depending on the nature of the reported incident. All information gathered during the investigation will be submitted to the school principal and will remain confidential. The findings from the investigation will be used by school administrators to determine the appropriate response procedure.  During the investigation process, the school will take measures to ensure that no further bullying or harassment occurs between the individual(s) who was (were) bullied and the individual(s) who bullied. If necessary, the school will put in place a student safety plan for the involved individuals. The plan may include the following: changing the seating of the individual(s) who bullied in class, at lunch, or on the bus</p>
	<p>identifying a staff member who will act as a safe person for the individual(s) who was (were) bullied  altering the schedule of the individual(s) who bullied  preventing access to the individual(s) who was (were) bullied  Any changes should not inconvenience the individual(s) who was (were) bullied.</p>

<p>VI. <b>Responding</b></p>	<p>Schools will take prompt and effective steps to end bullying/ harassment, eliminate any hostile environment, and prevent the bullying and harassment from happening again. After the school receives a report of bullying or harassment, and it is confirmed, the counselor and/or school principal will contact the parent/guardian(s) of all students involved, and will maintain communication with the parent/guardian(s) once the investigation is completed to share the results of the investigation, whether there was a violation of policy, and the process for appealing the findings of the investigation. Support services will be provided to address the psycho-social needs of both the individual(s) who was (were) bullied and the individual(s) who bullied. Possible support services for the individual(s) who was (were) bullied and the individual(s) who bullied may include counseling and a student safety plan. Possible non-punitive support strategies for the individual(s) who bullied include, but are not limited to, a parent/student conference, counseling with the school counselor, education about the effects of bullying/harassment, a behavior contract, anger management training, positive behavioral supports (e.g. functional behavioral assessment, behavioral intervention plan), referral to an external mental health professional, or completion of community service. Different response strategies will be used if attempted strategies are ineffective. Following up with both the individual(s) who was (were) bullied and the individual(s) who bullied to monitor response efforts is the responsibility of the counselor and/or school principal. The school will ensure that individual(s) who were bullied and their families know how to report any subsequent problems.</p>
<p>VII. <b>Sanctions</b> (Consequences)</p>	<p>There will be appropriate sanctions for those participating in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past history of the parties involved will be considered when determining consequences. The school will follow a hierarchy of consequences for bullying (see Appendix A). Standard consequences for the individual(s) who bullied may include, but are not limited to, time out, loss of privilege, verbal reprimand, parental notification, detention, reassignment of seats in class, cafeteria, or bus, reassignment of classes, reassignment to another mode of transportation, completion of a letter of acknowledgement of actions with an apology to the individual(s) who was (were) bullied, repayment for damaged possessions, in-school suspension, out-of-school suspension, referral to law enforcement, or expulsion. Students will work with the counselor and/or school principal to create a behavior change plan if bullying behavior continues. The counselor and/or school principal is responsible for monitoring effectiveness of sanctions.</p>
<p>III. <b>Communications</b></p>	<p>For reference by families and the wider community, USD 320's website and the website of the school will publicly and prominently feature this bullying policy, information about reporting bullying/harassment, and the name and contact information for the school administrator responsible for receiving incident reports. The counselor and/or school principal will also ensure that this policy is posted in the main office and that the full bullying policy, including all key components, is distributed annually in the student and staff handbooks.</p>
	<p>The school will also be responsible for posting the contact information for the school district's coordinators of Title VI for reporting of harassment based on race, color or national origin, Title IX for reporting of sexual and gender-based harassment, and Section 504/Title II for reporting of disability harassment.</p>

<p><b>IX. Evaluation</b></p>	<p>This school’s bullying policy and its implementation will be evaluated using the data stored in the bullying/harassment incident database. Data will be used to identify patterns of bullying behavior and to evaluate effectiveness of prevention programming and the response procedure. Implementation and compliance with this school’s bullying policy will be evaluated using a student and staff bullying policy implementation survey. This school’s bullying policy will be reviewed and updated by an appointed committee on a yearly basis.</p>
<p><b>Training and Prevention Education</b></p>	<p>Our school takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:          Social skills lessons are a regular part of the curriculum at our school. The <i>Second Step</i> program and its Bullying Prevention Unit are taught in all grade levels.          All staff go through the Bullying Prevention Unit online training on recognizing and responding to bullying effectively.          As part of the online training, teachers, counselors and administrators are trained on how to coach and create safety and behavior plans and follow-up with students involved in bullying.          Staff members are trained and given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur.          All school administrators and all staff will receive, at minimum, the bullying prevention training (e.g. Second Step Bullying Prevention Unit training) on recognizing and responding to bullying and an annual training on the school’s bullying policy including staff roles and responsibilities, investigation protocols, creating student safety plans, monitoring of hot spot areas where bullying repeatedly occurs, and use of the incident reporting form. Staff members will also receive resources to help create a positive classroom climate to minimize the likelihood that bullying will occur. New staff will receive a copy of school policies and procedures within 30 days of contracted start date and participate in annual training on bullying/harassment. The school will use a database to track the training of all staff and teachers.          Students will receive information on the recognition and prevention of bullying/harassment during educational lessons.</p>
<p><b>Right to Redress of Individuals Who Were Bullied</b></p>	<p>This policy does not preclude individuals who were bullied from seeking legal remedies outside of the school/district to incidences of bullying/harassment.</p>
<p><b>XII. References</b></p>	<p>Ali R. (2010). <i>Dear Colleague Letter: Harassment and Bullying</i>. Washington, D.C.: United States Department of Education Office for Civil Rights Bullying Definition. Retrieved from:  <a href="http://www.stopbullying.gov/what-is-bullying/definition/index.html">http://www.stopbullying.gov/what-is-bullying/definition/index.html</a>          Cassel, V.S., Bell, A., Springer, J.F. (2011). <i>Analysis of state bullying policy laws and policies</i>. U.S. Department of Education. Retrieved from  <a href="http://www.ed.gov/about/offices/list/opepd/ppss/index.html">http://www.ed.gov/about/offices/list/opepd/ppss/index.html</a>.          Centers for Disease Control and Prevention. (2016). <i>Anti-Bullying Policies and Enumeration: An Infobrief for Local Education Agencies</i>. Atlanta, GA. Retrieved</p>

	<p>from  <a href="http://www.cdc.gov/healthyyouth/health_and_academics/pdf/anti_bullying_policies_infobrief.pdf">http://www.cdc.gov/healthyyouth/health_and_academics/pdf/anti_bullying_policies_infobrief.pdf</a>            Committee for Children (2013). <i>Second Step Bullying Prevention Unit: Sample Anti-Bullying Policies and Procedures</i>.            Maryland State Department of Education (2009). <i>Maryland’s Model Policy to Address Bullying, Harassment, or Intimidation</i>.            Washington State Office of Superintendent of Public Instruction (2012). <i>Prohibition of Harassment, Intimidation &amp; Bullying-Policy 3207</i>. Washington State Office of Superintendent of Public Instruction (2012). <i>Prohibition of Harassment, Intimidation &amp; Bullying-Procedure 3207</i>.            Williford, A., Fite, P. J., Hawley, P., Little, T. Vergberg, E., DePaulis, K., &amp; Cooley, J. L. (2013). <i>Kansans Against Bullying: Recommendations for Anti-Bullying Policies and Procedures</i>. University of Kansas.</p>
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# APPENDIX C - STANDARD RESPONSE PROTOCOL



## INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

## COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

## HOLD

### "In Your Classroom or Area"

**Students** are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

**Adults and staff** are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



## SECURE

### "Get Inside. Lock outside doors"

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Adults and staff** are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



## LOCKDOWN

### "Locks, Lights, Out of Sight"

**Students** are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

**Adults and staff** are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



## EVACUATE

### "To a Location"

**Students** are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

**Adults and staff** are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



## SHELTER

### "State Hazard and Safety Strategy"

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Adults and staff** are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





# STANDARD RESPONSE PROTOCOL

## PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

## SECURE

**“Get Inside. Lock outside doors”**



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

### SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

### WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.



### WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

## LOCKDOWN

**“Locks, Lights, Out of Sight”**



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

### SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

### SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

### WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That’s called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It’s important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

### CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



## APPENDIX D - LINES OF COMMUNICATION CHART



### USD320 Lines of Communication

<b>Areas of Concern:</b>	<u>Level I</u>	<u>Level II</u>	<u>Level III</u>	<u>Level IV</u>	<u>Level V</u>	<u>Level VI</u>
<b>General Concerns</b>	Teacher	Asst. Principal	Principal	Directors	Supt	BOE
<b>Activities</b>	Coach/Sponsor	Activities Dir.	Principal	Supt	BOE	
<b>Athletic Facilities</b>	Activities Dir.	Principal	Facilities Dir.	Supt.	BOE	
<b>Curriculum/Instruction (CIA)</b>	Teacher	Principal	Asst. Supt.	Supt.	BOE	
<b>Student Discipline</b>	Teacher	Asst. Principal	Principal	Supt.	BOE	
<b>All Fees</b>	School Admin. Asst.	School Admin.	D.O. Personnel	Supt.	BOE	
<b>Guidance</b>	Counselor	School Admin.	Asst. Supt.	Supt.	BOE	
<b>Special Education</b>	Teacher	School Admin.	SPED Director	Supt.	BOE	
<b>Transportation</b>	Transportation Dir.	School Admin.	Supt.	BOE		
<b>Maintenance</b>	School Admin.	Facilities Dir.	Supt.	BOE		
<b>Food Service</b>	Food Service Dir.	Supt.	BOE			
<b>All Other Concerns</b>	Supt.	BOE				

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