Thursday, June 16, 2022
USD #333 USD333 Board of Education Regular Meeting

AGENDA FOR UNIFIED SCHOOL DISTRICT NO. 333
CLOUD COUNTY, KANSAS
6:00 PM
USD #333 Board of Education Administrative Offices, 217 W. 7th St., Concordia, KS 66901

A. **OPENING ITEMS**
   1. Call To Order
   2. Pledge of Allegiance
   3. Members Present

B. **CONSENT ITEMS**
   1. Adopt Agenda for Meeting
   2. Approval of Minutes
      Minutes 05092022

   3. Accept Gifts and Donations
   4. Approval of Encumbrances as listed in the Superintendent's Report
   5. Approval of Financial/Treasurer's Report/CapitalOne
   6. Administrator/Building Reports - See End of Year Reports
   7. Vote on Consent Items

C. **PUBLIC COMMENTS**

D. **STUDENT/PATRON PARTICIPATION/RECOGNITION**

E. **INFORMATION/UPDATE/COMMUNICATION**
   1. CAP - Tuition Changes
   2. End of Year Reports for CES, CMS, CJSHS

CMS End of Year Report May 2022	3
21-22 End of Year Report.pptx	5
CJSHS Grad success 2022	35
EOY Report CJSHS 21-22	46

   3. Soft Close - June 29 at NOON
   4. USD333 Community Education Retreat
      August 3 - 11:00 am - 2:00 pm at CES
   5. Needs Assessment

F. **EXECUTIVE SESSION** ***(if needed)***

G. **BOARD ACTION ITEMS**
   1. Board of Education Goals

Board Goals 22-23	71

   2. Handbooks Updates
      Activities, CJSHS, CMS, CES, LCNCK (4), CAP

EC handbook page 7	72

CMS Handbook 2022-23 5_4_22 73
CJSHS Handbook 2022-23 126
CES handbook 2022-2023 (1) 182
EC Certified & Procedural LCNCK Handbook FY22-23 219
USD 333 Activities Handbook 22-23 305
CAP Handbook 2022-2023 318
Administrative Procedural LCNCK Handbook FY22-23 335
Para Handbook LCNCK FY22-23 425

3. CES Chillers
4. June BOE Policy Updates

June 2022 Updates PDF all in one with track changes (1) 455

5. Ratify Negotiations Contract
6. Approve 2022-2023 Milk Bid

2022-2023 Milk Bids 545

7. Approve 2022-2023 Meal Prices

Meal prices 2022-23 552

8. Unpaid Meal Policy Update

Unpaid Meal Policy 22-23 553

H. **CERTIFIED and CLASSIFIED PERSONNEL**

1. 1. New Hires/Transfers/Resignations/Terminations of **CERTIFIED STAFF** for 2022-2023 School Year (if needed)

Certified May 2022 LIST 554

2. New Hires/Transfers/Resignations/Terminations of **CLASSIFIED STAFF** for 2022-2023 School Year (if needed)

Classified May 2022 LIST 556

I. **ADJOURN**

EOY/ JUNE BOARD REPORT

DISCIPLINE INFO

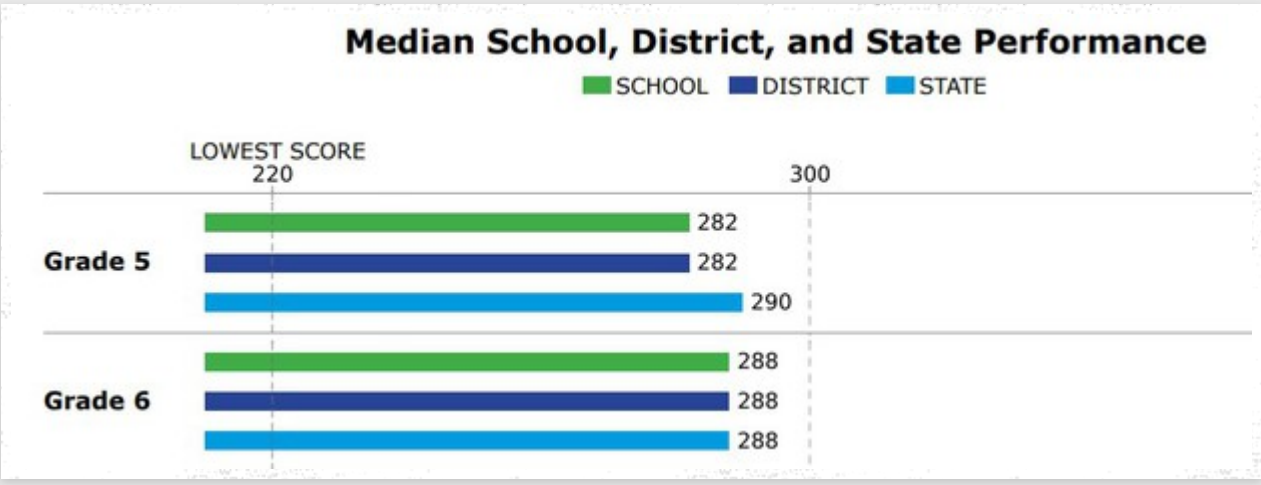
32 after school detentions
7.5 Days of OSS-(4 Students)
7 Days of ISS (4 Students)

ENROLMENT INFO

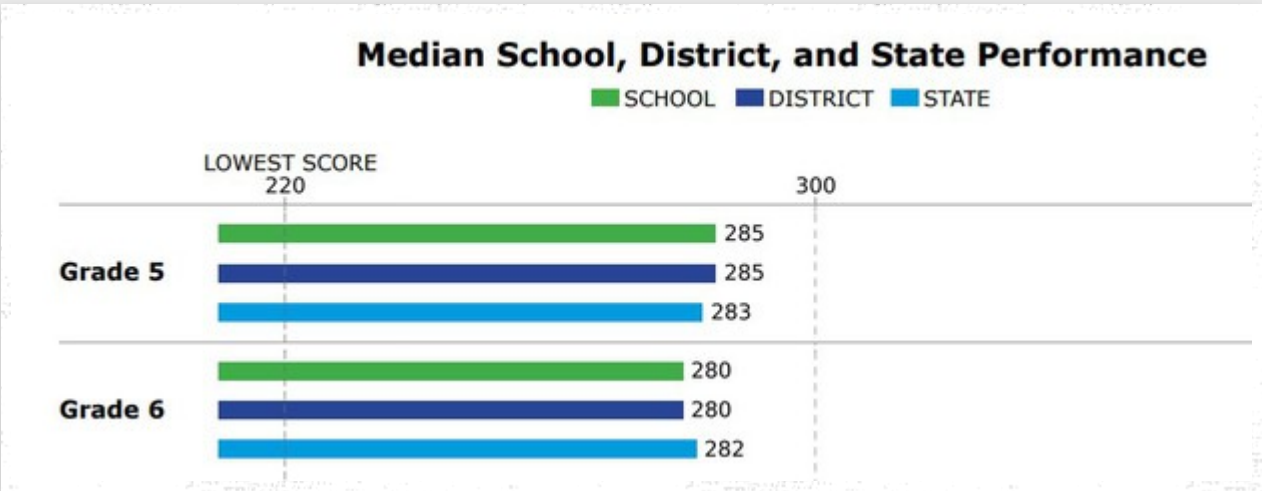
181 Students

5th Grade
89 Students
36- Female
53- Male

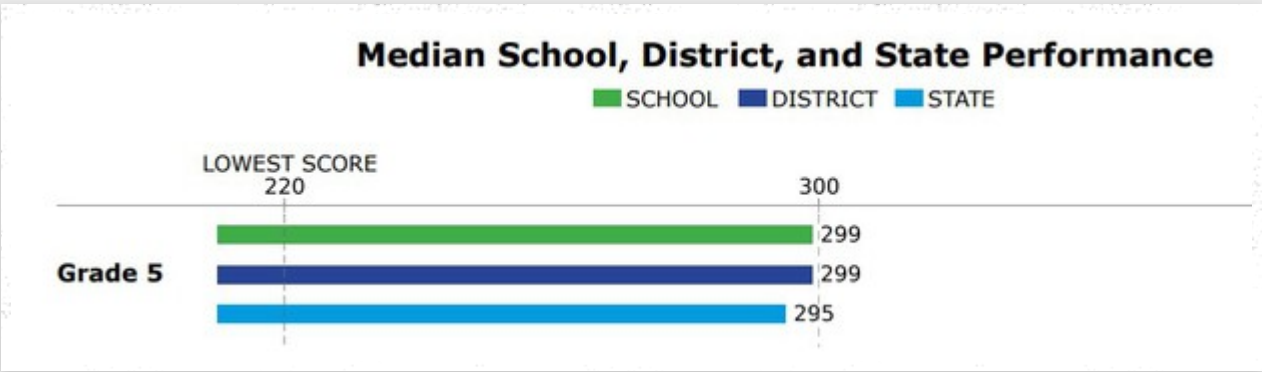
6th Grade
92 Students
42-Female
50-Male



The above chart shows 5th and 6th grades ELA assessment results.



The above chart shows 5th and 6th grades Math assessment results.



The above chart shows. The results for 5th grades Science assessment.

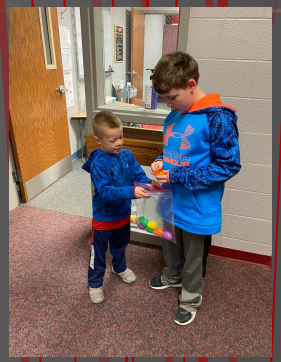
ATTENDANCE

5th Grade: 95.49%
6th Grade 95.01%

5 Students had perfect attendance.











Concordia Elementary School

CES PRIDE

2021-2022







School Goals

- 80% of students at Benchmark Testing in Reading and Math
- Study and Implement Reading and Math College and Career Ready Standards
  - Implemented Eureka Math – Grades K-4
- School-Wide Expectations
- Continue to Increase Safety and Effectiveness of Pick-up/Drop-Off
- Building Positive Relationships among all stakeholders
- Increase Community Involvement

Enrollment Information

CES ENROLLMENT 2021-2022

GRADE	NUMBER OF STUDENTS
CCDC	15
PRE-K	34
KINDERGARTEN	89
FIRST GRADE	81
SECOND GRADE	78
THIRD GRADE	90
FOURTH GRADE	93

TOTAL STUDENTS 480

End of Year Staff Certified Changes

- New staff: Bethany Richard 4th grade, Krystal Richard Librarian, Charity Brown Pre-K and Jackie Kindel CCDC Pre-K.
- Resignations:
  - Laura Barta, Darlene Sipe, Heidi Bivens
  - Retirements: Lisa Moore, Sonia Erkenbrack.



Discipline Report

2021-2022

Discipline Report

Out-of-School Suspension 13 Students

In-School Suspension 5 Students

Detentions 93% of our students had no detentions

Student Services

2021-2022

Counselor's Report

- Leah taught K-3 Grades
  - K, 1, 2 ,3- 30 minutes for each class and once per week
- Kelsey taught 4th Grade
  - 4th grade- 30 minutes for each class and once per week





Counselor's Report Cont.

- Leah met with many students at various times to counsel on different issues (ranging from friendship issues to abuse situations)

- Kelsey met with a large number of students at various times to counsel on different issues (ranging from friendship issues to abuse situations)
  - Met with students on a repeat basis- as needed
  - Met individually with students and in groups- as needed

Counselor's Report Cont.

- We conducted a monthly lunch group called the Friendship Group to work on making and keeping friends (1st-4th graders).
- We conducted a weekly Positive Choices group with kindergarten students to work on respect/listening.
- Organized and facilitated SIT meetings and 504 Plan meetings
  - Conducted 59 meetings in grades pre-K-4
  - Five referrals for comprehensive testing were made
  - Four 504 plan meetings were held

Counselor's Report Cont.

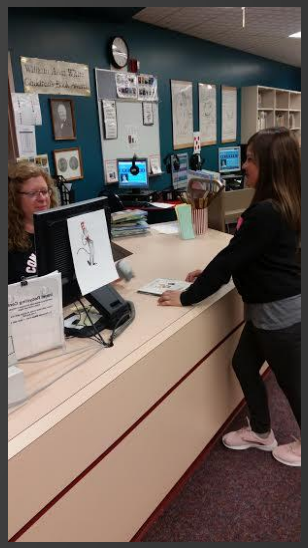
- Conducted Red Ribbon Week activities for grades K-4
- Facilitated the 4th Grade Peer Mediator Program
- Organized Panther Pride groups and combined lunches for 11 Panther Pride Days
- Organized and distributed the weekly Food Bank Packs each week on Friday
- Managed the Care Portal program as needed
- Organized Career Day for grades 2-4 and hosted 16 speakers from the community
- Worked with district counselors and at-risk teachers to complete and submit Kansas Can Star Recognition applications for Social-Emotional Growth and Civic Engagement.

2021-202 CES Library Annual Report

Laura Barta- Librarian
Daphne Brockman - Library Para



Statistics



Library Staff was responsible for:

-15,054 items in the CES Library

- Assisting 603 Active Patrons

- Circulating an average of 300 items in and out each day

- Management of Accelerated Reader with students passing 31,286 tests.

- We weeded 262 items from the collection, and added 416 books to the collection to keep it updated.

Funding Outside of U.S.D. 333

The Library Received **about $7,500** in funds from Rotary, Central Kansas Library System, and Scholastic dollars.

- It was the most successful book year ever!





Updates

- New student tables were added to the library in the Fall of 2021.
- New couches were added to the library in the Fall of 2021.





Site Council (PK – 6)

- Meet the 4th Wednesday of each month.
- Members Include:
  - Todd Robinson, President; Derek Holmes, Vice-President; Sonia Erkenbrack, Shella Thoman, Melissa Stiles, Quentin Breese, Krystal Breese, Curtis Noon, Nancy Owen, Eric Gilliland, Linsay VanMeter, Leah Burgess, Kristen Starr, and Staci LaBarge.
- Give updates of each building. Discuss different projects and any areas of concern
- Special Guests present on various topics
- Presenters this year included: Kelly Struebing, Quentin Breese, Leah Loring, Kelsey Abitz, Brandt Hutchinson, JoDee Rothfuss, and Melissae Stiles.

PIE (Parents In Education)

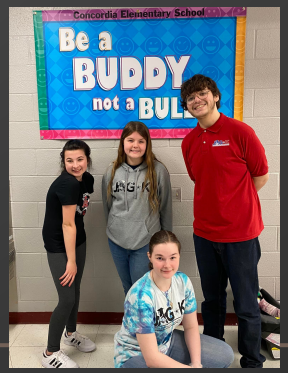
- Meet one time per month
- PIE Board: Michelle Ringer and Angie Peterson Co- Presidents; Vice President; Kelsey Abitz , Treasurer- Carrie Fraser; Amy Jackson, Secretary; Derek Holmes/Krystal Breese, Administrative Representatives; Amanda Hacker and Amanda Choitz.
- Provide financial and volunteer support to the entire CES family
  - Give each teacher, secretary and custodial staff a classroom stipend each year
- Assist with various events throughout the year.
- Hold different fundraisers for CES such as Popcorn sales and Red Wheel.
- Provide funding for different projects



Key Partnerships…

- Throughout the year, we work hand in hand with different organizations from Cloud County. These organizations provide educational opportunities as well as volunteer time to support our students and staff. Some of the key community relationships in place include:
- CJSHS
  - JAG-K, Stuco, NHS, FFA and other groups assist with the PIE carnival, Thanksgiving Meal, Spring BBQ and the School Marathon, Read to CES kids; Lead Ag in the Classroom activities
- Cloud County Community College
  - Activities Include: School Marathon Support; PIE Carnival help, Basketball team working with students, Placing CCCC Practicum Students, Mentor Program.









Partnerships Cont.



- KSU Research and Extension
  - Delivers hands-on nutrition and science lessons to all students. Activities are aligned to grade-level standards.
- Frank Carlson Library:
  - Reads bi-monthly to Pre K; Host Kindergarten field trips; Deliver a "history lesson" on Frank Carlson to 4th grade students
- Fire Department:
  - Fire Department assists with cookout and provides students safety talk
  - Provides Pre-K and Kdg Field Trips
- Nursing Homes:
  - Students created Holiday and Spring greeting cards and posters to Nursing Home Residents
- AND SO MANY MORE!!



Rotary International

- Provide a New Dictionary to every 3rd Grader
- Teach students about the Purple Pinky Project
- Donate new “autographed books” to the Library





Programs/Activities

...

2021-2022

Curriculum/Program Updates 2021-2022

- Into Reading
- Into Social Studies
- Eureka Math Grades K-4 - updating in Eureka2
- Handwriting Curriculum PreK/K
- Phonemic Awareness - Heggerty
- Implemented Technology Programs focusing on meeting the individualized needs of students.
  - Lexia Core5 -Technology-based program that accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.
  - Dreambox - K-8 digital math program designed to complement your math curriculum whether in the classroom or at home. Our rigorous and interactive lessons adapt to each student providing the ultimate personalized learning experience
  - IXL – Personalized Learning in Reading and Math

Data Update

1st year to use Fastbridge

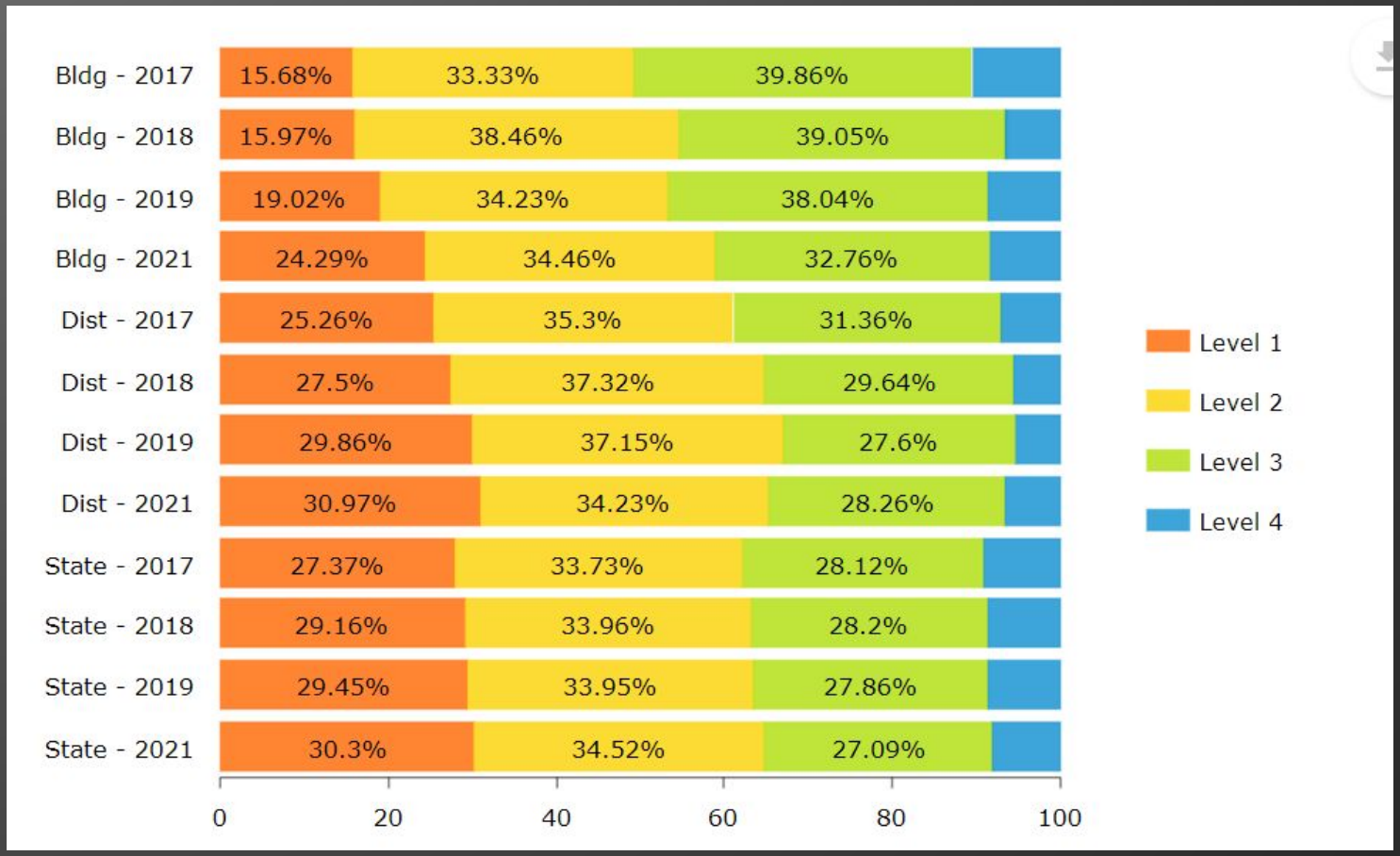
-Saw good trends in decreasing students in the Tier 3 or “red” category

-Early Math 80% hitting benchmark

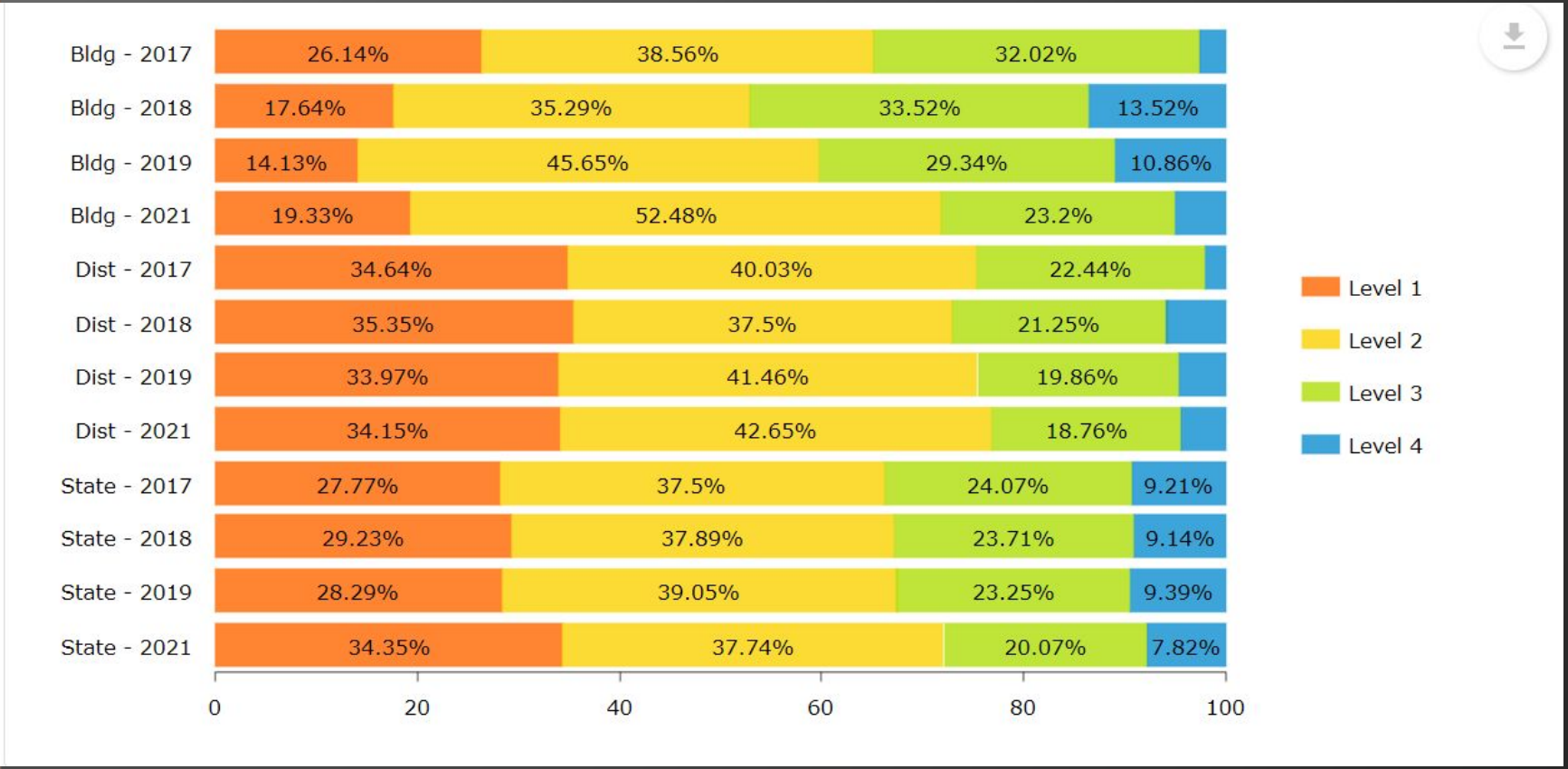
–Teachers are seeing math “doers”

-Decrease in Tier 3 - Red - Throughout the year

Data Overview -CES ELA



Data Overview - Math



Special Events/Awards

2021-2022

Awards

- Students are recognized for personal
- achievements in math, reading and character.
- Special recognition was given to:
  - Red Ribbon Week Winners
    Accelerated Reader Awards
  - My Favorite “Older” Person Essay
  - KSU Soybean Contest
  - Principal’s Wall of Fame
  - STAR Students
  - Math Awards
  - Lexia Awards
  - Student of the Month

AND MANY MORE!









Spring BBQ




Word
of the


Character
Word
of th


period
ALWAYS
PROUD
SPONSORS

Spelling Bee



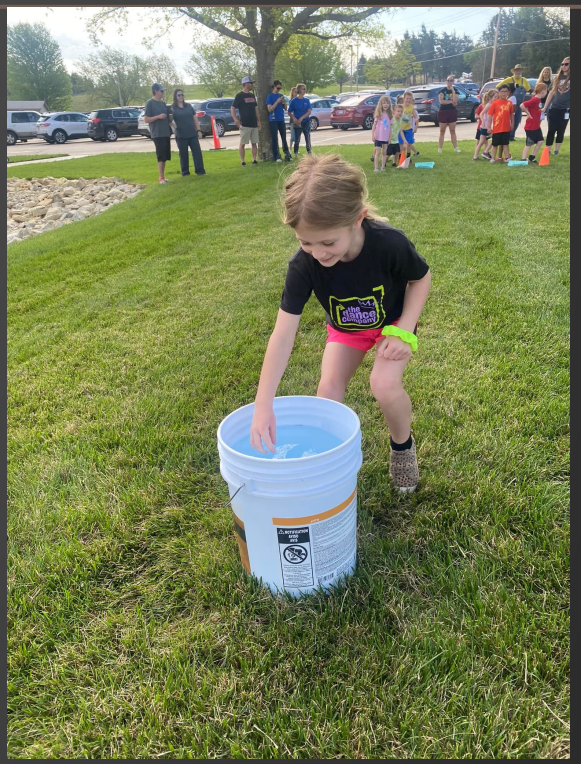
- 2nd Annual 4th Grade Spelling Bee Finals
- Top 5 from each homeroom participated.
- Held at the Broadway Plaza
- – 1st Place- Boedy Chavey
- – 2nd Place - Addyson Stensaas
- – 3rd Place - Jaden Farha





Track Meet and Fun Day











Portrait of a Successful Concordia Junior-Senior High School Graduate

Confident & Capable

- To effectively communicate
- To demonstrate academic competence
- To possess life skills for independent or family living
- To be marketable for postsecondary opportunities

Inquisitive & Inspired

- To commit to lifelong learning
- To perpetuate intellectual curiosity
- To think critically
- To persevere through adversity

A Successful Panther Graduate

Healthy & Happy

- To identify and attain a state of personal and physical well-being
- To embrace a culture of collaboration
- To foster and maintain healthy relationships
- To develop a strong sense of personal values

Dreamers & Doers

- To advocate for self and others
- To engage civically
- To pursue global competence
- To seek and find problems and solutions

Portrait of a Successful Concordia Junior-Senior High School Graduate

Accompanying Concordia Junior-Senior High School's Portrait of a Successful Graduate, which identifies success through the mastery of the areas of Confident and Capable, Inquisitive and Inspired, Dreamers and Doers, and Healthy and Happy, is a table of shared, building-wide competencies, which are the result of recent collaboration among nearly one hundred Kansas teachers, administrators, service centers, educational consultants, KSDE program directors, and more. The goal of this work was to review and analyze nearly thirty years of work among current Kansas Standards and to develop a competency-based model that is organized by broader themes of Humanities and STEAM.

This work has the potential to change the way we meet students' needs for the next thirty years and beyond by allowing students to demonstrate mastery of their learning in a variety of ways. In a competency-based model, students may move through the curriculum or in a personalized way at their own pace, which is also aligned to their individual plan of study.

Competencies themselves are often broadly stated and may include groups of related standards within and between subject areas, resulting in an instructional learning environment that does not focus on teaching singular skills. This, in turn, provides for a variety of opportunities for students to demonstrate their learning in ways that are meaningful and relevant to them by exploring passions and asking their own questions as problem-solving prompts. To accomplish this, each student receives the differentiated support he or she needs to be successful and, after demonstrating mastery on his or her schedule, moves on to the next level. This model allows a more intentional focus on rigor, accountability, cross-curricular opportunity, and an unwavering commitment to personalizing learning for students.

A series of more-specific I CAN statements accompany each overarching competency, providing for both teachers and students a checklist for mastery. Each I CAN statement identifies Kansas State Standards directly linked to the competency for each academic department as well as its connections to our Portrait of a Successful Graduate. Throughout the high school years, students will self-assess their own level of mastery of each competency. Teachers will also assess each student's master of each competency. This framework provides a personalized and calculated process for the pursuit of and development of success for each student.

Humanities

Academic subject areas that describe, study or inform the human experience, which includes, but is not limited to, literature, history, philosophy, visual arts and performing arts.

1) **Communicating Effectively and Appropriately** The successful student can effectively and appropriately communicate their beliefs, ideas, and emotions to different audiences in a number of ways.	**By effectively utilizing literature, history, art and various humanities I can …**	**Standards**	**Connection to Portrait**
	Represent information using maps, models and diagrams, including use of scale, graphs and tables.		
	Pose and accurately respond to sophisticated questions which require the application of concepts/big ideas about history, art, literature, music, and social studies to a more universal setting in relation to my own belief, ideas, and emotions.		
	Create effective communication that conveys information, ideas, beliefs, and emotions in two or more formats.		
	Select precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to tailor the narrative to a given audience.		
	Create an oral presentation that demonstrates different ways facts might be interpreted to build meaning around the concepts of history, art, literature, music, and social studies and that conveys my own beliefs, ideas, and emotions regarding the given concepts.		

2) **Supporting a Claim with Evidence** The successful student can comprehend, critique, and analyze literature, history, art, and the humanities and make a claim and support the claim with evidence and argument.	**By effectively utilizing literature, history, art and various humanities I can …**	**Standards**	**Connection to Portrait**
	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		
	Construct meaning and understanding by recognizing the different cultural, social, political, etc.contexts through which it is created.		
	Comprehend the components of literature, history, art, and humanities to apply critical thinking and meta-cognitive practices to construct meaning.		
	Develop a broad grasp of the genres and styles used in modern art, literature and other mediums.		
	Analyze ways in which individual experience, personality, beliefs, values, concepts of personal freedom and responsibility, impact the creator and the critique.		

3) **Thinking Critically** The successful student can apply empathy, creativity, critical thinking, and problem solving skills to contemporary social issues using past learning, literacy practices, multiple perspectives, and metacognitive strategies.	**By effectively utilizing literature, history, art and various humanities I can …**	**Standards**	**Connection to Portrait**
	Creatively display the information (Whos, Whens, Wheres, Whats, and Why it matters) and showcase multiple connections of how events/topics preceded this event, how this event affected events afterwards.		
	Empathize and explain how individual experiences, personalities, beliefs, values, ethics, socio-economic statuses, consequences, and concepts of personal freedom and responsibility have direct and indirect impact on individuals and groups.		
	Showcase metacognitive strategies to engage and empathize in a social issue or problem and propose at least one viable solution.		

4) **Building Meaning** The successful student can build meaning from life and literacy experiences and work with others to support positions or propose solutions to cultural dilemmas.	**By effectively utilizing literature, history, art and various humanities I can …**	**Standards**	**Connection to Portrait**
	Discuss how choices, consequences, causes, and effects from personal and literacy experiences affect the positions I support or oppose.		
	Analyze ways in which individual experiences, personality, beliefs, values, concepts of personal freedom and responsibility, impact the cultural dilemma.		
	Gather relevant information from life, history, literature, art, music and the humanities to propose solutions to cultural dilemmas.		
	Work cooperatively with others to recognize life experiences from literature, history, art and the humanities.		
	Recognize the different cultural, social, political, etc., contexts through which the text, literature, history, art and music was created.		

5) **Life Experiences and Decision Making** The successful student can apply their life experiences, knowledge and skills to make individual decisions or to participate in group decision-making that is intended to improve their lives and the lives of others.	**By effectively utilizing literature, history, art and various humanities I can …**	**Standards**	**Connection to Portrait**
	Apply and connect my life experiences, knowledge, skills and those of others, in a relatable context and generate solutions that benefit the whole.		
	Empathize with the life experience and knowledge of others and integrate that with my own to make an informed decision and take relevant action.		
	Use my understanding of the components of literature, history, art, and humanities to apply critical thinking and metacognitive practices to construct meaning around decision making and leadership.		
	Construct meaning about leadership and decision making from literature, history, art and the humanities and use that understanding to create sound decision making models.		
	Understand opposing positions on issues and evaluate the use of evidence of rhetoric.		

STEAM

Academic subject areas that facilitate inquiry, creation and analysis, which includes, but is not limited to, science, technology, engineering, the arts and mathematics. Arts integration enhances expression, dialogue and critical thinking.

1) **Construct and Utilize Models** A student can construct, manipulate, and use models and/or artifacts by using the appropriate tools to understand, refine, solve, and evaluate problems and/or solutions.	**I can…**	**Standards**	**Connection to Portrait**
	Manipulate a model to make it useful for the solving of new and unique problems.		
	Analyze multiple models to determine which is best suited for a specific purpose and/or to solve a problem.		
	Refine an existing model to make it more accurate for my specific context.		
	Create a model using provided data and existing model structures.		
	CS: Create a model of an existing system or problem using available computer science modeling tools.		

2) **Communication and Collaboration** A successful student can engage in collaborative discourse by constructing clear communication and/ or arguments related to the subject matter to convey findings and present understandings with evidence.	**I can…**	**Standards**	**Connection to Portrait**
	Apply techniques for ensuring clarity, logic, and coherence to edit written and visual communications.		
	Compose clear and coherent written documents appropriate for task, purpose, and audience.		
	Engage in evidence-based discussions with my peers to identify and/or solve a problem.		
	Analyze arguments to find their similarities and/or differences.		
	Effectively support an argument with valid and reliable evidence collected by myself or others.		
	Work collaboratively with my peers to solve a complex problem.		

3) **Analyzing and Interpreting Data** A successful student can analyze and interpret data by critically reviewing and evaluating information and making use of structures to generate new findings that can be communicated within and outside of their discipline.	**I can…**	**Standards**	**Connection to Portrait**
	Synthesize information and resources regarding decisions made in the workplace and community to determine why those decisions were made.		
	Assess the validity and reliability of data and information by evaluating its source, publisher, and print date.		
	Use information from data selections to draw conclusions about a problem or topic.		
	Analyze multiple data selections from various representations.		

4) **Problem Solving and Application** A successful student can persevere in solving problems by making sense of, and defining, problems and asking questions to apply learning through the planning and carrying out of investigations or inquiries.	**I can…**	**Standards**	**Connection to Portrait**
	Apply technical concepts to solve problems in the community and reflect upon results achieved.		
	Analyze my options and determine the appropriate course of action.		
	Ask content-appropriate questions related to a specific task or situation to help me further my ability to solve a problem.		
	Carry out an investigation to help me answer questions and/or to solve a presented problem.		
	CS: Develop pseudocode and algorithms for solving a problem using computing systems.		

Concordia Junior-Senior High School



End of Year Report 2021-2022

School Year Highlights

Test To Stay/Play: Allowed learning to occur and school to stay open

First Project Search Signees

First Concordia Virtual School Graduate

National Merit Scholarship Winner (1/2600)

JAG President Elect–National Career Association

Panther2Panther Peer Tutoring

IPS: Student-Led Conferences, PAWS

Establishing a Focus for Math Improvement

Portrait of a Successful CJSHS Graduate

CTE: Business Advisory Committee, Student Ambassadors, Certifications (148), Equipment Upgrades, Vision

Community Engagement



Athletic and Activities



Over **250** students participated in KSHSAA sponsored athletics

Over **250** students participated in a school sponsored activity

Football - Regional Champions (8-3); Multiple All-State performers; Shrine Bowl Nominee

Girls Golf and Tennis - Individual State Qualifier in each. State Medalist in Tennis

Boys Basketball - 14-7 record including state ranking in KBCA poll; KBCA Nominee

Wrestling - Team Champions of Republic County, Minneapolis, and Wamego Tournaments. 7 State qualifiers. 2nd and 3rd place finishers.

Track - Minneapolis, Republic County, and Concordia Boys Meet Champions. Four state medalists

Boys Golf - Team qualified for state tournament. Republic County, Champman, Concordia Tournament Champions.

Softball - 11-8 record

Music - Hosted Large Group Music Festival (multiple superior rankings)

Art - Hosted NCKL Art Show (multiple awards)

Drama - *You're a Good Man, Charlie Brow*n and *The Frog Prince*

Forensics - 4th Place at State

10 Concordia High School Seniors will continue their athletic and activities at the collegiate level

2021-2022 CMS/CJSHS Annual Library Report

Tawni Retter - Librarian

Julie Kesler - Library Para

Statistics:

- We assisted 763 patrons
- There are 10,398 books in the CMS/CHS Library
    - Circulated 85,268 items in and out in 2021-2022
        - 5th/6th grade books checked out: 6,587
        - 7-12 grade books checked out: 2,239
    - Copies removed from circulation: 542
        - Average publication date of items removed: 2001
    - Copies added to circulation: 221

Trends in reading that drive the books we order:

- Middle School is increasingly interested in Graphic Novels and less interested in longer novels
  - Most students will not check out a book more than 150 pages long
  - Hot Genres are: Light Romance, Mystery/Suspense, and Humor

- High School Students checked out more novels due to the Reading for Pleasure class
  - More girls than boys are reading novels
  - Hot Genres are: Realistic Fiction (romance and/or conflict), Stephen King, and True Crime

Some additional uses for the library in 2021-2022

- Checked out temporary chromebooks to students
  - 1,493 checkouts
- Chromebook support for the Technology team
  - 154 SchoolDude entries submitted
- Independent Studies (students taking college courses)
  - Proctored 16 students for tests and finals
- Panther2Panther
  - Assisted Jordan Champlin in facilitating the tutors and the students coming in for tutoring
- Junior Research Project
  - Students must have at least one non-internet source
- Displays
  - Cell construction with Mr. Bender's class - Middle School students voted
  - 60s project with Mrs. Blain's class - All students 5-12 came in to vote
- Entrepreneurship Challenge
  - Paired with Mr. Gieber, CloudCorp, and Rotary
- Middle School classes
  - Daily classes: MTSS, Technology, Counseling, Library
- Testing
  - ACT, State Assessments, PSAT, Workkeys, Kansas Communities That Care
- Meetings and Recognition
  - Staff meetings, district in-service, bond planning, National Honor Society, JAG, and Resource room support

Goals for the Library in 2022-2023:

- Complete Genrefication
  - We are moving in a new direction with both the MS and HS libraries. We will display the books in alphabetical order by genre so students can easily find the types of books they like to read. We are currently working to label all books on the spine and in the computer system. Following labeling all books we will be moving them into the appropriate genres.
  - The genre's are: Realistic, Humor, Graphic Novel, Romance, Adventure, Classics, Animals, Fantasy, Dystopian, Historical, Horror/Scary, Science Fiction, Mystery, Sports, Supernatural, Western
- Continue to update the high school books and have book displays to encourage reading (MS & HS)
  - Spend time researching how High School libraries are evolving and how to be on the front edge of this change
- Continue involvement in Panther2Panther tutoring program
- Become more involved in the Independent Studies program and help guide Juniors and Seniors who want to attend college after graduation
- Adequately prepare for the move to CMS and have a plan for our space at CHS

Focuses for the Year



Create building culture

Give students a say: relevant courses, experiences, and decisions

Meaningful IPS process

Identify and target areas for academic support

Provide a foundation of instructional leadership

Development of Portrait of a Successful CJSHS Graduate

Pathways



Changes:

Plant Systems and Animal Science are replacing Biotechnology in Agriculture

Power, Structural, and Technical Systems is replacing Manufacturing

Additions:

Restaurant and Event Management

Fashion Apparel and Interior Design

New Courses

Bigger Than Me (8)

JH Leadership (7)

JH Success Strategies (7)

Academic Study (HS)

JH Computer Skills (part of CS Grant)

Culinary Essentials

Baking and Pastry

Culinary Arts I (and then II next year)

JH Intro to FCS

Band Lessons

Music Theory

History of Rock and Roll

Math Lab (Tier-3)

Plumbing

Electrical Systems

Skilled Mechanical Trades

Pottery

Apparel Production

Career and Life Planning

Auto Service

Adv. Ag Structures

Ag Welding

Adv. Ag Mechanics



New Hires



Alexis Koops (Special Education)--Math

Brock Hartshorn–Special Education

Leslie Jessup (JAG)--CTE/FCS and Art

Chrissy Henderson–JAG

Janelle Donovan–CTE/FCS

Sophia Murato–PE and CTE/HS/FCS

Melissae Stiles (MS Science)–Science and CS

Sarah Lacy–Math

Next Year: MTSS and Bell Schedule

Addition of 30 per day, three times per week of MTSS for all students

- Remediation in literacy (Really Great Reading)
- Remediation in math (Math 180)
- Enrichment (Passion Projects, Independent Classes, Test Prep, etc.)



CJSHS Bell Schedule

Panther Day

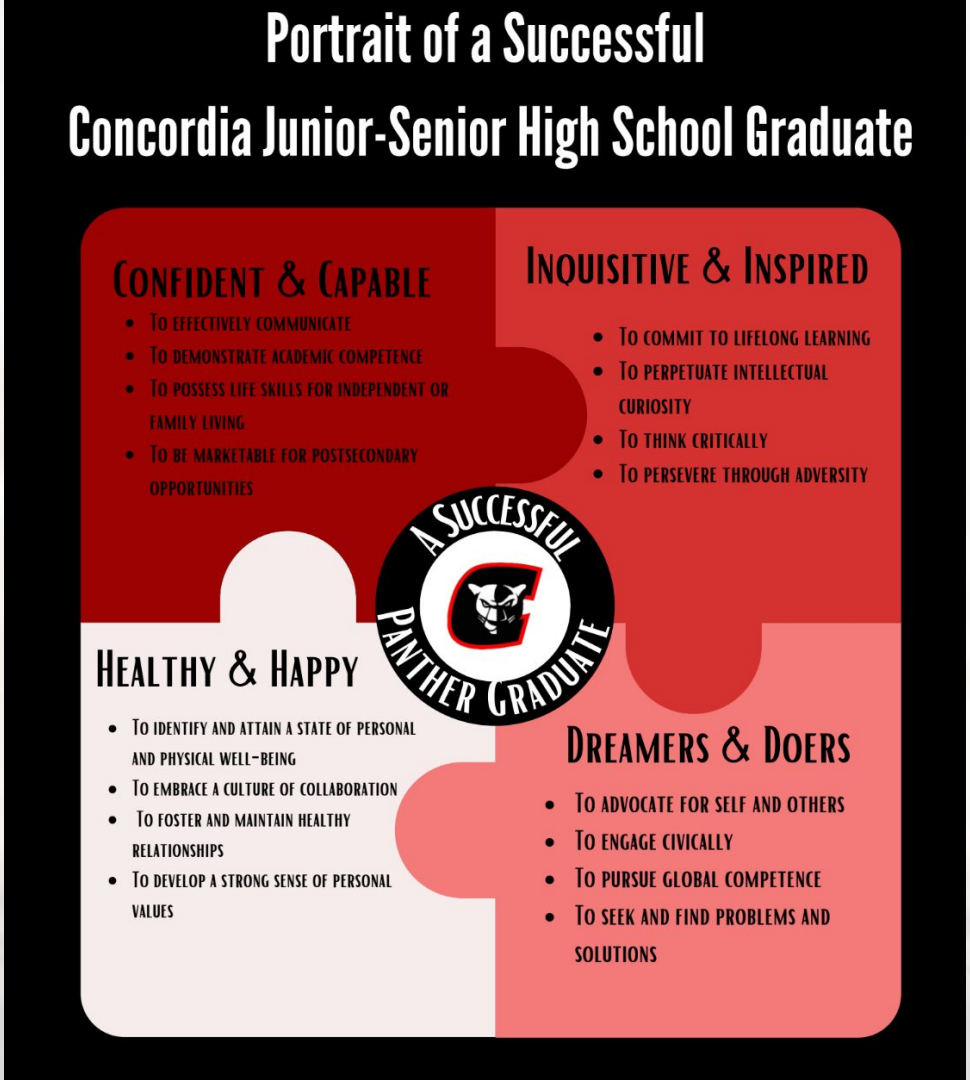
1st Hour:	8:00 A.M.	-	8:50 A.M.
2nd Hour:	8:54 A.M.	-	9:24 A.M.
3rd Hour:	9:28 A.M.	-	10:18 A.M.
4th Hour:	10:22 A.M.	-	11:12 A.M.
5th Hour:	11:16 A.M.	-	12:40 P.M.
JH Lunch	11:16 A.M.	-	11:41 A.M.
HS #1 Lunch	11:46 A.M.	-	12:11 P.M.
HS #2 Lunch	12:15 P.M.	-	12:40 P.M.
6th Hour:	12:44 P.M.	-	1:34 P.M.
7th Hour:	1:38 P.M.	-	2:28 P.M.
8th Hour:	2:32 P.M.	-	3:22 P.M.

2022-2023 Schedule

- Similar to all Panther Days
- Lab/Block Days twice per quarter
- Finals week each semester
- Some CTE classes are double-blocked
- Five late starts



Draft 1


Portrait of a Successful
Concordia Junior-Senior High School Graduate
Confident & Capable
To effectively communicate
To demonstrate academic competence
To possess life skills for independent or family living
To be marketable for postsecondary opportunities
Inquisitive & Inspired
To commit to lifelong learning
To perpetuate intellectual curiosity
To think critically
To persevere through adversity
A Successful Panther Graduate
Healthy & Happy
To identify and attain a state of personal and physical well-being
To embrace a culture of collaboration
To foster and maintain healthy relationships
To develop a strong sense of personal values
Dreamers & Doers
To advocate for self and others
To engage civically
To pursue global competence
To seek and find problems and solutions

Looking Ahead

Focused PLCs on Portrait work, curriculum improvement, and explicit instruction

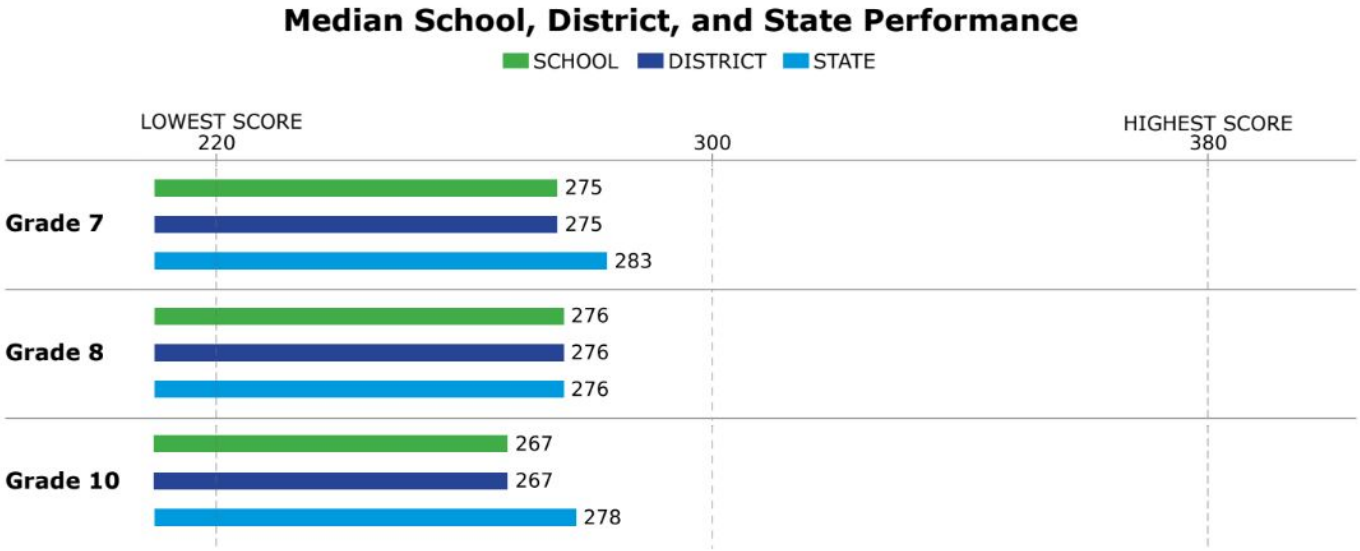
MTSS and data

Staff collective efficacy

IPS intentionality and student ownership

Students as learners and leaders: courses and Covey

ELA

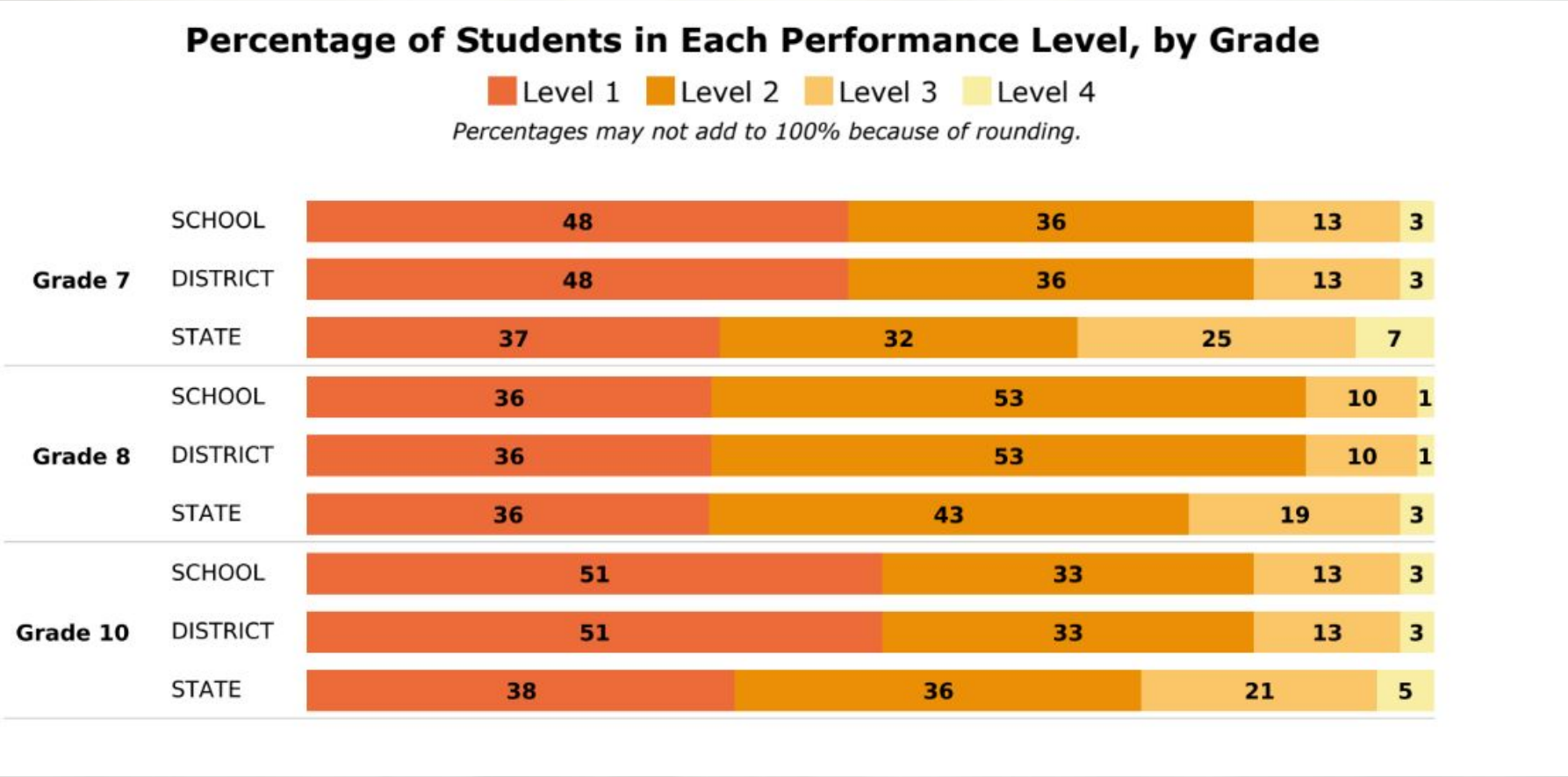


Standard error of measurement for this report:

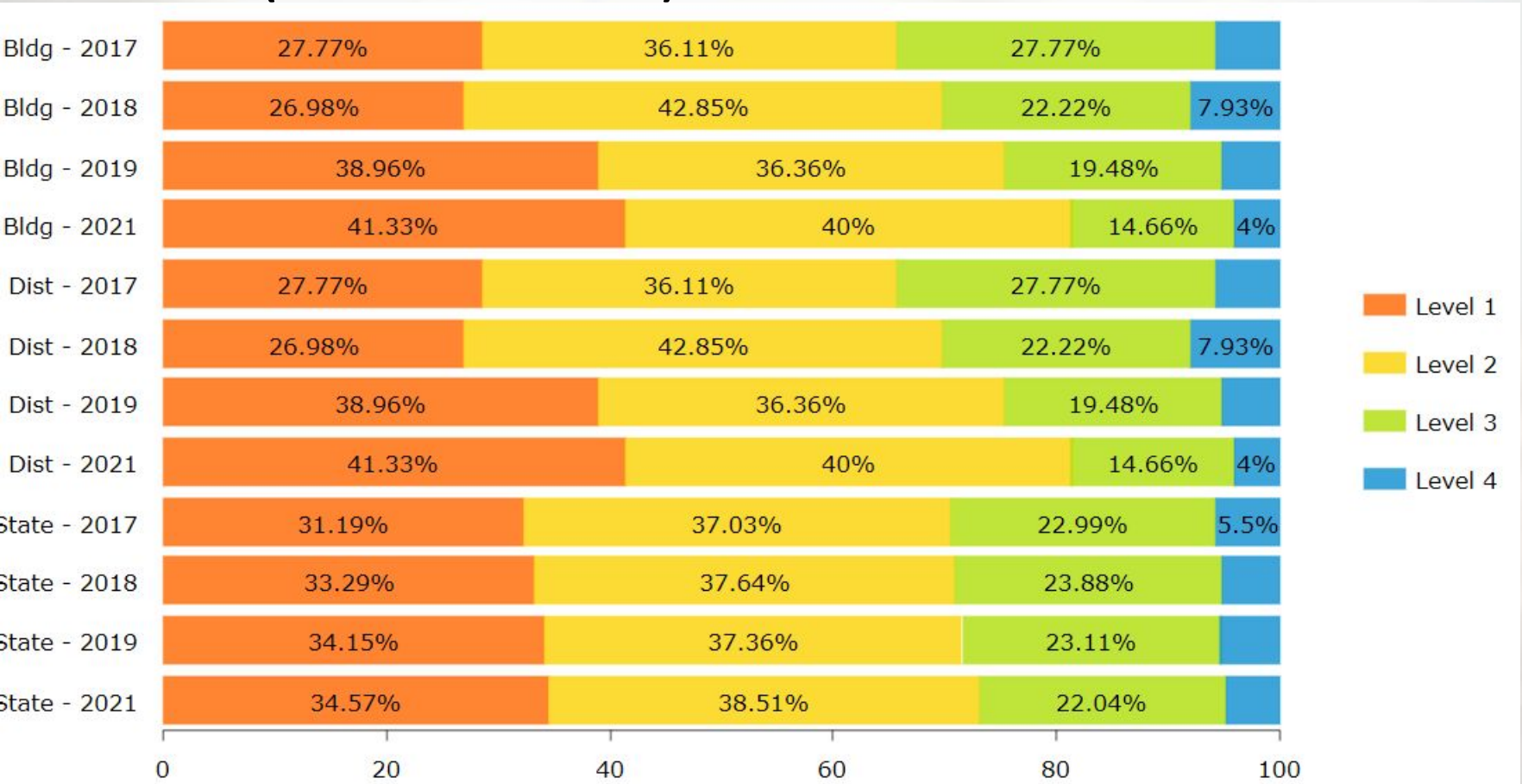
Grade 7: School—3.3 | District—3.3 | State—0.2
Grade 8: School—3.2 | District—3.2 | State—0.2
Grade 10: School—4.0 | District—4.0 | State—0.2

The standard error indicates how much a student's score might vary if the student took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

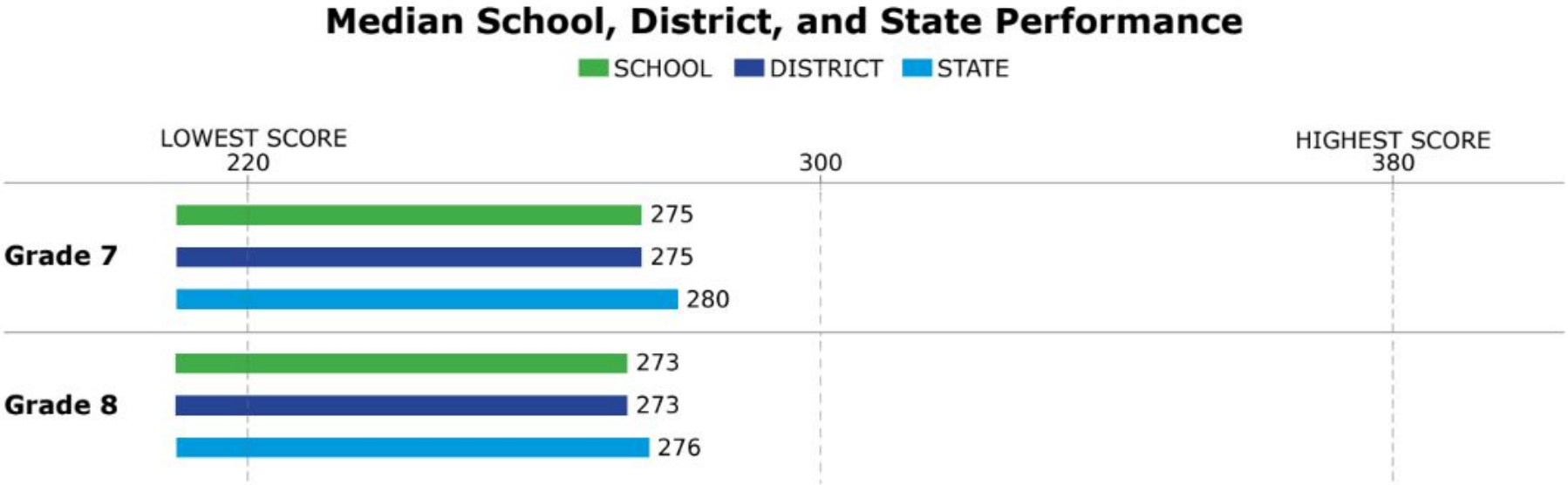
ELA


Percentage of Students in Each Performance Level, by Grade
Level 1
Level 2
Level 3
Level 4
Percentages may not add to 100% because of rounding.
Grade 7
SCHOOL 48 36 13 3
DISTRICT 48 36 13 3
STATE 37 32 25 7
Grade 8
SCHOOL 36 53 10 1
DISTRICT 36 53 10 1
STATE 36 43 19 3
Grade 10
SCHOOL 51 33 13 3
DISTRICT 51 33 13 3
STATE 38 36 21 5

ELA (5 Year Trend)



Math (10th grade not reported yet)

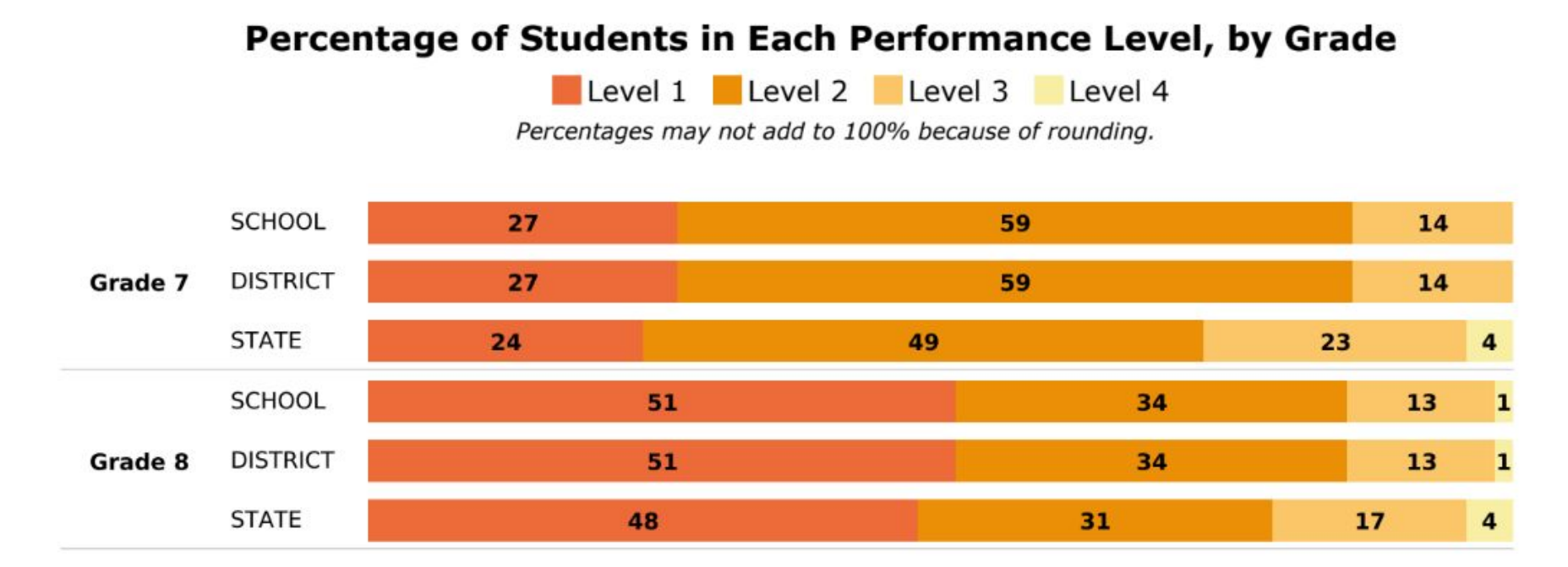


Standard error of measurement for this report:

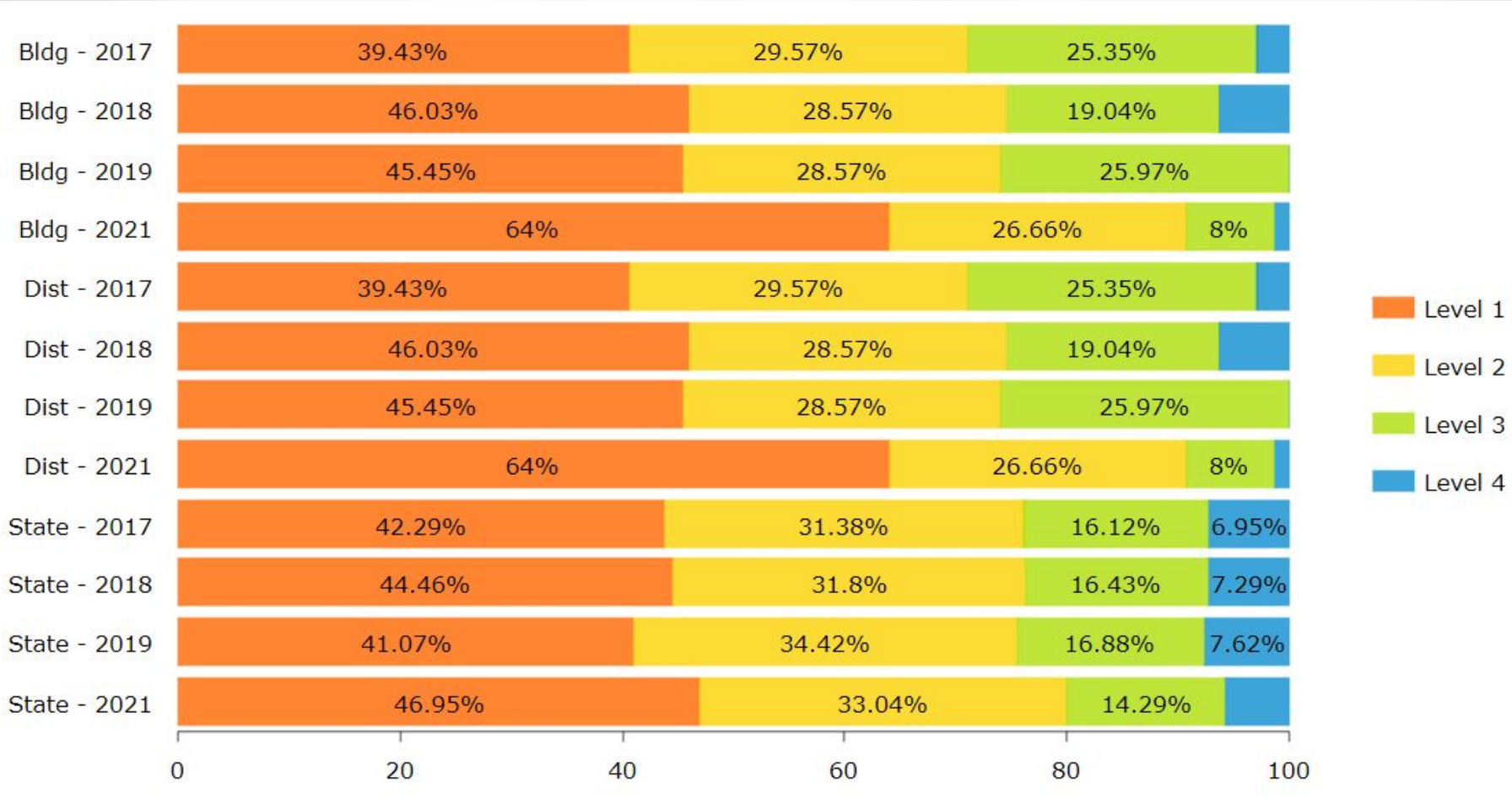
Grade 7: School—2.4 | District—2.4 | State—0.2
Grade 8: School—3.0 | District—3.0 | State—0.2

The standard error indicates how much a student's score might vary if the student took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

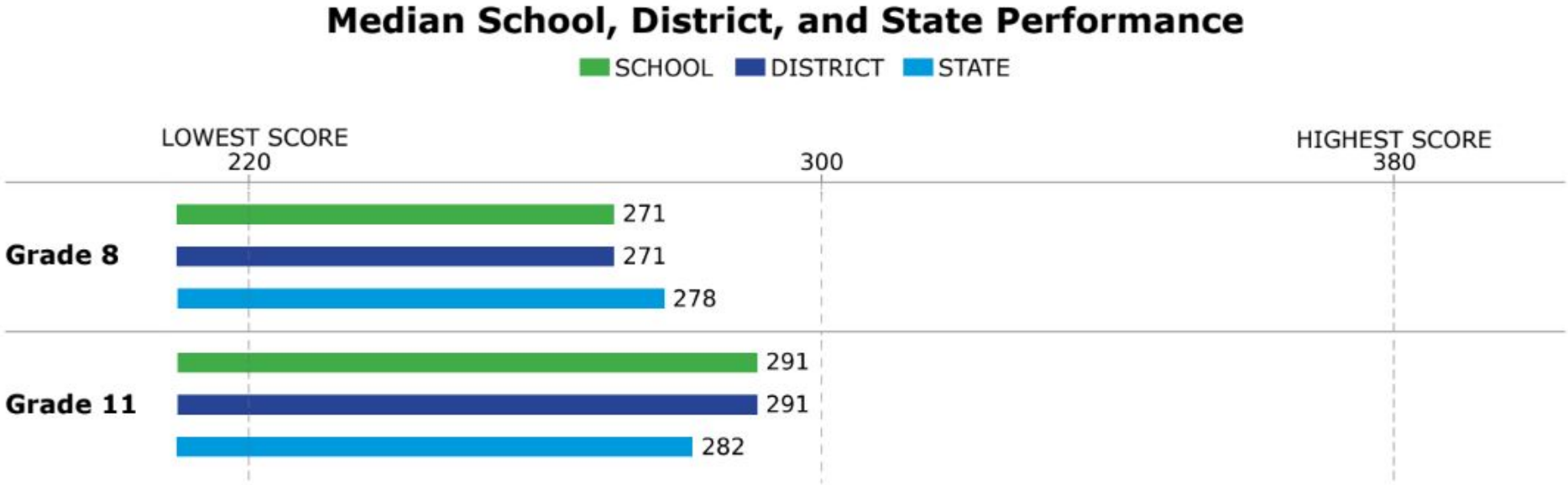
Math (10th grade not reported yet)



Math (5 Year Trend)



Science

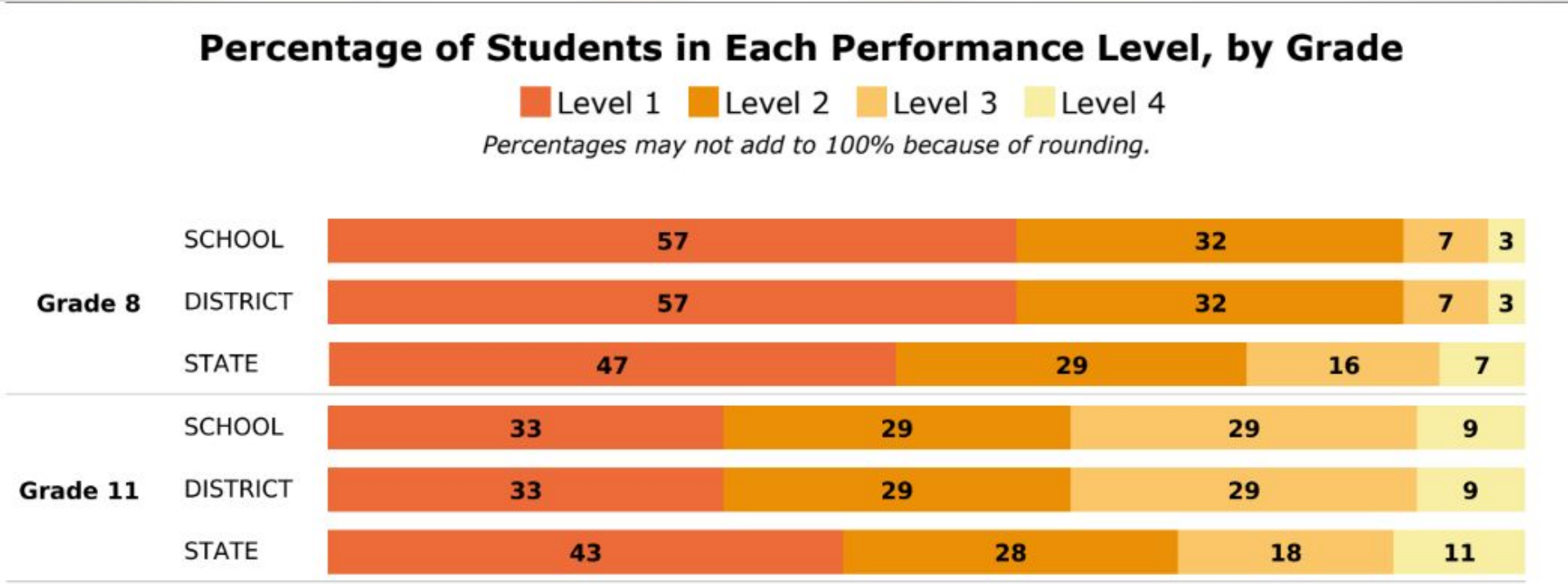


Standard error of measurement for this report:

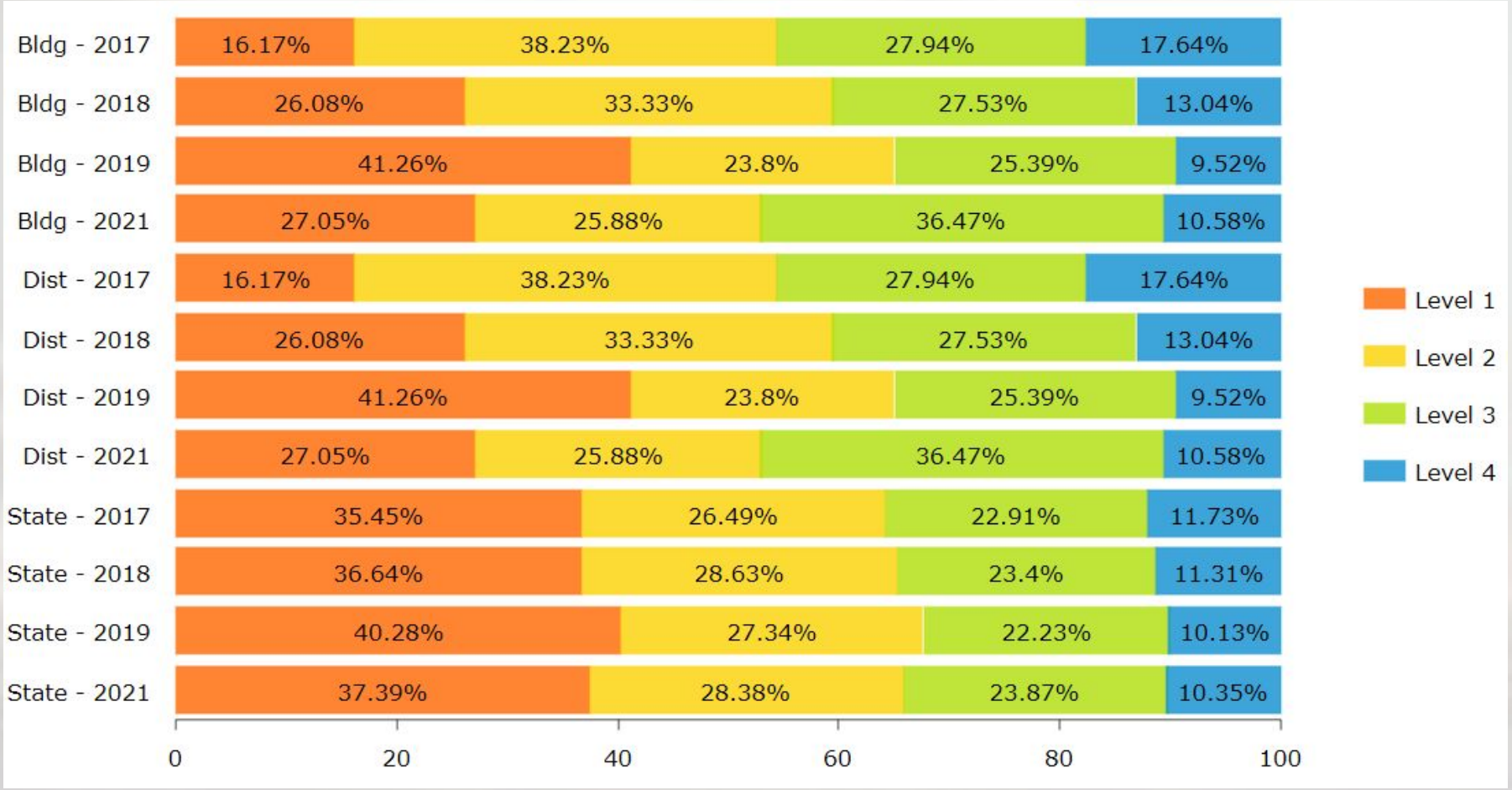
Grade 8: School—3.8 | District—3.8 | State—0.2
Grade 11: School—3.7 | District—3.7 | State—0.2

The standard error indicates how much a student's score might vary if the student took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Science


Percentage of Students in Each Performance Level, by Grade
Level 1
Level 2
Level 3
Level 4
Percentages may not add to 100% because of rounding.
Grade 8
SCHOOL
57
32
7
3
DISTRICT
57
32
7
3
STATE
47
29
16
7
Grade 11
SCHOOL
33
29
29
9
DISTRICT
33
29
29
9
STATE
43
28
18
11

Science (5 Year Trend)



Board Goals

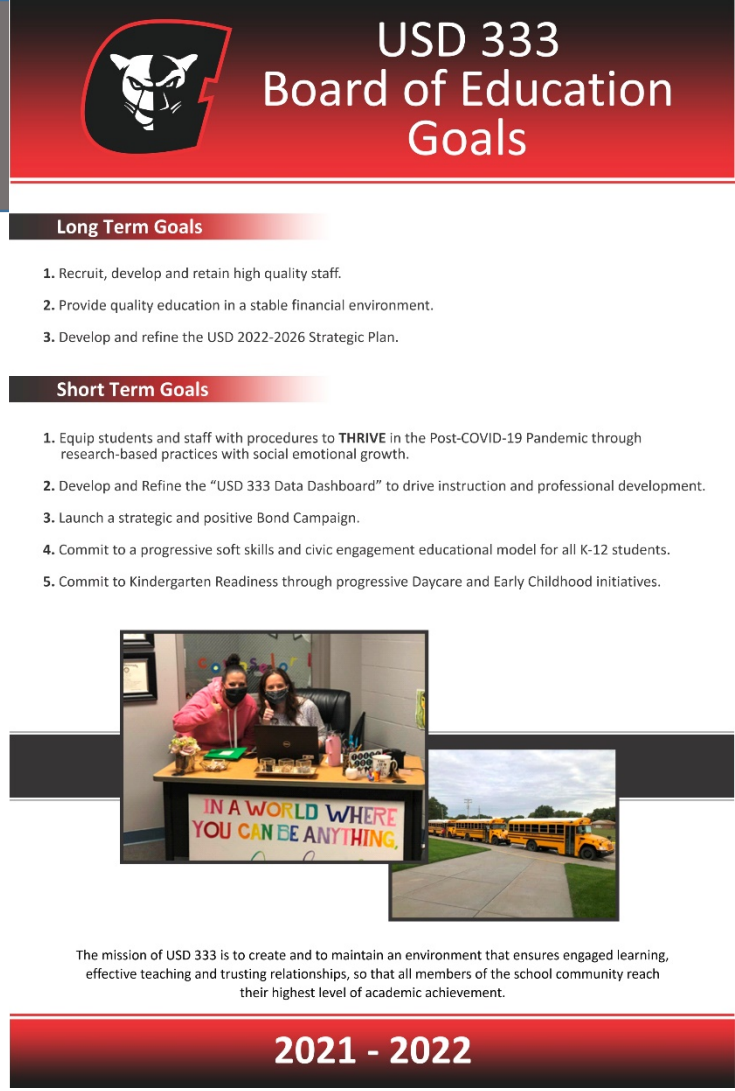
Long Term Goals

1. Recruit, develop, and retain high quality effective staff.
2. Provide quality education in a stable financial environment.
3. Establish a Concordia Education Foundation 501(c)(3) to enrich educational opportunities

Short Term Goals

1. Develop and Refine the “USD 333 Data Dashboard” to drive instruction and professional development.
2. Launch a strategic and positive Master Facility bond campaign.
3. Build community engagement through a comprehensive communication plan including:
    a. Monthly Blade Empire Notes from the Superintendent
    b. Monthly Social Media Newsletters from the Superintendent
    c. USD 333 Community Education Retreat
    d. State of the District Update each February in Open BOE Meeting

4. Commit to Kindergarten Readiness through progressive Daycare and Early Childhood initiatives.



Option #1 – District Wide Preschool Screens

All LCNCK districts organize a formal screening in Fall and additional screenings if needed in the spring. ~~in February for USD 333.~~

1. Prior to the screening

   a. ~~Assistant Director~~ School Psychologist coordinates with LCNCK office administrative assistant ~~school psychologists~~ and building administrators screening dates for the fall of the next school year, no later than July 1 of the current year. Once dates are set notification is made to each staff member needed at each site.

   b. ~~Assistant Director~~ School Psychologist sends e-mail reminder to staff 2-3 weeks ahead of time to remind staff of date. (See list of staff below for staff responsible for each screening.)

      Email reminder includes:
      - Speech Therapist(s)
      - School Psychologist(s)
      - Special Education Teacher(s)
      - Building Preschool Teacher
      - Occupational Therapist/Structured Teaching-Autism Consultant
      - Building Administrator
      - Individual able to conduct the vison and hearing screens using the OAE and Plus Optix
      - LCNCK Administrative Assistant

   c. School Psych Responsibilities
      - ~~Provide a list of all enrolled preschool students for packets to be made to the office no later than 2 weeks prior to the screening date.~~
      - Work with the building administrator to develop a letter informing parents of the screening date and information that will be collected and disbursed to each preschool at least 2 weeks prior to the screening date.
      - Work with the building administrator to determine space for screenings to be conducted .
      - Notify LCNCK Administrative Assistant of preschool teachers to contact regarding rosters.

   d. Office Staff Responsibilities
      - Request roster of preschool classes from each district.
      - Keep record of children signing up for screening that are not enrolled in the district preschool.
      - Make packets for screening including child information sheet, name tag, DIAL-4 screening protocol & parent questionnaire, developmental milestones, observation sheet, social developmental history, etc.

2. During the Screening
   - Language, Motor, Concepts, & play will be screened.
   - Team will rotate students through all areas of screening and assist with providing students with snack/motivators and walking to and from the classroom.

Concordia Middle School

5th-6th Grade Student Handbook

22-23



SCHOOL HOURS

7:35 am - Doors open
7:35-7:55 am - Breakfast is served
8:05 am - Tardy bell
10:55-11:25 - Lunch
3:22 pm - Dismissal

DISTRICT MISSION STATEMENT

"Our Mission is to create and maintain an environment that ensures:

ENGAGED LEARNING

EFFECTIVE TEACHING

TRUSTING RELATIONSHIPS

So that all members of the school community reach their highest level of academic achievement."

NOTICE OF NONDISCRIMINATION

In compliance with Executive Order 11246; Title !! of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementation Education Amendments of 1972/Americans with a Disability Act or Section 504 of Rehabilitation Act of 1973; and all other Federal, State, School rules; laws, regulations, and policies, the Concordia Schools, USD 333, shall not discriminate based on sex, race, color, national origin, or handicap in the educational programs or activities which it operates.

It is the intent of Concordia, U.S.D. 333, to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents, and employees who feel discrimination has been shown by the School/District/Agency.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

Quentin Breese, Superintendent of Schools, Section 504 Coordinator
217 West 7th Street
Concordia, Kansas 66901
785-243-3518

Title IX Complaints can also be filed with the Office for Civil Rights.

U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, Missouri 64114

All students attending Concordia, U.S.D. 333 may participate in education programs and activities, including but not limited to health, physical education, music, and vocational and technical education, regardless of race, color, national origin, age, handicap, or sex.

TABLE OF CONTENTS

Administration, Faculty, and Staff	4
Life Skills	6
Attendance, Tardies, and Makeup Work	7
Rules and Expectations	9
Counseling Services	17
Special Education Services	17
Hazing/Harassment/Intimidation/Bullying/Menacing/Weapons	19
Grading, Homework, Reporting Student Progress, and Awards	21
Discipline	23
Safety Procedures	25
School Programs and Events	26
School Nurse Services	27
Breakfast and Lunch Program	29
Transportation Handbook	34
Parents Right To Know	38
Protection of Pupil Rights	42

Board of Education and Central Office

Board of Education

Bryan Bombardier	President
Mark Nordell	Member
John Culley	Member
Tony Miller	Member
Kevin Pounds	Member
Brad Berk	Member
Nancy Owen	Member

Central Office

Quentin Breese	Superintendent
Alicia Fraley	Human Resources
Annie Cypers	Payroll
Ronda Gumm	Business Office
Kari Hibbs	Accounts Payable
Kelly Struebing	Operations Director
Trisha McDaniel	I.T.
Stacy Larson	I.T.

Board of Education Office	217 West 7th Street	785-243-3518 F: 785-243-8883
Concordia Elementary School	1500 East 9th Street	785-2438853 F: 785-243-8856
Concordia Middle School	436 West 10th Street	785-243-2114 F: 785-243-8844
Concordia Jr/Sr High School	436 West 10th Street	785-243-2452 F: 785-243-8805
Transportation Director	217 West 7th Street	785-243-3518 or 785-275-3592
CAP	1001 East 7th Street	785-275-3636 or 785-275-3593
LCNCK	219 West 7th Street	785-243-3294 F: 785-243-8822

CMS Faculty and Staff

CMS Administration

Mr. Curtis Noon	Principal	curtis.noon@usd333.com

CMS Teaching Staff

Mr. Steven Bauer	Special Education	steven.bauer@usd333.com
Mrs. Alisha Blackwood	Physical Education	alisha.blackwood@usd333.com
Mrs. Kaylee Bogart	5th Grade	kaylee.mosher@usd333.com
Mrs. Christina Lesslie	5th Grade	christina.lesslie@usd333.com
Mrs. Tricia Koester	5th Grade	tricia.koester@usd333.com
Mrs. Kylie Snavely	5th Grade	kylie.snavely@usd333.com
Ms. Delaney James	5th Grade	delaney.james@usd333.com
Ms. Katie Jackson	6th Grade Language Arts	katie.jackson@usd333.com
Mrs. Shannon James	6th Grade Social Studies	shannon.james@usd333.com
Ms. Jacque Nutsch	6th Grade Math	jacque.nutsch@usd333.com
Mrs. Melissae Stiles	6th Grade Science	melissae.stiles@usd333.com
Mrs. Sarah Collins	Tech/MTSS	sarah.collins@usd333.com
Mrs. Leslie Jessup	Art	leslie.jessup@usd333.com
Mr. Stuart Roegge	Band	stuart.roegge@usd333.com
Mrs. Renata Knox	Vocal Music / Band	renata.knox@usd333.com

Support Staff

Mr. Bruce Clark	Custodian	bruce.clark@usd333.com
Mrs. Brandi Duskie	School Psychologist	brandi.duskie@usd333.com
Mrs. Dani Lambert	School Nurse	danielle.lambert@usd333.com
Mrs. Carrie Parker	Food Service	carrie.parker@usd333.com
Mrs. Jeni Johnson	Secretary	jeni.johnson@usd333.com
Mr. Brandt Hutchinson	Counselor	brandt.hutchinson@usd333.com
Mrs. Rachel Kueker	Occupational Therapist	rachel.kueker@usd333.com
Mrs. Julie Kesler	Library	julie.kesler@usd333.com
Mrs. Lori Stahlman	Speech	lori.stahlman@usd333.com
Mr. John Turner	Custodian	john.turner@usd333.com

LIFE SKILLS

RESPECT - To treat others the way you want to be treated.

RESPONSIBILITY - To be accountable for your actions.

HONESTY - To tell the truth at all times.

INTEGRITY - To do what is right, even when no one is watching.

INITIATIVE - To do something of one's free will, because it needs to be done.

FLEXIBILITY - To be willing to change plans when necessary.

PERSEVERANCE - To keep at it.

ORGANIZATION - To keep things orderly and ready to use.

SENSE OF HUMOR - To laugh and be playful without harming others.

EFFORT - To do your personal best.

COMMON SENSE - To use good judgment.

PROBLEM-SOLVING - To create solutions and find answers.

PATIENCE - To wait calmly for someone or something.

FRIENDSHIP - To make and keep a friend through mutual trust and caring.

CURIOSITY - A desire to investigate and seek understanding of one's world.

COOPERATION - To work together toward a common goal.

CARING - To feel and show concern for others.

COURAGE - To stand up for what you believe.

ACTIVE LISTENING - To pay attention, listen to others, and follow directions.

ATTENDANCE, TARDIES AND MAKEUP WORK

Students are counted absent when they are not present at school for any reason. Kansas law requires compulsory attendance at school; statute 72-1111 states that "every parent or person acting as a parent in the state of Kansas, who has control over or charge of any child who has reached the age of 7 and under the age of 18 and has not attained a high school diploma or GED credential, shall require such child to be regularly enrolled in and attend continuously each school year." **It is the responsibility of the parent to inform the school office of the student's absence within the first thirty minutes of each school day. Students whose parents have not contacted the school on the day of their absence will need to provide a written excuse from a parent or legal guardian upon return to school.**

U.S.D. 333 school board has established the following for excused and unexcused absences:

Excused:

1. Illness (severe injury or illness: too severe or contagious for the student to attend the class), with a parent's call or note, or a doctor's note, or the school nurse.
2. Appointment - medical, legal, or school-sponsored activity.
3. Prearranged excuses for funerals, family trips, outside organizations, or any other absence the principal gives prior approval for. Only the principal can excuse these absences.
4. Visitations relative to leave or deployment of active-duty military personnel.
5. Obligatory religious observances.
6. School-sponsored activity.

Unexcused:

1. Student absent without any parent contact.
2. Skipping school
3. Leaving school without permission.
4. Absent from a regularly assigned class.

The automated school messenger will contact the parents of unexcused students. A phone call will be received if the school has had no parent contact by 8:30 am.

School law goes on to explain truancy as a student who misses 3 consecutive days unexcused, 5 days in a semester unexcused, or 7 days in a year unexcused.

★ **Understand that a parent phone call to excuse a student for personal reasons is not an excused absence. Only the principal can excuse an absence because the law states that a child attending public school is attending under the compulsory attendance law.** They are to be at school unless they fall under an excused absence as stated above. The principal is also the truant officer and is bound by state law to enforce attendance and truancy law.

Ten Absences: Once a student has accumulated ten absences per year, any additional absences will be considered UNEXCUSED and handled as an unexcused absence. Exceptions to this policy are absences that can be verified by a physician. It is the expectation of the student/parent to provide the physician documentation to the office. This policy does NOT automatically excuse the student for his/her first ten absences from school, as the administrator has the final authority to determine whether or not any absence will be excused. Documentation will be required from a physician after ten (10) absences. Any school days missed will not count towards the 10 days if accompanied by a physician's note.

A student shall not be allowed to practice, participate in, or attend any school-sponsored activities on a day in which he or she did not attend all classes unless approval is obtained from the administration prior to the event. Students are expected to be in attendance at all classes the day following a contest or activity regardless of the arrival time home unless approval is obtained from the administration. Absences not approved will be considered unexcused. Some exceptions include doctor appointments, school activities, school-sponsored work release, religious observances, attending a funeral or other emergencies as approved by the administration.

Tardies:

Prompt arrival at school is expected of all students. Late arrival disrupts class and causes loss of instruction time. Any student not in the classroom when the tardy bell rings will be counted tardy. Over sleeping and transportation problems do not count as excused tardies. When dropping off tardy student's parents must sign them in or contact the office with an acceptable tardy excuse or they will be marked unexcused. If students are more than 30 minutes late they will be marked absent for the beginning part of the day.

Makeup & Late Work:

All work missed because of an absence must be made up. Parents may request homework to be gathered for the student when they call to excuse them, otherwise, students will need to obtain assignments upon return. Parents may pick up the requested homework after 3 pm. Each teacher at CMS has a policy for late work. In the event of an emergency or unusual circumstance, teachers will exercise professional judgment or discretion regarding late work.

RULES AND EXPECTATIONS

All students will show respect for themselves and others. All staff will reinforce positive behaviors daily and will serve as role models for our students. We have high expectations for all students, both behaviorally and academically. CMS students shall not interact with any student in grades 7-12 in an inappropriate manner. Inappropriate will be determined by staff and appropriate consequences will be given.

Before School Expectations:

1. Students should not arrive before 7:35 am when doors unlock.
2. Breakfast is served from 7:35-7:55 am.
3. Upon arrival, students should report to the gym and leave backpacks and coats, then report to breakfast or remain in the gymnasium. After eating breakfast, students report to the gym.
4. Car and bus riders alike should enter through the middle school doors at the corner of Cedar and 11th street.
5. Students shall remain in the gymnasium until the bell rings.
6. Cell phones are to be stored in the student's backpack upon entrance to CMS.

Hallway Expectations:

1. Students will move between classes and from one activity to another in an orderly manner.
2. Students shall keep their voices at an appropriate indoor level.
3. Students will move on the right side of the hallway.
4. Students will respect themselves and others by keeping hands, feet, and objects to themselves.

Playground Expectations:

1. Students will keep their hands, arms, and feet to themselves.
2. Students will not push, fight, wrestle, tackle, or engage in threatening play.
3. Students will line up quickly and quietly.
4. Students will follow directions adults and respect all adults.
5. Students will demonstrate safe behaviors when playing on the playground.

Lunch and Breakfast Expectations:

1. Students will follow hallway behavior when moving to and from the cafeteria.
2. Students will use good manners (chew with mouth closed, do not talk while eating, use utensils, do not tamper with others' food, clean up space before leaving).
3. Students will be dismissed by cafeteria personnel.
4. Students will ask for permission from staff when they need to leave their table during lunch.
5. Appropriate noise levels will be maintained at all times.

After School Expectations:

1. Students are dismissed at 3:22 when the bell rings.
2. Car and bus students will wait for their vehicle/bus in front of the main middle school doors at the corner of Cedar and 11th street.

3. Crosswalks will be used at all times to maintain safety.
4. Students should be picked up by **3:40** pm. Any students still waiting at 3:40 pm will call a parent or emergency contact to pick them up.
5. Staff will remain on duty until 3:40. Office staff will remain on duty until 4:00.

VISITORS TO THE SCHOOL (USD #333 Board Policy KM)

The board encourages patrons and parents to visit 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.

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 principal has the authority to request assistance from law enforcement 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 may be subject to the state trespass law.

Approved: KASB Recommendation – 3/00; 4/07

Checking In and Out of the Office:

All visitors must report to the school office before visiting a classroom or picking up a student from school. All visitors should enter the building through the main middle school doors. If you are visiting a classroom or coming to lunch with your child, please come to the school office, sign in, and obtain a visitor badge. All visits to classrooms need to be scheduled ahead of time. Before leaving the building you must sign out and return the badge.

Parents needing to take a child out of school during regular school hours must sign the child out at the office. Teachers are not to dismiss any child from school early without communication from the office. No student will be released from school, except to a parent, legal guardian, or designee. This helps ensure students are accounted for at all times.

Students arriving after the start of the school day must check-in at the office before going to class. **We ask that you please escort your child inside the building and sign them in at the office to prevent them from being counted unexcused, tardy, or absent.**

Parents are urged to leave their children in school all day. To allow for smooth dismissals, we appreciate your support in not picking up your child a few minutes before dismissal except in emergencies. Doctor or other appointments should be scheduled outside of school whenever possible.

Contact Information:

Please notify the school office when you have changed your address, phone number, emergency contact, or any other information you feel will help us to better care for your child in an emergency. We require at least two phone numbers on file.

If your child's after-school schedule will be changed, please notify the CMS office by 2 pm to alert your child with plenty of time.

Student Withdrawal:

When a student withdraws from Concordia Middle School their parent/guardian must sign off on a completed withdrawal form. This form is located in the Middle School office and includes any library/classroom material. Please alert the office ahead of time if you are withdrawing your student so we may complete this form before the student's last day.

Dress Code:

The U.S.D. 333 school board has approved the following guidelines for student dress, with emphasis on neatness, cleanliness, and appropriateness.

1. Skirts and shorts must be mid-thigh length (reach to the tips of middle fingers).
2. All tops must have 2" straps including those layered underneath sheer clothing.
3. No skin should be visible between waistbands and the bottom of tops including when the student is seated or when arms are raised. Any cleavage showing is not appropriate.
4. Hats, caps, bandanas, and hoods are not to be worn inside the building except during school-sponsored spirit days.
5. Shoes must be worn by all students. All footwear should be appropriate for recess. PE shoes must be worn in the gyms.
6. Swimwear is not appropriate.
7. Any article of clothing which could effectively be used as a weapon will not be permitted (ex. wallet chains, bracelets, or necklaces with spiky protrusions).
8. Clothing advertising weapons, alcohol, tobacco, or other illegal products will not be permitted. Clothing with disruptive or suggestive words or images will not be allowed.

The Board of Education and the administration respectfully solicit the cooperation of students and parents in complying with the dress code. Students who are not in compliance with the dress code will be sent to the office and at this time the parent/guardian will need to bring a change of clothes.

Middle school students are growing and changing. Personal hygiene is extremely important.

1. Hair must be clean at all times.
2. Students should shower or bathe often.
3. Deodorant should be worn and kept at school for use after PE classes when needed.
4. Clean clothing should be worn.

Recess:

Children enjoy recess time during the day. All students are expected to go outside during recess. If it is unusually wet or cold, recess will be shortened or held inside. If your child must stay inside because of health reasons, a parent or doctor's note is required.

Physical Education Participation:

Gym shoes are required for physical education classes; students must keep a pair at school for this purpose. If a student is not to participate in P.E. a parent or doctor's note is needed. A doctor's note is required if the student is to miss five or more days of P.E.

Personal Belongings:

Students are responsible for personal belongings. **Please label** all apparel, lunch boxes, book bags, and school supplies with your child's name. A child's personal object should not be brought to school unless used for educational purposes. Any item that disrupts/distracts class and the instructional process, i.e. Ipods, toys, laser pens, etc., are not allowed in school and will be confiscated. Fidget and/or stress-relieving items will only be allowed if they do not become a distraction to the learning environment and/or if a student has a written plan for classroom success. Teachers and principal must approve any use of technology brought from home. Personal items are not insured by U.S.D. 333 nor is the school responsible for the cost of lost belongings.

Lost and Found:

The CMS Lost & Found is located in the storage closet across from the CMS office. Students are asked to turn in any articles found into the office. Anyone who has lost an item should notify the office as soon as possible. Items not claimed by the end of each nine weeks will be cleaned and placed in the Tubs of Need or donated to charity. Students should not bring money or items of value to school. If students choose to do so, they should keep these

items on their person at all times. The school is not responsible for items lost/stolen at school.

Internet/Computer Use

Students shall have no expectations of privacy when using district email or computer systems. Email messages shall be used only for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following the guidelines approved by teachers or the administration. Students are expected to treat all district electronics with respect.

Any email, computer application, information in district computers, or computer systems 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 or on any individual computer. Students who violate these rules or any other classroom rules relating to computer use are subject to disciplinary action up to and including suspension from school. Please remember that the use of the internet/network is a privilege, not a right. Students violating policies pertaining to the standards of conduct regarding internet use will be subject to the following:

1. Restriction or loss of network/internet access for an undisclosed period of time deemed appropriate by the principal.
2. Disciplinary or legal action including but not limited to suspension or expulsion from school and/or criminal prosecution under appropriate local, state, and federal laws.
3. Restitution for the cost of damages to hardware/software

Cell Phone Policy:

- Students may only bring cell phones if they have a signed permission form from his/her parent(s).
- If a student is permitted to bring a cell phone, the phone must be silenced or turned off and left in the student's locker during the day.
- Any use of a cell phone during the school day is prohibited unless permission has been given by a staff member.
- If a student has a question for a parent/guardian they need to use the school telephone to contact their parent.
- Any student who fails to follow this rule may be subject to the following consequences:

1st offense: Phone will be turned into principal for the remainder of the school day. A parent or guardian may be asked to come in to pick up the phone.

2nd offense: Phone is turned into principal for the remainder of the school day. A parent or guardian must come in to pick it up. Phone must then be checked in to the CMS office each morning upon arrival. The student may pick it up at the end of the day.

3rd offense: Loss of privilege to carry a phone at school.

The cell phone permission form is available from the CMS office.

The cell phone policy includes all personal electronic devices including but not limited, personal computers, tablets, and **smart watches.**

Tobacco and Electronic Cigarette Use

Smoking by students and/or the possession and use of any tobacco product or electric cigarette is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events- and on any school-owned or operated property.

An electronic cigarette means a battery-powered device, whether or not such device is shaped like a cigarette that can provide inhaled doses of nicotine by delivering a vaporized solution by means of cartridges or chemical delivery systems. Vaping by students and/or possession of a vaping device or vaping paraphernalia, is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events- and on any school-owned or operated property

Use of School Telephone:

The school telephone is a business phone. Students may use the telephone during appropriate times with the permission of a staff member. Students will not be allowed to receive telephone calls except for emergencies only; however, messages can be delivered to students by the secretary. Please communicate travel plans with your child each morning. If those plans change, call in messages by 3 pm. After school plans need to be made before students arrive at school with parents/guardians. The school phone will not be available after school for these type of calls.

Library Policy:

All library books are borrowed from the school and are the property of U.S.D. 333. A student may check out two books at a time for a two-week period. The student may recheck a book for one additional week. Students are responsible for returning books in the same condition they received them, minus reasonable wear. Overdue notices are given to faculty every week. Parents will receive a first and second notice through email if available, or regular mail.
If the book is not returned after the second notice, the book is placed on "lost" status, and a bill is sent to the parent to compensate for a lost or damaged book. In order for a student to participate in the end of the quarter activities, all outstanding bills must be cleared. Unpaid fines will carry over to the next school year.

Locker Regulations:

Locker assignments will be given at the time of enrollment. All lockers are the sole property of the school. They are loaned to students for their convenience. Any locker difficulties should be reported to the office.

1. DO NOT LEAVE VALUABLES OR MONEY IN LOCKERS. DO NOT GIVE YOUR COMBINATION TO OTHER STUDENTS.
2. Students are expected to keep their lockers neat and arranged.
3. The privilege of a locker can and will be taken away if the student abuses the privilege.
4. Lockers can and will be inspected by the administration periodically.
5. Lockers should remain locked. No foreign objects should be used to jam the locking mechanism.
6. Students are not to paint, write (including dry erase markers), or place stickers on the inside or outside of lockers.
7. USD 333 and CMS are not responsible for lost or stolen items.

COUNSELING SERVICES

Brandt Hutchinson - CMS Counselor
Email: brandt.hutchinson@usd333.com
Office Hours - 8:00am - 3:15pm
Telephone: 785-243-2114 Ext 1018

Services

Along with classroom guidance lessons, Mr. Hutchinson does individual counseling and lunch groups. Parents may contact Mr. Hutchinson to ask for counseling services when needed. Mr. Hutchinson also leads the sixth-grade Leadership Team, composed of volunteers that meet regularly to plan and implement school and community service projects.

SPECIAL EDUCATION SERVICES

The Special Education Cooperative supports five participating unified school districts over three countries. The counties include Cloud, Republic, and Washington. The Learning Cooperative of North Central Kansas (LCNCK) provides a range of support services for students with exceptionalities, aged 3 - 21.

The Cooperative supports member districts in screening and identifying students with exceptionalities and in providing appropriate educational supports in the least restrictive environment.
Professionals employed by LCNCK include psychologists, speech clinicians, early childhood teachers, interrelated teachers, gifted facilitators, occupational and physical therapists, vision-impaired consultants, and hearing impaired consultants. Paraeducators are also employed to help support children with educational needs.

The LCNCK Office is located at 219 West 7th Street, Concordia KS 66901.
Phone: 785-243-3294 Fax: 785-243-8822

BELIEF STATEMENTS

Teaching and learning of the intended curriculum for all students is our highest priority.

- **Therefore, the misbehavior of one student….**
  - Will not be allowed to interfere with the learning opportunities of another student.
  - Will not be allowed to interfere with the teacher's responsibility to teach all students.
  - Will not excuse the misbehaving student from successfully completing the learning objectives.

· Discipline is part of the daily routine. Every discipline situation is an opportunity to teach expected behavior.

· Changing behavior takes time – Self-Discipline is the expected outcome.

· Punishment by itself cannot change behaviors.
· Teaching and modeling appropriate behavior, along with implementing consequences for inappropriate behavior, is the best way to change unacceptable behaviors.
· Expected behaviors must be communicated, taught, and modeled on a daily basis.

· A safe and productive learning environment is maintained for all individuals at school and at school-related activities.
· Parents have a responsibility to ensure their children's behaviors do not take away from a safe and productive learning environment for others.
· Students and staff demonstrate respect for self, others, and their environment.

· Student conflicts are handled with respect for all individuals without the use of violence or threats.

HAZING/HARASSMENT/INTIMIDATION/BULLYING/MENACING/WEAPONS

Good conduct is expected of all students at all times. Courtesy, respect, and cooperation shown to students, staff, parents, and community members are the foundations of a good school.
Hazing/Harassment/Intimidation/Bullying/Menacing
USD 333 is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing or bullying (includes cyberbullying) by students, staff or third parties is strictly prohibited and shall not be tolerated on school property, in school vehicles, or at school sponsored activities.
Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or board. Individuals may also be referred to law enforcement officials.

U.S.D. 333 is committed to providing a positive and productive learning and working environment. Hazing, harassment (may be sexual or racial), intimidation, menacing, or bullying (includes cyber-bullying) by students, staff, or third parties is strictly prohibited and shall not be tolerated on school property, in school vehicles, or at school-sponsored activities.
Students whose behavior is found to violate this policy will be subject to discipline, up to and including expulsion. Staff whose behavior is found to violate this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to violate this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or board. Individuals may also be referred to law enforcement officials.

CMS and USD 333 policy define “bullying” as the activity of repeated aggressive, or behavior that is highly likely to be repeated, behavior intended to hurt another person or persons, physically, mentally, or verbally. Conflict engagement between students must meet the following 5 criteria to be considered bullying.

Examples of Possible Bullying Behavior:

1. Physical - Hitting, pushing, tackling, tripping, poking, tugging, or tearing at clothes.
2. Verbal - Calling of names, making verbal threats of physical acts (whether or not they are carried out).
3. Attacks on Property - Writing on lockers, taking objects to keep or display publicly, destruction of property.
4. Social or Relational - Ostracism, social exclusion, gossip/trash talking/rumor spreading, nonverbal gestures such as eye-rolling, directed laughter, or bullying.
5. Cyberbullying - Bullying by use of any electronic communication device through means including but not limited to, email, instant messaging, text messages, blogs, mobile phones, online games & websites (i.e. circulating electronic images or videos, insulting text messages, harassment through online games, harassment through social media).

The term "bullying" is many times misinterpreted within the setting of our schools. All conflict between students must not be interpreted as bullying. In the instance, there is retaliatory behavior (fighting back) by students who are bullied it could make determining the distinction between bullying and conflict difficult. However, in the case that

bullying is taking place, it will be handled strictly, thoroughly, and quickly by the administration per U.S.D. 333 policy.

There are four types of bullying: physical, verbal, relational, and cyberbullying. <u>Conflict engagement between students must meet all of the following 4 criteria to be considered bullying.</u>

- Intentional Unwanted Aggressive Behavior
- Repeated Behavior
- Must Involve a Perceived or Real Power Imbalance
- Cause Harm or Serious Lasting Problems

In the instance that bullying is found to be taking place, it will be handled strictly, thoroughly, and quickly by the administration in accordance with U.S.D. 333 policy.

- The "Bully" is referred to the administration for consequences.
- Parents of the Bully and victim are notified.
- The "Bully" is referred to Counselors for monitoring the progress of this problem.
- The victim is monitored closely by counselors.

In accordance with implementing and emphasizing the above bullying policy, Concordia Middle School utilizes character education and character development to support appropriate behavior towards others. At the beginning of each school year, students and staff will be educated in recognizing and reporting bullying to administration, counselors, and additional trusted adults.

Weapons: **Students shall not bring any type of weapon to school. Students shall be subject to discipline according to U.S.D. 333 and State Law if this occur**

Grading Scale for grades 5-6:

A = Excellent or 90% - 100%
B = Above Average or 80% - 89%
C = Average or 70% - 79%
D = Below Average or 60% - 69%
F = Failing; immediate attention and improvement needed or 59% and under

Teachers will use a variety of methods to report student progress to parents. Both parents and teachers have joint responsibility for student learning. Communication between home and school is strongly encouraged and helps to maximize the child's growth and development.
A variety of reporting methods are utilized including online student information and parent-teacher conferences. Parents and students are encouraged to monitor student progress through our online Parent Portal system (Power School). Information on how to access this is located at the back of this handbook. This is also available by contacting the office.

Academic Honesty:

Academic dishonesty is not acceptable. Cheating is defined as copying another student's work and claiming it as your own. Plagiarism is defined as the use of another person's original ideas or writing without giving credit to the true author. Both are prohibited. Materials taken from electronic sources are covered by this policy. A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question, as well as other disciplinary measures.

Homework Guidelines:

Homework serves as a threefold purpose in U.S. D. 333 schools. Homework is to practice and reinforce skills that are being learned, build skills for future responsibilities and is an extension of skills already learned. Research shows that appropriate homework is a key component to be a successful student. It takes a team of students, parents, and teachers, to guarantee homework is effective.

Student Responsibilities:

- Understand the importance of homework assignments.
- Know policies for incomplete or late homework.
- Write down and understand assignments.
- Ask questions; make sure you understand the assignment.
- Keep track and organize homework.
- Set a place and time to study.
- Return completed work on time.
- Don't expect to always enjoy homework.

Parent Responsibilities:

- Know the homework policies.
- Help students find the answer; don't do the work, serve as a consultant.
- Contact the teacher if the student does not understand.
- Be positive, encourage, and motivate your child.
- Set a time and place to study with supplies available- make it part of the daily routine.
- Guide students in keeping organized with homework.

- Be realistic about how many activities should compete with homework.

Teacher Responsibilities:

- Establish and articulate clear homework expectations and policies.
- Assign meaningful homework.
- Know that students have the skills necessary to do the homework.
- Differentiate assignments based on student needs and ability.
- Write down and articulate assignments and due dates.
- Be prompt with grading and feedback.

Textbooks:

All textbooks are furnished by the district and will be issued to the students at the beginning of the school year. These books must be checked in at the end of the school year. Textbooks are to be kept clean and handled carefully. **A replacement fee will be charged for abuse, misuse, or lost books. End-of-the-year report cards will not be issued until all books are returned and fines are paid.**

Honor Roll:

Gold Honor Roll: All A's (4.0)
Silver Honor Roll: A's & B's
Honor Roll students will be announced at the end of each nine weeks. CMS office staff will print certificates for each student and these will be handed out by the homeroom teacher. Honor Roll lists will be displayed on the entryway bulletin board.

Monthly Awards:

Each month four students are selected as Students of the Month (one 5th, and one 6th) and "PAWS"itive Counts (one 5th, one 6th) winners. Winners are announced at the start of each month. Photos and names of winners are displayed in the main hallway outside of the office and are printed in the Concordia Blade-Empire. "PAWS"itive Counts are given out by staff daily when a student is observed going above expectations. Student names are then entered into a drawing and each month the principal will draw one 5th grader and one 6th grader.
Student of the Month winners are selected by grade level staff. Each month, the principal is given the name of one 5th and one 6th grade student from their teachers.

Year-End Awards:

Each spring CMS will hold an awards assembly. At this time students receive the following awards:

- All A's = students maintained All A's on report cards at the end of each nine weeks.
- Accelerated Reader
- Perfect Attendance
- Cross Country run and Track Meet record breakers
- Citizenship
- Leadership

HOW TO ACCESS YOUR STUDENTS GRADES ON POWERSCHOOL

Go to https://www.usd333.com/
Click on **Parents**
Click on **PowerSchool Gradebook**
Enter User Name: **Student ID + first/last initial** (Example: 2345965aw)
Enter Password
If forgotten, click on Forgot Password or call office to have reset
Click **Sign In**
Your student's grades will be listed to view
Click on the grade to see individual assignment grades/teacher comments

DISCIPLINE

The U.S.D. 333 definition of discipline is as follows: A process designed to teach, model, and use appropriate strategies to reinforce the behaviors necessary to ensure a safe and productive learning environment by changing unacceptable behavior to acceptable behavior.

Belief Statements:

Teaching and learning, the intended curriculum for all students is our highest priority. Therefore, the misbehavior of one student….

- Will not be allowed to interfere with the learning opportunities of another student.
- Will not be allowed to interfere with the teacher's responsibility to teach all students.
- Will not excuse the misbehaving student from successfully completing the learning objectives.

1. Discipline is part of the daily routine. Every discipline situation is an opportunity to teach expected behavior.
2. Changing behavior takes time - self-discipline is the expected outcome.
3. Punishment by itself cannot change behaviors.
4. Teaching and modeling appropriate behavior, along with implementing consequences for inappropriate behavior, is the best way to change unacceptable behaviors.
5. Expected behaviors must be communicated, taught, and modeled daily.
6. A safe and productive learning environment is maintained for all individuals at school and school-related activities.
7. Parents have a responsibility to ensure their children's behaviors do not take away from a safe and productive learning environment for others.
8. Students and staff demonstrate respect for themselves, others, and their environment.
9. Student conflicts are handled with respect for all individuals without the use of violence or threats.

Good conduct is expected of all students at all times. Courtesy, respect, and cooperation shown to students, staff, parents, and community members are the foundations of a good school.

Detention Policy: Detentions may be assigned by staff members for not following school or classroom rules or expectations. Students will serve detentions as soon as possible after making arrangements for pick up with a parent or guardian.

In-School Suspension: Students may be assigned an in-school suspension by the building principal for violation(s of classroom expectations or violating expectations set by the CMS handbook. Parents or guardians will be notified. Students will complete classroom assignments.

Out of School Suspension: Students may be assigned out-of-school suspension for various violations of building or district expectations or policy.

Student Grievance Procedure:

Section I

If any person believes that the school district or any of the district's staff has inadequately applied the regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, and (3) Section 504 of the Rehabilitation Act of 1973, or Americans with Disabilities Act, he/she may bring forward a complaint which shall be referred to Derek Holmes 785-243-8853 (elementary school), Curtis Noon 785-243-2114 (middle school), and K 785-243-2452 (jr/sr high school). It should be understood by the individual(s) involved that a complaint can be made to the Office for Civil Rights without going through the school district's grievance procedures. The grievance procedures are to provide for a prompt and equitable resolution of a complaint.

Section II

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the school Section 504 coordinator, who shall, in turn, investigate the complaint and reply with an answer to the complaint. He/she may initiate formal procedures according to the following steps:

Step 1. A written statement of the grievance signed by the complainant shall be submitted to the school Section 504 Coordinator within five business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five business days.

Step 2. If the complainant wishes to appeal the decision of the school Section 504 Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five business days after receipt of the Coordinators response. The Coordinator and Superintendent cannot be the same individual. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten business days.

Step 3. If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the School District Board of Education within five business days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten business days of this meeting.

Step 4. The person can file a complaint with the Office of Civil Rights at any time before or during the grievance procedures. U.S. Dept. of Education office for civil rights, One Petticiat Lane 1010 Walnut Street, Suite 320 Kansas City, Missouri 64106. The school Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints per this procedure. A copy of each of the Acts and the regulations, on which this notice is based, may be found in the Coordinators office.

Parent Concerns/Complaints

It is the responsibility of the parent to contact the teachers or administrators they have a complaint with. This is to be done before moving to the next level of command (teachers→building administrators→superintendent→Board of Education)

SAFETY PROCEDURES

Fire Drills:

Fire drills will be held as required by state law during the school year. The signal for the fire drill is the continuous ringing of the fire alarm bell. To clear the building as quickly as possible, students should follow the fire drill directions posted in each classroom. Students are not to push, shove, run, or make unnecessary noise during the drill. Everyone should move to the sidewalk away from the school building and wait for the all-clear signal to be given. Students who are handicapped will be assisted from the building by their classroom teacher and/or a paraprofessional.

Tornado Drills:

Tornado drills will be held as required by state law. The tornado drill will be signaled by a continuous ringing of the classroom bells. Students are expected to move quietly through the halls. Students should follow the tornado drill directions posted in each classroom and accompany their teachers to the designated area. In the event of an actual tornado warning, students will not be allowed to leave the building unless picked up by their parents. Students who are handicapped will be assisted to a designated area in the lower level by their classroom teacher and/or a paraprofessional.

Emergency Crisis Drills:

Several times a year we will run Emergency Crisis Drills, as mandated by law. These drills may involve classroom lockdowns. Students will be notified in advance of these drills.

Working Canines:

U.S.D. 333 and Concordia Jr/Sr High School works with local law enforcement and KHP to provide an even safer and more secure campus. The dogs used are non-aggressive and are approachable by students, faculty, and staff while on campus. They detect most substances that are not wanted on campus, whether illegal or prescription, excluding tobacco. Dogs may be seen in CMS on occasion.

Emergency Closings:

If there is an emergency closing of Concordia Middle School, an announcement will be made as soon as possible on KNCK-1390AM, KNCK-98.3FM, the school website, and social media. School Messenger will also call the telephone number provided at enrollment. If it becomes necessary to dismiss school after the school day has already begun, an announcement of this dismissal will be made over the above stations and repeated at intervals as long as it is necessary.

In case of such dismissal, the children will be held at their respective schools until a parent/guardian or designee calls for them. No person is allowed to pick up a child unless authorized by the parent or guardian.

The above regulations are intended only in case of extreme weather emergencies.

Bicycles, Skateboards, Rollerblades, Scooters:

Students who ride their bikes to school are expected to park their bikes in the racks provided. If there is no room in the rack, they should park them close to the racks. For safety reasons, students are to walk bicycles on/off school property. Bicycle riders who do not obey all safety regulations will lose the privilege to ride a bicycle to school. Rollerblades, skates, skateboards, and scooters are not to be ridden until off the school property because of cars coming and going. Skateboards are to be left against the wall outside the doors of the school. Rollerblades, skates, and scooters are to be kept in the student's locker. Remember that each student must keep track of his/her possessions. It is not the responsibility of the teacher.

SCHOOL PROGRAMS AND EVENTS

D.A.R.E. (Drug Abuse Resistance Education):

Sixth-grade students will participate in the D.A.R.E. program sponsored by local law enforcement officials. The officers will deliver a 12 part curriculum to provide drug prevention information, enhance self-esteem, and improve decision-making skills. The officers not only visit classrooms but interact with the students during lunchtime and recess.

Human Sexuality Education:

Human sexuality is a subject that is taught as part of the Health and Physical Education curriculum at CMS in conjunction with the Cloud County Health Department. The classes will study an important lesson on the early stages of puberty, which many 5th and 6th graders are beginning to experience.

Field Trips:

Field trips can be an important part of the school program. A well-planned trip can be educational and enjoyable. Communication will be sent to the parents informing them of field trips and asking permission for their child to participate in. Parental permission will be obtained for each field trip. Students may be denied the privilege of field trips due to inappropriate behavior or academic eligibility.

Home & School:

The parent organization for CMS is Home & School. All parents are encouraged to attend Home & School meetings and become involved in this worthwhile group. This group does several fundraisers throughout the school year. They also provide volunteer help for various events. Home & School also provides funding for classroom parties and field trips. Parents may join by contacting the principal who will pass contact information on to the Home and School President.

Parties:

Parties will be held at the end of each semester for both academic success and responsible behaviors. To attend these parties, students will have to achieve their academic goals and maintain proper behavior. Note: The privilege to attend any or all parties may be lost if the student's behavior warrants.

- There are no individual classroom birthday parties or holiday parties. If a student wishes to bring treats for their homeroom, approval from their teacher is needed. Treats brought should meet the standards of the Wellness Policy and potential food allergies should be considered. Only prepackaged food will be allowed.
- If the pupils decide to honor their teacher with a party, the building principal should approve the party in advance.
- Personal gifts such as flowers, balloons, birthdays, and Christmas gifts will not be distributed at school. These need to be delivered to the student's home.
- Party invitations can be passed out at school only if ALL students in a classroom are included, or all

students of a given gender are included. If parents want only certain students of a class to be invited to a party the invitations should be mailed.

SCHOOL NURSE SERVICES

Through its health services, the school attempts to assess the health status of students and staff, to counsel students, parents, and staff to help prevent and control disease. The nurse will provide basic first aid care for injuries or sudden illness.

Vision and Hearing Screenings are administered annually for certain grades and for any student regardless of grade level upon teacher or parental request.

Student health records are maintained separately from academic records. All staff abides by the HIPPA requirements and maintain confidentiality of protected health information.

Students must receive a nurse pass from a classroom teacher before visiting the nurses office.

Immunization Policy:

The Board of Education's policy pertaining to immunization is in compliance with K.S.A. 72-5208, 5209, 5210, and 5211 and is as follows:

A. Upon first entrance to school certification must be presented to the appropriate school authority indicating the student has received or is in the process of receiving immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, rubella, mumps, chickenpox, and hepatitis B.

B. Health records received from other schools where a student had been in attendance will be acceptable; however, immunizations must include those required by the State of Kansas.

C. No student will be permitted to enter school unless the following provisions have been met:

1. Certificate of immunization for diseases listed in Item A.
2. In lieu of not having obtained the required immunization, the presentation of certification from a physician or local health department that student is in process of receiving the required immunization.
3. Parents of students who are not completely immunized or for whom records are not immediately available shall sign a statement that the entire series will be completed within 90 days of school entrance.

D. This policy includes all students unless medical or religious exemptions are taken. Such exemptions must be substantiated by a certificate from the physician and/or parent. Forms are available from the school nurse. Religious exemptions only need to be filled out once. Medical exemptions need to be filled out yearly.

E. The immunization program is carried on through the county health office and is available without cost to the family.

Medication Policy:

Present board policy states that if students require medication during the school day, school personnel may

administer the medication only if you meet all of the following criteria:

1. The medication is prescribed by a licensed physician or dentist.
2. The prescribing medical person sends written authorization that medication may be given at school.
3. The medication comes in the original container with the appropriate prescription label. The medication is accompanied by a note from the parent designating school personnel to administer the drug. The nurse has a form available. Please contact the office.

Head lice:

In the event that a student is excluded from school due to head lice, the district procedure is as follows: Students are required to remain home for 24 hours. Students will only be readmitted to school through the office, when treatment is completed, after being checked by the nurse and treatment is found to be satisfactory. For the best interest of the student and their learning, after a third occurrence, Department of Children and Families will be notified.

USD #333 Bed Bug & or Biting Insect* Policy

(*Biting insect referred to in this policy refers to Cockroaches, and/or Fleas)

It is The Policy of USD #333 that once a Bed Bug or Biting Insect has been found on a student's body, or evidence of infestation is found in a student's belongings, that the parent/guardian of that student will be notified and the student will be sent home. The school nurse will provide the parent with information/resources on treatment of the home and may provide information on assistance with cost of treatment if needed**. *Only those students with evidence of infestation will be sent home.** All of the affected student(s) classroom areas will be treated as a preventative precaution.

§ Students sent home for evidence of infestation will report to the Nurses Office first upon return to school. The nurse will check the students belongings and perform a skin check daily for two weeks after documented professional treatment of the home, or until no further evidence of infestation is found.

§ Students that are sent home will not be allowed to take home school owned items such as laptops, library books, or homework folders, ect, until the school has documentation of treatment of the home by a professional pest control agent.

§ Personal items of the affected student(s) (book bags, coats, jackets, ect.) will be stored in a plastic bag or tote in the nurse's office daily upon arrival after inspection by the school nurse. Students of classrooms affected will be required to keep their belongings in plastic bags for two weeks after the school receives confirmation of professional treatment of the affected home.

If Bed Bugs or other Biting Insects are found on the school premises (not physically on a student) The principal will notify Facilities Management. The school will seek guidance from a licensed professional pest control agent. The Principal or Superintendent, if warranted, will then notify the parents/guardians of students in the affected classroom(s)/school. Please refer to the USD #333 Bed Bug Response Flow Chart.

Wellness Policy:

U.S.D. 333 is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, nutrition education, physical activity, and integrated school-based wellness. Therefore, it is the policy of CMS that:

Nutrition:

1. **General Guidelines**
    - All school food service personnel receive required food safety training at a minimum of every five years. Continuing education training for all food service personnel meets federal and state requirements.
    - The dining area has seating to accommodate all students during each service period.
    - The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.
    - The dining area has adequate adult supervision.
    - The students are allowed to converse with one another for at least part of the mealtime.
    - Mealtime conversation is not prohibited for the entire mealtime as disciplinary action.
    - Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as disciplinary action.
    - Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving lines.
    - A Kansas product is served in the school meals program at least one time per week.
    - Students may bring water bottles. They need to be taken home weekly and sanitized.
    - Water bottles are to be used for water only. No soda, juice, or water additives.

2. **Breakfast**

- All school breakfasts comply with USDA regulations and state policies.
- At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.
- Students have the opportunity to eat breakfast.
- The district offers at least 15 minutes of "seat time" to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go options are available
- Breakfast After the Bell- offered to students after the beginning of the school day. Schools make breakfast accessible to all students. *Breakfast prices subject to change

3. **Lunch**

- All school lunches comply with USDA regulations and state policies.
- At least three different fruits are offered each week. Two fruits per week are served fresh.
- One additional ½ cup* vegetable offering weekly from and of three vegetable subgroups (dark-green, red/orange, dry beans, and peas).
- An additional 1 cup* vegetable offering weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans, and peas)
- Students have at least 20 minutes of "seat time" to eat lunch, not including time spent walking to/from class or waiting in line.

4. **All Food Sold in Schools**

- All foods and beverages sold in schools comply with USDA's Smart Snacks in Schools "All Food Sold in Schools" Standards from midnight before the 30 minutes after the end of the official school day.

- No energy drinks are sold on school property from midnight before to 30 minutes after the end of the official school day.
- USDA's Smart Snacks in Schools Beverage Standards for middle schools apply to high school (only 100% juice, water, milk).
- Fundraising within the school day meets USDA's Smart Snacks in School "All Food Sold in Schools" Standards (sans the exempted fundraisers).

3. Other Child Nutrition Programs
    - Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Care Snack Program, Fresh Fruit & Vegetable Program, and/or Summer Food Service Program comply with all federal regulations and state policies.

A full copy of the Wellness Policy can be obtained from the school nurse or Food Service Director.

BREAKFAST AND LUNCH PROGRAM

All Concordia Middle School students have the opportunity to eat breakfast and lunch at school or bring a sack lunch. Breakfast is served from 7:35-7:55 am, middle school lunch is from 10:55-11:25 am with each class taking 25 minutes. Meal costs for students and adults will be posted on the district website and updated annually in July. The school operates a hot lunch program with the main line and hamburger line. A deli sandwich line and chef salad line are also available and meet the National School Lunch guidelines. A garden bar providing fresh fruits and vegetables is available at all times. Ala carte items (cookies, parfait, fruit roll-ups, granola bars, etc) are also available on certain days.
Students bringing a sack lunch are not to bring soda with their meal. Milk may be purchased or a water cup will be provided with no charge. We welcome parents to eat with their students. Due to our Wellness Policy, outside food or drink is not permitted. Please contact the office ahead of time if you plan to have lunch with your son or daughter.

The forms that need to be completed to qualify for the Child Nutrition Program Benefits (free and reduced) will be provided to all U.S.D. 333 families in July. Completed forms must be returned to the Board of Education on or before the requested date. Forms will be available during the school year in the CMS office.

In order to receive special dietary considerations, allergy forms must be signed by your physician each year and given to the school nurse.

Payment to your student's school lunch account can be completed online through the school district website. You can also send cash or check to school with your student.

According to KSDE and USDA all school meal sponsors must have a policy in place by July 1, 2017, for children who are participating at the reduced price or paid rate, but either do not have money in their account or in hand to cover the cost of the meal at the times service. The policy must be communicated in writing to all households at the start of the school year and to families that transfer into the district/school during the school year. Sponsors need to ensure that all district and school staff responsible for any aspect of policy enforcement are also provided the policy (SP 46-2016).

U.S.D. 333 Unpaid Meal Policy

- The food service director will send email notices daily starting when the family balance reaches $10.00

- NEGATIVE balances of $90-$100: Inform families that no further charges to the account will be allowed after -$100.00
- Negative $100 and over: Discontinue charging lunches. Students must bring lunch or pay cash for individual lunches

- If a family turns in an application for free and reduced meals and qualifies for FREE meals, the student will be allowed to return to eating in the cafeteria. However, outstanding balances are still required to be paid in full or Kansas Set-Off claims will move forward.
- If the outstanding meal bill has not been paid by enrollment the next fall, district staff will file Kansas Set-Off for the outstanding amount.
- Families with graduating seniors who have completed all graduation requirements and have no other students enrolled in the district, or outstanding bills with the district, if they have a positive lunch balance will have their balance refunded by U.S.D. 333 through the board approval process by district staff upon receipt of a W-9. Any positive balances less than $5 will not be refunded due to staff time and the cost of mailing to do so.
- Any family withdrawing students from the district that has a positive lunch balance at the time of withdrawal has until June 1st of the school year from which they withdraw to request their lunch balance in writing from the School Nutrition Director, with the provision of an address for sending the monies to and completion of a W-9. If no written request is received for monies of families with withdrawing students that have a positive lunch balance, all funds become a permanent part of the School Nutrition Department budget.

TRANSPORTATION HANDBOOK

This handbook sets forth the policies and regulations for school bus riders in Unified School District No. 333, Concordia, Kansas. Please read carefully and discuss these regulations with your children.

District busses run various types of routes, including high school, middle school, elementary school, kindergarten, special education, preschool, and various combinations of other activities. Busses are on routes of some kind at almost any hour of the day.

Bus driver training is a continuous program in U.S.D. 333. At meetings held regularly each month, drivers study Safe and Defensive Driving, First Aid, CPR, Student Behavior Management, and other subjects related to bus operations. At the beginning of each year, bus drivers take an eight hour defensive driving class to ensure that all drivers have an opportunity to stay abreast of their requirements.

The transportation director maintains all vehicles within the school district. The busses are inspected daily for servicing, washing, and repairs. Every bus is equipped with a two-way FM-VHF radio. While within the district, all busses are in communication range. When breakdowns occur, a spare bus can usually be on the scene within minutes.

It is the intention of the Board of Education and the Transportation Department to provide the safest possible pupil transportation service. You, the parent, and the student can help by emphasizing keeping noise and movement at a minimum. Remember, every time drivers check on a disturbance, their eyes are taken off the road, and chances for an accident are increased.

If there are any questions, please contact the Transportation Office:

Transportation Director Office - 785-243-3518 Ext 2111
BOE Office - 785-243-3518
Concordia Jr/Sr High School (Grades 7-12) - 785-243-2452
Concordia Middle School (Grades 5-6) - 785-243-2114
Concordia Elementary School (Grades Pre-K - 4) - 785-243-8853
LCNCK - 785-243-3294
CAP - 785-275-3636 or 785-275-3593

Know Your Driver

Be sure you know the number assigned to your child's bus and then be sure to become acquainted with the driver. Problems are handled best when both parties feel free to call each other.

The School Bus Stop Law

Most people know that they are supposed to stop when a school bus is loading or unloading passengers. In most cases, routes are arranged so that children are not required to cross major highways, but they may need to do so, on certain county roads. Always be especially cautious when near a stopped school bus.

Routing

Bus routes are laid out with primary regard for safety, efficiency, and economy. Busses will be routed as close to homes as possible, but other considerations may make it necessary to have children walk a short distance. This distance is never over one-eighth of a mile. If a private drive is over one-eighth of a mile in length, the bus will pull in provided there is an all-weather road surface, adequate room to turn the bus around, and no overhanging tree branches.

When conditions warrant, mud routes will be in use. When mud routes are required, the bus will remain on blacktop or gravel roads.

Off Route Requests

Buses will not take children to destinations off the regular route. Upon a formal request, the driver may be able to accommodate a drop-off at another approved stop with Transportation Department approval.

Drivers are instructed not to leave a child at home if there appears to be no one there. Children will be returned to school when there is no one at home. Parents who are delayed in returning home should phone the school that their child attends. This will allow the driver to be notified of this fact.

Visitors

Children are allowed to have visitors ride with them provided there is enough room on the bus. A written request must be presented to the bus driver in advance - email is more efficient and preferred. If this is not possible, call the transportation office so that the bus driver may be informed.

Schedule Changes

If there is a change in your child's schedule, or the child will not be riding the bus, please be sure to send a note to the bus driver and the teacher. **Changes can be called in to the appropriate school office before 3 pm**. Those students riding busses will be placed on the bus unless the parent has sent a note to the teacher and the bus driver or telephoned in advance.

Notes for the teacher and bus driver are necessary when a bus student is to ride a different bus or when a non-bus student is to ride home with a bus student. **A bus pass must be obtained from the school office.**

Bus Expectations

Be safe and respectful by:

- Staying in seats at all times
- Listen to driver instructions
- Use inside voices

Respect the bus by:

- Picking up your trash
- No food or drink on the bus

- Not damaging the bus

Respect each other by:

- Not yelling
- Not fighting
- Not pushing

When Expectations are Followed:

- Students will be greeted by a driver with a polite familiar face daily whose focus is always on the road ahead.
- Students will enter each bus safely and comfortably
- Students will arrive at school or home safely, having enjoyed a safe, positive experience on a U.S.D. 333 bus.

When Expectations are Not Followed

The U.S.D. 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather, emergency evacuation drills, or student discipline. All discipline referrals for poor bus behavior will be first handled by each respective building principal with consequences as outlined in each building's respective student handbook. In the instance the behavior is not corrected or is extremely severe, the Transportation Director will become involved with a face-to-face parent meeting. Transportation privileges may be suspended for a specific number of days or the remainder of the school year, depending on the severity of the misbehavior.

Inclement Weather Procedures

The U.S.D. 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather or emergency evacuation drills. When decisions are made to run busses late or not to run at all, an announcement will be made as soon as possible through our School Messenger system, www.usd333.com, Facebook, Twitter, as well as KNCK radio 1390am, 94.9fm.

The Board of Education has indicated when there is any doubt about a situation: the decision will be in favor of not running the busses which might endanger the safety of children.

State law requires that twice a year school busses must conduct an emergency evacuation. Your child may bring home a note asking for your permission to help with the evacuation.

PARENTS RIGHT TO KNOW

U.S.D. 333 complies with the Parent's Right to Know requirements in the No Child Left Behind Law. The requirements listed below apply to all Title I schools.

The first requirement is the annual notification to parents. The notification is to be distributed to parents of all of the children in the Title I school. The notification should explain that parents may request information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

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

Districts must maintain copies of the above annual notifications that are sent to parents. These must be available for review during Local consolidated Plan (LCP) onsite monitoring visits. The LCP contact in each district should obtain copies from each Title I school.

The second notification requirement relates to the highly qualified teacher criteria. Title I schools are to notify each parent when his or her child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Whenever the second type of notification occurs in your district please send KSDE a copy of the letter(s) sent to parents. The LCP contact in each district should inform the principals in all Title I schools of this requirement. The copies should be sent to Colleen Riley, 900 SW Jackson, Topeka, KS 66612, or criley@ksde.org. Please contact the Title Programs & Services Team if you have questions.

Annual Notification of Rights under Family Educational Rights Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Concordia Elementary, Concordia Middle, and/or Concordia jr/sr high school receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make access arrangements and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal or appropriate official, clearly identify the part of the record they want to be changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request)

   4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school complies with the requirements of FERPA.

   The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office

U.S. Department of Education
400 Maryland Ave, SW
Washington D.C. 20202

See the list below of the disclosures that elementary and secondary schools may make without consent:

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student if the disclosure meets certain conditions and is found in $99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, $99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosure. A school may disclose PII from the education records of a student without obtaining the prior written consent of the parents or the eligible student -

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of $99.34
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such s the State Educational Agency (SEA) in the parent or eligible student's state. Disclosures under this provision may be made, subject to the requirements of $99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities make further disclosures of PII to outside entities that are designated by them are as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.
- To organizations conducting studies for, or on behalf of, the school, to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or © improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "Directory Information."

PROTECTION OF PUPIL RIGHTS

Parents shall have the right to inspect any survey created by a third party before it is administered or distributed to students in the school. Before distribution, parents shall have the right to inspect any survey that seeks information about political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written Permission Required:
If such a survey is funded in whole or in part by federal funds, a survey that seeks this information shall not be administered without the express written consent of the parent. If the survey is not federally funded, parents must be given direct notification of the survey, through U.S. mail or email, and provided with an opportunity to opt their child out of the survey. If the survey is part of the curriculum, parents shall have the right to inspect any instructional materials used in conjunction with the survey.

Physical Examinations:
Before the administration of any non-emergency, invasive examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, the school shall provide parents with notice of the activity and provide parents with an opportunity to opt their child out of the activity. This requirement does not apply to routine dental, hearing, and vision screening required under Kansas Law.

Parental Rights: Marketing Information:
If the school collects, discloses, or uses personal information from students for the purpose of marketing or selling that information, parents shall have a right to inspect any instrument used for the collection of such information before it is administered or distributed to students in school. Parents shall be provided with notice of such activities involving the collection and disclosure of personal information from students for the exclusive purpose of developing evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments are used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Civility Statements

The District has established Conduct and Civility Guidelines to set clear expectations and procedures to support a welcoming, collaborative, and safe environment. The purpose of these guidelines is to ensure that all meetings are undertaken in an environment of mutual respect and consideration reflected in the language, attitude, and conduct of all attendees. These guidelines are not intended to impede freedom of expression but to maintain the student-focused nature of the meeting process and integrity of the educational environment.

All attendees will treat others with respect and expect the same in return. All attendees shall silence their mobile devices; be courteous to one another; respectfully consider all ideas, input, and information provided; and communicate in a manner that is mindful of how others will receive the information. Attendees shall refrain from conduct that causes a disruption, is threatening, uses loud or offensive language, or causes property damage.

The meeting Administrator will maintain an orderly process and attempt to resolve concerns during the meeting under these guidelines. The Administrator may table an issue for further discussion, allow for a brief break, or, in the event that an attendee is unwilling or unable to adhere to the Guidelines such that the meeting cannot continue in a collaborative and mutually respectful manner, the administrator ay discontinue and reschedule the meeting for a mutually agreeable future time or date.

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

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

Definitions

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

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

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

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

"Law enforcement officer" and "police officer" mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or

traffic law of this state or any Kansas municipality. This term includes a campus police officer.

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

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

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

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

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

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

"School security officer" means a person who is employed by a board of education of any school district for

the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

"Seclusion" means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;

- Using chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, ***except***:

- Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
- Any device used by a certified law enforcement officer to carry out law enforcement duties; or
- Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or

ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment, or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

GAAF Emergency Safety Interventions GAAF-5

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

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

significant physical harm to the student or others.

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

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

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

request.

Notification and Documentation

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

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to

transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

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

navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

- Date and time of the ESI,

- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,
- Whether the student had an individualized education program at the time of the incident,

- Whether the student had a section 504 plan at the time of the incident, and
- Whether the student had a behavior intervention plan at the time of the incident.

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

intervention plan, or amend the behavior intervention plan if already in existence.

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

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

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of

state law or board policy, the parent may file a complaint as specified below.

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

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

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

the findings of fact and recommended corrective action, if any, to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of

education and shall be mailed to the parents and the state department within 30 days of the board's receipt of the formal complaint.

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

Approved:

KASB Recommendation – 6/13; 12/13; 6/15; 6/16; 6/18; 12/18

CONCORDIA JUNIOR/SENIOR HIGH SCHOOL
STUDENT-PARENT/GUARDIAN HANDBOOK

2022-2023



436 W. 10th

Concordia, Kansas

66901

JR/SR HIGH PHONE (785) 243-2452

FAX (785) 243-8805

DISTRICT MISSION STATEMENT

"Our Mission is to create and to maintain an environment that ensures: *ENGAGED LEARNING,* *EFFECTIVE TEACHING,* *TRUSTING RELATIONSHIPS,* so that all members of the school community reach their highest level of academic achievement."

NOTICE OF NONDISCRIMINATION

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementation Education Amendments of 1972/Americans with a Disability Act or Section 504 of Rehabilitation Act of 1973; and all other Federal, State, School rules; laws, regulations, and policies, the Concordia Schools, U.S.D. 333, shall not discriminate on the basis of sex, race, color, national origin, or handicap in the educational programs or activities which it operates.

It is the intent of Concordia, U.S. D. 333, to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents and employees who feel discrimination has been shown by the School/District/Agency.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

Quentin Breese, Superintendent of Schools, Section 504 Coordinator
217 West 7th Street
Concordia, Kansas 66901
785-243-3518
Title IX Complaints can also be filed with the Office for Civil Rights.
U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, Missouri 64114

All students attending Concordia, U.S.D. 333 may participate in education programs and activities, including but not limited to health, physical education, music, and vocational and technical education, regardless of race, color, national origin, age, handicap or sex.

CHS FIGHT SONG

Stand up and cheer for dear Concordia;
Stand up and shout for CHS
Her students, teachers we all think the best;
And though she's still quite young,
She'll always stand the test.
For tried and true already she has won;
Her banner to the breezes bravely flung;
For dear Concordia we are proud of you.
We'll cheer for you, the best school of all.

HAIL TO THEE, CONCORDIA

(Alma Mater)

Hail to Thee, Concordia
Hail to Thee, Concordia
Hold your colors High!
Loyal we will be
There's for you a destiny,
You'll fulfill your destiny,
Higher than the sky!
Always you'll be free!
Red for courage splendid,
Always strong in battle,
O Hail to Thee Concordia
Never fearful flee,
May those colors fly!
We'll remember thee!

COLORS

RED/WHITE

MASCOT

PANTHER

Welcome to
Concordia Junior-Senior High School
2022-2023

Dear Students and Parents/Guardians,

It is with great excitement that we welcome you to Concordia Junior-Senior High School. We look forward to working with you throughout this school year. In order to maximize the learning experience for each student, it is essential that educators, parents/guardians, and students work together in order to create a safe, meaningful, engaging, and challenging environment. Concordia Junior-Senior High School provides a number of opportunities for you to be successful both in and out of the classroom. I encourage and challenge you to explore these opportunities, to get out of your comfort zone by trying something new, and to make this a memorable school year.

The information contained in this student-parent/guardian handbook is offered as a guide to assist us in maintaining an atmosphere conducive to learning. We strive for students to act with PANTHER PRIDE (Presence, Responsibility, Integrity, Diligence, and Ethics), the characteristics, traits, and attitudes identified to be successful at CJSHS. We encourage students and parents/guardians to read the handbook together at the start of the school year in order to understand the basic guidelines, expectations, and procedures at CJSHS.

We thank you for being a vital part of our learning community. Please do not hesitate to call the school at any time if you have questions and/or concerns. I am looking forward to a successful school year at Concordia Junior-Senior High School.

Kale Katt

Principal, Concordia Junior-Senior High School

TABLE OF CONTENTS

Faculty, Staff and Administration	5
Statement of Compliance	7
Student Services	10
Attendance	14
Rules and Expectations	17
Academics and Grades	28
Activities and Athletics	39
Guidance Office and Student Services	45
Safety Procedures	47
Transportation Handbook	48

BOARD OF EDUCATION POLICY AND NEGOTIATED AGREEMENT TAKE PRECEDENCE OVER THIS DOCUMENT

ADMINISTRATION, FACULTY AND STAFF

Board of Education

Mr. Bryan Bombardier	President
Mr. Mark Nordell	Member
Mrs. Nancy Owen	Member
Mr. John Culley	Member
Mr. Tony Miller	Member
Mr. Kevin Pounds	Member
Mr. Brad Berk	Member

Central Office Administration

Mr. Quentin Breese	MS, Wichita State	Superintendent

CJHS/CHS Building Administration

Mr. Kale Katt	MS, Baker University	Principal
Mr. Chad Eshbaugh	MS, Pittsburg State University	Assistant Principal/AD

CJHS/CHS Faculty

Ms. Jenny Acree	MS, Fort Hays State	Language Arts//Digital Media
Ms. Cyndi Atwell	MS, Kansas State	CJSHS School Counselor
Mr. Dustin Bender	M.Ed, Doane College	Science
Ms. Ashley Billings	BS, Kansas State	Language Arts
Ms. Alisha Blackwood	BS, Fort Hays State	Physical Fitness
Ms. Ashley Blain	MA, Kaplan University	English
Ms. Rio Brown	BA, Kansas Wesleyan	Physical Education
Ms. Ashley Carlgren	BS, Kansas State	Social Science
Ms. Jordan Champlin	BS, Kansas State	Social Work
Mr. Quentin Clark	BS, Kansas State	Science
Mr. Michael Cyr	BS, Fort Hays State	Math
Ms. Robin Daniels	BS, Kansas State	Math
Ms. Bailey Echer	MS, Fort Hays State	CJSHS School Counselor
Mr. Jordan Echer	BA, Fort Hays State	Strength/Conditioning
Ms. Danielle Friesen	MS, Concordia Univ	Language Arts
Ms. Diana Gering	CCCC/American Red Cross	CNA
Mr. David Gieber	BS, Fort Hays State	Business
Mr. David Goodwin	MS, Fort Hays State	Special Education
Mr. Rowe Hinkle	BS, Fort Hays State	Social Science
Mr. Skyler Hittle	BS, Fort Hays State	Social Science
Mr. Dan Hyman	BS, Pittsburgh State	Manufacturing

Ms. Melissa Hyman	BS, Fort Hays State	Special Education
Ms. Melinda Isaacson	BA, Kansas Wesleyan	Language Arts
Mr. Bruce Jacobs	MS, Emporia State	Science
Ms. Leslie Jessup	BFA, Fort Hays State	Art/FCS
Ms. Gena Kearn	MLS, Fort Hays State	2D Art
Ms. Alexis Koops	BA, Kansas Wesleyan	Special Education
Ms. Rachel Lord	BFA, Kansas State	3D Art
Ms. Morgan McCabe	BS, Kansas State	Vocal Music
Ms. Jamie Meyer	MS, Kansas State	Math
Mr. Zachary Morris	BS, Emporia State	Debate/Forensics/Language Arts
Ms. Krystal Nelson	BS, Kansas State	Vocational Agriculture
Ms. Kathy Poore	MS, Drake Univ.	Science
Ms. Tawni Retter	BA, Kansas State	Librarian
Mr. Michael Roe	BS, Washburn	Math
Mr. Stuart Roegge	BME, Fort Hays State	Instrumental Music
Mr. Gene Rundus	BS, Kansas State	Directed Learning
Mr. Keaton Snavely	Pittsburg State	Woods
Mr. Chris Stiles	BA, Univ. of Montana	Language Arts
Ms. Margaret Timme	BS, Oral Roberts Univ	Spanish
Ms. Morgan Trost	BS, Wichita State	Social Science
Mr. Brad Wildeman	BS, Fort Hays State	Science
Mr. Shawn Woolsey	MS, Emporia State	Special Education

School Nurse

Ms. Danielle Lambert	School Nurse

Clerical Staff

Ms. Nancy Holbert	Secretary, CJSHS Counseling Office
Ms. JoDee Ball	Secretary/Athletics, CJSHS Office
Ms. Martina Gieber	Secretary CJSHS Office
Ms. Niki Henderson	Secretary CJSHS Office

Custodians

Mr. John Turner	Head Custodian
Mr. Bill Cave	Custodian
Mr. Ryan Rank	Custodian
Ms. Hannah Gartung	Custodian
Ms. Mink Gartung	Custodian
Mr. Colton Martin	Custodian

STATEMENT OF COMPLIANCE

Civil Rights Compliance

It shall be the goal of the district to achieve an educational environment that is free from discriminatory insults, intimidation, or harassment due to race, color, religion, sex, age, national origin or handicap status.

The USD #333 does not discriminate on the basis of race, color, national origin, sex or handicap in admission or access to, or treatment of employment in its program and activities.

Student Grievance/Procedure

Section I

If any person believes that the school district or any of the district's staff has inadequately applied the regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, and (3) Section 504 of the Rehabilitation Act of 1973, or Americans with Disabilities Act, he/she may bring forward a complaint, which shall be referred to as a grievance, to the School District's Section 504 Coordinator, It should be understood by the individual(s) involved, that a complaint can be made to the Office for Civil Rights without going through the school district's grievance procedures. The grievance procedures are to provide for a prompt and equitable resolution of a complaint.

Section II

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the school Section 504 Coordinator, who shall in turn investigate the complaint and reply with an answer to the complaint. He/she may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the school Section 504 Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the school Section 504 Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Coordinator and Superintendent cannot be the same individual. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the School District Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

The person can file a complaint with the Office of Civil Rights at any time before or during the grievance procedures: Office for Civil Rights,10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153-1367, (816)880-4200. The school Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations, on which this notice is based, may be found in the Coordinator's office.

Parent/Guardian Concerns

It is the responsibility of the parent or guardian to contact the teachers or administrators with whom they have a concern. This must be done before moving to the next level of command (teachers→building administrators→superintendent→Board of Education)

Civility Statements

The District has established Conduct and Civility Guidelines to set clear expectations and procedures to support a welcoming, collaborative, and safe environment. The purpose of these guidelines is to ensure that all meetings are undertaken in an environment of mutual respect and consideration reflected in the language, attitude, and conduct of all attendees. These guidelines are not intended to impede freedom of expression but to maintain the student-focused nature of the meeting process and integrity of the educational environment.

All attendees will treat others with respect and expect the same in return. All attendees shall silence their mobile devices; be courteous to one another; respectfully consider all ideas, input, and information provided; and communicate in a manner that is mindful of how others will receive the information. Attendees shall refrain from conduct that causes a disruption, is threatening, uses loud or offensive language, or causes property damage.

The meeting Administrator will maintain an orderly process and attempt to resolve concerns during the meeting under these guidelines. The Administrator may table an issue for further discussion, allow for a brief break, or, in the event that an attendee is unwilling or unable to adhere to the guidelines such that the meeting cannot continue in a collaborative and mutually respectful manner, the administrator may discontinue and reschedule the meeting for a mutually agreeable future time or date.

AdvancEd

Commission on Accreditation and School Improvement

AdvancED brings together more than 100 years of experience and the expertise of the two largest US-based accreditation agencies — the North Central Association Commission on Accreditation and School Improvement (NCA CASI), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Concordia High School is one of the oldest continuously accredited members of the North Central Association. CHS has been a member of this association since 1910. **In 2010, Concordia High School received their 100 years of continuous accreditation award.** USD 333 began the district-wide accreditation process in 2005.

Vision, Mission and Values

Vision

The vision of AdvancED is to be the leader in advancing excellence in education worldwide so that every student is prepared for success in an ever-changing and diverse world.

Mission

The mission of AdvancED is to advance excellence in education worldwide through accreditation, research, and professional services.

Core Values:

Education-We believe in the power of education to change the world. We are committed to raising the quality of education for every student across the globe.

Excellence-We stand for excellence. We expect excellence of ourselves and our schools/districts in every area of endeavor. As a learning organization, we are constantly improving our work for the ultimate benefit of schools, districts, students, and parents.

Leadership-We exhibit leadership at all levels of the organization, from the global level where we provide an international voice for the education profession to the local level where we support schools, districts, and students in their quest for excellence.

Service-We place schools, districts, and students first. A spirit of service permeates our work. This spirit of service extends to our employees and volunteers whom we treat as our most valuable resource.

Integrity-We adhere to the highest ethical standards and conduct. We treat others with fairness and respect. We conduct our work to build and ensure public trust.

Innovation-We foster an innovative climate where new ideas and solutions are encouraged, tested, and shared. We seek solutions that are meaningful, relevant, and user-friendly.

Teamwork-We view teamwork as critical to success in our decentralized structure. We collaborate effectively to achieve desired results. We communicate openly and honestly.

Data-Based Decision Making-We gather and analyze data relevant to the achievement of our vision and mission. We use data to make informed decisions and improve our processes.

Results-We hold ourselves and our schools/districts accountable for achieving desired results. We are committed to helping schools/districts improve student achievement and school/district effectiveness.

AdvancED Accreditation Standards for Quality School Systems

- Purpose and Direction
- Governance and Leadership
- Teaching and Assessing for Learning
- Resources and Support Systems
- Using Results for Continuous Improvement

In 2010, Concordia High School received their 100 years of continuous accreditation award.

STUDENT SERVICES

CJSHS BELL SCHEDULE

Modified Block Schedule - CJSHS 2021-2022 School Year

Monday "Panther Day":

1st hour:	8:00 am -8:50 am
2nd hour:	8:54 am -9:44 am
3rd hour:	9:48 am-10:35 am
4th hour:	10:42 am-11:32 am
5th hour:	11:36am -1:00 pm
7th & 8th Grade Lunch	*11:35* am – *12:00* pm
HS 1st Lunch	*12:05 pm – 12:30 pm*
HS 2nd Lunch	*12:35 pm– 1:00 pm*
PAWS (6th hour):	1:04 pm-1:34 pm
7th hour:	1:38 pm-2:28 pm
8th hour:	2:32 pm-3:22 pm

Tuesday "Panther Day"

1st hour:	8:00 am -8:50 am
2nd hour:	8:54 am -9:44 am
3rd hour:	9:48 am-10:35 am
4th hour:	10:42 am-11:32 am
5th hour:	11:36am -1:00 pm
7th & 8th Grade Lunch	*11:35 am – 12:00 pm*
HS 1st Lunch	*12:05 pm – 12:30 pm*
HS 2nd Lunch	*12:35 pm– 1:00 pm*
PAWS (6th hour):	1:04 pm-1:34 pm
7th hour:	1:38 pm-2:28 pm
8th hour:	2:32 pm-3:22 pm

Wednesday "Red Day" – Odd Block Schedule

1st hour:	8:00 am – 9:39 am
3rd hour:	9:45 am– 11:24 am
5th hour:	11:30 am – 1:39 pm
7th & 8th Grade Lunch	*11:35* am– *12:00 pm*
HS 1st Lunch	*12:05 pm – 12:30 pm*
HS 2nd Lunch	*12:35 pm – 1:00 pm*
7th Hour	1:46 pm– 3:22 pm

Thursday "White Day" – Even Block Schedule

6th Hour PAWS:	8:00 am– 9:39 am
2nd hour:	9:45 am– 11:24 am
4th hour:	11:30 am – 1:39 pm
7th & 8th Grade Lunch	*11:35* am – *12:00 pm*
HS 1st Lunch	*12:05 pm– 12:30 pm*
HS 2nd Lunch	*12:35 pm– 1:00 pm*
8th Hour	1:46 pm– 3:22 pm

Friday "Panther Day"

1st hour:	8:00 am -8:50 am
2nd hour:	8:54 am -9:44 am
3rd hour:	9:48 am-10:35 am
4th hour:	10:42 am-11:32 am
5th hour:	11:36am -1:00 pm
7th & 8th Grade Lunch	*11:35* am – *12:00* pm
HS 1st Lunch	*12:05* pm – *12:30 pm*
HS 2nd Lunch	*12:35 pm– 1:00 pm*
PAWS (6th hour):	1:04 pm-1:34 pm
7th hour:	1:38 pm-2:28 pm
8th hour:	2:32 pm-3:22 pm

Locker Regulations

Locker assignments will be assigned at the time of enrollment.

- All lockers are the sole property of the school. They are loaned to students for their convenience. **DO NOT LEAVE VALUABLES OR MONEY IN LOCKERS. DO NOT GIVE YOUR COMBINATION TO OTHER STUDENTS.**
- Students are expected to keep their lockers neat and arranged.
- Student lockers are for the convenience of the student. This privilege can and will be taken away if the student abuses the privilege by abusing the locker. The locker belongs to the school and can and will be inspected by the Administration periodically.
- Lockers are to be locked; no foreign objects should be used to jam the locking mechanism.
- Gym lockers will be assigned and locks will be issued. It is the student's responsibility to see that his/her gym locker is kept locked. (A charge of $4.50 will be assessed if the lock is lost).
- USD 333 and CJHS/CHS are not responsible for lost or stolen items.

Driving Regulations

In order to maintain a safe and orderly environment, students are requested to drive with care around the building anytime classes are in session. The SRO will be notified of problem drivers and warrants may be issued. Students are not to park in any reserved area; reserved areas are most commonly marked by curbs painted white. Those students with permits to park in the school parking lot should not double park, park down the center or park in any other way which might block any other vehicle from leaving. Students who violate parking lot regulations could lose privileges for the remainder of the school year. Vehicles not parked in designated parking stalls may be towed at owner expense. If a tow truck is dispatched to tow a vehicle, the student will be required to pay the service call even if they move their vehicle before the tow truck arrives. Administration may reassign parking spots as needed.

Library Media Center

The library will be open to students from 7:35 A.M. to 3:45 P.M. most school days. Students must have permission prior to visiting the library media center. Regular books may be checked out for two-week periods.

PAWS: The library media center is not a social venue during PAWS; therefore, students need to plan ahead and pick up a pass from the library media center before PAWS begins. Students will need to get that pass signed by their PAWS teacher and bring it with them to the library media center. PAWS teachers may or may not elect to allow students with a pre-signed pass to go to the library media center. Students who are not studying or using the library resources will be sent back to their PAWS class and may be restricted from using the library media center in the future.

Lost Books and Materials

Any lost book or material is to be reported as soon as it is known that it is lost. Cost of the replacement of books or materials will have to be paid before the end of the semester.

Cafeteria and Lunch Hour

Meal Prices 2021-22

Meal Prices	Breakfast	Lunch	Milk
CES	$1.60	$2.55	.35
CMS/CJSHS	$1.65	$2.85	.35

ADULT	$2.25	$3.85	.35
HEADSTART/BRANTS	$1.90		

Reduced Prices

Breakfast at all buildings	.30
Lunch at all buildings	.40

Extra Milk	.35

- The school operates a closed noon hour schedule. All students must report to the cafeteria during their lunch period. Students are not allowed to leave the building to eat lunch, except for those students with Red and Gold Cards or students who have prior approval through a principal.

- The school operates a hot lunch program with a main line and hamburger line. A deli sandwich line and chef salad lines are also available and meet National School Lunch guidelines. A garden bar providing fresh fruits and vegetables is available to all lines. Ala carte items are also available. Prices of meal tickets are established by the Board of Education and updated each July on the district website.

USD 333 UNPAID MEAL POLICY
The following UNPAID MEAL POLICY has been adopted by the USD 333 Board of Education.

- Food service director will send email notices on a daily basis starting when the family balance reaches $10.
- NEGATIVE Balance of $90-$100: Inform families that no further charges to the account will be allowed after NEGATIVE $100.
- NEGATIVE $100 and over: Discontinue charging lunches. Students must bring lunch/or pay cash for individual lunches.
- If a family turns in an application for free and reduced meals and qualifies for FREE meals, students will be allowed to return to eating in the cafeteria. However, outstanding balances will still be required to be paid in full or Kansas Set-Off claims will move forward.
- If the outstanding meal bill has not been paid by enrollment the next fall, district staff will file Kansas Set-Off for the outstanding amount.
- On-Line payment option: An on-line payment option is available to families for ease of paying outstanding debt.
- Families with graduating seniors who have completed all graduation requirements and have no other students enrolled in the district, or outstanding bills with the district, if they have a positive lunch balance will have their positive balance refunded by USD333 through the board approval process by district staff upon receipt of a W-9. Any positive balances less than $5 will not be refunded due to staff time and cost of mailing to do so.
- Any family withdrawing students from the district that has a positive lunch balance at the time of withdrawal, has until June 1st of the school year from which they withdraw, to request their lunch balance in writing from the School Nutrition Director, with provision of an address for sending the monies to and completion of a W-9. If no written request is received for monies of families with withdrawing students that have a positive lunch

    - Daily meals may be purchased in the cafeteria.
    - When dismissed for lunch, students are expected to get into the serving line promptly and quietly without running or shoving.
    - Concession stand food, competitive foods and carbonated beverages are not to be sold or served during meal times.

- Students are to return trays, milk cartons and silverware to the conveyor belt and properly dispose of trash and waste.
- Applications for free or reduced meals according to government guidelines may be filled out during enrollment or in the Food Service Director's Office. https://secure.ezmealapp.com/ApplicationScreen.aspx

- Students are expected to maintain self-discipline during lunch time. Students not able to maintain self-discipline in the cafeteria will eat elsewhere.
- Students are expected to remain in the cafeteria area for the duration of their lunch period.
- Because of the number served in the cafeteria, it is important that all students use common courtesy and manners in eating.

Bus Transportation

- Students riding school buses may be assigned seats and will be under the direct supervision of the bus driver.
- Infraction of the bus rules may call for disciplinary measures and/or loss of bus privileges.
- Any student who is involved with athletics or activities will be required to utilize transportation made available by the school district for various events such as "away games and matches", "music festivals", and "field trips", etc.
- If a parent wishes to take their own child home from such an event, they may do so upon making prior arrangements with the sponsor and/or the building principal through a **written request.** Exceptions to this rule need to be cleared through a building principal in advance. Students will not be released to anyone but a parent.

- **All 7-12 Bus students will enter through the Southwest 11th Street Entrance**

Telephone

To limit the number of interruptions to the teaching and learning process, the office staff follows a policy of delivering telephone messages rather than calling students to the telephone during class periods. Students may make phone calls before school, after school or between classes in the event of an emergency.

Policy on Past Grads and Visitors

- **All visitors will need to report to the main office.**

- Students who have someone frequently bringing them to school, waiting to pick them up, or meeting with them at the school are requested to please ask him/her to stay out of the building. Good-byes should be said before the student enters the building. Anyone waiting to pick students up during the day or after school should wait for them in the car.

Lost and Found Articles

- Students are asked to turn any articles found into the main office. Anyone losing an article should notify the office as soon as possible. Students should not bring money or items of value to school. If students choose to do so, they should keep these items on their person at all times.
- The school is not responsible for items lost/stolen at school.
- All items not picked up by the end of each quarter will be donated for the good.

Assemblies

There will be various educational and entertainment assemblies sponsored during the year. College and university groups and local school groups will give assemblies for the student body.

- Courtesy is a must for all assemblies.

- Students are expected to give the speaker or performing group their attention and cooperation so that everyone in the auditorium can hear the program.
- Students disrupting assemblies will be removed and privileges suspended.
- CJSHS is judged by outsiders on the basis of assembly conduct. At pep assemblies, students are expected to cooperate with the cheerleaders, speakers, and band.

All pep assemblies or other assemblies must be scheduled in advance by the sponsor through the administration.

ATTENDANCE

Attendance Policy

One of the most important parts of a student's permanent record is attendance. Regular and punctual attendance by all students is necessary for the proper functioning of the entire school. One of the major causes of failure in secondary school is absenteeism.

Kansas law requires compulsory attendance at school; statute 72-1111 states that "every parent or person acting as parent in the state of Kansas, who has control over or charge of any child who has reached the age of 7 and under the age of 18 and has not attained a high school diploma or GED credential, shall require such child to be regularly enrolled in and attend continuously each school year."

Kansas Statute 72-1113 discusses enforcement of compulsory school attendance, and requiring school boards to establish policy identifying excused and unexcused absences; our board has established the following for excused and unexcused absences:

Excused:

1. Illness- (severe injury or illness: too severe or contagious for the student to attend class), with a parent's call or note, or a doctor's note, or the school nurse
2. Dental or clinical appointments, legal appointments, or school sponsored activity.
3. Prearranged excuses for funerals, family trips, outside organizations, or any other absence the principal gives prior approval for.
4. Severe weather that makes it impossible or impractical.

Unexcused:

1. Skipping school.
2. Non-arranged absence.
3. Leaving school without permission.
4. Absent from regularly assigned class.
5. Leaving for lunch without parent/guardian permission or prior approval from administration.

School law goes on to explain truancy as a student who misses 3 consecutive days unexcused, 5 days in a semester unexcused, or 7 days in a year unexcused.

Ten Absences: Once a student has accumulated ten absences per year, any additional absences will be considered UNEXCUSED and handled as an unexcused absence. Exceptions to this policy are absences that can be verified by a physician. It is the expectation of the student/parent to provide the physician documentation to the office. This policy does NOT automatically excuse a student for his/her first ten absences from school, as the administration has the final authority to determine whether or not any absence will be excused. *Documentation will be required from a physician after ten (10) absences.*

- Please fill out a Planned Absence Request Form "Blue Form" for all prearranged absences. We will work with you if you work with us. This helps all of us to avoid the issues of truancy as defined in school law in our state.

- **Understand that a parent phone call to excuse a student, for personal reasons, may not be an excused absence.** Only the administration can excuse an absence, because law states that a child attending public school is attending under the compulsory attendance law. They are to be at school, unless they fall under an excused absence, as stated above. The administration are also the truant officers and are bound by state law to enforce attendance and truancy law.

- Our automated calling system is activated at 8:45 am. It will call parents who have not notified the school of their student's absence. After this call is made by our automated calling system, absences will be unexcused except for unusual circumstances. The administration will have final authority on this.

Planned Absence: If a student knows in advance that he/she will have a personal absence, he/she must have a Planned Absence form "blue form" signed by all his/her teachers and the Principal before it is turned in to the office. The form must be turned in prior to the planned absence. These forms may be picked up in the office.

A student shall not be allowed to practice, participate in, or attend any school-sponsored activities on a day in which he or she did not attend at least half of all classes unless approval is obtained from the administration prior to the event. Students are expected to be in attendance at all classes the day following a contest or activity regardless of the arrival time home unless approval is obtained from the administration. Absences not approved will be considered unexcused. Some exceptions include doctor appointments, school activities, school-sponsored work release, religious observances, attending a funeral or other emergencies as approved by the administration.

TARDIES

Students in academic classes are expected to be in their seats ready for class when the bell rings. Students in lab, activity, or physical education classes where this is not reasonable are expected to be in the room preparing to begin class when the bell rings. Any student not meeting these criteria is tardy.

Tardies will be handled by both the teachers and the administration. First hour tardies will should be sent back to the office for an admit slip. All tardies will be recorded by the teacher in the student information system.

a. Students who are more than 20 minutes late to class will receive an unexcused absence for that period(s).

b. Students will be given two warnings prior to punitive action for being tardy to class. Each additional tardy may result in a detention with the teacher at the teacher's discretion.

Permit to Leave the Building Pass

Written permission or telephone permission from the parent must be given to the office before a student will be issued a town pass. A student who becomes ill during the school day must check with the school nurse and/or a principal and the parents will be notified so they will know that the student is leaving school because of illness.

Senior Pictures/Hair Appointments

Seniors are required to have their yearbook portraits taken outside of school hours. Students are expected to schedule hair appointments outside of school hours.

Makeup Work

All work missed because of an excused absence must be made up, whether the absence resulted because of school activities, a prearranged excuse or illness. It is up to the student to get assignments and makeup work completed. Make-up work can be requested by the parent after the student has missed 3 consecutive days of school. Prior to 3 days students/parents can email teachers to request work or get assignments upon return to school. All students participating in extracurricular activities are to make up work missed in advance whenever possible. All work missed because of an unexcused absence will still be required to be completed.

Late work

Each teacher at Concordia Junior-Senior High has an individual policy for late work. This policy is in their syllabus. Please refer to that policy if this situation occurs. In the event of an emergency, or extremely unusual circumstances, teachers will exercise professional judgment or discretion in regards to late work.

Homework/Remediation

- Teachers may choose to assign after school detentions or extended learning opportunities before or after school if assignments are incomplete.
- If incomplete work becomes a habitual problem, parents will be notified and a conference can be held with student, parent and teacher.
- Further problems may result in an office referral.

HOW TO ACCESS YOUR STUDENTS GRADES ON POWERSCHOOL

Go to https://www.usd333.com/
Click on **Parents**
Click on **PowerSchool Gradebook**
Enter User Name: **Student ID + first/last initial** (Example: 2345965aw)
Enter Password
If forgotten, click on Forgot Password or call office to have reset
Click **Sign In**
Your student's grades will be listed to view
Click on the grade to see individual assignment grades/teacher comments

RULES AND EXPECTATIONS

Concordia Jr. /Sr. High School Behavioral Policy

It is our goal at Concordia Junior/Senior High School to provide a safe environment for all students so that the learning process is at its highest level at all times for all students. We ask all students at Concordia Junior/Senior High School to follow five basic guidelines, and to make personal choices with these guidelines in mind:

The U.S.D. 333 definition of discipline is as follows: A process designed to teach, model, and use appropriate strategies to reinforce the behaviors necessary to ensure a safe and productive learning environment by changing unacceptable behavior to acceptable behavior.

Belief Statements:

Teaching and learning, the intended curriculum for all students is our highest priority. Therefore, the misbehavior of one student….

- Will not be allowed to interfere with the learning opportunities of another student.
- Will not be allowed to interfere with the teacher's responsibility to teach all students.
- Will not excuse the misbehaving student from successfully completing the learning objectives.

1. Discipline is part of the daily routine. Every discipline situation is an opportunity to teach expected behavior.
2. Changing behavior takes time - self-discipline is the expected outcome.
3. Punishment by itself cannot change behaviors.
4. Teaching and modeling appropriate behavior, along with implementing consequences for inappropriate behavior, is the best way to change unacceptable behaviors.
5. Expected behaviors must be communicated, taught, and modeled daily.
6. A safe and productive learning environment is maintained for all individuals at school and school-related activities.
7. Parents have a responsibility to ensure their children's behaviors do not take away from a safe and productive learning environment for others.
8. Students and staff demonstrate respect for themselves, others, and their environment.
9. Student conflicts are handled with respect for all individuals without the use of violence or threats.

PANTHER PRIDE

- Presence
  - Showing up to school
  - Punctuality to class and practice
  - Contributing to your school
- Responsibility
  - For your work
  - For your behavior
  - For setting goals
- Integrity

    - Sticking to what you believe is right
    - Being honest in what you do and respecting others
    - Providing a positive example to others
- Diligence
    - Persevering through problems
    - Finishing what you start
    - Avoiding procrastination
- Ethics
    - Standing up for what is right
    - Standing against what is wrong
    - Conducting yourself in a moral and respectful manner

Students are assigned discipline referrals for inappropriate behavior. points for violations reported to the office, with proper documentation. **Proper documentation must accompany all referrals. Staff will also document all efforts made to correct the behaviors prior to an office referral unless the situation is an emergency.** An accumulation of points will be made for the entire year. Once certain point totals are reached, more severe consequences are incurred.

Administration will have the final authority on disciplinary consequences and may modify severity of consequences. Threats that disrupt the safety and security of school may be reported to law enforcement.

Types of Consequences:

Conversation with a teacher, counselor, or administrator

Restorative Practice

Detentions (Before School, Lunch, After School)

Short-Term In-School Suspension

Short-Term Out-of-School Suspension

Long-Term Out-of-School Suspension

Consequences for point accumulation are at the discretion of the building principals, but these are the guidelines set in place:

- 1 point= detention time
- 2-5 points=detention time, or short term suspension in or out of school, 1-3 days- (depending on the severity of the infraction)
- 6-14 points= detention time, or short term suspension in or out of school, 1-5 days- (depending on the severity of the infraction). Possible behavioral plan will be implemented.
- 15-20 points= short term suspension 3-10 days, in or out of school, for each violation which advances the accumulated points. Students may be referred to the SIT Team for a Behavioral Plan.
- 21 points= up to 10 day suspension, out of school, with possible request for long term suspension. Students may be referred to the SIT Team for a Behavioral Plan.

1 point/referral: *Teacher and/or administrator assigned detention time:*

- Dress code violation, 1st offense
- Inappropriate language/use of profanity,1ST offense (may be 2 or 3 points)
- Classroom learning environment disturbed (may be 2 or 3 points)
- Use of another student's lunch code
- Chronic tardiness (chronic defined as 5 times or more per semester)

2 point/referral: *Teacher and/or administrator assigned detention time, or I.S.S. or O.S.S.*

- Forging note/pass

- Dress code violation, 2nd offense
- Inappropriate behavior and/or language/use of profanity
- Library/ media center disturbance (2 violations will result in loss of library privileges)
- Skipping a teacher assigned detention
- Dishonesty to teacher or staff member
- Public display of affection
- Disorderly conduct (may be 3 or 5 point referral depending on incident)

3 point/referral: *Teacher and/or administrator assigned detention time, or I.S.S. or O.S.S.*

- Defiance of authority (could be 5 points as well)
- Lunch Room disturbance: any violation in the lunchroom, including excess noise, thrown food, etc. (may result in loss of lunch room privileges)
- Computer network violation (may result in loss of computer privileges)
- Disrespect to teacher or staff member (could be 5 points as well)
- Destruction of property (could be 5 points)
- Driving violation; reckless; parking violation (2 violations will result in revoking driving privileges on campus for up to semester)
- Extortion
- Leaving class without permission
- Skipping class or lunch
- Cheating or academic dishonesty violation, including plagiarism, improper use of Internet sources, improper citations, copying homework, etc.
- Disruption of school assembly, pep rally, dance; one violation will result in privilege suspended for the remainder of the year
- Use of electronic device during test, unless directed to by teacher
- Refusing a reasonable request
- Possession of a lighter
- Leaving campus/school grounds/ building without administrative permission

5 point/referral: *short term I.S.S. or O.S.S., depending on severity of incident:*

- Tobacco (Juul, Vape), use or possession, including vehicle (will be reported to SRO)
- Alcohol, use or possession, including vehicle (will be reported to SRO)
- Fighting (will be reported to SRO)
- Assault (will be reported to SRO)
- Fire alarm pull (could be 15 points)
- Hazing/ Harassment/ Intimidation/ Bullying/ Menacing (2nd offense – Automatic OSS)
- Theft (could be a 15 point offense as well)

15 point/referral: *short term I.S.S. or O.S.S., depending on severity of incident: possible recommendation for long term suspension or expulsion:*

- Weapon(s) on school grounds (will be reported to authorities) Definition of weapon is defined in board policy.
- Alcohol, use or possession, 2nd offense (will be reported to law enforcement),Tobacco, Juul. Vape use or possession, (will be reported to law enforcement) Drug use or Drug paraphernalia possession will also be reported to SRO. Second offense will be recommended for a Long Term Suspension.
- Fighting, 2nd offense (will be reported to law enforcement)
- Assault, 2nd offense (will be reported to law enforcement)
- Any and all threats that disrupt the safety and security of school (will be reported to law enforcement)

SCHOOL NURSE SERVICES

Through its health services, the school attempts to assess the health status of students and staff, to counsel students, parents, and staff to help prevent and control disease. The nurse will provide basic first aid care for injuries or sudden illness.
Vision and Hearing Screenings are administered annually for certain grades and for any student regardless of grade level upon teacher or parental request.
Student health records are maintained separately from academic records. All staff abides by the HIPPA requirements and maintain confidentiality of protected health information.
Students must receive a nurse pass from a classroom teacher before visiting the nurses office.

Immunization Policy:

The Board of Education's policy pertaining to immunization is in compliance with K.S.A. 72-5208, 5209, 5210, and 5211 and is as follows:

A. Upon first entrance to school certification must be presented to the appropriate school authority indicating the student has received or is in the process of receiving immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, rubella, mumps, chickenpox, and hepatitis B.
B. Health records received from other schools where a student had been in attendance will be acceptable; however, immunizations must include those required by the State of Kansas.
C. No student will be permitted to enter school unless the following provisions have been met:
    1. Certificate of immunization for diseases listed in Item A.
    2. In lieu of not having obtained the required immunization, the presentation of certification from a physician or local health department that student is in process of receiving the required immunization.
    3. Parents of students who are not completely immunized or for whom records are not immediately available shall sign a statement that the entire series will be completed within 90 days of school entrance.

D. This policy includes all students unless medical or religious exemptions are taken. Such exemptions must be substantiated by a certificate from the physician and/or parent. Forms are available from the school nurse. Religious exemptions only need to be filled out once. Medical exemptions need to be filled out yearly.

E. The immunization program is carried on through the county health office and is available without cost to the family.

Medication Policy:

Present board policy states that if students require medication during the school day, school personnel may administer the medication only if you meet all of the following criteria:

1. The medication is prescribed by a licensed physician or dentist.
2. The prescribing medical person sends written authorization that medication may be given at school.
3. The medication comes in the original container with the appropriate prescription label. The medication is accompanied by a note from the parent designating school personnel to administer the drug. The nurse has a form available. Please contact the office.

Head lice:

In the event that a student is excluded from school due to head lice, the district procedure is as follows: Students are required to remain home for 24 hours. Students will only be readmitted to school through the office, when treatment is completed, after being checked by the nurse and treatment is found to be satisfactory. For the best interest of the student and their learning, after a third occurrence, Department of Children and Families will be notified.

USD #333 Bed Bug & or Biting Insect* Policy

(*Biting insect referred to in this policy refers to Cockroaches, and/or Fleas)

It is The Policy of USD #333 that once a Bed Bug or Biting Insect has been found on a student's body, or evidence of infestation is found in a student's belongings, that the parent/guardian of that student will be notified and the student will be sent home. The school nurse will provide the parent with information/resources on treatment of the home and may provide information on assistance with cost of treatment if needed**. *Only those students with evidence of infestation will be sent home.** All of the affected student(s) classroom areas will be treated as a preventative precaution.

§ Students sent home for evidence of infestation will report to the Nurses Office first upon return to school. The nurse will check the students belongings and perform a skin check daily for two weeks after documented professional treatment of the home, or until no further evidence of infestation is found.

§ Students that are sent home will not be allowed to take home school owned items such as laptops, library books, or homework folders, ect, until the school has documentation of treatment of the home by a professional pest control agent.

§ Personal items of the affected student(s) (book bags, coats, jackets, ect.) will be stored in a plastic bag or tote in the nurse's office daily upon arrival after inspection by the school nurse. Students of classrooms affected will be required to keep their belongings in plastic bags for two weeks after the school receives confirmation of professional treatment of the affected home.

If Bed Bugs or other Biting Insects are found on the school premises (not physically on a student) The principal will notify Facilities Management. The school will seek guidance from a licensed professional pest control agent. The Principal or Superintendent, if warranted, will then notify the parents/guardians of students in the affected classroom(s)/school. Please refer to the USD #333 Bed Bug Response Flow Chart.

Wellness Policy:

U.S.D. 333 is committed to providing school environments that promote and protect children's health,

well-being, and ability to learn by supporting healthy eating, nutrition education, physical activity, and integrated school-based wellness. Therefore, it is the policy of CMS that:

Nutrition:

1. **General Guidelines**
    - All school food service personnel receive required food safety training at a minimum of every five years. Continuing education training for all food service personnel meets federal and state requirements.
    - The dining area has seating to accommodate all students during each service period.
    - The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.
    - The dining area has adequate adult supervision.
    - The students are allowed to converse with one another for at least part of the mealtime.
    - Mealtime conversation is not prohibited for the entire mealtime as disciplinary action.
    - Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as disciplinary action.
    - Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving lines.
    - A Kansas product is served in the school meals program at least one time per week.
    - Students may bring water bottles. They need to be taken home weekly and sanitized.
    - Water bottles are to be used for water only. No soda, juice, or water additives.

2. **Breakfast**

- All school breakfasts comply with USDA regulations and state policies.
- At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.
- Students have the opportunity to eat breakfast.
- The district offers at least 15 minutes of "seat time" to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go options are available
- Breakfast After the Bell- offered to students after the beginning of the school day. Schools make breakfast accessible to all students. *Breakfast prices subject to change

3. **Lunch**

- All school lunches comply with USDA regulations and state policies.
- At least three different fruits are offered each week. Two fruits per week are served fresh.
- One additional ½ cup* vegetable offering weekly from and of three vegetable subgroups (dark-green, red/orange, dry beans, and peas).
- An additional 1 cup* vegetable offering weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans, and peas)
- Students have at least 20 minutes of "seat time" to eat lunch, not including time spent walking to/from class or waiting in line.

4. **All Food Sold in Schools**

- All foods and beverages sold in schools comply with USDA's Smart Snacks in Schools "All Food

Sold in Schools" Standards from midnight before the 30 minutes after the end of the official school day.

- No energy drinks are sold on school property from midnight before to 30 minutes after the end of the official school day.
- USDA's Smart Snacks in Schools Beverage Standards for middle schools apply to high school (only 100% juice, water, milk).
- Fundraising within the school day meets USDA's Smart Snacks in School "All Food Sold in Schools" Standards (sans the exempted fundraisers).

3. Other Child Nutrition Programs

- Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Care Snack Program, Fresh Fruit & Vegetable Program, and/or Summer Food Service Program comply with all federal regulations and state policies.

A full copy of the Wellness Policy can be obtained from the school nurse or Food Service Director.

Tobacco and Electronic Cigarette Use

Smoking by students and/or the possession and use of any tobacco product or electric cigarette (Juul, Vape) is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events- and on any school owned or operated property.

Electronic Cigarette means a battery-powered device, whether or not such device is shaped like a cigarette that can provide inhaled doses of nicotine by delivering a vaporized solution by means of cartridges other chemical delivery systems.

Vaping by students and/or possession of a vaping device or vaping (Juul) paraphernalia, is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events- and on any school owned or operated property.

Smoking on campus

Students may not possess, smoke, use or smokeless tobacco products of any kind on school grounds. This includes electronic cigarettes and vaping devices.

Hallways and Morning Procedures

To maintain an environment conducive to teaching and learning, students are expected to pass through the halls in a quiet, orderly manner. All students are to report to their respective first-block class upon arrival to campus each day. Students are not to loiter in the hallway, gymnasiums, locker rooms, etc. Students who eat school breakfast are to report to their respective first-block class immediately after eating.

Detentions

Detention periods will run from 3:22 pm to 4:12 pm unless otherwise directed by administration or teachers. Students assigned detention by teachers or administrators are expected to take study materials with them. Detentions are to be served on the day assigned. Bus students have a one-day grace period to make arrangements, if needed.

Public Display of Affection

The school has the right to expect that a student's attitudes toward others be courteous and respectful. Displaying affection in public places is inappropriate. Students, please see discipline policy for consequences.

Student Dress Guidelines

The Board of Education of USD No. 333 recognizes the fact that the image of schools is reflected in the appearance of students when they are attending school or participating in extracurricular activities. The Board has approved the following guideline for student dress, with emphasis on neatness, cleanliness and appropriateness.

Personal appearance guidelines are sometimes difficult to interpret because clothing decisions may be a result of fashion trends, individual needs and tastes, and parental guidance. However, there is a standard of dress at CJSHS. Casual attire reflecting career readiness and promoting a positive and safe learning environment is the standard expectation in our school. Examples include: Dresses, dress pants, dress shirts, polo shirts, khakis, jeans, shorts, skirts, casual pants, casual shorts, blouses, sweat shirts, sweat pants, leggings (worn with tastefulness), sport shirts and t-shirts. CJSHS standards of dress are not limited to this specific list; but rather, the standard of dress is established to align with the preferred dress of our local business partners in the workplace environment.

Examples of clothing that do not meet the dress code standard of CJSHS include, but are not limited to:

- Clothing that is sexually suggestive.
- Pajamas or clothing considered nightwear (including blankets).
- Clothing that exposes the chest area, mid-section, buttocks, or undergarments (i.e. boxers under low-slung jeans, exposed bra straps, excessively short garments). Excessively short shorts are not considered appropriate. Shirts should go to the pants. See-through clothing is not considered appropriate.
- At no time should undergarment straps be visible.
- Clothing that is too tight, tube tops or strapless clothing. (Casual attire, specifically shorts/dresses, should be worn “within tolerance” of fingertip length by the student).
- Clothing and accessories that advertise violence, illegal activities, gang affiliation, alcohol, tobacco, or illicit drugs. This applies to trips with school clubs or organizations as well as to school.
- Clothing with language or symbols that are vulgar or plainly offensive.
- Headwear during the school day (hoods, hats, etc.).
- Any article of clothing/accessory, which could effectively be used as a weapon, will not be permitted. Prohibited items may include, but are not limited to: dog collar type bracelets with spiked protrusions and necklaces which are similar, but not identical, in length, design and weight to wallet chains; chains, spurs; fishing hooks on hats pliers.
- When long hair or apparel may pose a safety issue, it must be tied up or changed. Sponsors of extra-curricular activities have the right to establish reasonable guidelines for dress and appearance more stringent than those above.

Additional expectations regarding dress code:

- A student’s dress and grooming should not threaten the health or safety of the student or other individuals. For example, students must wear shoes while on school property or during school-sponsored activities for protective purposes.
- Parents and guardians are encouraged to monitor their student’s dress in order to support a positive learning environment.

It is our desire to work with parents and students to promote a safe and positive learning environment at school. Please note that CJSHS administration reserves the right to make decisions concerning the appropriateness of a student’s attire as it pertains to ensuring a standardization of student dress. CJSHS administration also reserves the right to confiscate any item deemed inappropriate for school or to send a student home for a change of attire. Any items deemed inappropriate for school will be retained in the office. For all other violations of appearance/dress code, students will be asked to change dress or to amend grooming accordingly

The Board of Education and the administration respectfully solicit the cooperation of students and parents in complying with the dress guidelines. Students who are not in compliance with the dress guidelines will be sent to the office. In most instances, students will be asked to change. Time missed from classes will be unexcused. Students please see discipline policy for further consequences.

Access to Electronic Media: Acceptable Use Policy

The Board supports reasonable access to various information formats for students, employees and the community and believes it is essential for users to use this privilege in an appropriate and responsible manner.

Safety Procedures and Guidelines

The Superintendent shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit use of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyber-bullying awareness and response.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including “hacking’ and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minor’s access to materials harmful to them.
- Specific expectations for appropriate Internet use shall be reflected in the District’s code of acceptable behavior and discipline including appropriate orientation for staff and students.

Permission/Agreement Form

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources.

The required permission/agreement form, which shall specify acceptable uses, rules of online behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

Employee Use

Employees shall use electronic mail primarily for purposes directly related to work-related activities. Each employee is responsible for the security of his/her own password.

Community Use

On recommendation of the Superintendent, the Board shall determine when and which computer equipment, software, and information access systems will be available to the community.

Upon request to the Principal/designee, community members may have access to the Internet and other electronic information sources and programs available through the District’s technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent/designee.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies. Employees and students shall be subject to disciplinary action, up to and including termination (employees) and expulsion (students) for violating this policy and acceptable use rules and regulations established by the school or District.

Responsibility for Damages

Individuals shall reimburse the Board for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care. Students or staff members who deface a District web site or otherwise make unauthorized changes to a website shall be subject to disciplinary action, up to and including expulsion and termination, as appropriate.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Administrative Audits

The administration reserves the right to monitor uses of all electronic communication devices, files and accounts. Staff and students and members of the public granted permission to use district equipment shall have no expectation of privacy while using district equipment on or off school premises.

Computer Network & Internet Use

In order for a student to gain access to the Internet or network, the individual student must have parental/legal guardian permission. Parents/legal guardians will be given the option of denying Internet access and requesting alternative assignments that do not require Internet/network usage. All students must sign an Internet Network Access Agreement. Failure to do so will result in the Internet/network being denied.

Students shall have no expectations of privacy when using district e-mail or computer systems. E-mail messages shall be used only for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

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

Please remember that use of the Internet/network is a privilege, not a right. Students violating policies pertaining to the standards of conduct regarding Internet use will be subject to the following:

1. Restriction or loss of network/Internet access for an undisclosed period of time deemed appropriate by the administration; and/or
2. Disciplinary or legal action including, but not limited to, suspension or expulsion from school and/or criminal prosecution under appropriate local, state and federal laws; and/or
3. Restitution for the cost of damages to hardware/software.

Inappropriate use of the Internet/network will include, but not be limited to the following:

1. Accessing, uploading, downloading or distributing pornographic, obscene, or sexually explicit material of any kind.
2. Accessing, uploading, downloading or distributing music or electronic files of any kind.
3. Transmitting obscene, abusive, sexually explicit or threatening language.
4. Accessing another individual's materials, information, or files without previously being given permission.
5. Using or attempting to discover another's password.
6. Violating copyright or using the intellectual property of another individual or organization without their permission.
7. Vandalizing, defined as any unauthorized access and/or malicious attempt to damage computer hardware/software or networks. Also including the destruction or attempt to destroy the data of another user by creating, uploading, or intentionally introducing viruses into the network/Internet.
8. Intentionally wasting limited resources and storage space.
9. Harassing, insulting, or attacking others.
10. Using, disclosing, or disseminating personal information online, such as full name, home address, phone number etc…, except with the pre-approval of certified staff or the administration.
11. Using email lists from the district, network or server to gain personal information about other individuals.
12. Gaining unauthorized access to resources or entities.
13. Invading the privacy of others.
14. Improperly and/or intentionally altering the set-up of computers as determined by the administration. This includes, but is not limited to; desktops, wallpapers, screensavers, shareware or any installed software.
15. Using software that has not been pre-approved or assigned by staff or administration.
16. Seeking to gain or gaining unauthorized access to the network, software, Internet or computer devices.
17. Failure to follow district policy, building policies and guidelines, or any other policies established by the board of education, building administration, or certified staff designed to prevent computer, Internet or network usage.

18. Any issue the administration deems as inappropriate use.

1BG Computer Use (See GAA and JCDA)

Use of District Computer/Privacy Rights
Computer systems are for educational and professional use only. All information created by staff shall be considered District property and shall be subject to unannounced monitoring by District Administrators. The District retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violations of this policy.

Copyright (See ECH)
Software acquired by staff using either District or personal funds, and installed on District computers, must comply with copyright laws. Proof of purchase (copy or original) must be filed in the District office.

Installation
No software, including freeware or shareware, may be installed on any District computer until cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware, and prescribe installation and de-installation procedures. Freeware and shareware may be downloaded only onto workstation floppy disks, not hard drives. Program files must have the Superintendent's approval to be installed on any District server or computer. Students shall not install software on District computers or computer systems.

Hardware
Staff shall not install unapproved hardware on District computers, or make changes to software settings that support District hardware.

Audits
The administration may conduct periodic audits of software installed on District equipment to verify legitimate use.

Privacy Rights
Employees are/or students have no expectation of privacy when using District e-mail or other official communication systems. Any email or computer application or information in District computers or computer systems is subject to monitoring by the administration.

Ownership of Employee Computer Materials
Computer materials or devices created as part of any assigned District responsibility or classroom activity undertaken on school time shall be the property of the Board.

Approved: 1/12/98; Amended: 8/14/00; Amended: 8/12/02; Amended 8/11/03

11BGA Children's Internet Protection Act
The District shall implement the Children's Internet Protection Act (CIPA). The superintendent shall develop a plan to implement the Children's Internet Protection Act. This plan shall be on file with the Board Clerk and in each school office with Internet access, and copies shall be available. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

Approved: 11/12/01

Please check https://www.usd333.com/238934_2 for the 1:1 Chromebook Initiative Handbook

Cell Phones & Electronic Devices

With the constant advancement in electronic technology, the use of cell phones in the building will be restricted. Cell phones must be turned in to the designated holding location upon arrival to each classroom and may be picked at the end of the class. Students may use electronic devices between classes and at lunch time, and when directed to by teacher or office personnel during class time. Violations of this policy may result in confiscation of the cell phone by a teacher or principal. Confiscated items will be returned to the student or parent/guardian at the discretion of the principal. Other devices (including, but not limited to, smart watches and headphones/AirPods) may be restricted or

confiscated if they pose a threat to safety/security of school operations, interfere with learning, or jeopardize the integrity of academics.

Hazing/Harassment/Intimidation/Bullying/ Menacing Policy

USD 333 is committed to providing a positive and productive learning and working environment. Hazing, harassment (may be sexual or racial), intimidation, menacing or bullying (including cyber-bullying) by students, staff or third parties is strictly prohibited and shall not be tolerated on school property, in school vehicles, or at school sponsored activities.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion.

Bullying by Definition New APP "Stop it"

The term "bullying" is many times misinterpreted within the setting of our schools. All conflict between students must not be interpreted as bullying. In the instance there is retaliatory behavior (fighting back) by students who are bullied it could make determining the distinction between bullying and conflict difficult. However, in the case that bullying is taking place, it will be handled strictly, thoroughly, and quickly by administration in accordance with USD 333 policy.

CJSHS and USD 333 policy define "bullying" as the activity of repeated, aggressive behavior, or behavior that is highly likely to be repeated, and intended to hurt another person or persons. There are four types of bullying: physical, verbal, relational, and cyberbullying. Conflict engagement between students must meet all of the following 4 criteria to be considered bullying.

- Intentional Unwanted Aggressive Behavior
- Repeated Behavior–or behavior that is highly likely to be repeated
- Must involve a Perceived or Real Power Imbalance
- Cause Harm or Serious Lasting Problems

Incident Report forms can be found in the school office or counseling center to report bullying. All reports will be kept confidential and private. In the instance that bullying is found to be taking place, it will be handled strictly, thoroughly and quickly by administration in accordance with USD 333 policy.

- The "Bully" is referred to administration for consequences and points assigned deemed necessary by the Student Handbook and all situations will be documented.
- Parents of the Bully and the victim are notified.
- The "Bully" is referred to Counselors for monitoring of progress of this problem
- The victim is monitored closely by counselors

In accordance with implementing & emphasizing the above bullying policy, Concordia Jr/Sr High School utilizes character education and character development to support appropriate behavior toward others. At the beginning of each school year, students and staff will be educated in recognizing and reporting bullying to administration, counselors, and additional trusted adults.

Suspension and expulsion policy

Procedures for suspension and expulsion of students, including notification, and hearings, are addressed in the USD 333 Policy Handbook and in Chapter 72, Article 89 of the school laws of Kansas.

- The Principal and Assistant Principals have authority from the Board of Education of USD #333 to suspend or expel any student guilty of misconduct or persistent disobedience, when such suspension or expulsion is in the best interest of the school.

- A short-term suspension is not to exceed ten school days. Long-term suspensions are not to may extend past the end of the current semester.

- Parents shall be notified that a student has been suspended by written notification specifying reasons for suspension in accordance with the policy as set forth in the Board of Education Policy Handbook.

- If a long term suspension or expulsion is decided upon, hearings will be set up for the student, parents and school personnel as set forth in the Board Policy.

Firearms

- A pupil shall not knowingly bring to school or possess, handle or transmit any firearm, at any school at any time, on school property at any time, or at a school supervised activity. The word "school" as used herein, includes not only all schools in this district, but also any school located in the State of Kansas.

- For purposes of this policy, a firearm shall be any device defined as a firearm in Section 921 of Title 18 of the United States Code as it is presently enacted or may hereafter be amended, and includes any device, including a starter gun, which will or is designated to or may readily be converted to expel a projectile by the action of an explosive' the frame or receiver of any such device' and firearm muffler or firearm silencer' any explosive, incendiary or poison gas: bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile haven an explosive or incendiary charge of more than one-quarter (1/4) ounce, mine, or other device similar to any of these devices.

- A pupil who violates the terms of this policy shall be reported to the appropriate law enforcement officials and shall be subject to an automatic ten (10) day suspension from school, pending a formal hearing on expulsion pursuant to K.S.A. 72-8901, et seq., as amended. The formal hearing on expulsion shall be conducted by the Superintendent.

- Upon conclusion of the hearing, if the Superintendent, as hearing officer, finds that the pupil has violated the terms of this policy, the pupil shall be expelled from school for a period of one (1) year (186 school days), except that the Superintendent may modify this expulsion requirement on a case by case basis under the provisions of JDC (Probation).

JDDA & JDDA-2 Drug Free Schools

The following are Prohibited Activities:

- Using, possessing, selling, furnishing, or having been under the influence of any controlled substance, alcoholic beverage, intoxicant of any kind, tobacco or smoking paraphernalia.

- The improper use/abuse, possession, selling, furnishing of any prescription or nonprescription drug or any materials (facsimiles) that give the appearance of alcohol, tobacco, or other controlled substances. This Policy is required to the 1989 amendments to the Drug Free Schools and Communities Act., P.L. 102-226, 103 St. 1928. (cf LDD)

JDDB Drug Free Schools

- All school-sponsored functions, including those held at sites other than the school shall be drug free and alcohol free. Possession, distribution or sale of drugs, drug paraphernalia, inhalants, alcohol, tobacco or any materials (facsimiles) that give the appearance of alcohol, tobacco, or other controlled substances or other illegal substances is not permitted. Students and their guests, regardless of age, are to arrive free of these substances. For the purposes of this policy, the smell of alcohol on a student's breath is a violation.

JDDA-2 Drug Free Schools

- Students who are suspended long term (over 10 days) or expelled under the term of this policy will be afforded the due process rights contained in board policy and Kansas statutes, K.S.A. 72-8901, et seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. In the event a student agrees to

enter into and complete a drug education or rehabilitation program, the cost of such program shall be the responsibility of the student and his/her parents

- A list of available programs along with names and address of contact persons for the program is on file with the board clerk. Parents/Guardians or students should contact the directors of the programs to determine the cost and length of the program. (Cf. JCDA and JDD)

- A copy of this policy and a list of available drug and alcohol counseling programs shall be provided to all students, and the parents of all students. Parents of all students shall be notified that compliance with this policy is mandatory.

JCAB-R-4 Use of Trained Dogs to Search

- At the request of the administration, law enforcement officers or licensed private agencies may use trained dogs on school premises to identify student property which may contain illegal or illicit materials and to determine whether materials are present which may threaten the general health, welfare and safety of students and/or district employees. Vehicles parked on school property are subject to dog searches.

JGEC Sexual Harassment

- When acts of sexual harassment or other violations of this policy are substantiated, appropriate action will be taken against the individual.

JGEC-2 Sexual Harassment

- Any student who believes that he/she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district's discrimination complaint procedure.

- The filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect grades, future employment or assignments. Confidentiality will be maintained throughout the complaint procedure.

ACADEMICS AND GRADES

Grade Cards and Eligibility Reports
2022-2023

CURRENT GRADES– Available online.

Grades 7-8: Semester 1 (December) grade cards are printed and handed out to students.
Semester 2 (May) grade cards are mailed and contain grades for the entire school year.

Grades 9-12: Semester 1 (December) grade cards are printed and handed out to students.
Semester 2 (May) grade cards are mailed and contain grades for the entire school year.

***G*rades are pulled from the teacher grade book.**

Grade Period	End Date	Gradebooks CURRENT by
1st 9 weeks/Quarter 1	October 8, 2021 (Friday- Fall Break)	October 11, 2021 (4:00 p.m. Monday)
2nd 9 weeks – Quarter 2/Semester 1	December 21, 2021 (Tuesday)	December 20, 2021 (4:00 p.m. Monday)
3rd 9 weeks/Quarter 3	March 11, 2022 (Friday- Spring Break)	March 14, 2022 (4:00 p.m. Monday)
4th 9 weeks – Quarter 4/Semester 2	May 20, 2022 (Thursday)	May 23, 2022 (4:00 p.m. Monday)

ELIGIBILITY REPORTS - will be printed at the End of each Semester. Students must be passing 5 new classes to be eligible for the next semester.

You are encouraged to make additional contacts with students and parents as needed to encourage satisfactory academic effort and performance.

All grades are due by the time and dates indicated above.
Exceptions must be approved by building principal.

Student Records

USD #333, Concordia Schools, consider student records as confidential and will protect the rights and privacy of parents and students in the control, use, inspection and review of such records. Student health records are maintained separately from academic records, all staff abide by the HIPAA requirements and maintain the confidentiality of protected health information.

Directory information is identified as information which the schools may make available without parents' or students' consent. Information about students identified as Directory Information is as follows:

1. Student's name, address, telephone number and date of birth.
2. The student's major field of study and classification.
3. The student's participation in officially recognized activities:

a. Sports
b. Dramatics, debate, forensics
c. Music---band, vocal, small groups

4. The weight and height of members of athletic teams as well as reports of game performances and statistics, etc.
5. Dates of attendance.
6. Awards and academic achievements.
7. The most recent educational agency or institution attended by the student.
8. College or institution students plan to attend after graduation.

Annual Notice To Parents And Students Of Rights Under The Family Educational Rights And Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), parents of students and eligible students (those who are 18 or older) are afforded various rights with regard to educational records that are kept and maintained by Unified School District No. 333. In accordance with FERPA, you are required to be notified of those rights which include:

1. The right to review and inspect all of your educational records, except those which are specifically exempt. Records will be available for your review within 45 days of the day the district receives your request for access.

2. 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 others persons will occur only if:

   a. we have your prior written consent for disclosure;
   b. the information is considered "directory information" and you have not objected to the release of such information; or
   c. disclosure without your prior consent is permitted by law.

   - The district may disclose, without your consent, personally identifiable information to school officials with a legitimate educational interest. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); the school board (in executive session); a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or duties.

   - The district will disclose a student's education records to officials of another school district in which the student seeks or intends to enroll without your consent and without further notice that the records have been requested or forwarded.

3. 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 should be changed if your request for an amendment to your records is denied in the first instance.

4. The right to file a complaint with the Family Policy and Regulations Office at the U.S. Department of Education if you believe that Unified School District No. 333 has failed to comply with FERPA's requirements. The address of this office is 400 Maryland Avenue SW, Room 4074, Washington, DC 20202-4605.

5. The right to obtain a copy of Unified School District No. 333 policies for complying with FERPA. A copy may be obtained from Unified School District 333.

Directory Information: For purposes of FERPA, Unified School District No. 333 has designated certain information contained in educational records as directory information. This information may be disclosed for any purpose without your consent. This information can be disclosed without consent because it is the type of information that would not generally be considered harmful or an invasion of privacy if disclosed. The following information is considered directory information: name, address, telephone number, electronic mail address, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, the most recent previous school attended by the student, class designation or grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), major field of study and photographs.

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 Unified School District No. 333 at 217 W. 7th on or before August 1, 2021. If a refusal is not filed, Unified School District No. 333 assumes you have no objection to the release of the directory information designated.

Recruiting information: Military recruiters and institutions of higher education are entitled under federal law to a list of names, addresses, and telephone numbers of high school students unless you object to the release of this information. If you notify your principal in writing at any time that you do not wish your child's name, address, and telephone number released without your written consent, we will honor that request.

Honor Passes

Honor passes may be given to seniors only. This is at the discretion of the building principal. In order to be eligible, a student must maintain exemplary grades, be a student in good standing, and score proficient or better on high school state assessments. This pass enables students to leave the building during the class period they select during enrollment. Such students are not to be in the hallways after the bell. All other school rules are to be followed by students with honor passes. Parental permission slips are required. Honor passes may be revoked due to improper conduct. During honor pass period, students are required to check in at the office at the beginning of the hour or when they arrive at school. Attendance will be taken.

Honor Rolls

The senior high honor rolls will be issued by the Guidance Office after each semester grading period. Students qualifying will be named to one of the following honor rolls:

Principal's Honor Roll if GPA is between 3.10 and 3.49.

Panther Honor Roll if GPA is between 3.50 and 4.00.

A grade of "D", "F" or "I" disqualifies a student from the Honor Roll.

Honor Student Recognition

The Valedictorian, Salutatorian, and CHS Honor Scholars will be recognized at Commencement Exercises. To be considered for these honors, a student must meet a core curriculum in line with the regents qualified admissions requirements and be a student "in good standing". According to the Kansas State High School Activities Association "a student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing." The core curriculum shall include a minimum of :

a. 4 units of Language Arts (must include Senior Composition or Senior Lit)
b. 6 units of Math and Science (Bio. I, Bio.II, Chem I, Chem II, Physics, and Algebra I, Geometry, Algebra II, Pre-calculus, Calculus, and College Algebra (College Algebra earns .50 credit)
c. 3 units of Social Science
d. 2 units of Fine Arts (Foreign Language, Band, Vocal Music, Drama and Art)
e. 3.75 GPA

Each senior meeting the above requirements will be awarded a school medal for scholarship honors.

CLASS RANK: Based on a straight 4.0 scale (A,B,C,D/4.0, 3.0, 2.0, 1.0) with no weighted classes. Students may share a ranking; several may have 4.0 and share ranking of 1st in their class.

Panther Honor Awards

Throughout the year, faculty will be asked to submit names of seniors who are in "good standing" and who have contributed to the success of the school over their four years in high school. Students will receive this honor award based on their contributions to the school, including but not limited to attitude toward staff and fellow students, contributions in classes, participation in some aspect of the school activity programs, and the impact they have had on making CHS a better school during their four years. A faculty committee will select the final candidates. Students will be recognized during the end-of-year awards assembly.

Citizenship Award

One senior girl and one senior boy will be elected by a faculty committee to receive the KSHSAA Citizenship Award. It is to be given to the senior boy and girl who have proven to be the most outstanding citizens.

Perfect Attendance Award

Any student attending four years of high school without missing any school will be recognized and awarded a perfect attendance award medal.

Concordia Jr/Sr High Renaissance Criteria

Gold Card - 4.0 GPA, Perfect Attendance, No Behavior Referrals

Red Card - 3.5 – 3.99 GPA, Perfect Attendance, No Behavior Referrals

Silver Card - 3.0 – 3.49 GPA, Perfect Attendance, No Behavior Referrals

Gold Card - Juniors/Seniors only: 3.0 - 4.0 GPA and/or 3.0 KAP Score Avg., Student in Good Standing (Open Lunch option)

Silver Card - Juniors/Seniors: 3.5 - 4.0 GPA and level 2.33 KAP Score Avg., Student in Good Standing (Open Lunch option)

Red Card – Seniors only: 2.5 minimum GPA, Student in Good Standing (Open Lunch option)

Administration may revoke card privileges due to improper conduct. If student tardiness becomes a problem, open-lunch privileges may be revoked.

Renaissance Card holders are expected to model exemplary behavior/conduct at all times!

COURSE AND GRADUATION REQUIREMENTS

Student Enrollment and Class Changes

All students are required to carry a full seven period schedule with not more than one supervised study. Exceptions may be made by administrators.

All students must have their enrollments checked by the counselors Any questions pertaining to graduation requirements or student classification are to be cleared through the Guidance Office. Any student schedule change during the school term must be worked out through the guidance office and have the approval of the administration. New students entering Concordia Jr-Sr High School for the first time will enroll through the Guidance Office.

Transfer of Credit

Counseling office will request transcripts from a previous school where a student attended. If all credit on transcript is from an accredited school, Concordia JR/SR High School will honor all credits earned. If credit on transcript is from a non-accredited school then the following guidelines will be followed for awarding credit.

-Accept 7.25 credits per year based on admitted grade level

-Grades will be listed on transcript as a total number of credits earned and will not be itemized

-All credits will be pass or fail only which will not figure into GPA

-Maximum number of credits that will be granted is 14.5

-Student will granted completion of graduation requirements based upon classification status

Classification of Students

Sophomores	at least 5 to 11 units
Juniors	at least 11 to 17 units
Seniors	at least 17 or more units

Foreign Exchange Students

Concordia JR/SR High School will admit a maximum of three foreign exchange students per year. School administration will review student application and student home placement prior to allowing placement. The school will also review the English Language Test administered to the foreign exchange student by the placement agency. Students will need to score at a level of 80% on this test for acceptance to CJSHS. Students will be admitted as transfer students form a non-accredited school. The counseling department will review the student's educational file and enroll the student as a junior or courses that best meet the student's needs. Foreign exchange students will not graduate or participate in the graduation ceremony.

Independent Study

Independent study courses may not be used for required credit, but may be used for elective credit. Independent study courses must be approved by the principal.

Graduation Ceremony

Seniors wishing to participate in graduation ceremonies must have completed all requirements as set forth by the Board of Education. The Tuesday before graduation weekend will be the last day of finals for seniors, and this will be the deadline date for completion of all requirements. A student who fails to complete requirements by 3:30 pm on Tuesday will be informed that evening that they will not be participating in the graduation ceremonies, and will need to make further arrangements to complete the graduation requirements. Any exceptions must be approved by the Administration.

Senior Graduation Apparel

Gentlemen should wear slacks or pants and shirts for both commencement and baccalaureate. Under no circumstances will open toed shoes or short pants be allowed.

Ladies should wear slacks or pants and shirts or dresses with appropriate shoes. Corsages or costume jewelry may not be worn with caps and gowns. Short pants of any kind are not allowed.

Students who violate the dress code will be asked to change. If time does not permit for this to occur, the student will not be allowed to participate in the ceremony. NO WRITING OF ANY KIND WILL BE ALLOWED ON CAPS OR GOWNS.

Only school-issued or -approved cords will be allowed to be worn during the commencement ceremony. If a student is issued an outside cord or distinguishing item, he or she must seek prior approval in writing, using a form found in

the office, indicating how the club, activity, or event falls under two of the four following categories: Scholarship, Service, Leadership, and Character. Only cords meeting at least two of these criteria will be allowed to be worn at the ceremony.

A senior committee will meet each year to review each request prior to each year's commencement ceremony, and, along with the building principal, approve or deny any requests.

Diplomas

The graduating students will receive their diploma immediately following the ceremony. During the graduation ceremony, students will cross the stage and receive their diploma cover.

Dropping of Class

Dropping of a class must be done within the first week of school. Any classes dropped after this time will require the permission of their parent, a counselor, the teacher(s) involved, and the principal and may result in an "F."

College Visitations

Seniors are allowed two days for college visitations, if scheduled before April 12th and taken before May 7th. One additional college visitation may be taken with prior administrative and counselor approval. All arrangements for career days or college interviews will be handled by the Guidance Office. Any career or college visitation must be scheduled at least three days in advance of the visit. Colleges prefer one week notice. If arrangements for a college visitation are made directly between the college and the student, appropriate permission forms should still be submitted to the guidance office in advance in order to qualify for excused attendance status.

CONCORDIA HIGH SCHOOL GRADUATION

2021

CHS DIPLOMA - 25 CREDITS REQUIRED

Language Arts – 4 Credits

1 English 9 1 English 10 1 English 11

½ Speech ½ English Elective

Math – 3 Credits Science – 3 Credits

Selected from CHS Mathematics/Science courses

Social Studies – 3 Credits

1 World History (10th) 1 American History (11th)

½ Government (12th) ½ Social Studies Elective

Vocational Classes – 1 Credit listed in Curriculum Handbook

Personal Finance- ½ Credit

Fine Arts/World Language – 1 Credit

Includes 2D or 3D Art, Music and World Language

Physical Education – ½ Credit

To be taken sometime during the 4 yrs of HS

Health – ½ Credit (9th)

Electives - 8 ½ Credits

CHS HONOR SCHOLAR

VALEDICTORIAN OR SALUTATORIAN

Language Arts – 4 Credits

1 English 9 1 English 10 1 English 11

½ Senior comp or Senior Lit (12th) ½ Speech

Math/Science – Total of 6 Credits from Math & Science courses

Must take Algebra I and higher, Biology I and higher

Social Studies – 3 Credits

1 World History (10th) 1 American History (11th)

½ Government (12th) ½ Social Studies Electives

Vocational Classes–1 Credit listed in Curriculum Handbook

Personal Finance- ½ Credit

Fine Arts/World Lang–2 Credits incl 2D or 3D Art, Music, For Lang

Physical Education – ½ Credit

To be taken sometime during the 4 yrs of HS

Health – ½ Credit (9th)

Electives - 7 ½ Credits

GPA 3.75-4.00 – must be a student in good standing

Note:
Valedictorian = The top 4.0 student based on numeric calculation.
Salutatorian = The 2nd highest 4.0 student based on numeric calculation.

REQUIREMENT OPTIONS FOR GRADUATION

Required for:	State (21)	CHS Diploma (25)	CHS HONOR SCHOLAR Minimum 3.75 GPA	Qualified Admissions	Kansas Scholar
English	**4 credits** Must include reading, writing, literature, communication and grammar	**4 credits** Same as state 1/2 must be Speech, Debate or Forensics	**4 credits** Must take Senior Comp & Senior Lit 1/2 must be Speech, Debate or Forensics	**4 credits** (1 in each year of high school)	**4 credits** (1 in each year of high school)
Social Sciences	**3 credits** U.S. Government (1) Modern American History (1) Modern World History (1/2) Elective (1/2)	**3 credits** Same as state	**3 credits** Same as state	**3 credits** Same as state	**3 credits** Same as state
Math	**3 credits** Algebraic & Geometric concepts	**3 credits** Same as state	**3 credits** Algebra I, Geometry Algebra II	**3 credits** Algebra I, Geometry Algebra II & at least 22 on ACT (if not 4 credits of higher level math)	**4 credits** 1 from Pre-Calculus or above
Science	**3 credits** Physical & Biological concepts with 1 lab course	**3 credits** Same as state	**3 credits** Biology I & higher	**3 credits** Biology I & higher	**3 credits** Biology, Chemistry & Physics
PE/Health	**1 credit**	**1 credit** Same as state	1 credit Same as state	**0 credits**	**0 credits**
World Languages	**0 credits**	**0 credits**	**0 credits**	**0 credits**	**2 credits** from same World Language
Career & Technical Ed	**0 credits**	**1 ½ credits** 1/2 must be Personal Finance	**1 ½ credits** 1/2 must be Personal Finance	**0 credits**	**0 credits**
Fine Arts	**1 credit**	**1 credit** Same as state	**2 credits** Can be from World Language	**1 credit** Same as state	**1 credit** Same as state
Electives	**6 credits**	**8 ½ credits**	**7 ½ credits**	**7 credits**	**4 credits**
TOTAL **Initial all you are pursuing**	**21 credits**	**25 credits x____**	**25 credits x____**	**21 credits x____**	**21 credits x____**

**NOTE - ONE Valedictorian and ONE Salutatorian chosen from the 4.0 students in the CHS Honor Scholar column based on numerical GPA calculation. Must also take Calculus or Physics. **Tie breaker=PSAT/NMSQT

GRADES AND ELIGIBILITY REQUIREMENTS

Grades

The grades that a student receives for each individual class are entirely between the teacher and the student. If for some reason a student feels that a grade was issued in error, he/she should see the instructor. If this does not resolve the matter, the student should see one of the Guidance Counselors.

Grade Cards Available Online

Grades 7-12: Semester 1 (December) grade cards are printed and handed out to students.

Semester 2 (May) grade cards are mailed and contain grades for the entire school year.

Grading Scale

The following grading scale will be used at the Jr/Sr High School:

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

Semester Examination

All students are expected to complete finals for each semester as directed by their respective teachers.

Incompletes

- Students who receive an "Incomplete" from an instructor have ten consecutive school days from the designated end of the grading period to change their status in that subject area. At the end of the ten day grace period, a grade of "F" will be entered on the student's transcript unless an extension is requested by the parent or guardian (the request must be made before the end of the ten day period).
- An extension of time contract needs approval of the administration.
- The parents must initiate the extension process.

Eligibility Requirements

Concordia Junior-Senior High School (CJSHS) is a member of the Kansas State High School Activity Association (KSHSAA) which sets minimum academic standards for student eligibility in extra-curricular activities.

Extra-Curricular Activities and Events Eligibility:

Any junior or senior high student in an extracurricular activities or attending an event must be passing five classes to be eligible to compete or attend. Eligibility will be determined at each marking period semester). If ineligibility is determined, eligibility will be possible at the next marking period. Students may practice, but not compete, if ineligible. Academics are our first priority. Extracurricular activities or events are a privilege. Students involved in extracurricular activities or wanting to attend events should be aware at all times of their grades. This includes participating in KSHSAA competitions, musicals, and

plays. It also includes attendance at KSHSAA competitions (unless under the direct supervision of a coach), musicals, plays, STUCO activities and dances including prom.

A student who has reached his/her 19th birthday on or before September of the current school year may or may not be eligible for interscholastic activities. Hardship eligibility may be possible for some students. Please see the athletic director if there is a concern.

Students may not engage in outside competition during the season in which they represent the school in that sport. For example, a student may not compete in club basketball during the school's basketball season.

1. Students must have a physical examination and written consent from parents on file in the school office.
2. A transfer student must meet the transfer rule requirements.
3. A student shall not have been in attendance more than eight semesters of possible eligibility in a four year school (grades 9-12).
4. Students must be in good standing. A student who is under suspension, out of school, or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing. In school suspensions end at 3:22 the day of the last ISS day. Students must meet all USD 333 and Concordia Jr/Sr High school requirements to be eligible.

ACADEMIC ELIGIBILITY FOR COLLEGE SPORTS

Scholarships

In order to compete in college level sports, the high school graduate must meet minimum requirements for academic eligibility. It is necessary to start preparation for meeting these requirements in the 9th grade. Requirements vary according to college size and level of competition. Most colleges are associated with one of the following categories:

1. NCAA Division I or Division II (K-State, KU, WSU, etc.)
   a. Graduate from High School
   b. Attain a 2.0 grade point in a successfully completed core curriculum of at least 16 academic courses. This includes four years of English, three in Math, two in Natural Science, and two in Social Sciences.
   c. Achieve a composite score of 17 on the ACT college entrance exam or a 700 combined score on the verbal and math sections of the SAT.

2. NAIA (Bethany, KS. Wesleyan, etc.) The student must meet two of the following three requirements:
   a. Attain a 2.0 grade point average in a successfully completed core curriculum of 14 academic courses. This includes three years of English, two in Math, two in Natural Science, and two in Social Sciences.
   b. Achieve a composite score of 17 on the ACT college entrance exam or a 700 combined score on the Verbal and Math sections of the SAT.

3. Community and Junior Colleges (Cloud County, Hutchinson Jr. College, etc.)
   a. Graduation from an accredited high school.
   b. Minimum of a 1.5 grade point average.

NOTE: These are minimum requirements and colleges may have additional requirements of their own.

ACTIVITIES AND ATHLETICS

Refer to the *Concordia Junior-Senior High School Athletic/ Activity Policy Handbook* for additional policies specifically regarding athletics and activities.

Athletic Passes

An athletic pass will be included in the activity fee for all students 7-12. This will allow students to attend all athletic and activity events, except postseason state events.

School Dances

All school dances will have to be approved and scheduled by the Administration. Three faculty sponsors must be present. There will be no student smoking or drinking allowed. A contraband dog may be invited to attend random dances. After the dance has been in progress for thirty minutes, the outside doors will be locked, and no student will be admitted after that time. Once students enter the function, they are not to leave, unless given specific administrator permission, or they will not be allowed back in, even if it is prior to locking of the entrance doors.

Dances are for Concordia High School students. Outside guests must be signed up in the high school office prior to the dance. No outside guest will be admitted unless given prior approval by the administration. Guests must be under the age of 21. Outside guests must have a valid driver's license or high school student ID at the dance check in. Junior high school students are not allowed at high school dances. High school students are not allowed at junior high dances. Each group sponsoring a dance must appoint a clean-up committee. Lockers are not to be used for school dances. A coat room will be opened if needed.

Football Homecoming

Homecoming during the football season is one of the biggest events of the school year. The student council sponsors the homecoming assembly, parade and election of senior girls and boys as homecoming royalty. They also sponsor the homecoming dance following the football game. In the afternoon, there is the annual parade downtown with many floats and the CHS and junior high bands.

Sportsmanship

CHS students, whether participants or spectators, are expected to conduct themselves at all games, matches and activities according to the principles of sportsmanship as outlined in Rule 52 of the KSHSAA manual. All actions should be positive and supportive of CJSHS, its athletes and teams, and should reflect well on CJSHS.

The Student Council

The purpose of the Student Council organization is to encourage school spirit, cooperation and pride in CHS. It provides students the opportunity to participate in the government of the school, to promote worthy school activities, to provide a forum for discussion of interest to the student body, to create and maintain standards of good citizenship among the students, to aid in the formation of good school policy and to aid the administration in furthering its policies for the betterment of the school.

The officers of StuCo consist of a president, vice-president, secretary and treasurer. These officers were elected last spring by the student body following a school-wide campaign.

Each class is represented in StuCo by four class officers elected during the spring election campaign.

Some of the duties of the Student Council are conducting elections and sponsoring school dances, homecoming and sports festivals as well as making regulations and any other duties that may be delegated to an organization of this kind. It also acts as a sounding board for the student complaints and cooperates with the faculty and administration in the solution of school problems.

The Student Council Advisor will appoint Junior High and Senior High Student Council members to serve on the Concordia Junior-Senior High Site Council. This will allow students the opportunity to meet with the Principal, Assistant Principal and Counselors along with community and parent stakeholders monthly. It will help keep communication lines open between students, administration and the Board of Education.

Elections of the StuCo officers for the succeeding year shall occur in the spring semester of the present school year as designated by the functioning Student Council in cooperation with the administration.

Election of StuCo Executive Officers

Executive officers are elected in the spring. To be eligible:

1. Any qualified member of the junior class may run for the office of president.
2. Vice-Presidential candidates may be current sophomores or juniors.
3. Secretary & Treasurer candidates may be current 8th through 11th graders.
4. The nominees should have at least a 2.5 grade point average for the executive officers.
5. Candidates must file a petition with at least 40 signatures from students currently in grades 8th-11th.
6. Candidates may hang campaign posters that have been approved by the StuCo Advisor or CHS Administration. Each candidate is limited to 5 posters which may be hung in the main hallways with painter's masking tape. Each candidate should operate their campaign on a high level and with integrity. Candidates should center on such issues as: school spirit, academic excellence, improvement of communications, and school pride.
7. Election Assembly – If necessary, an assembly will be held to give competing offices/candidates a chance to state their campaign. Candidates will be seated on stage and be given three minutes to address the student body.

Election of StuCo Class Officers

Class officers are elected in the spring. To be eligible:

1. The nominees should have at least a 2.0 grade point average for class officers.
2. Candidates must have enough credits to classify them with the class electing them.
3. Nominations must be checked by the class sponsor for eligibility.
4. Each candidate will file a petition with 15 student signatures from his/her class. If a classmate signs one petition for a given office, he or she cannot sign another petition for the same office.
5. Candidates may hang campaign posters that have been approved by the StuCo Advisor or CHS Administration. Each candidate is limited to 5 posters which may be hung in the main hallways with painter's masking tape. Each candidate should operate their campaign on a high level and with integrity. Candidates should center on such issues as: school spirit, academic excellence, improvement of communications, and school pride.
6. Election Assembly – If necessary, a class assembly will be held to give competing offices/candidates a chance to state their campaign. Candidates will be seated on stage and be given three minutes to address the class.

2021-2022 Student Council

Executive Officers

President	Aiden Poore
Vice-President	Ashley Bartlett
Secretary	Maddie Schlyer
Treasurer	Juana Ayala

Senior Officers

President	McKenzie Widen
Vice-President	Keyan Miller
Secretary	Shelby Giersch
Treasurer	Tessa Christensen

Junior Officers

President	Christian Widen
Vice-President	Hanna Acree
Secretary	Jenna McFadden
Treasurer	Stryker Hake

Sophomore Officers

President	Carlie Carlgren
Vice-President	Hattie Blackwood
Secretary	Peyton Breese
Treasurer	Gracey Drury

Freshmen Officers

President	Francisco Ayala
Vice-President	Peyton Retter
Secretary	Tierney Breault
Treasurer	Katelyn Reedy

At- Large Selections:

Lewis Vanmeter

Election of Junior High StuCo Members

To be eligible:

1. The candidates should have at least a 2.0 grade point average.
2. Candidates must complete a Petition For Office form.
3. Candidates will need recommendations from three of their teachers/staff members.
4. Candidates will need recommendation from Junior High Principal or Counselor.
5. Candidates will need a signature from their parent/guardian.
6. Candidates will need recommendations from 10 of their grade level classmates
7. Candidates may hang 3 posters in the school hallways. The individual posters may not exceed 24" x 24".
8. Candidates may NOT hand out any candy, pencils, treats, buttons, etc…
9. Candidates will be given an opportunity to speak in front of their classmates to state their campaign. Speeches must be under 1 minute in length.
10. 8th grade Officers will be determined based on the number of votes. The highest number of votes is President, then Vice President, Secretary, Treasurer, Officer at Large, and Officer at Large, respectively.
11. 7th grade Class Representatives will be the six candidates with the most votes.
12. In the event of a tie, current core teachers will be asked to vote, if a tie still exists, the winning candidate will be determined by the flip of a coin.

JH Student Council for 2021-2022

8th Grade Class Officers:

President	Anna Widen
Vice-President	Rylie Jessup
Secretary	Catelin Benyshek
Treasurer	Mya Bauer
Officer At Large	Mayhalla Ratliff
Officer At Large	Crickey Warren

7th Grade Class Representatives:

Oakleigh Teel

Vivian Owen

Burklee Jackson

Brody Marsh

Skye Johnson

Ava Metro

Student Organizations and Clubs

Concordia High School sponsors a wide range of student activities for the purpose of providing students with additional opportunities to develop leaders and citizens, to further develop character and self-respect, to learn to work with and respect others, to practice democratic ideas and ideals, and to learn to use leisure time.

Organizations and Clubs

Band- Stuart Roegge

Catscratch Productions- Chris Stiles

Cheerleaders- Stephanie Downie

JH Cheerleader - Bobbie McWhorter

Chess Team- Zachary Morris

Debate/Forensics- Zachary Morris

Drama Club/ International Thespian Society- Chris Stiles

FBLA- David Gieber

FCA- Kathy Poore

FFA- Krystal Nelson

Friends of Rachel- Quentin Clark

Yearbook- Jenny Acree

HS Student Council- Dustin Bender

JH Student Council- Ashley Billings

Language Club- Margie Timme

Newspaper- Jenny Acree

NHS- Jamie Meyer

Dance- Zoe Brichalli

Scholar Bowl- Alexis Koops

Science Club- Melissae Stiles

Vocal - Morgan McCabe

Letter Requirements

To letter in any of the activities or sports programs, check the requirements for lettering with the head coach or sponsor of the program. The head coaches and sponsors are:

Volleyball	Rio Brown
Football	Jordan Echer
Cross Country	Rick Haden
Boys' Basketball	Derek Holmes
Girls' Basketball	Carly Bloomfield
Boys'/Girls' Track	Jordan Echer
Wrestling	Josh Brown
Boys' Golf	Steve Nelson
Girls' Golf	Gene Rundus-Interim
Girls' Tennis	John Turner
Boys' Tennis	John Turner
Baseball	Brandt Hutchinson
Softball	David Gieber
Instrumental Music	Stuart Roegge
Vocal Music	Morgan McCabe
Debate/Forensics	Zachary Morris
Drama	Ashley Blain
Cheer	Stephanie Downie
Dance	Zoe Brichalli

COUNSELING OFFICE & STUDENT SERVICES

COUNSELING SERVICES AT CONCORDIA JR/SR HIGH SCHOOL

General Information

Staff: Cyndi Atwell, Junior- Senior High Counselor
Bailey Echer, Junior-Senior High Counselor

Office Hours: 7:40 a.m. - 4:00 p.m. Monday-Friday and by appointment

Telephone: (785) 243-1100

STUDENT SERVICES

In assisting the high school student in their transition from high school to the post-secondary or work environment the guidance department focuses on three main areas or strategies throughout the students four years of high school. First and foremost is through academic counseling. Included within this area but not exclusive would be academic planning which assesses educational progress and preparation, college visitation and admissions assistance and ACT preparation. The second area of focus is career counseling which offers a wide area of resources and tools for career exploration. The third area of focus is on personal counseling. Counselors are always available to assist students with personal problems or concerns which will aid in their transition to the post high school world. We feel that while focusing on these three major areas of student development then we will cover the comprehensive role of our counseling department and therefore meet the needs of all students.

Career Counseling

Xello is an online career exploration resource for students and parents. All students Grades 7th-12th will utilize the program as part of their Individual Plan of Study (IPS).

Academic Counseling

ACT preparation: Registration packets are available in the Guidance Office for the ACT test. Sample tests are available, as well as ACT prep books which can be checked out through the Guidance Office. Sample test questions are also available on the computers in the labs for student use. Some ACT Prep Study Nights have been coordinated through the Distance Learning Network system for student use. K-State conducts an ACT Prep Day for students. This usually occurs in March.

Scholarship Assistance and Information

FastWeb.com: Online Scholarship Applications from thousands of sources.

NOTE: Detailed scholarship information and application forms are available through the Guidance Office.

Academic Planning Assistance – Annual, individualized conferences with parents and students to assess educational progress and preparation.

College Visitation Program – Coordinated through the Guidance Office, the College Visitation Program offers Juniors and Seniors an opportunity to visit the colleges, vocational/technical schools or trade schools they may consider attending after high school.

College Admissions Assistance – Assistance and guidance in the preparation of documents necessary for entrance into post-secondary educational institutions.

Personal Counseling

Counselors are always available to assist students with personal problems or concerns. Students may stop by the School Counseling Office at any time, or may be referred by teachers or parents.

Student Support Phone Numbers

Drug Abuse Hotline: 1-800-662-4357

Sponsored by the United States Department of Health and Human Services

Teen Abuse Hotline: 1-800-422-4453

Crisis Help Line: 1-800-785-8111

Teen Crisis and Runaway Line: 1-800-621-4000

International Suicide Prevention Hotline: 1-800-273-8255

SAFETY PROCEDURES

Fire Drills

Fire drills will be held ~~monthly~~ during the school year. The signal for the fire drill is the continuous ringing of the fire alarm bell. To clear the building as quickly as possible, students should follow the fire drill directions posted in each room. Students are not to push, run, shove or make unnecessary noise during the drill. Everyone should move to the sidewalk away from the school building and wait for the all clear signal to be given.

Students who are handicapped will be assisted from the building by their classroom teacher and/or a paraprofessional.

Tornado Drills

Tornado drills will be held as required by state law. The tornado drill will be signaled by a continuous ringing of the classroom bells. Students are expected to move quietly through the halls. Students should follow the tornado drill directions posted in each room and accompany their teachers to the designated area. In the event of an actual tornado warning, students will not be allowed to leave the building unless picked up by their parents.

Students who are handicapped will be assisted to a designated area in the lower level by their classroom teacher and/or a paraprofessional.

Emergency Crisis Drills

Several times a year we will run Emergency Crisis Drills, as mandated by law. These drills may involve classroom lockdowns. Students will be notified in advance of these drills.

Providence Working Canines

Concordia Jr/Sr High School and USD 333 contracts with Providence Working Canines to provide an even safer and more secure campus. The dogs used are non-aggressive and are approachable by students, faculty and staff while on campus. They detect most substances that are not wanted on campus, whether illegal or prescription, excluding tobacco. Providence does an annual beginning of the year student and parent meeting in our theater. Their website is www.profidencek9.com.

TRANSPORTATION HANDBOOK

This handbook sets forth the policies and regulations for school bus riders in Unified School District No. 333, Concordia, Kansas. Please read carefully and discuss these regulations with your children.

District buses run various types of routes, including high school, middle school, elementary school, kindergarten, special education, preschool and various combinations of other activities. Buses are on routes of some kind at almost any hour of the day.

Bus driver training is a continuous program in Unified School District No. 333. At meetings held regularly each month, drivers study Safe and Defensive Driving, First Aid, CPR, Student Behavior Management and other subjects related to bus operations. At the beginning of each year, bus drivers take an eight hour defensive driving class to insure that all drivers have an opportunity to stay abreast of their requirements.

The Transportation Director maintains all vehicles within the school district. The buses are inspected daily for servicing, washing, and repairs.

Every bus is equipped with a two-way FM-VHF radio. While within the district, all busses are in communication range. When breakdowns occur, a spare bus can usually be on the scene within minutes.

It is the intention of the Board of Education and the Transportation Department to provide the safest possible pupil transportation service. You, the parent, and the student can help by putting emphasis on keeping noise and movement at a minimum. Remember, every time drivers check on a disturbance, their eyes are taken off the road and chances for an accident are increased.

If there are any questions, please call the transportation office at 243-6033 or the Board Office at 243-3518.

Transportation Coordinator Office --- 243-6033
BOE Office (Transportation Director) --- 243-3518
Concordia Jr/Sr High School (Grades 7-12) --- 243-2452
Concordia Middle School (Grades 5-6) --- 243-2114
Concordia Elementary School (Grades Pre-K-4) --- 243-8853
LCNCK --- 243-3294
CAP ---275-3636 or 275-3593
CCDC --- 275-1111

KNOW YOUR DRIVER

Be sure you know the number assigned to your child's bus and then be sure to become acquainted with the driver. Problems are handled best when both parties feel free to call each other.

THE SCHOOL BUS STOP LAW

Most people know that they are supposed to stop when a school bus is loading or unloading passengers. In most cases, routes are arranged so that children are not required to cross major highways, but they may need to do so, on certain county roads. Always be especially cautious when near a stopped school bus.

ROUTING

Bus routes are laid out with primary regard for safety, efficiency, and economy. Buses will be routed as close to homes as possible, but other considerations may make it necessary to have children walk a short distance. This distance is never over one-eighth of a mile. If a private drive is over one-eighth of a mile in length, the bus will pull in provided there is an all-weather road surface, adequate room to turn the bus around, and no overhanging tree branches.

When conditions warrant, mud routes will be in use. When mud routes are required, the bus will remain on blacktop or gravel roads.

OFF ROUTE REQUESTS

Buses will not take children to destinations off the regular route. Upon a formal written request, the driver may be able to accommodate a drop off at another approved stop with Transportation Department approval.

Drivers are instructed not to leave a child at home if there appears to be no one there. Children will be returned to the school when there is no one at home. Parents who are delayed in returning home should phone the school that their child attends. This will allow the driver to be notified of this fact.

VISITORS

Children are allowed to have visitors ride with them provided there is room on the bus. A written request must be presented to the bus driver in advance and email is more efficient and preferred. If this is not possible, call the transportation office (243-6033) so that the bus driver may be informed.

SCHEDULE CHANGES

If there is a change in your child's schedule, or the child will not be riding the bus, please be sure to send a note for the bus driver and for the teacher. Changes can be called into the appropriate school office before 3:00 P.M. Those students riding buses will be placed on the bus unless the parent has sent a note to the teacher and the bus driver or telephoned in advance.

Notes for the teacher and the bus driver are also necessary when a bus student is to ride a different bus or when a non-bus student is to ride home with a bus student.

BUS EXPECTATIONS

Be Safe and Respectful by:

- Staying in Seats at all times
- Listen to Driver's Instructions
- Use Inside Voices

Respect the Bus by:

- Picking up your trash
- Avoiding food and drink on bus
- Not damaging the bus

Respect each other by:

- Not Yelling
- Not Fighting
- Not Pushing

WHEN EXPECTATIONS ARE FOLLOWED

- Students will be greeted by a Driver with a polite familiar face daily whose focus is always on the road ahead.
- Students will enter each bus safely and comfortably.
- Students will arrive to school or home safely, having enjoyed a safe, positive experience on a USD 333 bus.

WHEN EXPECTATIONS ARE NOT FOLLOWED

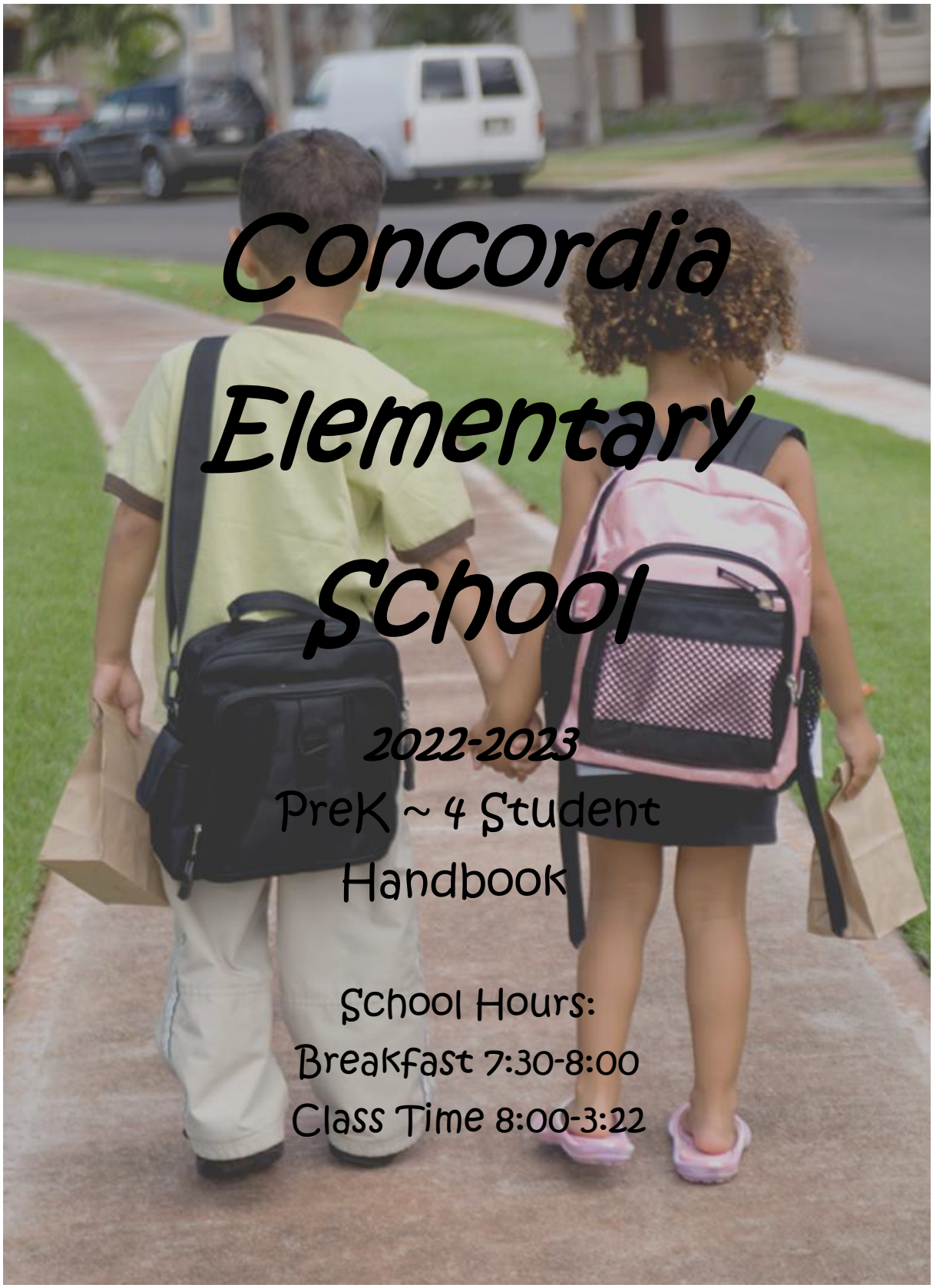
The USD 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather, emergency evacuation drills or student discipline. All discipline referrals for poor bus behavior will be first handled by each respective building principal with consequences as outlined in each building's respective student handbook. In the instance the behavior is not corrected or extremely severe, the Transportation Director will become involved with a face to face parent meeting. Transportation privileges may be suspended for a specific number of days or for the remainder of the school year, depending on the severity of the misbehavior.

INCLEMENT WEATHER PROCEDURES

The USD 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather, or emergency evacuation drills. When decisions are made to run buses late, or not to run at all, an announcement will be made as soon as possible through our School Messenger system, www.usd 333.com, Facebook, Twitter, as well as KNCK Radio (1390 AM) (94.9 FM) on your radio dial for such an announcement.

The Board of Education has indicated when there is any doubt about a situation; the decision will be in favor of not running the buses which might endanger the safety of children.

State law requires that twice a year school buses must conduct an emergency evacuation. Your child may bring home a note asking for your permission to help with the evacuation.



Concordia Elementary School

2022-2023

PreK ~ 4 Student Handbook

School Hours:

Breakfast 7:30-8:00

Class Time 8:00-3:22

CONTENTS

	Section	Page
	Elementary School Staff	3
	Definition of Discipline	4
	School-Wide Discipline Plan	4
	Belief Statements	5
	Life Skills	6
	Behavior Expectations at Concordia Elementary	7
A	General School Procedures	
	Arrival / Dismissals	8
	Bus Riders	8
	Breakfast / Lunch	8
	Unpaid Meal Policy	9
	Checking In & Out at the Office/Visitors	10
	Student Withdrawal	10
	Directory Information	10
	Drop Off & Pick-Up / School Traffic	10
	Emergency Closings	11
	Emergency Numbers / Phone Calls	11
	Party Invitations	11
	Personal Belongings	11
	School News	11
	Reporting Students Progress to Parents	12
	Textbooks	12
	Visiting School	12
B	Student Expectations	
	Academic Honesty	12
	Attendance	13
	Cell Phones	14
	Use of School Phone	14
	Conduct and Discipline	14
	Hazing/Harassment/Intimidation/Bullying/Menacing	14
	Dress Code	15
	Guidelines for Homework	15
	Internet / Computer Use	16
	Library Policy	16
C	School Programs & Events	
	Field Trips	16
	P.I.E. (Parents In Education)	17
	Parties	17
D	Student Safety & Health	
	Bicycles – Skateboards – Rollerblades - Scooters	17
	Fire and Tornado Drills	17
	Medication Policy	18
	Biting Insect & Head Lice Policies	18
	School Nurse Services	19
	Physical Education Participation	19
	Retention/Promotion	19
	Recess	19
E	Student Grievance Procedure	20
F	Transportation Handbook	21
G	USDA Nondiscrimination	24
H	PowerSchool Online Grades	25
I	Civility Statement	25
J	Emergency Safety Interventions (ESI)	26

Elementary School Staff

Principal – Derek Holmes
Secretaries – Michelle Ringer
Bailey Miller

CES Assistant Principal/K-12 Curriculum - Krystal Breese
CES Nurse – Katie Brooks

Kindergarten
Erin Herman
Angela Anderson
Haley Gile
Amy Dannenberg
Mandy Davis

1st Grade
Kay Thompson
Kristin Peltier
Mariah Blazek
Emily Erkenbrack
Michelle Popelka

2nd Grade
Chandra Lambert
Krystin Will
Rebecca Cyphers
Hannah Koester

3rd Grade
Starla Balthazor
Karen Reedy
Katie Nease
Trey Kuhlman

4th Grade
Josh Brown
Jill Krier
Carrie Stensaas
Bethany Richard
Alyssa Breen

Title 1 Reading
Beth Gross
Ashlea Marsh- Para
Bailey Garlow – Para
Angie Peterson- Para

Encore Staff
Alicia Blackwood – PE/Health
Stacy Larsen-Technology
Shawn Hood – Art
Leah Loring –Student Support Specialist/Counselor
Renata Knox – Music
Ann Metcalfe – Music
Krystal Richard - Library
Anna Sassman-MTSS
Kelsey Abitz- Counselor
JoDee Rothfuss- Technology
Rick Haden – PE/Health

Preschool
Charity Brown
Alyssa Edwards–Para

Custodial Staff
Nicky Day
Scott Hale
Kerry Kalivoda-Head

Special Education
Judy Edwards – Speech
Gail Whitley – Interrelated
Jordynn Welch-Interrelated
Heidi Bivens-Interrelated
Rachel Franz-Interrelated
Brandi Duskie-School Psych
Rachel Kueker - OT
Nikki Goertzen- OT
Stacy Scott
Renee Mason- PT
Darlene Sipe -CCDC

Building Paraprofessionals
Andrea Jones
Pam Moon
Karla Stupka
Kristy Stensaas
Cayleen Britt
Torie Williams
Jennifer Garcia-ESL
Daphne Brockman-Library Aide

Cooks - Kim Mathews, Terri O'Connor, Rhonda Hanson, Heather Ost-Wilber, Austin Hale, and Tim Bombardier, Linda LeDuc. Carrie Parker - Food Service Director. LCNCK Paraprofessionals - Rhonda Bunch, Sandy Jarvis, Samantha Dillow, Jo LaBarge, Taryn Johnson, Tony Bivens, Irina Hovhannisyan, Gabe Sharp, Celeste Goddard, Marissa Montague, Adrianna Michaud, Crystal Marcotte.

DEFINITION OF DISCIPLINE

A process designed to teach, model, and use appropriate strategies to reinforce the behaviors necessary to ensure a safe and productive learning environment by changing unacceptable behavior to acceptable behavior.

School-Wide Discipline Plan

To guide each student in the daily use of these life skills, as well as ensure a safe and productive learning environment, different Levels of Behavior have been created. These behaviors are monitored with a Clip Chart system in the classroom and reported to the office when needed.

LEVEL 1: PRODUCTIVE PERSONAL ENVIRONMENT *– Behaviors that occur in the classroom and affect only the learning of the misbehaving student. Some examples of this behavior include:*
Sleeping
No School Supplies/Not coming to class prepared
Incomplete Work
List is not inclusive
Range of Consequences/Strategies
Minimum – Look in the vicinity of the behavior
Maximum – Stay after school

LEVEL 2: PRODUCTIVE CLASSROOM ENVIRONMENT *– Behaviors that occur in the classroom and interfere with the learning of others. Some examples of this behavior include:*
Talking/Shouting Out of Turn
Getting out of seat without permission
Bothering other students
List is not inclusive
Range of Consequences/Strategies
Minimum – Look in the vicinity of the behavior
Maximum – In School Suspension/Alternative School

LEVEL 3: ORDERLY ENVIRONMENT – *Behaviors that are not intended to cause physical harm to another individual, are not illegal, but do negatively affect an orderly environment in the hallways, lunchroom and on the playground. Some examples of this behavior include:*
Running in the Halls/Horseplay
Dress Code Violations/Vandalism
Minor Threats/Bullying
List in not inclusive
Range of Consequences/Strategies
Minimum – Look in the Vicinity of the Behavior
Maximum – Short Term Suspension (5 days or less) with Alternative School

LEVEL 4: SAFE ENVIRONMENT – *Behaviors that are intended to cause another individual physical harm and/or are illegal. Some examples of this behavior include:*
Hitting/fighting with intend to do physical harm
Weapon
Gross Disrespect (Verbal and Non-Verbal Profanity)
Serious Threats/Stealing
List is Not Inclusive
Range of Consequences/Strategies
Minimum – 1 day Out of School Suspension (any part of a day)
Maximum – 180 days expulsion (1 Calendar Year)

BELIEF STATEMENTS

Teaching and learning of the intended curriculum for all students is our highest priority.

- Therefore, the misbehavior of one student….
    - Will not be allowed to interfere with the learning opportunities of another student.
    - Will not be allowed to interfere with the teacher's responsibility to teach all students.
    - Will not excuse the misbehaving student from successfully completing the learning objectives.
- Discipline is part of the daily routine. Every discipline situation is an opportunity to teach expected behavior.
- Changing behavior takes time – Self-Discipline is the expected outcome.
- Punishment by itself cannot change behaviors.
- Teaching and modeling appropriate behavior, along with implementing consequences for inappropriate behavior, is the best way to change unacceptable behaviors.
- Expected behaviors must be communicated, taught, and modeled on a daily basis.
- A safe and productive learning environment is maintained for all individuals at school and at school-related activities.
- Parents have a responsibility to ensure their children's behaviors do not take away from a safe and productive learning environment for others.
- Students and staff demonstrate respect for self, others, and their environment.
- Student conflicts are handled with respect for all individuals without the use of violence or threats.

Life Skills

RESPECT – To treat others the way you want to be treated

RESPONSIBILITY – To be accountable for your actions

HONESTY – To tell the truth at all times

INTEGRITY – To do what's right, even when no one is watching

INITIATIVE – To do something of one's own free will, because it needs to be done

FLEXIBILITY – To be willing to change plans when necessary

PERSEVERANCE – To keep at it

ORGANIZATION – To keep things orderly and ready to use

SENSE OF HUMOR – To laugh and be playful without harming others

EFFORT – To do your personal best

COMMON SENSE – To use good judgment

PROBLEM SOLVING – To create solutions and find answers

PATIENCE – To wait calmly for someone or something

FRIENDSHIP – To make and keep a friend through mutual trust and caring

CURIOSITY – A desire to investigate and seek understanding of one's world

COOPERATION – To work together toward a common goal

CARING – To feel and show concern for others

COURAGE – To stand up for what you believe

ACTIVE LISTENING – To pay attention, listen to others, and follow directions

Behavior Expectations at Concordia Elementary School

All students and staff will follow and understand the lifelong guidelines and life skills. All students will show respect for themselves and others. All staff will reinforce positive behaviors on a daily basis and will serve as role models for our students.
We have high expectations for all students – behaviorally and academically.

Before School Expectations

1. Students should **not** arrive before 7:30 when the doors unlock.
2. Breakfast is served from 7:30 – 8:00.
3. Students eating breakfast should go directly to cafeteria after putting their belongings in the gym.
4. After eating breakfast, students should report to the gym.
5. Students who do not eat breakfast should report to the gym.
6. Bus students are to use the west hallway.
7. Students being dropped off should enter through the FEMA doors.
8. Students should remain in the gym unless given permission.

Lunch and Breakfast Expectations

1. Students will follow hallway behavior expectations as they move to and from the breakfast/lunch room.
2. Students will sit at assigned tables and follow the directions of the lunch room aides.
3. Students will use good manners (chew with mouth closed, don't talk while eating, use utensils, and clean up their space before leaving).
4. Students will be dismissed by an adult and will walk and carry their tray with both hands.

Hallway Expectations

1. Students will quietly move between classes and from one activity to another.
2. Students will walk in single or double lines facing the front.
3. Students will move on the right side of the hallway.
4. Students will respect themselves and others by keeping hands, feet, and objects to themselves.

Playground Expectations

1. Students will keep hands, arms, and feet to themselves.
2. Students will not push, pull, fight, wrestle, tackle, or engage in threatening play.
3. Students will line up quickly and quietly when entering the building.
4. Students will follow the directions of the paras and teachers and respect all adults.
5. Students will demonstrate safe behaviors when playing on the playground equipment. Teachers will inform students of these behaviors.

Life Skills for the Playground

***Problem Solving** – To create solutions and find answers.
***Caring** – To show and feel concern for others.
***Common Sense** – To think it through.
***Integrity** – To act by what's right and wrong.
***Flexibility** – To be willing to change plans.
***Sense of Humor** – To be playful without harming/hurting others.
***Effort** – To do your best.

After School Expectations

1. All students will be dismissed at 3:17 to go to their assigned areas for 3:22 official dismissal.
2. Bus students will go to their bus line.
3. Students being picked up will wait in the gym until their name is called.
4. Students will wait attentively in their assigned spot for their ride.
5. To maintain student safety, crosswalks will be used at all times.

A. General School Procedures

Arrival / Dismissal

School supervision starts at 7:30 a.m. when the school doors are unlocked. Breakfast begins at 7:30. Upon arrival students are to report to the gym at Concordia Elementary. While in the gym students are to remain seated. Morning Assembly begins at 7:55 after which students will be dismissed to their teachers. The official tardy bell is 8:05.

Please make sure your child knows who will be picking him/her up or where he/she is to go after school. Please pick your student up on the south side of the building by 3:40 p.m. unless specific arrangements have been made with school personnel. If your student's regular after school plans change please notify the school with a note or phone call by 3:00 p.m.

If the regular beginning or dismissal time is to be changed, parents will be notified by school messenger, the webpage or radio. Parents should consult the district webpage or the school calendar for holidays, teacher workdays, and teacher in-service days.

Preschool will be held on Monday-Thursday. Morning preschool supervision begins at 7:40 a.m. Breakfast for preschool students will be served in the cafeteria. The morning session of preschool will be held from 8:00 -11:15. Parents should pick up their students at 11:15 in the parking lot off of 11th Street. The afternoon session of preschool will be from 12:00 – 3:15. Students will need to enter the building from the parking lot off of 11th Street. At 3:15, parents need to pick up their students at the parking lot off of 11th Street. Students riding the PM bus will be escorted to the bus by staff.

Bus Riders

Bus students will load in the front of the building. If there is a change in your child's schedule, or the child will not be riding the bus, please be sure to send a note for the bus driver and for the office. Changes can be called into the office before 3:00. **Those students riding buses will be placed on the bus unless the parent has sent a note to the office or bus driver and telephoned in advance.**
Please read the Student Transportation Handbook.

CES

Breakfast and Lunch

Breakfast will be served from 7:30 to 8:00 a.m. Meal costs for students and adults will be posted on the district website and updated annually in July. All Concordia Elementary School students have an opportunity to eat a hot lunch at school or bring a sack lunch. *Students are not to bring soda to have with their meals.* Students who bring a sack lunch may purchase milk for 35¢. This is collected in the lunchroom each time the student eats. We welcome parents to eat a hot meal at school with their children. Due to our wellness policy we request that fast foods and sodas not be brought into the school cafeteria during the lunch and breakfast hours.

The forms that need to be completed in order to qualify for the Child Nutrition Program Benefits and the reduced textbook fees will be provided to all USD 333 families in July. Completed forms must be returned to the Board of Education Office on or before the requested date. Forms will also be available in the office during the school year. Any amount of money can be deposited to your family food service account (i.e. $25.00, $50.00, $100.00 etc.) Breakfast and lunch meals will be deducted from your family account much the same as a checking account at a bank. Please send food service payments in an envelope marked with the child's name, teacher's name, and amount sent. A receipt will be sent home with your student.

According to KSDE and USDA all school meal sponsors must have a policy in place by July 1, 2017 for children who are participating at the reduced price or paid rate, but either do not have money in their account or in hand to cover the cost of the meal at the time of service. The policy must be communicated in writing to all households at the start of the school year and to families that transfer into the district/school during the school year. Sponsors needs to ensure that all district and school staff responsible for any aspect of policy enforcement are also provided the policy. (SP 46-2016)

USD 333 has had a policy/procedure that was part of all student handbooks. According to KSDE that is the appropriate way to be sure families are notified in writing as per the federal govt request. However, the policy should probably become part of our policy document and then be posted on our district web site as well.

Below is the existing policy/procedures from current USD 333 student handbooks with additions and changes for official adoption by July 1, 2017.

USD 333 UNPAID MEAL POLICY

The following UNPAID MEAL POLICY has been adopted by the USD 333 Board of Education.

- Food service director will send email notices on Mondays and Thursdays when the family balance reaches $10 or less. Daily email notices will be sent if the family balance drops to negative $15.
- NEGATIVE Balance of $90-$100: Inform families that no further charges to the account will be allowed after NEGATIVE $100. Phone calls will also be made to the family for debt collection.
- NEGATIVE $100 and over: Discontinue charging lunches. Students must bring lunch/or pay cash for individual lunches.
- If the family does not provide a lunch or cash for the student, the classroom teacher and building principal will work with lunchroom staff to have student brought to the principal's office during meal time and offered pretzels and fruit provided by the food service department.
- If a family turns in an application for free and reduced meals and qualifies for FREE meals, students will be allowed to return to eating in the cafeteria. However, outstanding balances will still be required to be paid in full or Kansas Set-Off claims will move forward.
- If the outstanding meal bill has not been paid by enrollment the next fall, district staff will file Kansas Set- Off for the outstanding amount.
- On-Line payment option: An on-line payment option is available to families for ease of paying outstanding debt.
- Families with graduating seniors who have completed all graduation requirements and have no other students enrolled in the district, or outstanding bills with the district, if they have a positive lunch balance will have their positive balance refunded by USD333 through the board approval process by district staff upon receipt of a W-9. Any positive balances less than $5 will not be refunded due to staff time and cost of mailing to do so. Parents may also be able to pay their positive balances forward to a family of their choice or anonymously to a family in need.
- Any family withdrawing students from the district that has a positive lunch balance at the time of withdrawal, has until June 1st of the school year from which they withdraw, to request their lunch balance in writing from the School Nutrition Director, with provision of an address for sending the monies to and completion of a W-9. If no written request is received for monies of families with withdrawing students that have a positive lunch balance, all funds become a permanent part of the School Nutrition Department budget.

Board of Education Approved 06/16/2022

VISITORS TO THE SCHOOL (USD #333 Board Policy KM)

The board encourages patrons and parents to visit district facilities. Patron visits shall be scheduled with the techer 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.

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 principal has authority to request assistance from law enforcement 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 may be subject to the state trespass law.

Approved: KASB Recommendation – 3/00; 4/07

Checking In And Out at the Office

All visitors must report to the school office before visiting a classroom or picking up a student from school. If you are visiting a classroom or coming to lunch with your child, please come to the school office, sign in, and pick up a visitor badge. Before leaving the building you must sign out and return the badge.

Parents needing to take a child out of school during regular school hours must check the child out at the office. Teachers are not to dismiss any child from school at an early time without communication from the office. No student will be released from school, except to a parent, legal guardian, or designee. This procedure helps to insure that students are accounted for at all times.

All students coming after the start of the school day must check in at the office before going to class. Please escort your child inside the building and sign them in at the office to prevent them being counted tardy or absent.

Parents and other visitors should enter the building at the east front door and check in at the office. All other doors will be locked during the school day.

Parents are urged to leave their children in school all day. To allow for smooth dismissals, we appreciate your support in not picking up your child a few minutes before dismissal except in emergency situations. Doctor or other appointments should be scheduled outside of school hours whenever possible.

Student Withdrawal

When a student withdrawals from Concordia Elementary School their parent/guardian must sign off on a completed withdrawal form. This form is in the Concordia Elementary School office and includes lunch fees and library/classroom materials.

Directory Information

Student Name, Parents' Name, telephone number are considered directory information. As such, this information will be released to school related groups (ie PIE) and media covering school events if requested as long as parents do not opt out students for this information. If a parent does not wish to have this information released, they must notify the Elementary School office in writing or sign the release made available at enrollment and in the office.

Drop Off & Pick-Up / School Traffic

MORNING DROP OFF – As you bring your students to school in the morning, please use the south side of the building off of 11th Street. The front of the building is for unloading buses. Pull all the way around to the West gym door. Staff will be on duty to ensure student safety while unloading cars. Parents please remain in your vehicles while dropping off and picking up your child. The exception would be if your child is receiving an award at morning assembly you may enter the school through the FEMA doors then go to the gym.

AFTERNOON STUDENT PICK-UP - The front of the building (North side) is the area for buses to load and unload. No students are to be dropped off or picked up in the front of the building. Bike & scooter riders are to wait until buses are gone. Parental drop off and pick up area for students is in the rear (South side) of the building. School

personnel supervise the pick-up of students at this location at the end of the school day. Students will wait in the gym with teacher supervision until dismissed to parents. Students will exit the Southwest Door when the adult on duty calls their name to meet their ride. We encourage parents to follow the lane of traffic around to pick up their children. Please remain in your vehicles. Staff will supervise students during dismissal and help outside during loading of cars.

Your cooperation in following this procedure is appreciated. This is the safest, fastest way for picking up and dropping off of students. Students follow safety rules when they are modeled by adults.

Emergency Closings

If there is an emergency closing of Concordia Elementary School you will receive a call from School Messenger at your primary number. Also, an announcement will be made as soon as possible on KNCK-1390 AM and KCKS-98.3 FM. If it becomes necessary to dismiss school after the school sessions have already begun, School Messenger will call and an announcement of this dismissal will be made over the above station and repeated at intervals as long as is necessary.

In case of such dismissal, the children will be held at their respective schools until a parent or a person who has been given permission to pick up the child calls for them. No person is to be allowed to pick up a child unless authorized to do so by the parents.

The above regulations are intended only in cases of extreme weather emergencies.

Emergency Numbers & Phone Calls

Please notify the school office when you have changed your address, phone number, baby sitter, or other information you feel will help us to better care for your child in an emergency. We need to have at least two phone numbers on file.

If your child's after-school schedule will be changed, send a note to your child's teacher that morning. Last-minute calls make it difficult to communicate messages to all that need to be informed.

Party Invitations

Party invitations can be passed out at school only if **ALL** students in a classroom are included, or all students of a given gender are included. If parents want only certain students of a class to be invited to a party, the invitations need to be mailed.

Personal Belongings

Students are responsible for personal belongings. Please label all wearing apparel, lunch boxes, book bags and school supplies with your child's name. Many items go unclaimed in the "Lost & Found" each year. A child's personal toys, dolls, balls, and other objects should not be brought to school unless used for sharing time or other educational purposes. The school is not responsible for the costs of personal belongings.

School News

The district webpage contains a calendar of events, the school lunch menu, and other topics of interest. A district and CES facebook page have also been created.

Note:

Please refer to the district webpage for any changes from the regular schedule (in-service days, holidays, and early dismissals).

Reporting Students Progress to Parents

Teachers will use a variety of methods to report student progress to parents. Both parents and teachers have joint responsibility for student learning. Communication between home and school is strongly encouraged and helps to maximize the child's growth and development.

A variety of reporting methods are utilized including: online student information, student planners, parent-teacher conferences at the conclusion of the first and third nine weeks, other conferences between parents and our

professional staff, report cards issued at the end of each nine weeks period and results of student Kansas State Assessment Tests for grades 3-4.

Parents are expected to attend conferences when scheduled by their child's teacher. Additional conferences may be required as deemed necessary. Parents are encouraged to schedule appointments in advance so as to insure the teacher's availability.

Students in Grades PK -1 will be assessed on Mastery of Grade Level Standards.

Students in Grades 2-4 will be assigned the following marks/grades as an indication of the student's progress and accomplishments.

A = Excellent or 90 - 100%
B = Above average or 80% - 89%
C = Average or 70 - 79%
D = Below average or 60% - 69%
F = Immediate attention and improvement needed (59% or below)

Textbooks

All textbooks are furnished by the district and will be issued to the students at the beginning of the school year. These books must be checked in at the end of the school year.
Textbooks are to be kept clean and handled carefully. A replacement fee will be charged for abuse, misuse, or lost books. End of the year report cards will not be issued until all books are returned and fines are paid.

Visiting School

Parents are always welcome to visit. Visiting children not accompanied by an adult should get permission from the classroom teacher and the consent of the principal. In cases where children do visit, they will be allowed at school 1/2 day, which will include lunch. When visiting, please remember to check in at the office and pick up a visitor badge. If you would like to eat lunch with your child, a call to the office before 8:30 would be appreciated.

B. Student Expectations

Academic Honesty

Academic dishonesty is not acceptable. Cheating is defined as copying another student's work and claiming it as your own, and plagiarism is defined as the use of another person's original ideas or writing without giving credit to the true author; both are prohibited. Materials taken from electronic sources are covered by this policy. A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question, as well as other disciplinary measures.

Attendance

Regular attendance is important to a student's success in school. Students need to attend school daily and be on time. Students are considered absent when they are not at school for any reason. Students are recorded absent for a whole day when they are gone from the building in excess of four hours. Students are recorded absent for 1/2 day when they are gone from the building for more than one hour.

Kansas law requires compulsory attendance at school; statute 72-1111 states that "every parent or person acting

as parent in the state of Kansas, who has control over or charge of any child who has reached the age of 7 and under the age of 18 and has not attained a high school diploma or GED credential, shall require such child to be regularly enrolled in and attend continuously each school year."

Kansas Statue 72-113 discusses enforcement of compulsory school attendance, and requiring school boards to establish policy identifying excused and unexcused absences; our board has established the following for excused and unexcused absences:

Excused:

Absences will be excused for several reasons including:

- personal illness, serious illness, or death in the student's family
- necessary medical or dental appointments
- personal or family emergencies
- absences prearranged by the parents and approved by the Principal prior to the absence

Students without either a parental note or telephone call or those with reasons which are unacceptable, as determined by the principal, will receive an unexcused absence.

Unexcused:

All absences which do not fit into one of the above categories would be considered an unexcused absence.

School law goes on to explain truancy as a student who misses 3 consecutive days unexcused, 5 days in a semester unexcused, or 7 days in a year unexcused. The principal is required under state law to be the reporting officer for all truancy cases in USD 333. If this occurs, the principal will notify the parents that an action is being taken regarding the truancy.

Ten Absences: Once a student has accumulated ten absences per year, any additional absences will be considered UNEXCUSED and handled as an unexcused absence. Exceptions to this policy are absences that can be verified by a physician. It is the expectation of the student/parent to provide the physician documentation to the office. This policy does NOT automatically excuse the student for his/her first ten absences from school, as the administrator has the final authority to determine whether or not any absence will be excused. Documentation will be required from a physician after ten (10) absences.

Tardies:

Students are considered tardy when they are not present in their classroom on time. Any student who arrives after 8:05 is considered tardy. If a student arrives after 8:35 they will be marked as a ½ day absence.

It is the responsibility of the parent to inform the school of the student's absence within the first thirty minutes of each school day. Any parent who does not contact the school by 11am the day of the absence will be marked unexcused. School Messenger will call the parent at 9:30am as a reminder to call the school. School Messenger will contact the parents of unexcused students.

Students with excessive tardiness and/or absences may be required to make up missed time before or after school.

Cell Phones

Students should not bring cell phones to school. However, if a student does need to bring a cell phone for after school arrangments, they are to turn the cell phone off and leave it in his/her book bag or with the teacher. Any student who fails to follow this rule will be subject to school discipline. We are not responsible for lost or stolen phones.

Use of School Telephone

The school telephone is a business phone. Students may use the telephone either before or after school, when necessary with a staff member's permission. Students will not be allowed to receive telephone calls except for emergencies only; however, messages may be delivered to students.

Conduct and Discipline

Good conduct is expected of all students at all times. Courtesy, respect, and cooperation shown to students, staff, parents, and community members are the foundations of a good school.

- **Hazing/Harassment/Intimidation/Bullying/Menacing**
  USD 333 is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing or bullying (includes cyberbullying) by students, staff or third parties is strictly prohibited and shall not be tolerated on school property, in school vehicles, or at school sponsored activities.

  Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or board. Individuals may also be referred to law enforcement officials.

- **Bullying by Definition**
  The term "bullying" is many times misinterpreted within the setting of our schools. All conflict between students must not be interpreted as bullying. However, in the case that bullying is taking place, it will be handled strictly, thoroughly and quickly by administration in accordance with USD 333 policy.

  CES and USD 333 policy define "bullying" as the activity of repeated aggressive behavior intended to hurt another person or persons, physically, mentally, or verbally. Conflict engagement between students must meet all of the following 4 criteria to be considered bullying.

- Intentional Unwanted Aggressive Behavior
- Repeated Behavior/Or Behavior that is Highly Likely to Be Repeated
- Must involve a Perceived or Real Power Imbalance Cause
- Harm or Serious Lasting Problems

  In the instance that bullying is found to be taking place, it will be handled strictly, thoroughly and quickly by administration in accordance with USD 333 policy.
- The "Bully is refereed to administration for consequences deemed necessary by the Student Handbook and discipline plan. All situations will be documented
- Parents of the "Bully" and the victim are notified.
- The "Bully" is referred to the Counselor for monitoring of progress of this problem.
- The victim is monitored closely by the counselor.

In accordance with implementing & emphasizing the above bullying policy, Concordia Elementary School utilizes a daily assembly, weekly guidance classes, and a positive behavior intervention system to reinforce character education and character development to support appropriate behavior toward others.

At the beginning of each school year, students and staff will be educated in recognizing and reporting bullying to administration, counselors, and additional trusted adults.

Dress Code

Good grooming and tasteful appearance reflects well on the home, school, and the students of CES. Therefore, the students are expected to dress with discretion and appropriateness for the classroom and school functions. The administration will reserve the right to determine the suitability of the student's attire for the classroom and

activities. If necessary, parents will be notified if a student's clothing is inappropriate and a change is needed.

The Board of Education recognizes the fact that the image of schools is reflected in the appearance of students when they are attending school. The Board has approved the following guidelines for student dress, with emphasis on neatness, cleanliness, and appropriateness.

1) Shorts, jams, culottes, beachcombers, and other similar style of clothing will be considered appropriate if worn no higher that mid-thigh. Swimwear and short shorts are not considered appropriate. Bicycle pants when worn by themselves are not considered appropriate; however, bicycle pants may be worn under shorts or skirts.
2) Open mid-sections and exposed rib areas are not considered appropriate.
3) Jackets, belt buckles, T-shirts which have pictures or advertising which is inappropriate, suggestive or obscene, or which disrupts the classroom environment are not allowed. This specifically includes anything advertising or promoting alcoholic beverages or drugs and applies to apparel worn in P.E. classes, on field trips as well as to school.
4) Shoes, boots, or sandals must be worn by all students. Remember, elementary students have outdoor recess, so they should wear footwear appropriate to recess and play.
5) Hats and caps and full cover headbands or bandanas are not to be worn in the school building during school hours. Hats will be left in backpacks during school time.
6) See-through clothing is not considered appropriate.
7) Hair must be kept clean.
8) Sponsors of extra-curricular activities have the right to establish reasonable guidelines for dress and appearance more stringent that those above.
9) Wallet chains will not be allowed in school.
10) Any article of clothing, which could effectively be used as a weapon, will not be permitted.
11) All dress codes and guidelines apply to physical education clothing as well.
12) All tops must have a **2"** strap including those worn under overalls, etc. (No spaghetti straps, no men's undergarment style tank tops.) At no time should undergarment straps be visible.
13) Clothing which has pictures or advertising which is inappropriate, obscene or offensive, or which disrupts the environment is not allowed, this specifically includes any clothing advertising alcohol and/or drugs. Clothing that is sexually suggestive, promotes violence, illegal activities or is gang related is prohibited.
14) Building administrators have the authority to deem articles of clothing inappropriate which violate the intent of the dress code policy, but which may not be specifically addressed above.

The Board of Education and the administration respectfully solicit the cooperation of students and parents in complying with the dress guidelines.

Students who are not in compliance with the dress guidelines will be sent to the office, and at this time the parent/guardian will/may be called to bring a change of clothing.

Guidelines For Homework At Concordia Elementary And Middle Schools

Homework serves a threefold purpose in USD 333 schools. Homework is to practice and reinforce skills that are being learned, build skills for future responsibilities, and is an extension of skills already learned. Research shows that appropriate homework is a key component to be a successful student. It takes a team of student, parents, and teachers to guarantee homework is effective.

Responsibilities of student:

- Understand the importance of homework assignments
- Know policies for incomplete or late homework
- Write down and understand assignments
- Ask questions; make sure you understand the assignment
- Keep track and organize homework
- Set a place and time to study
- Return completed work on time
- Don't expect to always enjoy homework

Responsibilities of Parents:

- Know the homework policies
- Help students find the answer don't DO the work, serve as a consultant
- Contact teacher if student doesn't understand
- Be positive, encourage, and motivate your child
- Set a time and place to study with supplies available, make it part of the routine schedule
- Guide students in keeping organized with homework
- Be realistic about how many activities should compete with homework

Responsibilities of Teacher:

- Establish and articulate clear homework expectations and policies
- Assign meaningful homework
- Know that student has skills necessary to do the assignment
- Differentiate assignments based on student need and ability
- Write down and articulate assignments and due dates
- Be prompt with grading and feedback

Internet / Computer Use

Students shall have no expectation of privacy when using district e-mail or computer systems. E-mail messages shall be used only for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.
Any e-mail or computer application or information in district computers or computer systems 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 or on any individual computer. Students who violate these rules or any other classroom rules relating to computer use are subject to disciplinary action up to and including suspension from school. Students wanting to bring their own device to school must gain permission from administration. Parents would then sign an acceptable use form. If electronic devices are permitted, wireless access on the device will not be granted. USD 333 is not responsible for any damages that may occur on personal electronic devices.

Library Policy

All library books are borrowed from the school and are the property of USD 333. A student may check out two books at a time for a two week period. The student may recheck a book for one more week.
Students are responsible for returning books in the same condition they received them minus reasonable wear. Overdue notices are given to faculty every week. Parents will receive a first and second notice through e-mail, if available, or regular mail. If the book is not returned after the second notice, the book is placed on "lost" status and a bill is sent to the parent to compensate for a lost or damaged book. In order for a student to participate in the end-of-the-year activity, all outstanding bills must be cleared. Fines may be worked off by the parent if they volunteer to work book fairs. Unpaid fines will carry over to the next school year.

School Programs & Events

Field Trips

Field trips can be an important part of the school program. A well-planned trip can be educational and enjoyable. Communication will be sent to the parents informing them of field trips. Parental permission for in town field trips will be obtained at enrollment. Out of town field trips will require additional parental permission.

P.I.E. (Parents In Education)

The parent organization for Concordia Elementary School is P.I.E. (Parents in Education.) All parents are

encouraged to attend P.I.E. meetings and become involved in this worthwhile group. This group does several fundraisers throughout the school year. They also provide volunteer help for class parties and various special events.

Parties

Fifteen minutes of the school day may be used for these occasions. Parents must check with the teacher to make arrangements before bringing treats to school to celebrate birthdays or special events. Parents may bring a small treat and/or drink for the party.

In compliance with the Wellness Program foods and beverages for classroom rewards and celebrations will meet the Basic level guidelines for a la carte foods and beverages. This states:

*A la carte items comply with USDA regulations prohibiting the sale of "foods of minimal nutritional value" (see definition) where school meals are served or eaten during the meal period.

*Foods of Minimal Nutritional Value are those foods as defined in federal regulations for the National School Lunch Program and the School Breakfast Program. FMNV includes all soda water, water ices, chewing gum, certain candies, hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy and candy coated popcorn; except for individual items in these categories that have been specifically exempted by the U.S. Department of Agriculture.

Items recommended by the Wellness Committee include:

100 cal snack packs, all fresh fruits, all fresh vegetables, fruit snacks or fruit roll-ups, milk or flavored milk, all juices, sport drinks, water/water bottles, granola or fruit bars, cereal bars, cracker packets, soft serve or frozen yogurt, cheese snacks.

Favors or treat bags and soda pop are not allowed.

Please remember to consider possible food allergies of students in your child's classroom. Peanuts, including peanut butter, and milk are both common food allergies.

Holiday parties are sponsored by the room parents from the Parents In Education organization. We ask that parents make arrangements with the classroom teacher to inform them of special games or plans they have arranged. We ask that room decorations or preparations not interfere with instruction time. Children's Halloween costumes should not promote violence. We encourage parents and children to work together to create favorite character costumes. In order to keep class disruptions to a minimum , balloons, candy, or other items sent to students in celebration of birthdays or other occasions will be kept in the office until the end of the school day. Due to the extremely high volume of deliveries and educational interruption and more importantly in order to protect the social emotional well being of our students we will not accept deliveries of Valentine's balloons, gifts, candy, etc. If a Valentine's delivery is made to CES for a student the delivery company/parent will be told to deliver it to the students home.

Student Safety & Health

Bicycles - Skateboards - Rollerblades - Scooters

Students who ride their bikes or scooters to school are expected to park their bicycles in the racks provided. If there is not room in the rack, they should park them close to the racks. For safety reasons, students are not to ride their bicycles to school until they are in the third grade.

Rollerblades and skateboards are not to be brought to school.

Fire and Tornado Drills

Fire and tornado drills intermittent as required by state law, other crisis drills will be run periodically. Students will receive instructions from classroom teachers and when the alarm sounds, are to proceed to the designated area(s). Students must remain quiet so that any emergency instruction given by the teacher can be heard by all students. Their classroom teacher and/or Para-educator will assist students with disabilities to the designated area (s).

Medication Policy

Present board policy states that if students require medication during the school day, school personnel may administer the medication only if you meet all of the following criteria:

1. The medication is prescribed by a licensed physician or dentist.
2. The prescribing medical person sends written authorization that it may be given at school.
3. The medication comes in the original container with the appropriate prescription label.
4. The medication is accompanied by a note from the parent designating school personnel to administer the drug. (The nurse has a form available - ask in the office.)

NO over the counter drugs, including ASPIRIN, even if accompanied by a note from the parent, shall be given by school personnel, unless there is also a note from a licensed physician or dentist.
Written authorization must be renewed each year. Medication cannot be given using the authorization from the year before.
In order to receive special dietary considerations, allergy sheets must be signed by your physician each year and given to the school nurse.

USD #333 Head Lice Policy

Rationale: Head lice are a nuisance, but they have not been shown to spread disease and are not considered a public hazard. Although the current medical standard of care is that children with live lice can remain in school till the end of the day, children can be uncomfortable from the biting and itching associated with head lice and may not be able to fully concentrate on their classroom assignments. USD #333 feels it is in the best interest of the student to be sent home for immediate treatment.

Policy:

USD #333 Public Schools shall maintain a policy that all students found with live head lice shall be sent home from school immediately until treated. Parents will be notified by the school nurse and provided information on treatment and resources available to them. Students may return to school after treatment is completed and their hair must be checked for live lice upon return to school. **Students will not be sent home for nits only**. Students hair will be checked again in one week after treatment to ensure any rehatching has not taken place.

USD #333 Bed Bug & or Biting Insect* Policy

(*Biting insect referred to in this policy refers to Cockroaches, and/or Fleas)

It is The Policy of USD #333 that once a Bed Bug or Biting Insect has been found on a student's body, or evidence of infestation is found in a student's belongings, that the parent/guardian of that student will be notified and the student will be sent home. The school nurse will provide the parent with information/resources on treatment of the home and may provide information on assistance with cost of treatment if needed**. *Only those students with evidence of infestation will be sent home.** All of the affected student(s) classroom areas will be treated as a preventative precaution.

- Students sent home for evidence of infestation will report to the Nurses Office first upon return to school. The nurse will check the students belongings and perform a skin check daily for two weeks after documented professional treatment of the home, or until no further evidence of infestation is found.
- Students that are sent home will not be allowed to take home school owned items such as laptops, library books, or homework folders, ect, until the school has documentation of treatment of the home by a professional pest control agent.
- Personal items of the affected student(s) (book bags, coats, jackets, ect.) will be stored in a plastic bag or tote in the nurses office daily upon arrival after inspection by the school nurse. Students of classrooms affected will be required to keep their belongings in plastic bags for two weeks after the school receives confirmation of professional treatment of the affected home.

If Bed Bugs or other Biting Insects are found on the school premises (not physically on a student) The principal will notify Facilities Management. The school will seek guidance from a licensed professional pest control agent. The Principal or Superintendent, if warranted, will then notify the parents/guardians of students in the affected classroom(s)/school. Please refer to the USD #333 Bed Bug Response Flow Chart.

School Nurse Services

Through its health services, the school attempts to assess the health status of students and staff, to council

students, parents, and staff to help prevent and control disease. The nurse will provide basic first aid care for injuries or sudden illness.

Vision and hearing are done annually for certain grades and for any student regardless of grade level upon teacher or parental request.

Student health records are maintained separately from academic records. All staff abides by the HIPPA requirements and maintains confidentiality of protected health information.

In the event that a student is excluded from school due to head lice the district procedure is as follows. Students are required to remain home for 24 hours. Students will only be readmitted to school through the school office, after treatment is completed, being checked by the school nurse and treatment is found to be satisfactory may the student then return to the classroom. For the best interest of the student and their learning, after a third occurrence DCF will be notified.

Physical Education Participation

Since gym shoes need to be worn for physical education classes, students must keep a pair at school for this purpose. If a student is not to participate in P.E. a parental or doctor's excuse is needed. A doctor's excuse may be required if a student is to be excused from participation for over five (5) days.

Recess

Children enjoy recess time during the day. All students are expected to go outside during recess. If it is unusually wet or cold, recess will be shortened or held inside. If it is necessary for your child to stay inside because of health reasons a parental note or note from your doctor is required.

Recess will be held inside when the temperature or wind chill is below 15°.

The district is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, religion, sex, age, disability or national origin.

Retention/Promotion

The final decision to promote or retain a student shall rest with the principal after receiving information from parents/guardians, teachers and other appropriate school personnel. This is BOE policy JFB.

Student Grievance/Procedure

Section I

If any person believes that the school district or any of the district's staff has inadequately applied the regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, and (3) Section 504 of the Rehabilitation Act of 1973, or Americans with Disabilities Act, he/she may bring forward a complaint, which shall be referred to as a grievance, to the School District's Section 504 Coordinator, Elementary, Derek Holmes, 785-243-8853; Middle, Larry Myers, 785-243-2114, and Jr./Sr. High, Troy Keiswetter 785-243-2452. It should be understood by the individual(s) involved, that a complaint can be made to the Office for Civil Rights without going through the school district's grievance procedures. The grievance procedures are to provide for a prompt and equitable resolution of a complaint.

Section II

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the school Section 504 Coordinator, who shall in turn investigate the complaint and reply with an answer to the complaint. He/she may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by complainant shall be submitted to the school Section 504 Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the school Section 504 Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Coordinator and Superintendent cannot be the same individual. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the School District Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

The person can file a complaint with the Office of Civil Rights at any time before or during the grievance procedures: US Dept. of Education office for civil rights, One Petticoat Lane 1010 Walnut St, Suite 320 Kansas City, Missouri 64106. The school Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations, on which this notice is based, may be found in the Coordinator's office.

Transportation Handbook

This handbook sets forth the policies and regulations for school bus riders in Unified School District No. 333, Concordia, Kansas. Please read carefully and discuss these regulations with your children.

District buses run various types of routes, including high school, middle school, elementary school, kindergarten, special education, preschool and various combinations of other activities. Buses are on routes of some kind at almost any hour of the day.

Bus driver training is a continuous program in Unified School District No. 333. At meetings held regularly each month, drivers study Safe and Defensive Driving, First Aid, CPR, Student Behavior Management and other subjects related to bus operations. At the beginning of each year, bus drivers take an eight hour defensive driving class to insure that all drivers have an opportunity to stay abreast of their requirements.

The Transportation Director maintains all vehicles within the school district. The buses are inspected daily for servicing, washing, and repairs.

Every bus is equipped with a two-way FM-VHF radio. While within the district, all busses are in communication range. When breakdowns occur, a spare bus can usually be on the scene within minutes.

It is the intention of the Board of Education and the Transportation Department to provide the safest possible pupil transportation service. You, the parent, and the student can help by putting emphasis on keeping noise and movement at a minimum. Remember, every time drivers check on a disturbance, their eyes are taken off the road and chances for an accident are increased.

If there are any questions, please call the transportation office at 243-6033 or the Board Office at 243-3518.

Transportation Coordinator Office --- 243-6033
BOE Office (Transportation Director) --- 243-3518
Concordia Jr/Sr High School (Grades 7-12) --- 243-2452
Concordia Middle School (Grades 5-6) --- 243-2114
Concordia Elementary School (Grades Pre-K-4) --- 243-8853 LCNCK --- 243-3294
CAP ---275-3636 or 275-3593
CCDC --- 275-1111

KNOW YOUR DRIVER

Be sure you know the number assigned to your child's bus and then be sure to become acquainted with the driver. Problems are handled best when both parties feel free to call each other.

THE SCHOOL BUS STOP LAW

Most people know that they are supposed to stop when a school bus is loading or unloading passengers. In most cases, routes are arranged so that children are not required to cross major highways, but they may need to do so, on certain county roads. Always be especially cautious when near a stopped school bus.

ROUTING

Bus routes are laid out with primary regard for safety, efficiency, and economy. Buses will be routed as close to homes as possible, but other considerations may make it necessary to have children walk a short distance. This distance is never over one-eighth of a mile. If a private drive is over one-eighth of a mile in length, the bus will pull in provided there is an all-weather road surface, adequate room to turn the bus around, and no overhanging tree branches.

When conditions warrant, mud routes will be in use. When mud routes are required, the bus will remain on black top or graveled roads.

OFF ROUTE REQUESTS

Buses will not take children to destinations off the regular route. Upon a formal written request, the driver may be able to accommodate a drop off at another approved stop with Transportation Department approval.

Drivers are instructed not to leave a child at home if there appears to be no one there. Children will be returned to the school when there is no one at home. Parents who are delayed in returning home should phone the school that their child attends. This will allow the driver to be notified of this fact.

VISITORS

Children are allowed to have visitors ride with them provided there is room on the bus. A written request must be presented to the bus driver in advance and email is more efficient and preferred. If this is not possible, call the transportation office (243-6033) so that the bus driver may be informed.

SCHEDULE CHANGES

If there is a change in your child's schedule, or the child will not be riding the bus, please be sure to send a note for the bus driver and for the teacher. Changes can be called into the appropriate school office before 3:00 P.M. Those students riding buses will be placed on the bus unless the parent has sent a note to the teacher and the bus driver or telephoned in advance.

Notes for the teacher and the bus drive are also necessary when a bus student is to ride a different bus or when a non-bus student is to ride home with a bus student.

BUS EXPECTATIONS

Be Safe and Respectful by:

- Staying in Seats at all times
- Listen to Driver Instructions
- Use Inside Voices

Respect the Bus by:

- Picking up your trash

- Avoiding food and drink on bus
- Not damaging the bus

Respect each other by:

- Not Yelling
- Not Fighting
- Not Pushing

WHEN EXPECTATIONS ARE FOLLOWED

- Students will be greeted by a Driver with a polite familiar face daily whose focus is always on the road ahead.
- Students will enter each bus safely and comfortably.
- Students will arrive to school or home safely, having enjoyed a safe, positive experience on a USD 333 Bus.

WHEN EXPECTATIONS ARE NOT FOLLOWED

The USD 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather, emergency evacuation drills or student discipline. All discipline referrals for poor bus behavior will be first handled by each respective building principal with consequences as outlined in each buildings respective student handbook. In the instance the behavior is not corrected or extremely severe, the Transportation Director will become involved with a face to face parent meeting. Transportation privileges may be suspended for a specific number of days or for the remainder of the school year, depending on the severity of the misbehavior.

INCLEMENT WEATHER PROCEDURES

The USD 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather, or emergency evacuation drills. When decisions are made to run buses late, or not to run at all, an announcement will be made as soon as possible through our School Messenger system, www.usd 333.com, Facebook, Twitter, as well as KNCK Radio (1390 AM) (94.9 FM) on your radio dial for such an announcement.

The Board of Education has indicated when there is any doubt about a situation; the decision will be in favor of not running the buses which might endanger the safety of children.

State law requires that twice a year school buses must conduct an emergency evacuation. Your child may bring home a note asking for your permission to help with the evacuation.

Inquiries regarding compliance may be directed to:
Superintendent, 217 W. 7th St., Concordia, KS 66901-2803, (785)243-3518
Or to:
Equal Employment Opportunity Commission
400 State Avenue, 9th Floor
Kansas City, Kansas 66101
(913) 551-5655
Or:
Kansas Human Rights Commission
900 SW Jackson, Suite 568-S
Topeka, Kansas 66612-1258

(785) 296-3206
Or:
United States Department of Education
Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, Missouri 64114-3302 (816) 268-0550

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

HOW TO ACCESS YOUR STUDENTS GRADES ON POWERSCHOOL

Go to https://www.usd333.com/
Click on **Parents**
Click on **PowerSchool Gradebook**
Enter User Name: **Student ID + first/last initial** (Example: 2345965aw)
Enter Password (Call office if you have multiple students or need password)
If forgotten, click on Forgot Password or call office to have reset
Click **Sign In**
Your student's grades will be listed to view
Click on the grade to see individual assignment grades/teacher comments

Civility Statements

The District has established Conduct and Civility Guidelines to set clear expectations and procedures to support a welcoming, collaborative, and safe environment. The purpose of these guidelines is to ensure that all meetings are undertaken in an environment of mutual respect and consideration reflected in the language, attitude, and conduct of all attendees. These guidelines are not intended to impede freedom of expression but to maintain the student-focused nature of the meeting process and integrity of the educational environment.

All attendees will treat others with respect and expect the same in return. All attendees shall silence their mobile devices; be courteous to one another; respectfully consider all ideas, input, and information provided; and communicate in a manner that is mindful of how others will receive the information. Attendees shall refrain from conduct that causes a disruption, is threatening, uses loud or offensive language, or causes property damage.

The meeting Administrator will maintain an orderly process and attempt to resolve concerns during the meeting under these guidelines. The Administrator may table an issue for further discussion, allow for a brief break, or, in the event that an attendee is unwilling or unable to adhere to the Guidelines such that the meeting cannot continue in a collaborative and mutually respectful manner, the administrator ay discontinue and reschedule the meeting for a mutually agreeable future time or date.

GAAF **Emergency Safety Interventions** (See GAO, JRB, JQ, and KN)**GAAF**

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

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

Definitions

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

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

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

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

"Law enforcement officer" and "police officer" mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or

traffic law of this state or any Kansas municipality. This term includes a campus police officer.

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

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

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

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

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

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

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

officer or police officer.

"Seclusion" means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;

- Using chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, ***except***:
    - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;

- Any device used by a certified law enforcement officer to carry out law enforcement duties; or
- Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

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

ESI Restrictions

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

Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the provisions of this subsection, a student

may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

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

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

Notification and Documentation

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

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to

transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth

in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any

time ESI is used with a student. The documentation shall include all of the following:

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

- Whether the student had a section 504 plan at the time of the incident, and
- Whether the student had a behavior intervention plan at the time of the incident.

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

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

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

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

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

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

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

the findings of fact and recommended corrective action, if any, to the board in executive session.

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

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

Approved:

KASB Recommendation – 6/13; 12/13; 6/15; 6/16; 6/18; 12/18

Our mission is to create and to maintain an environment that ensures:

ENGAGED LEARNING

EFFECTIVE TEACHING

TRUSTING RELATIONSHIPS

So that all members of the school community reach their highest level of academic achievement.

The USD 333 Board of Education Policy Handbook and the Negotiated Agreement take precedence over this Handbook. All procedures and guidelines have been approved by the USD 333 Board of Education.

Early Childhood Certified & Procedural Handbook

The Learning Cooperative of North Central Kansas

Sponsoring District – Concordia 333
Cooperating Districts
Washington County USD 108
Republic County USD 109
Clifton/Clyde USD 224
Pike Valley USD 426

~~2021-2022~~ 2022-2023 School Year

BOE Approved 06-13-2011
Updated and BOE Approved 07-09-2012
Updated and BOE Approved 08-12-2013
Updated and BOE Approved 04-14-2014
Updated and BOE Approved 05-13-2015
Updated and BOE Approved 04-11-2016
Updated and BOE Approved 10-07-2019
Updated and BOE Approved 06-08-2020
Updated and BOE Approved 05-10-2021

Manual.....4

Table of Contents

Table of Contents

A. Early

B. Procedural Manual.....18

Childhood Certified Manual……..4 B. Procedural

Manual……18

Mission Statement

The Learning Cooperative of North Central Kansas is dedicated to providing students; a continuum of special education supports and services, the best possible access to the general education curriculum and classroom and, the opportunity to realize their maximum potential in the least restrictive environment.

Vision Statement

Students are prepared for success in their post-school lives, including college and/or careers.

Goals

1. Communication

To increase effective communication among USD #108, #109, #224, #333 and #426 personnel, families, and community partners using a variety of strategies in order

to build and sustain collaborative and productive relationships.

2. Instruction

To build the capacity of USD #108, #109, #224, #333, and #426 personnel, families, and community partners to provide a full continuum of effective and diverse instruction utilizing interventions, services, and supports for students with disabilities in the least restrictive environment.

3. Compliance

To expand the knowledge and skills of USD #108, #109, #224, #333, and #426 personnel, families, and community partners related to the processes and procedures aligned with federal, state, and local guidelines in order to enhance the effective implementation of IDEA.

Introduction to the LCNCK Early Childhood Special Education Handbook

During the school year, questions frequently arise concerning the appropriate procedures and forms needed regarding Early Childhood Special Education (ECSE) services. Questions also arise concerning staff responsibilities and roles. It is desirable that the answers to these questions be as consistent as possible. This handbook is an effort to answer some of the more frequently asked questions and to bring consistency to Early Childhood Special Education procedures. Undoubtedly, new questions will arise, new regulations or interpretations of regulations will be made, and opinion about best practice will change. These will initiate additions and revisions to this document. The handbook is designed to be modified and expanded. New clarifications of procedures, changes in procedures and forms, and additions may occur throughout this year and coming years. These will be forwarded to staff for handbook updates.

When questions arise, staff should first review this handbook and the 2018 Kansas Special Education Process Handbook. If the answers are not included, or not clear, the appropriate building school psychologist, Assistant Director or the Director of Special Education should be contacted. Questions of common concern are likely to initiate

additions or changes to this handbook. Staff are also encouraged to contact the Director if they feel some process needs to be clarified and/or standardized.

The LCNCK Early Childhood Special Education Handbook has been developed to use as a reference guide. It is recommended that it be used as a starting point for collaboration between all providers and school psychologists. Each building and/or team shares the IEP process differently, assuming different responsibilities. These procedures are guidelines or blueprints to assist in writing the IEP and ensuring the IEP is written in a timely manner.

TABLE OF CONTENTS

Early Childhood Special Education Services

A. Introduction

B. Early Childhood Screenings

C. Referral for Initial Evaluation

D. Preschool Disability Eligibility

E. Transition at Age 3

F. Individualized Family Plan (IFSP) and Individualized Education Plan

(IEP) G. Effective Transitions

H. Service Delivery Settings

I. General Education Teacher at the IEP Meeting

J. Community-Based Preschool Setting

K. Home Setting Only

L. Initial Eligibility for Part B Services, Including Transition from

Part C M. Kindergarten Transition

N. Early Childhood and PLAAFPs

O. Early Childhood Outcomes

P. Outcomes Web System Timelines (OWS)

Q. The Kansas Early Learning Document

R. The State Performance Plan (SPP) Indicators for Preschool

APPENDIX

A. Early Childhood Transition Process Booklet

B. Early Childhood Transition Meeting Template Plan

CHAPTER I
Early Childhood Special Education Services

Introduction

The Learning Cooperative of North Central Kansas (LCNCK) provides Early Childhood Special Education Services for children with disabilities ages 3-5 for the following school districts:

- USD #108 Washington County
- USD #109 Republic County
- USD #224 Clifton/Clyde
- USD #333 Concordia
- USD #426 Pike Valley.

Kansas Department of Education (KSDE) mandates Part B Early Childhood Special Education Services through the public schools for children beginning at age 3. Part B is so named because it's the second part of IDEA law and is the foundation upon which special education and related services rest. http://www.ksde.org/Default.aspx?tabid=3152

Kansas Department of Health and Environment (KDHE) provide early intervention services to children beginning at birth through age 2; through the Part C Infant-Toddler Services. Part C is so named because it's the third part of IDEA law for infants and toddlers with developmental delays and their families to receive services. http://www.kdheks.gov/its/

There are circumstances that place children at risk for developmental delay but may not result in an eligibility determination for early childhood special education services. Special education and related services cannot be used to provide early intervention services for at-risk preschool children.

Early Childhood Screenings

The Learning Cooperative of North Central Kansas (LCNCK) recognizes the importance of early identification and early intervention for young children with special needs. The LCNCK

conducts early childhood screenings on a regular basis as part of Child Find for children ages 3-5. Information regarding Child Find will be posted & provided by the local district throughout the school year, if a parent has a need or concern LCNCK will be point of contact. The LCNCK makes public announcements and will disseminate Child Find brochures to local agencies/businesses of screening availability for children for whom there may be a concern. Screenings include observations and assessments that indicate potential developmental delays in the areas of communication, cognitive development, social-emotional development, self-help/adaptive behavior, and/or physical development.

Early childhood screenings are provided for children through collaboration with Part B Early Childhood Special Education Services, the Part C Infant-Toddler Services, Head Start, Parents as Teachers, and other early childhood providers. If a child has been screened by one agency the results should be made available to school personnel. It may be necessary for the school staff to screen a child again. Children who have participated in the Part C Infant-Toddler services are not required to participate in the screening process prior to conducting an initial evaluation, unless during the Transition meeting it is determined a screening would be needed.

Child Find Screening Responsibilities for District-Wide Screenings Option #1 – District Wide Preschool Screens

All LCNCK districts screen in Fall and additional screen in February for USD 333. 1. Prior to the screening

a. Assistant Director coordinates with school psychologists and building administrators screening dates for the fall of the next school year, no later than July 1 of the current year. Once dates are set notification is made to each staff member needed at each site.

b. Assistant Director sends e-mail reminder to staff 2-3 weeks ahead of time to remind staff of date. (See list of staff below for staff responsible for each screening.)

Email reminder includes:

- Speech Therapist(s)
- School Psychologist(s)
- Special Education Teacher(s)
- Building Preschool Teacher
- Occupational Therapist/Structured Teaching-Autism Consultant
- Building Administrator
- Individual able to conduct the vison and hearing screens using the OAE and Plus Optix

c. School Psych Responsibilities

- Provide a list of all enrolled preschool students for packets to be made to the office no later than 2 weeks prior to the screening date.
- Work with building administrator to develop a letter informing parents of the screening date and information that will be collected and disburse to each preschool at least 2 weeks prior to the screening date.
- Work with building administrator to determine space for screenings to be conducted. d. Office Staff Responsibilities
  - Keep record of children signing up for screening that are not enrolled in the district preschool.
  - Make packets for screening including child information sheet, name tag, DIAL-4 screening protocol & parent questionnaire, developmental milestones, observation sheet, social developmental history, etc.

2. During the Screening

- Language, Motor, Concepts, & play will be screened.
- Team will rotate students through all areas of screening and assist with providing students with snack/motivators and walking to and from classroom.

**If you are unable to attend the screening that you are assigned to it is your responsibility to find a substitute to fill the time you will be absent.

3. Following the Screening

- School Psych scores protocol and collaborates with screening team to determine if further follow up is necessary.

- Staff will collaborate as to when consent will be obtained and evaluation will be conducted.
- School Psych will make copies of the screening data for ECSE regarding children that will require additional follow up and deliver all screening packets to the LCNCK administrative assistant.
- Respective school psych follow-up with parents of children being referred for further evaluation and/or observation and/or send out consent (unless the child is only referred for speech-language concerns in which case the speech-path would send out consent and lead the evaluation process.)
- Develop letter to send home post screen for those that have no concerns and disburse no later than two weeks after the screening has been conducted.
- School Psych will inform LCNCK administrative assistant if there are screening supplies needing to be replenished.

Option #2 – Screening requests outside of a district wide preschool screen

1. Prior to the screening

a. Office Staff Responsibilities

- Keep record of children signing up for screening that are not enrolled in the district preschool.
- Contact the school psychologist that serves the district in which the child resides via email to provide information regarding the request for a screening.
- Make packets for screening including child information sheet, name tag, DIAL-4 screening protocol & parent questionnaire, developmental milestones, observation sheet, social developmental history, etc.
- Send letter & developmental milestones to parents following the Child Find for students not needing additional follow-up.
- Manage the role model screening/wait list in USD 333

b. School Psychologist

- Sets up time with the parent and the following staff for screening of the referred child and then sends e-mail notification and/or google invite for the date. (See list of staff below for staff responsible for each screening.)

Email reminder includes:

- Speech Therapist(s)
- School Psychologist(s)
- Early Childhood Teacher Special Education Teacher(s)
- Building Preschool Teacher
- Occupational Therapist/Structured Teaching-Autism Consultant
- Building Administrator

- Secures location to conduct the screening
- Picks up screening packets and kits from the LCNCK office
- Secures use of the OAE and Plus Optix devices for vision and hearing

screens 2. During the Screening

- Language, Motor, Concepts, & play will be screened.

3. Following the Screening

- School Psych scores protocol and collaborates with screening team to determine if further follow up is necessary.
- Staff will collaborate as to when consent will be obtained and evaluation will be conducted. School Psych will make copies of the screening data for ECSE regarding children that will require additional follow up and deliver all screening packets to the LCNCK administrative assistant.
- Respective school psych follow-up with parents of children being referred for further evaluation and/or observation and/or send out consent (unless the child is only referred for speech-language concerns in which case the speech-path would send out consent and lead the evaluation process.)
- Develop letter to send home post screen for those that have no concerns and disburse no later than two weeks after the screening has been conducted.
- School Psych will inform LCNCK administrative assistant if there are screening supplies needing to be replenished.

Referral for Initial Evaluation

Preschool-aged children may be referred to LCNCK for an initial evaluation at any time when: 1. Parent Request
2. Early Childhood screening
3. Part C Infant-Toddler Referral
4. Medical Professionals
5. Other sources

The school psych will initiate all paperwork for early childhood evaluations.
Screenings/evaluations will be completed in the home district in which the child resides.

If a referral is received for a student residing outside of the LCNCK catchment area, LCNCK will direct them to the appropriate agency. With the exception of families who currently have children enrolled and attending an LCNCK cooperative school district.

Preschool Disability Eligibility

Preschool age children must be evaluated to determine eligibility for special education services. Following a screening, children will be assessed based on their needs in the following areas: cognitive development (e.g., thinking and learning); adaptive development (e.g., dressing, eating, and toileting); communication (e.g., hearing, speaking, language skills); motor development (e.g., physical development, large and small muscle development); social-emotional development (e.g. relating with adults and other children).

Eligibility for special education services is determined by the IEP Team based on eligibility indicators outlined in the KSDE Guidance Document and further defined in the LCNCK Procedural Handbook. Documents contain information about eligibility determination, appropriate sources of data, and

include Federal and State definitions of each disability area. Documents also provide information regarding exclusionary factors that must be considered and examples of indicators of eligibility to assist school personnel as they make decisions. The purpose of the document is to provide guidance to evaluation teams as they seek to address the two-prong test of eligibility when determining if a student is eligible for special education.

Transition at Age 3

If a child is determined to be eligible for Part C services within the nine-month period before the child's third birthday, the Infant-Toddler Services will notify the LCNCK through the CBER system and LCNCK will accept the transition and contact the school psych responsible for that school district.

A child receiving Part C services who is potentially eligible for Part B Early Childhood Special Education Services, the Part C Infant-Toddler Services, with the approval of the family, will convene a transition meeting at least 90 calendar days before, but no more than 6 months prior to the child's third birthday to develop a transition plan as part of the IFSP and discuss any services the child may receive under Part B. At the discretion of all of the parties, the transition meeting may be convened up to nine months before the child's third birthday, however these would be unique circumstances and require Director approval.

The transition plan includes activities that will happen until the child turns 3 years old and when Part B Early Childhood Special Education Services will begin. The activities include: obtaining parental consent for sharing information between programs; providing prior written notice and obtaining written parental consent to conduct an initial evaluation from the school; providing parents with a copy of their Parents Rights; conducting an initial evaluation to see if the child is eligible for Part B Services; and other activities to help make the move from one program to the other as smooth as possible for the child. The transition plan will make it clear what will happen, who is responsible, and when services will stop in one program and start in the other program. This plan must be in place and an IEP must be written by the child's 3rd birthday.

Effective Transitions

In order to ensure, if the child is eligible, that the IEP is initiated by a child's third birthday, teams must make appropriate plans to ensure that the process is completed within the time frame and in a manner that will best support the child/family.

Transitions require:

1. The family is involved in all phases of the transition.
2. There is an understanding that transition is a process, not an isolated event. 3. Information is freely exchanged and shared with everyone involved, and interagency cooperation ensures exchange of records (with parental consent).
4. There is sufficient preparatory time for the transition to be implemented smoothly. 5. There is recognition that families have the right and responsibility to make informed decisions about their choices and options. This may include having the opportunity to visit programs and agencies before decisions are made, having discussions with providers or with other families using given services, reviewing digital data or written materials, and being fully informed about service delivery options, including inclusion of the child in a typical preschool program within the community.

6. Families must be prepared for possible differences in service models. Supporting families in becoming more informed about community transition options will strengthen their level of comfort with the change. Service providers must be careful

to present facts only and not personal bias or prejudice. Staff will provide families with the Early Childhood Transition Process Booklet. (See appendix A)

Service Delivery Settings

The special education services for preschool children are provided in settings where the child would naturally be during the day and can learn and make progress. Services for young children are provided in the least restrictive environment, which means that young children should be provided an opportunity to a wide range of continuum options. This could be in any natural environment for the child. Examples include, but are not limited to the following, the home or in the preschool program the child is already attending, a school-based program, Head Start, child care, community or church preschool, mother's-day-out program, or play group.

The LCNCK works with community programs, agencies, and providers to meet the needs of preschool children in their district. Agreements are made with child care centers, school and community preschool programs, Head Start, and other services in the community.

For some preschool children, special education services are provided in one of the LCNCK's Early Childhood Special Education classrooms. These classrooms provide a reverse mainstream program where children with differing abilities and disabilities play and learn together in the same classroom. The program is designed to serve both special needs and typically developing preschoolers who are at least three years of age. Typically developing peers must complete an application and are selected to attend the program and come from the school community. A waiting list for typically developing peers applying as peer role models will be maintained to fill spaces available.

General Education Teacher at the IEP Meeting

The role of the regular general education teacher is to provide curriculum expertise in regards to the Early Childhood Learning Standards and assist in determining appropriate positive academic/behavioral interventions and supports, and other strategies; and the determination of supplementary aids and services, program modifications, and support for school personnel. If the child is, or may be, attending a school based preschool program, the school will invite the preschool teacher. The teacher will attend the IEP meeting unless the parent provides written consent to excuse the teacher from the IEP meeting. If the preschool age child is attending and/or receiving special education services in a general education community-based preschool program, the school will invite the teacher of the community-based preschool program to attend the IEP meeting. The school can hold the IEP meeting without the community-based preschool teacher, and must document that they tried to reach the teacher and they did not attend.

Community-Based Preschool Setting For preschool children with disabilities who are enrolled in a community-based early childhood education program, the state has determined that a preschool teacher who meets the administering agency's requirements is qualified to be the regular education teacher of the child. Therefore, a Head Start teacher, or the teacher of any other public or private early childhood education program who meets the qualifications of the administering agency, is to

serve as the regular education teacher at the IEP meeting. The preschool teacher must be the lead teacher of the child's classroom.

If a Head Start teacher, or a regular education teacher in another preschool program who meets the required state standards, is also a certified/licensed ECSE teacher and is providing regular education services and special education services to the child with a

disability under an IEP (under the supervision of a USD/Cooperative), this teacher may serve as both the regular education teacher and the special education teacher of the child. When a child with a disability receives special education services in a regular education preschool program that is not operated by the LEA, the LEA is required to invite the regular education teacher of the child. If the regular education teacher of the child is not at the IEP meeting the LEA shall designate attendance by an appropriate person who, under state standards, is qualified to serve children without disabilities of the same age as the child with a disability.

Home Setting Only When a child with a disability receives special education services in the home, or the home of a child care provider, the parent or child care provider is not considered to be a regular education teacher of the child. In this situation, there is no regular education teacher of the child. The parent must be invited to participate in all IEP meetings. Also, the parent should consider inviting the child care provider to attend IEP meetings in order to share information about the child and to learn of the type of support they might be able to provide in the child care environment.

Kindergarten Transition

Children are age eligible for kindergarten when they turn 5 on or before August 31. The year before the child's 5th birthday, the IEP team should begin the transition process. The kindergarten teacher will be invited to these meetings so they can get to know the child and be ready for the child to attend in the fall.

Preschool children with disabilities who are age eligible for kindergarten should proceed to kindergarten in the fall with their typically developing peers even if their skills continue to be delayed. All school districts in the cooperative provide full-day kindergarten programs that include special education supports and services available to meet the unique educational needs of children with disabilities.

Each Spring there will be an Early Childhood planning meeting to discuss caseloads, individual needs of students, & to complete the Early Childhood Transition Plan (see appendix B). The team members will include current/upcoming providers (case managers, related staff, school psychologists, paraprofessionals, consultants). These meetings will be completed by April 25th. If changes are needed in the current IEP, IEP teams will meet to make the needed changes to the IEP for a successful transition to Kindergarten. Once plans are finalized, transition meetings will occur with needed special education/general education staff who will be part of implementing IEP goals, accommodations, modifications, etc.

Early Childhood and PLAAFP's

The purpose of PLAAFP's is to identify and prioritize the specific needs of a child and establish baseline performance in the general curriculum which is used to develop an individualized and meaningful plan. The purpose is the same for early childhood and IEP goals are to be linked and connected to an

Early Learning Standard. For preschool the general curriculum is defined as developmentally appropriate activities. Such activities may include emergent literacy and math, listening to stories, dramatic play, participating in small and/or large groups, playing with friends, interacting with adults, singing songs, constructing buildings with blocks, coloring and painting, etc.

Under current regulations, the IEP team must describe in the PLAAFP how the disability affects the child's involvement and progress in appropriate activities. By identifying how a child's delay affects his or her ability to progress in appropriate activities, the IEP team can

identify and prioritize needs from which to create goals. For example, if a child's delay in expressive language is keeping the child from making friends (child is unable to verbally initiate, respond to and, maintain social interactions) this need could be identified as a priority since the ability to make and keep friends is a critical skill for young children.

In order to describe a child's performance in developmentally appropriate activities, information must be collected during the evaluation process utilizing formal and informal measures to answer two questions:

1. Does the child exhibit an exceptionality?
2. Does the child need special education (specially designed instruction) and related services?

Norm-referenced tests assess child performance within developmental domains (e.g., cognitive, social/emotional, self-help, motor, and communication) and describe that performance relative to peers of the same age. Items from norm reference tests represent a wide range of content, and are not specific to a particular curriculum or activities.

Although this is important information and may help establish eligibility, it is only one piece of the evaluation process. The second question to be answered is, "Does the child need special education (specially designed instruction) and related services?" This question should be answered through other methods. To assess how a delay affects a child's ability to participate in developmentally appropriate activities, the team must use methods that assess the child within those activities. The team can use a variety of formal and informal measures, such as published curriculum-based assessments or criterion-referenced tests, structured observations, rating scales, rubrics, portfolio assessments, work sample analysis, language samples, and checklists. Information collected using such methods will provide good baseline data to be used in the PLAAFP. In addition, the tool or method used to establish PLAAFP baseline data will later be used to measure the overall accomplishment of the goal.

As mandated, evaluation information should be organized by an evaluation team according to Early Childhood Outcome (ECO) criteria by summarizing evaluation information and describing how the child demonstrates skills, across situations and settings, in the three global outcomes: relating to others, using knowledge and skills, and taking actions to get his or her needs met.

Present levels must state how the disability affects the child's participation in developmentally appropriate activities. Each outcome is a snapshot of: the whole child, status of the child's current functioning and functioning across settings and situations rather than isolated skills, split by domains and test scores. (Teams should format information for PLAAFPs around the three outcomes.)

Early Childhood Outcomes

Early Childhood Outcomes measure the percent of preschool children who during the time they received early childhood special education services in Part B:

A. Have positive social emotional skills (including social relationships);
B. Acquire and use knowledge and skills, (including early/language communication and early literacy);
C. Use appropriate behaviors to meet their needs

These three early childhood outcomes reflect the overarching goal of preschool services. Each outcome is a snapshot of: the whole child, status of the child's current functioning and functioning across settings and situations rather than isolated skills, split by domains and test scores.

Early Childhood Special Education teams are required to collaborate and rate children on 3 global outcomes when the child enters special education and when the child permanently exits early childhood special education services. While the rating of children on these outcomes is not formally part of developing the IEP, the activity corresponds to the initial evaluation process and the timeline for developing the IEP. Information used to rate the three outcomes is also very similar to information used to write out the PLAAFP. Therefore, it is essential for early childhood special education staff to understand the 3 outcomes and the relationship to the PLAAFP.

Each USD must verify that every preschool child with a disability meets early childhood outcome criteria and are entered into Outcome Web based System OWS. The outcomes are entered by the case manager after collaboration with the IEP team. To determine child progress on the outcomes, information is collected at two points in time: when children first enter the preschool program within 30 calendar days of the first date of service and when children permanently exit the preschool program.

Assessment information is collected using a state approved curriculum-based assessment called Assessment and Evaluation Programming System (AEPS). AEPS is used to document the rating process using the Child Outcomes Summary Form (COSF) for each outcome. This information is then submitted into a statewide data collection system administered through the Kansas State Department of Education called the Outcomes Web Based System (OWS).

Outcomes Web System Timelines (OWS)

Each child must have a KIDS ID number assigned. The LCNCK office will secure KIDS ID numbers. All entries in the OWS occur within required timelines outlined in the Outcomes Web System Users Guide including:

- All children entering Part B services must have Child Outcomes Summary Form (COSF) rating data entered in the OWS if they are in the Part C or Part B program for at least 6 months. The 6 months in a program is defined as the entire time a child is Part B, not just the time a child is in a specific organization (district).
- July 31st is the last date for submitting child outcome entry and/or exit rating data to KSDE for all newly identified Part C or Part B children entering or exiting between July 1 and June 30. LCNCK preschool teachers must have this information submitted before check-out in May.

- When a child exits a Part C program at age 3, the exiting program has up to 90 days past the child's 3rd birthday or by July 30 (whichever occurs first) to enter the exit data into the Outcomes Web System.
- Data verification occurs between August 1st and August 31st.
- Once a child has an entry COSF completed, each move into or out of an organization (Infant Toddler network or district) is to be entered into the OWS as soon as possible after the move regardless of how long the child was in the exiting Infant-Toddler network or district, or how long the child could be in the new Infant-Toddler network or district.
- Once a child has an entry COSF completed, then exits a Part C or Part B program permanently and has not been in the program for 6 months, the circumstance (permanent exit from Part C or Part B) must be entered into the OWS with the last date. Child outcome summary rating data cannot be entered into the OWS until after

the date when services begin (first service date) or end (last service date) per the IFSP/IEP.

All entries in the Outcomes Web System follow the processes outlined in the user's guide available at http://www.kskits.org.

- Recent history information is shared ASAP with staff on children who enter the system from another district/network in Kansas.
- For Part B Preschool Programs, the organization user enters the district number for the child's districts of residence in the District ID field on the New Record section of the OWS.

At the start of the second semester OWS data must be reviewed to see that the information required is actually in the system. If a student is exited who is still age eligible (and they didn't leave the state) the "Organizational Exit" must be completed. If a student transfers in from another Part B preschool program, the "organizational entry" must be completed in OWS.

Kansas Early Learning Document

The LCNCK uses The Kansas Early Learning Guidelines and Standards to enhance and support the abilities of early childhood professionals and families to create experiences that promote early learning opportunities for all children. The overall purpose of this document (see www.ksde.org, select subject index E; click Early Learning Standards and Resources) is to provide a general overview of the skills, knowledge, and abilities young children have and can learn with the help of caring and knowledgeable adults that lead them toward success in a Kindergarten setting. This document reflects current research on brain development, learning, and best practices for supporting early childhood development and learning.

It is important for those serving young children with disabilities to make a link between each child's IEP, the Kansas Early Learning Standards, and the curriculum. For school age children, general curriculum means the full range of learning opportunities, activities, lessons, courses and materials routinely used by the general population in local public school. For preschool age children, IDEA identifies the general curriculum as "appropriate activities" which would include early learning standards aligned with developmentally appropriate curriculum.

The State Performance Plan (SPP) Indicators for Preschool

Indicator 6 Preschool Settings

Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Indicator 7 Preschool Skills

Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships).
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy).
C. Use of appropriate behaviors to meet their needs.

Indicator 12 Part C to B Transition

Indicator 12 is a compliance indicator, the target is 100%, which means that if a child who was receiving services under IDEA Part C is eligible for Part B ECSE services the

evaluation must be completed, the IEP must be written and services must have begun by the child's third birthday.

APPENDIX A

The Early Childhood Transition Process 2020-2021

APPENDIX B

Early Childhood Transition Planning Template Form

Early Childhood Transition Discussion for: _____

1. What do student's goals and services look like in their current setting?
    a. Goal(s) Area: _____
    b. SDI Minutes: _____
    c. Approximate current class size: _____
    d. Approximate future class size: _____

2. Indicate area(s) of student needs.

Area	Current Setting Needs	Future Setting Needs	Adaptive
Pre - Academics			
(reading/math)			
Communication			
Motor			

Social Emotional		

3. What level of support (high, minimal or none) is provided in various settings?

Setting	Functional Needs	Academic Needs	Small Group
Whole Class			
Snack/Lunch			
Transitions (within room and around building)			
Specials			
Recess/Free Play			

4. What do we do next to address student/family & staff needs so everyone feels prepared for the transition?

Action	Date	Action Completed By	Assigned Person

Introduction to the LCNCK Procedural Handbook

During the school year, questions frequently arise concerning the appropriate procedures and forms needed for various common special education actions. Questions also arise concerning staff responsibilities and roles. It is desirable that the answers to these questions be as consistent as possible. This handbook is an effort to answer some of the more frequently asked questions and to bring consistency to the procedures throughout LCNCK. Undoubtedly, new questions will arise, new regulations or interpretations of regulations will be made, and opinion about best practice will change. These will initiate additions and revisions to this document. The handbook is designed to be modified and expanded. New clarifications of procedures, changes in procedures and forms, and additions may occur throughout this year and coming years. These will be forwarded to staff for handbook updates.

When questions arise, staff should first review this handbook and the 2018 Kansas Special Education Process Handbook. If the answers are not included, or not clear, the appropriate building school psychologist, the Assistant or the Director of Special Education should be contacted. Questions of common concern are likely to initiate additions or changes to this handbook. Staff are also encouraged to contact the director if they feel some process needs to be clarified and/or standardized.

This procedural handbook has been developed to use as a reference guide for writing IEPs. It is recommended that it be used as a starting point for collaboration between all providers and school psychologists. Each building and/or team shares the IEP process differently, assuming different responsibilities. These procedures are guidelines or blueprints to assist in writing the IEP and ensuring the IEP is written in a timely manner.

TABLE OF CONTENTS

Chapter I Evaluation

Chapter II Eligibility

Chapter III Eligibility Indicators

Chapter IV IEP Procedures
- A. Annual Review/Revised
- B. Amending/Changing a Current IEP
- C. Adding/Dismissing a Related Service
- D. Transfer (Move) In Students
- E. Transfer (Move) Out Students
- F. Returning to Special Education
- G. WebKIDSS Tidbits

Chapter V Three Year Reevaluation/Developmental Delay Reevaluation

Chapter VI Extended School Year Services

Chapter VII Exiting a Student from Services
- A. Exiting All Services through IEP Team Recommendation B. Exiting Service by Graduation and at age 21
- C. Parent Request for Revocation of Special Education Services D. Student Drops Out of School

Chapter VIII Work Study Services

Chapter IX Who Is Primary Provider?

Chapter X When Is Providing Parental Rights Form

Required? Chapter XI Community Based Services

Chapter XII Confidentiality

Chapter XII Definition of a Parent

APPENDIX
A. Annual IEPs
B. Amendments
C. Transfer (Move) In IEP
D. Initial Evaluations/New Referrals
E. Returning to Special Education
F. IEP Procedures at A Glance
G. KSDE Eligibility Indicators

CHAPTER I
EVALUATION

The initial evaluation to determine eligibility for special education services is initiated by the general education intervention team providing a referral to the school psychologist including sufficient data to support the need for a special education evaluation.

Prior written notice and consent for evaluation is provided to the parent describing evaluation procedures, along with Procedural Safeguards (Parent Rights). Once consent is obtained the evaluation timeline begins. When conducting the evaluation a variety of assessments tools and strategies are used to gather relevant functional, developmental and academic information, including information provided by the parent, that may assist in determining whether the student is a child with an exceptionality or in the case of a reevaluation, the content of the student's individualized education program, including information related to enabling the student to be involved, and progress, in the general education curriculum or, for preschool children, to participate in appropriate activities.

No single measure or assessment is used as the sole criterion for determining whether a student is a student with an exceptionality or determining an appropriate educational program for the student. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Assessments and other evaluation materials used to assess a student are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the language and form most likely to yield accurate information on what the student knows and is able to do academically, developmentally and functionally, unless it is not feasible to provide or administer. Assessment and other evaluation materials are valid and reliable for the specific purpose for which they are used and are administered by trained and knowledgeable personnel and are administered in accordance with instructions provided by the producer of such test. Assessment tools and strategies provide relevant information that directly assists persons in determining the education needs of the student. The assessments of any student who transfers from another agency during the school year are coordinated with the student's prior school, as necessary and as expeditiously as possible, to ensure prompt completion of an evaluation begun by the prior school.

Each student is assessed in all areas related to a suspected exceptionality, including, if appropriate, health, vision, hearing, social/emotional status, general intelligence, academic and functional performance, communicative status, and motor abilities.

Members of the IEP team for the student and other qualified professionals, as appropriate review existing evaluation data and on the basis of that review and input from the student's parent(s), the evaluation team identifies what additional data, if any, is needed to determine whether the student meets the criteria for an exceptionality, or in the case of a reevaluation of a student, whether the student continues to have such an exceptionality. The evaluation team also identifies what the student's present levels of academic and functional achievement and educational and related developmental needs are and whether the student needs special education and related service, or in

the case of a reevaluation of a student, whether the student continues to need special education and related services.

Eligibility procedures are in place to prevent both the over-identification and under-identification of students by race and ethnicity in special education and related services in specific disability categories as to avoid inappropriate disproportionality.

Parental Request for Evaluation

Parents have the right to request an evaluation. The team will acknowledge the request and determine the need for an evaluation based on the documentation of need. If there is no need for an evaluation based on data, the school will provide the parent with a prior written notice refusing to conduct an evaluation. If data supports need for an evaluation, parent consent is obtained and an evaluation is conducted.

Parental refusal for Evaluation

Should parents refuse permission for evaluation, they must be asked to sign the Prior Written Notice for Evaluation indicating they do not give consent. If they choose not to sign indication of their refusal, this must be noted on the form with date, and signed by the building school psychologist. It is the building school psychologist's responsibility to attempt to obtain the parents' signature indicating refusal and to notify the building principal.

CHAPTER II
ELIGIBILITY

Each evaluation team, in determining whether a student is a child with an exceptionality and what the educational needs of the student are draw upon information from a variety of sources, including, but not limited to, aptitude and achievement tests, parent input, teacher input, physical condition, social or cultural background and adaptive behavior. The information obtained from all of these sources is documented and considered.

Upon completion of the administration of assessment and other evaluation materials the determination of whether the student is a child with an exceptionality is made by the team of qualified professionals and the parent of the student. A copy of the evaluation report and the documentation of determination of eligibility are given to the parent. The evaluation time follows the 60 school day timeline requirements.

In making a determination of eligibility, a student is not determined to be a child with an exceptionality if the determinant factor or such determination is lack of instruction in reading, including instruction using the essential components for reading instruction, math or limited English proficiency.

Should the evaluation team decide the student is eligible for, and needs, special education services using Chapter III Eligibility Indicators, an initial IEP is scheduled. Parent(s) must be given a Notice of Meeting at least 10 days prior to the IEP meeting. Attempts should be made to contact the parents to schedule a mutually convenient time to meet.

Suggested Responsibilities for IEP Initial IEP meeting:

School Psychologist: 1. Create student in WebKIDSS (see below for Student Startup Page) 2. Obtain signature on Notice for Eval/Re-Eval and provide a copy of Parent Rights 3. Notify staff for information/data gathering 4. Schedule a meeting to review the results of the evaluation 5. Send parent/legal guardian Notice of Meeting 6. Notify staff of meeting 7. Draft a Prior Written Notice and report evaluation results in the Eligibility Report, provide copies for the team and parent/guardian and obtain signatures.	Primary Provider: 1. Collect data and information during evaluation; develop goals/objectives 2. Develop the DRAFT IEP using data and information gathered, and assist the school psychologist with the prior written notice 3. Provide copies of the DRAFT IEP for team members 4. Obtain signatures on Signature Page	Other Providers: 1. Collect data and information during evaluation 2. Develop goals/objectives 3. Enter evaluation results in the Eligibility Report, as well as data and goals onto DRAFT IEP.

Student Startup Page (Create a new student IEP only)

1. Create a new student from the WebKIDSS homepage, enter the child's identifying information i.e. birthdate, name. Complete the "Access Page" to give provider access and identify a home district and building.
2. Complete the demographics page of the "In Process" IEP record.
3. The student will remain "In Process" until an IEP Meeting Date is entered.
    a. The IEP will convert to a regular IEP once the IEP meeting date is entered.
    b. If the student does not meet eligibility criteria the date of the eligibility meeting will be entered on the demographics page of the IEP record and the reason that the child did not meet eligibility criteria is chosen from the drop-down box.

Initial Evaluation Procedures—Qualifies (Primary Provider)

WebKIDSS: 1. Return to new IEP record 2. Complete any areas with new information gained from the meeting ~~3.~~ Complete Parent Concerns unless entered during the meeting. 4. Check for matching service times: a. Special Education Services/Placement b. Related Services c. Supplementary Aids and Services d. Accommodations e. Modifications f. Participation	Required Paperwork: 1. Notice of Meeting (School Psychologist) 2. Assist School Psychologist with the Prior Written Notice (School Psychologist) 3. Signature Page 4. Other Documents (Medicaid, Mutual Exchange of Information, etc.) 5. Notice for Eval/Re-eval (School Psychologist) 6. Eligibility Report Initial/Re eval (School Psychologist)	Verification: 1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from receipt of email notification

g. Anticipated Services Chart		

Initial Evaluation Procedures—Does Not Qualify (School Psychologist)

Required paperwork: 1. Notice for Eval/Re-eval 2. Notice of Meeting 3. Prior Written Notice 4. Eligibility Report Initial/Re-eval	Verification: 1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from receipt of email notification

Initial IEP Without Parent Consent

An Initial IEP may be written without parents in attendance if all steps outlined in KAR 72-987 (b) (2) (3) and KAR 91-40-17 (in the Special Education Process Handbook) have been followed. It is the responsibility of the building school psychologist to document that these steps and conditions have been followed.

No Placement Without Parent Consent

Although an IEP may be written without the parent in attendance, no placement can be made without parent consent. It is the building school psychologist's responsibility to attempt to obtain parent consent for placement if the parent did not attend the IEP meeting. No services can be provided to the student until the Prior Written Notice form is signed by the parent. It is the building school psychologist's responsibility to inform the IEP team of when the written consent has been obtained.

CHAPTER III
ELIGIBILITY INDICATORS

See Appendix G

CHAPTER IV
IEP PROCEDURES

DRAFT IEP

1. Any new IEP generated in WebKIDSS (annual or an amendment) becomes a DRAFT IEP designated in DRAFT lettering at the top of the student IEP.
2. The DRAFT IEP remains in DRAFT until corrections have been completed and all paperwork has been turned into LCNCK. Office staff will mark the WebKIDSS IEP as completed and the DRAFT will disappear from the top of the student IEP.
3. While in DRAFT, progress reports cannot be updated for the current DRAFT IEP date. However, teachers will be able access progress reports for the previous IEP date. 4. While in DRAFT, a new IEP or amendment cannot be generated.

Annual Review

Each student receiving special education services must have their IEP reviewed and revised at least once a year. The yearly review must occur on or before the anniversary date of the current IEP. Steps:

Prior to the Meeting:

WebKIDSS:

1. Select the student
2. Click Add New/Amendment IEP Record creating a DRAFT IEP
3. Click Add New IEP
4. Fill in IEP Date and Initiation Date as the same date
5. Click Add IEP
6. Fill in screens with current information in all areas of the draft IEP.

Primary Provider:

Prior to the Meeting:	During the Meeting:
1. Notice of Meeting—at least 10 calendar days before IEP expires a. Send a second Notice of Meeting if the two legal decision makers do not live together 2. Complete last Progress Report a. Make 2 copies (parent and LCNCK) 3. Gather information and data 4. Enter information and data onto DRAFT IEP a. Update PLAAFP Areas b. Write goals/objectives in each area of need c. Proposed anticipated services d. State Assessment information e. Supplementary Aids and Services f. Accommodations g. Modifications h. Supports for School Personnel i. Assistive Technology j. ESY 5. Print the DRAFT IEP 6. Prior Written Notice 7. Copy of Parent Rights	1. Write/type comments and information on the DRAFT IEP 2. Update PWN as necessary 3. Obtain required signatures a. Notice of Meeting b. Prior Written Notice c. Signature Page d. Other documents Transfer of Rights; Medicaid forms; etc.)

Other Providers:

Prior to the Meeting: 1. Update Progress Reports 2. Gather information and data 3. Enter information and data onto DRAFT IEP in your area(s) a. Update PLAAFP b. Write goals/objectives c. Complete all areas that apply to the needs of the child: i. Proposed anticipated services ii. Related services iii. Supplementary aids and Services iv. Accommodations v. Modifications vi. Supports for School Personnel vii. Assistive Technology viii. ESY d. Complete Anticipated Service Chart	During the Meeting: 1. Attend the meeting and/or make sure information has been entered on DRAFT IEP 2. Sign Signature Page

After the Meeting: (Primary Provider)

WebKIDSS: 1. Return to DRAFT IEP 2. Complete any areas with new information gained from the meeting ~~3.~~ Complete Parent Concerns unless entered during the meeting. 4. Check for matching service times: a. Special Education Services/Placement b. Related Services c. Supplementary Aids and Services d. Accommodations e. Modifications f. Participation g. Anticipated Services Chart	Required Paperwork: 1. Notice of Meeting 2. Prior Written Notice 3. Signature Page 4. Progress Report 5. Other Documents (; Transfer of Rights; Medicaid forms; Vocational Rehab, etc.)	Verification: 1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from receipt of email notification

Amending/Changing a Current IEP

Amending is when it becomes necessary to modify a current IEP prior to the yearly review and rewrite. Such modifications include increasing or decreasing an existing service, adding goals and benchmarks/objectives, adding or deleting accommodations/modifications, and adding or deleting a particular service.

If changes are required to the IEP between annual IEP reviews and the parent and the primary service provider agree, changes can be made by amending the IEP rather than by rewriting the entire IEP, by conducting a team meeting.

Steps:

1. Request a meeting with the parent to discuss a change to the IEP
2. Contact the school psychologist to open the amendment
3. Send Notice of Meeting
4. Conduct meeting
5. Obtain signature on Notice of Meeting, Prior Written Notice, and Amendment Form 6. Provide a copy to parent
7. Send paperwork to LCNCK

a. It is helpful to click the Page completed square box on each page that is amended.

IEP Procedures: School Psychologist MUST open the amendment

WebKIDSS:	Required paperwork:	Verification:
1. Select the student 2. Demographics Page a. Click Add New/Amendment IEP Record b. Click Add Amendment IEP c. Fill in initiation date (date amendment begins) d. Fill in amendment date (date of amendment meeting) e. Click Add Amendment IEP f. The Amendment is in DRAFT form g. IEP Records box displays top date as IEP date and either Cad, Ead, Nad, or Bad after the date 3. Add amendment information to the appropriate IEP screen	1. Notice of Meeting 2. Prior Written Notice 3. Amendment Form	1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from receipt of email notification

4. Describe changes with beginning date of change in the narrative – add new information above existing information in areas of change. DO NOT remove prior information. 5. Remember to match frequency, location, and duration in these screens: Special Education Services/Placement, Related Services, Supplementary Aids & Services, Participation with Non-Disabled Students in the Regular Education Environment, and Anticipated Services Chart. NOTE: DO NOT REMOVE INFORMATION FROM CURRENT IEP		

Adding/Dismissing a Related Service

Once the student has been identified as eligible under one category of special education, the following procedures must be followed to initiate or dismiss from a related service.

Steps:

1. If formal assessment is needed, School psychologist or Speech Pathologist secures permission to assess
2. The IEP team gathers information/data to determine the need for a related service 3. Send Notice of Meeting
4. Meeting is held to determine need
5. Obtain signatures on Amendment, Notice of Meeting, Prior Written Notice, Signature Page 6. Provide a copy to the parents
7. Send paperwork to LCNCK
8. See IEP procedures above for amendment to IEP process.

Transfer (Move) In Students

When a student receiving special education services transfers into a school, the building level person enrolling the student will complete the Notification of IEP form. The building school secretary will notify the LCNCK Office. The LCNCK Office will request special education records. Once the LCNCK Office has received records, the building school psychologist and providers will be notified that the student is in WebKIDSS. The services the student was receiving in the previous school are initiated. The previous IEP can be found on WebKIDSS using either Display Images or Display Filed Documents (in the pull down next to Function, as is Enter Forms Data).

Steps:

Within 10 school days from enrollment/initiation date:

1. Receive notification the student IEP is in WebKIDSS Primary Provider updates the Demographic page to reflect current information
2. Within 30 school days the current IEP team must either accept, amend, or rewrite 3. If the team accepts the current IEP, provide a PWN to the parent & enter goals into WebKIDSS OR amend/rewrite the IEP

Transfer (Move) In Students with an IEP past the Annual Review Date

Students moving into a school who have received special education services but the IEP is past the annual review date, will need to have an IEP developed. This IEP will be based from existing data to allow time to conduct the assessments necessary to develop an IEP to allow the student to receive FAPE and progress in the general education curriculum.

IEP Procedures:

WebKIDSS:	Required Paperwork:	Verification:
1. Select the student 2. Click Add New/Amendment IEP Record 3. Click Add New IEP 4. Fill in IEP Date and Initiation Date as the same date 5. Click Add IEP 6. Fill in screens with current information	1. Notice of Meeting 2. Prior Written Notice 3. Signature Page 4. Teacher Information Page 5. Other Documents (Medicaid, Transfer of Rights, Vocational Rehab etc.)	1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from notification

Transfer (Move) Out Students

The school office staff and/or the primary provider inform LCNCK that the student has moved, providing LCNCK with the last date of attendance and where they have moved, if known.

If the student moves within the LCNCK catchment area (USD 108, 109, 224, 333, 426), the primary provider informs the LCNCK of the exit from the district and provides knowledge of anticipated enrollment. The receiving provider will be given the contact information of the previous provider from the LCNCK office.

Steps: As soon as possible

1. Inform LCNCK of the last date of attendance and new location, if known, of the student. 2. LCNCK will facilitate contact between providers.

Returning to Special Education

If a student has been exited from special education the agency must conduct an initial

evaluation to determine whether the child is eligible for special education. If there is enough current data available, the team may determine there does not need to be further assessments conducted.

Responsibilities for IEP meeting:

School Psychologist:	Primary Provider:	Other Providers:
1. Create student (see Student Startup Page) or Locate in WebKIDSS 2. The Ed Status is R (Returning to a Special Ed. Program) or I (Re-initiation of Services) 3. Obtain signature on Notice for Eval/Re-eval 4. Parent Rights sent 5. Notify staff for information/data gathering 6. Schedule the initial IEP meeting 7. Notice of Meeting 8. Notify staff of meeting 9. Prior Written Notice	1. Collect data and information during evaluation; develop goals/objectives 2. Develop a DRAFT IEP using data and information gathered during evaluation 3. Provide copies of the DRAFT IEP for team members 4. Obtain signatures on Signature Page	1. Collect data and information during evaluation 2. Develop goals/objectives 3. Enter data and goals onto DRAFT IEP.

Initial Evaluation Procedures—Qualifies (Primary Provider)

WebKIDSS:	Required Paperwork:	Verification:
1. Return to new IEP record 1. Complete any areas with new information gained from the meeting 2. Complete Parent Concerns unless entered during the meeting. 3. Check for matching service times: 1. Special Education Services/Placement 2. Related Services 3. Supplementary Aids and Services 4. Accommodations 5. Modifications 6. Participation 7. Anticipated Services Chart	1. Notice of Meeting (School Psychologist) 2. Prior Written Notice (School Psychologist) 3. Signature Page 4. Teacher Information Page 5. Other Documents (Medicaid, Mutual Exchange of Information, etc.) 6. Notice for Eval/Re-eval (School Psychologist) 7. Eligibility Report Initial/Re-eval (School Psychologist)	1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from receipt of email notification

Initial Evaluation Procedures—Does Not Qualify (School Psychologist)

Required paperwork: 1. Notice for Eval/Re-eval 2. Notice of Meeting 3. Prior Written Notice 4. Eligibility Report Initial/Re-eval	Verification: 1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from receipt of email notification

CHAPTER V
THREE YEAR REEVALUATION/DEVELOPMENTAL DELAY REEVALUATION

The purpose of the three-year revaluation is to determine if; the student continues to be a child with an exceptionality, the student's present levels of academic and functional achievement and educational needs, if the child continues to need special education services, and if any modifications to the services are needed. The three-year reevaluation does not require new testing be completed if the team members feel they can make the required determination with existing data. Effort should be made to align the three-year reevaluation with annual IEP reviews. The school psychologist is responsible for entering the reevaluation date on WebKIDSS.

If a child age 3-9 was determined eligible as a child with DD, a reevaluation must be conducted before the child turns age 10 to determine whether the child continues to be a child who has an exceptionality.

Suggested Responsibilities:

School Psychologist: 1. Plan the reevaluation 2. Obtain permission for reevaluation 3. Write the eligibility/ reevaluation report 4. Participate in the IEP meeting 5. Send in eligibility/ reevaluation paperwork 6. Schedule meeting to discuss results of the reevaluation and/or IEP meeting	Primary Provider: 1. Collect data and information; develop goals/objectives 2. Develop the DRAFT IEP using data and information gathered 3. Provide copies of the DRAFT IEP for team members 4. Obtain signatures on Signature Page	Other Providers: 1. Collect data and information during evaluation 2. Develop goals/objectives 3. Enter data and goals onto DRAFT IEP

7. Send the Notice of Meeting 8. Draft Prior Written Notice		

IEP Procedures:

Required paperwork: 1. Notice for Evaluation/Reevaluation 2. Notice of Meeting 3. Prior Written Notice 4. Signature Page 5. Progress Report 6. Eligibility Report Initial/Reevaluation 7. Other documents (Medicaid, Transfer of Rights, etc.)	Verification: 1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from email notification

CHAPTER VI
EXTENDED SCHOOL YEAR SERVICES

The IEP team must consider the need for extended school year services for students with disabilities either during an annual IEP or as an amendment to the IEP. This decision must be based on regression/recoupment data that suggests that the student's skill losses over breaks are excessive and it takes more than 45 days for lost skills to be regained upon return. Regression is a substantial loss of any skill addressed by the IEP. Some degree of loss in skills typically occurs with all students during normal school breaks and would not be considered substantial. All recommendations for ESY, will be submitted to the LCNCK by Jan 30th.

IEP Procedures:

WebKIDSS: 1. On the ESY page of the IEP, mark yes or no regarding whether the student qualifies for ESY services. If no is marked, the ESY page is complete. If yes, follow steps below. 2. On the ESY Page mark the Justification for ESY 3. On the ESY Page click the NEW button to add Anticipated Services for ESY 4. Complete services, number of goal, and amount of time for each service required. a. SE = Special Ed Services b. SL = Speech/Language c. OT = Occupational Therapy d. PT = Physical Therapy	Required paperwork: 1. If determination during annual IEP meeting: a. Documentation in Prior Written Notice and within the IEP 2. If determination at a separate meeting: a. Notice of Meeting b. Prior Written Notice c. Amendment Form

Students identified as gifted only are not eligible for extended school year services. ESY services are different than general education summer school. Do not refer to extended school year services as summer school services since it might cause confusion for parents/staff. ESY may or may not be provided in conjunction with the general education summer school. ESY may be needed by a student even though summer school is not

offered for general education students. The reason for these services is to ensure the provision of FAPE so that the student can make progress toward the goals specified on the student's IEP and to prevent regression, which would impede such progress. However, if a student with a disability is attending a summer school program for general education purposes, (not extended school year) the school must consider what reasonable accommodations/modifications may be necessary for the student to have an equal opportunity to participate in the general education environment and curriculum. (Example: Drivers Education)

CHAPTER VII
EXITING A STUDENT FROM SPECIAL EDUCATION SERVICES

Most students are exited from all special education services under three circumstances. First is when the IEP team determines that the student is no longer a student with a disability or no longer needs services in order to make progress in the general education curriculum. Second is when the student graduates or reaches age of 21. Third is when the parent revokes consent for special education services for their child.

Exiting All Services through IEP Team Recommendation

Suggested Responsibilities

School Psychologist: 1. Notice for Eval/Re-eval 2. Eligibility Report Initial/Reevaluation 3. Notice of Meeting 4. Prior Written Notice	Primary Provider: 1. Progress Report Note: Signature Page is not required

IEP Procedures:

WebKIDSS: 1. LCNCK will update the Ed Status once paperwork is turned in	Required paperwork: 1. Notice for Eval/Re-eval 2. Notice of Meeting 3. Prior Written Notice 4. Progress Report 5. Eligibility Report	Verification: 1. Send required paperwork to LCNCK within 5 school days of meeting 2. Corrections on IEP paperwork are due back to LCNCK within 10 days from email notification

Exiting Services by Graduation and at Age 21

Steps:

1. No re-evaluation is required
2. Parental consent is not required if the student graduates with a regular diploma 3. Prior to completing the last semester of high school, provide Prior Written Notice to student (if over 18) or the parent
    a. Describes the discontinuation of services at the end of the school year
    b. States that the student will no longer receive special education and related

services after graduation
c. Applies to gifted, as well

4. Complete a Summary of Performance (found under Enter IEP Forms Data) and provide to the student or parent by the end of their final year
   a. May occur earlier, for example, depending on post-secondary goals, involvement with vocational rehabilitation, etc.
   b. Does not apply to gifted.

5. Students complete the Senior Exit Survey accessed through the KSDE website. a. Click on Programs and Services
   b. Under Special Education click on KIAS-KS Integrated Accountability System
   c. Click on Indicators and Documents
   d. Find and click on Indicator 14: Senior Exit Survey
      - If you forgot your user name and password click on the "forgot password" link on the page. Keep documentation that you completed the survey and turn in a copy of the front page only at the end of the year.
6. Senior Exit Survey does not apply to gifted
7. Send paperwork to LCNCK within 5 school days of the meeting

IEP Procedures (for each student graduating or aging out):

WebKIDSS:	Required paperwork:
1. Complete the Summary of Performance 2. Complete the Prior Written Notice 3. LCNCK will complete Ed Status and graduation date on the IEP.	1. Prior Written Notice 2. Student Exit Survey (front page copy) 3. Summary of Performance

Parent Request for Revocation of Special Education Services

As of January 1, 2009, the Federal Education Department has issued amended 2006 IDEA Part B regulations that will give parents of students with disabilities the unilateral right to revoke consent for the receipt of special education services at any time.

The regulations require that the revocation of consent must be done in writing, but there are no other conditions. Parents must state in writing that they revoke consent for their child to receive special education services and include the current date and their signature. It can also be done via an email.

After receipt of a written revocation of consent, the school psychologist must provide the parents with prior written notice. The revocation is not immediately effective. There must be a reasonable period of time to provide the prior written notice, and the services may not cease until the prior written notice is given.

The prior written notice indicates that the student will no longer receive special education services of any kind and no longer enjoy the protections of the disciplinary procedures in the event of a violation of the code of conduct.

The regulations prohibit invoking the due process or mediation mechanisms to challenge the parent's decision. Moreover, "a public agency may not require a parent to provide an

explanation for why they are revoking consent, either orally or in writing, prior to ceasing the provision of special education and related services." The regulations make it clear that an IEP team meeting is not necessary. However, give some serious thought to the situation and conduct a staffing, if not a full
blown IEP team meeting when appropriate.

Parent consent for their child to receive special education services is voluntary, and may be revoked by the parents at any time. If a parent revokes consent for existing services either in writing or through an email, the IEP team must attempt to meet with the parent. If the parent cannot be convinced to continue the services, the IEP team must honor the parent's request and cease provision

of the services and provide the parents with a Prior Written Notice. The School Psychologist will send written notice to the parent that it stands ready, willing, and able to provide appropriate services to the child, if the parent reconsiders his or her objection to those services.

Steps:

1. Obtain signature on Letter of Revocation of Consent (All Services) form is found under Enter IEP Forms Data on WebKIDSS
2. A meeting may or may not be held
3. Complete Revocation of Consent PWN all Services This form is found under Enter IEP Forms Data on WebKIDSS
4. Continue services until the parent has signed the Prior Written Notice
5. Send paperwork, including the letter of revocation, to LCNCK within 5 school days of the meeting

IEP Procedures:

WebKIDSS:	Required Paperwork:
1. Complete Revocation of Consent PWN (All Services) 2. LCNCK will complete the Ed Status and Date of signature on WebKIDSS.	1. Letter of Revocation (All Services 2. Revocation of Consent PWN (All Services ~~or~~ If meeting was held~~,~~ Notice of Meeting

Student Drops Out of School

If for some reason a student with a disability drops out of school the primary service provider must schedule an IEP meeting including the student and parents as soon as possible and the Director must be notified.

Steps:

1. Schedule a meeting as soon as possible.
2. Notify the Director.
3. Director notifies the parents that services continue to be available to the student. 4. Director sends a letter to the parents.
5. If the student re-enrolls, the previous IEP must be implemented until a new IEP is developed and a reevaluation may be needed.
6. If the student drops out, no Prior Written Notice or Reevaluation is required. Note: The school has an obligation to report the student's truancy to the County Attorney if the student is younger than age 18.

IEP Procedures:

WebKIDSS: 1. LCNCK will complete the Ed Status and last date of service on WebKIDSS. Inform the LCNCK office of the last date the student received special education services. 2. If the student re-enrolls: a. Contact LCNCK	Required paperwork: 1. If a meeting was held: a. Notice of Meeting b. Prior Written Notice

CHAPTER VIII
WORK/STUDY SERVICES

Work/Study and On the Job Training (OJT) services must be added to a student's IEP if these services are not part of the general education curriculum.

CHAPTER IX
WHO IS THE PRIMARY SERVICE PROVIDER?

The primary exceptionality is usually determined by the evaluation/IEP team during an evaluation, reevaluation, or IEP meeting. The primary service provider should be the exceptionality that most interferes with the student's ability to participate and make progress in the general education curriculum. The teacher providing services for that exceptionality in the student's attendance school is the primary exceptionality provider. For students identified as only eligible for Speech/Language, OT or PT services, the Therapist is the primary service provider following the initial evaluation. For children who are only eligible for gifted services, the teacher for the Gifted is the primary service provider following the initial evaluation.

CHAPTER X
WHEN IS PROVIDING PARENTAL RIGHTS FORM REQUIRED?

The parental rights form need only be provided to parents on five occasions:

1. At least one time in a school year.
2. Upon referral or parent request for initial evaluation.
3. First formal complaint or due process complaint in a school year.
4. Upon disciplinary removal from school with a change in placement.
5. Upon parent request.

CHAPTER XI
COMMUNITY BASED SERVICES

The regular classroom, special classroom, or home school environment should be the first choice for developing skills or meeting needs identified in the PLEP. Special education may be provided in the community in order to make direct application or generalize a skill that has been learned or because the school environment does not physically accommodate the needed instruction (e.g. mobility and travel training or work/study). Reason for removing the student from the general education environment must be documented in the IEP.

A special education need must be identified in the Present Levels of Academic and Functional Performance (PLAAFP) of the student's IEP. This may be a need related to the student's present level of performance in the general education curriculum or a unique need arising from the student's handicapping condition (e.g. mobility and travel needs, communication needs, social skill needs, work/study). PLAAFPs must describe current performance in terms that are specific, measurable, and objective. Goals and objectives must be developed to address the need and must use the PLAAFP as baseline. Community services must be included on the service page of the IEP. Transportation must be included

on the IEP if the school transports the student to the site of the Community service.

CHAPTER XII
CONFIDENTIALITY

It shall be the policy of this local educational agency that the confidentiality of personally identifiable data relating to students with exceptionalities and their families is protected during collection, storage, disclosure, and destruction, and that one official of this local educational agency be assigned the responsibility for protecting the confidentiality of personally identifiable data. This local education agency follows all federal regulations and state standards related to the confidentiality of student records.

Confidentiality is always a matter of grave concern when addressing student information.

1. All student records are to be in a locked filing cabinet.
2. A notice of Confidentiality is to be posted on the locked filing cabinet.
3. ALL student records are to have an access sheet inside the front cover. Please be sure this sheet is in all student records.
4. You must only have copies of IEP's on students you CURRENTLY serve. Records for any student who no longer qualifies for services or who has moved must be sent to the LCNCK office for review and shredding.

Students being served by the Learning Cooperative of North Central Kansas (LCNCK) have a right to expect that information about them will be kept confidential by all school personnel including contracted employees. Additionally, the U.S. Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family

Educational Rights and Privacy Act (known more commonly as “FERPA”). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution, including the LCNCK, which disseminates a student’s education records without his or her parent’s consent.

CHAPTER XIII
DEFINITION OF PARENT

School personnel must determine the appropriate person(s) to make educational decisions on behalf of the child. The “Definition of a Parent” In Kansas “parent” is defined as:

- A natural (biological) parent;
- An adoptive parent;
- A “person acting as a parent”;
- A legal guardian;
- An officially appointed education advocate; or
- A foster parent, if the foster parent has been appointed the education advocate of an exceptional child.

“Person acting as a parent” means a person such as a grandparent, stepparent or other relative with whom a child lives, or a person other than a parent or relative who is legally responsible for the welfare of a child. If there is more than one party qualified to act as a parent, and the biological or adoptive parents attempt to act as the parent, the biological or adoptive parents must be presumed to be the parents and legal decision makers, unless they do not have legal authority to make educational decisions for the child. A judge may decree or order a person acting as a parent or a legal guardian or persons to act as the “parent” to make educational decisions for the child.

If parents are divorced, regardless of which parent has primary custody, the Prior Written Notice of any special education action must be provided to both parents, even if only one parent has the right to consent, unless a court order precludes this from happening. This applies to all special education notice requirements including notice of an IEP meeting. If

the school is only aware of one parent's address, the school must make reasonable efforts to locate the other parent in order to provide notice. However, consent from one parent is sufficient. In the event that the school receives consent forms from both parents, with one parent providing consent for the action and the other denying consent, the school is deemed to have received consent and must fulfill its obligation to provide FAPE to the student. The parent who denies consent has the right to request mediation or file for due process.

APPENDIX A

Annual IEPs

1. WebKIDSS Process:

1. Select the student.
2. Complete and print last progress report (2 copies; one for parents, one for IEP paperwork). 3. LCNCK Demographic Page:
    a. Click Add New/Amendment IEP Record.
    b. Click Add New IEP.
        i. Fill in IEP date.
        ii. Fill in Initiation date.
    c. IEP Records box displays top date as IEP date with a “d” for DRAFT.
4. Click Enter Forms Data in drop box next to Functions:
    a. Select “Notice of Meeting” - Complete data, including contact person and phone number. b. Click Save and then Display Form.
    c. Click Ok.
    d. Print form:
        i. Right click print, or
        ii. Ctrl/P, or
        iii. File/print
5. Send Notice of Meeting to parents and appropriate team members.
6. Complete the Prior Written Notice (use the same process as #4, only select Prior Written Notice). 7. Enter information/data on new IEP:
    a. Remember to match frequency, location, and duration in these screens: Special Education Services/Placement, Related Services, Supplementary Aids & Services, Accommodations, Modifications, Participation with Non-Disabled Students in the Regular Education Environment, and Anticipated Services Chart.
8. Print the new DRAFT IEP:
    a. Click IEP button.
    b. Fix Errors as indicated.
    c. Click Print IEP.
    d. Click Use DRAFT Header.
    e. Click Display:
        i. Right click print
        ii. Ctrl/P
    f. Click KIDSS.
    g. Click OKAY to exit out.
9. Conduct the meeting.
10. Obtain Signatures:
    a. Signature Page
    b. Prior Written Notice
    c. Notice of Meeting
    d. Other Documents (Mutual Exchange of Information, Medicaid, Transfer of Rights)
11. Following the meeting, enter any changes or additions, including parent concerns onto the WebKIDSS IEP. 12. Turn in paperwork to the LCNCK office within 5 days of the IEP meeting.

2. Required Paperwork:
    a. Notice of Meeting
    b. Prior Written Notice
    c. Signature Page
    d. Progress Report
    e. Other documents (Medicaid, Mutual Exchange of Information, etc.)
3. Final Verification Steps:
    a. Send required paperwork to LCNCK within 5 school days of meeting.
    b. Corrections on IEP paperwork are due back to LCNCK within 10 days from email notification.

Appendix B

Amendments

1. WebKIDSS Process: School Psychologist MUST open the amendment record

1. Select the student
2. Demographic Page
    a. Click Add New/Amendment IEP Record
        i. Click Add Amendment IEP
        ii. Fill in initiation date (date amendment begins)
        iii. Fill in amendment date (date of amendment meeting)
        iv. Click Add Amendment IEP
    b. IEP Records box displays top date as IEP date and either Cad, Ead, Nad, Bad after the date and displays the amendment date under the box
3. Add amendment information to the appropriate IEP screens:
    a. Describe changes with beginning date of change in the narrative.
    b. Remember to match frequency, location, and duration in these screens: Special Education Services/Placement, Accommodations, Modifications, Related Services, Supplementary Aids & Services, Participation with Non-Disabled Students in the Regular Education Environment, and Anticipated Services Chart.
    c. NOTE: DO NOT REMOVE INFORMATION FROM CURRENT IEP.

2. Required paperwork:
    a. Notice of Meeting
    b. Prior Written Notice
    c. Amendment Form
3. Final Verification Steps:
    a. Send required paperwork to LCNCK within 5 school days of meeting.
    b. Corrections on IEP paperwork are due back to LCNCK within 10 days from email notification.

Appendix C

Transfer (Move) In IEP

LCNCK will:

1. Enter student name:
    - Create a new student IEP or
    - Upload WebKIDSS IEP

Notify School Psychologist, Primary Provider, and Related Service Providers that student is in WebKIDSS If the Legal Decision maker does not enroll the student, the School Psychologist will contact (via phone, mail, electronic) the Legal Decision Maker regarding service provision and needs.

Primary Provider will:

1. Within 10 school days from enrollment/initiation date:
   a. Receive notification the student IEP is in WebKIDSS
   b. Primary Provider updates the Demographic and goal pages
   c. Schedule an IEP meeting within 30 school days from enrollment/initiation date
   d. Collect data to rewrite, amend, or accept the IEP
2. WebKIDSS Process:
   a. Amend the IEP - School Psychologist MUST open the amendment record

   1. Select the student.
   2. Demographic Page:
      a. Click Add New/Amendment IEP Record:
         i. Click Add Amendment IEP.
         ii. Fill in initiation date (date amendment begins).
         iii. Fill in amendment date (date of amendment meeting).
         iv. Click Add Amendment IEP.
      b. IEP Records box displays top date as IEP date and either Cad, Ead, Nad, Bad after the date and displays the amendment date under the box.
   3. Add amendment information to the appropriate IEP screens:
      a. Describe changes with beginning date of change in the narrative.
      b. Remember to match frequency, location, and duration in these screens: Special Education Services/Placement, Accommodations, Modifications, Related Services, Supplementary Aids & Services, Participation with Non-Disabled Students in the Regular Education Environment, and Anticipated Services Chart.
      c. NOTE: DO NOT REMOVE INFORMATION FROM CURRENT IEP.

   b. Rewrite the IEP

   1. Select the student.
   2. Click Add New/Amendment IEP Record.
   3. Click Add New IEP.
   4. Fill in IEP Date and Initiation Date as the same date. 5. Click Add IEP.
   6. Fill in screens with current information.

3. Required paperwork:
   a. Notice of Meeting
   b. Prior Written Notice
   c. Signature Page
   d. Other Documents (Medicaid, Mutual Exchange of Information, etc.)
4. Final Verification Steps:
   a. Send required paperwork to LCNCK within 5 school days of meeting
   b. Corrections on IEP paperwork are due back to LCNCK within 5 days from email notification.

Appendix D

Initial Evaluations / New Referrals

School Psychologists and Speech-Language ONLY

1. WebKIDSS Process:

1. Use the “Locate a Student” option:
    a. If student exists in WebKIDSS, proceed with entering new data or contact the LCNCK office to change archive status.
    b. If student does not exist in WebKIDSS, select “Create a New Student”.
2. Complete Demographics screen.
3. Go to Anticipated Services Chart:
    a. Speech: assign yourself as Primary Provider.
    b. School Psychologist: assign the Primary Provider and notify the evaluation team .

c. The student is listed as “In Process”; access through “No IEP” until an IEP date is entered.

4. Enter evaluation information/data into the IEP and Evaluation Report.
5. Print DRAFT copy for meeting:
    a. Click IEP button.
    b. Fix Errors as indicated.
    c. Click Print IEP.
    d. Click Use DRAFT Header.
    e. Click Display:
        i. Right click print
        ii. Ctrl/P
    f. Click KIDSS.
    g. Click OKAY to exit out.
6. Obtain signatures :
    a) Signature Page.
    b) Prior Written Notice.
    c) Notice of Meeting.
    d) Eligibility Report Initial/Reevaluation.
    e) Other Documents (Mutual Exchange of Information, Medicaid).
7. After the meeting:
    a. Return to student IEP.
    b. Enter information/data from meeting.

2. Required Paperwork:
    a. Notice for Eval/Reevaluation.
    b. Notice of Meeting.
    c. Prior Written Notice.
    d. Signature Page.
    e. Eligibility Report Initial/Reevaluation.
    f. Other.
3. Final Verification Steps: Documents (Medicaid, Mutual Exchange of Information, etc.)
    a. Send required paperwork to LCNCK within 5 school days of meeting.
    b. Corrections on IEP paperwork are due back to LCNCK within 5 days from email notification.

Appendix E

Returning to Special Education
School Psychologists and Speech-Language ONLY

1. WebKIDSS Process:

1. Use the “Locate a Student” option.
    a. If student exists in WebKIDSS, proceed with entering new data or contact the LCNCK office to change archive status.
    b. If student does not exist in WebKIDSS, select “Create a New Student”.
    c. The Ed Status is R (Returning to a Special Ed. Program).
2. Complete Demographics screen.
3. Go to Anticipated Services Chart:
    a. Speech: assign yourself as Primary Provider.
    b. School Psychologist: assign the Primary Provider and notify the evaluation team .
c. The student is listed as “In Process”; access through “No IEP” until an IEP date is entered.
4. Enter evaluation information/data.
5. Print DRAFT copy for meeting:
    a. Click IEP button.
    b. Fix Errors as indicated.
    c. Click Print IEP.
    d. Click Use DRAFT Header.
    e. Click Display:
        i. Right click print
        ii. Ctrl/P
    f. Click KIDSS.
    g. Click OKAY to exit out.
6. Obtain signatures:
    a. Signature Page.
    b. Prior Written Notice.
    c. Notice of Meeting.
    d. Eligibility Report Initial/Reevaluation.
    e. Other Documents (Mutual Exchange of Information, Medicaid).
7. After the meeting—Primary Provider and other providers:
    a. Return to student IEP.
    b. Enter information/data from meeting.

2. Required Paperwork:
    a. Notice for Eval/Reevaluation.
    b. Notice of Meeting.
    c. Prior Written Notice.
    d. Signature Page.
    e. Eligibility Report Initial/Reevaluation.
    f. Other Documents (Medicaid, Mutual Exchange of information, etc.).
3. Final Verification Steps:
    a. Send required paperwork to LCNCK within 5 school days of meeting.
    b. Corrections on IEP paperwork are due back to LCNCK within 5 days from email notification.

APPENDIX F

IEP Procedures at A Glance

Amendments

- Notice of Meeting
- Prior Written Notice (PWN) - Amendment Form

Annual Review/Rewrite

- Notice of Meeting
- Prior Written Notice (PWN)
- Signature page
- Progress Report (from previous IEP year)
- Other documents (Medicaid, Transfer of Rights, etc.)

Initial Evaluations with an IEP

- †Notice for Eval/Re-eval
- †Notice of Meeting
- †Prior Written Notice (PWN)
- Signature page
- †Eligibility Report Initial/Re-eval (school psychologist)
- Other documents, if applicable (Medicaid, Transfer of Rights, etc.)

† Initial Evaluations—Does Not Qualify

Adding/Dismissal from Services (Primary or Related)

- Notice for Eval/Re-eval (Primary Only)
- Notice of Meeting
- Prior Written Notice (PWN)
- Amendment Form
- Eligibility Report Initial/Re-eval (Primary Only)
- Progress Report

Revocation of Special Education Services

- Letter of Revocation
- Revocation of Consent
- Notice of Meeting—if meeting held

Three Year Re-evaluation with an IEP

- †Notice for Eval/Re-eval
- †Notice of Meeting
- †Prior Written Notice (PWN)
- Signature page
- Progress Report (from previous IEP year)
- †Eligibility Report Initial/Re-eval (school psychologist)
- †Other documents, if applicable (Medicaid, Transfer of Rights, Re-Evaluation Not Needed)

†Three Year Re-evaluation—No IEP

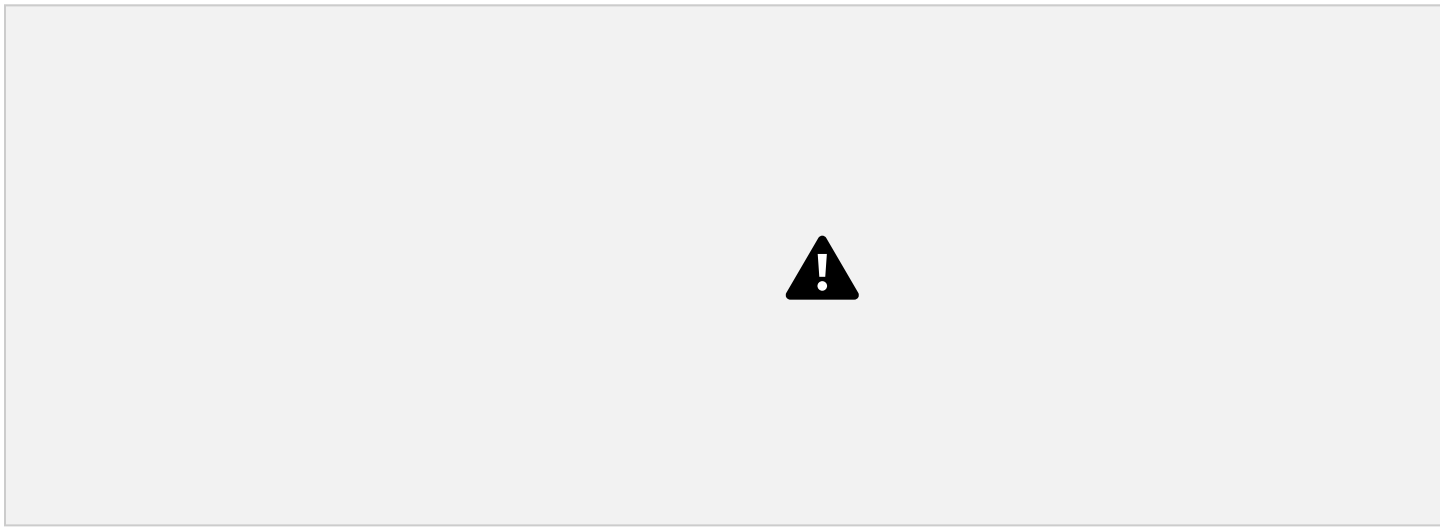
Graduating Senior

- Prior Written Notice (PWN) with signature or initials and date
- Summary of Performance (gifted exempt)
- Student Exit Survey (copy of front page) (gifted exempt)

Returning to Special Education

- Notice for Eval/Re-eval
- Notice of Meeting
- Prior Written Notice
- Eligibility Report Initial/Re-eval

Transfer (Move) In	Transfer (Move) Out
Update Demographic page Follow with Annual Meeting within 30 school days to accept, amend, or re-write the IEP	Inform LCNCK with date of last day of physical attendance and, if known, where the student moved Send teacher file to new primary provider (if moved within catchment area)





























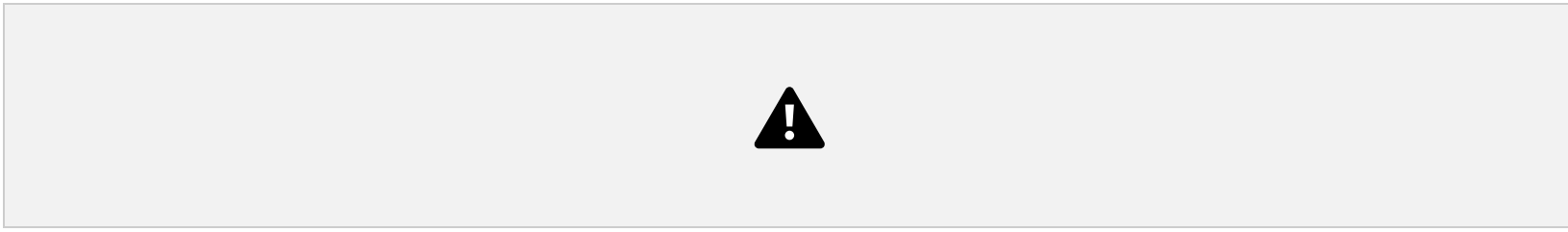


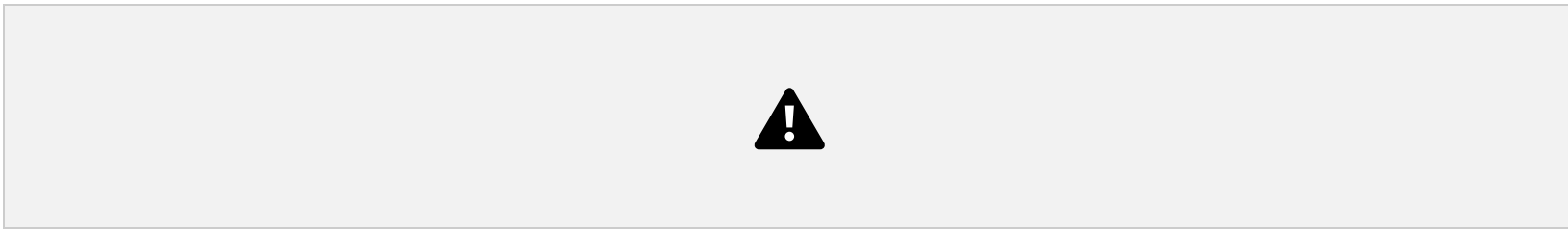


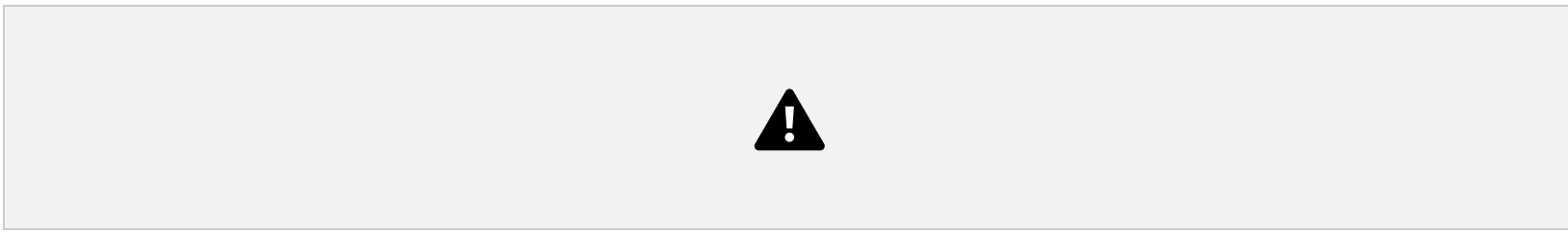


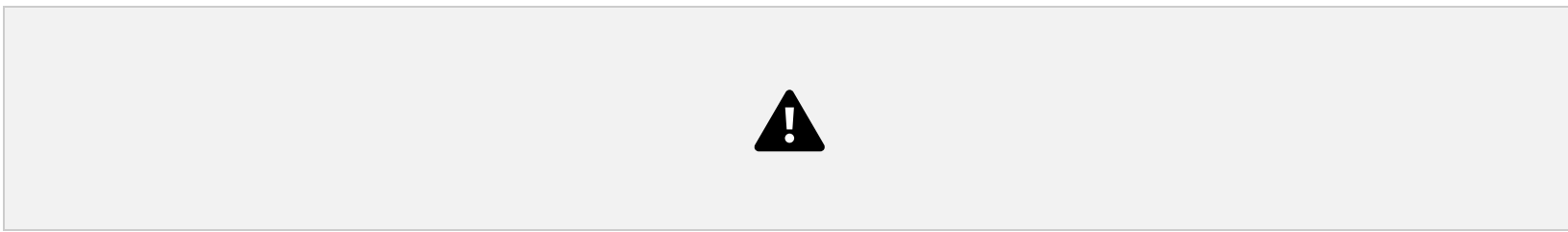


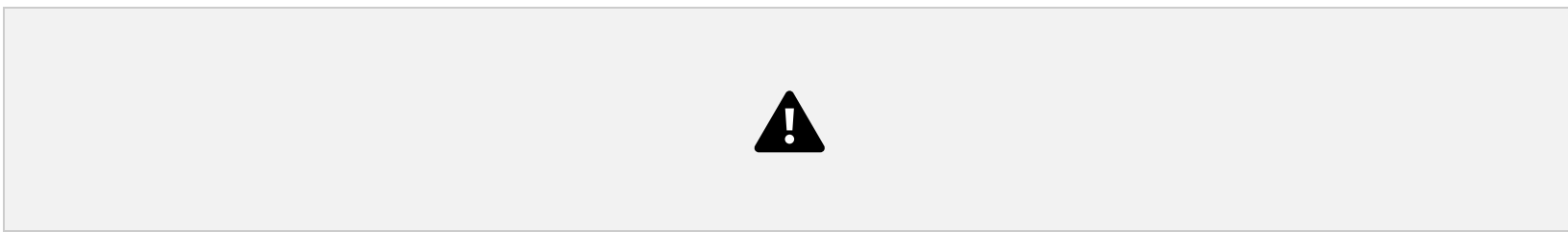
55

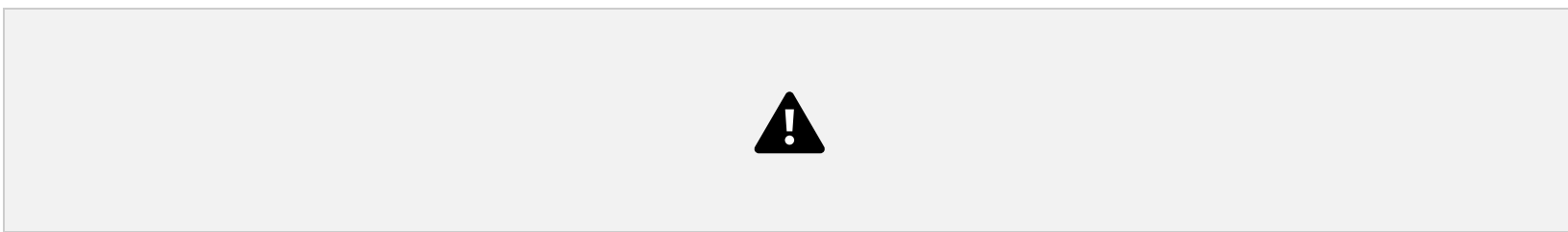
























































































































































































































































































































































































































































U.S.D 333

Concordia Jr./Sr. High School

Athletic Handbook

Mr. Quentin Breese	**USD 333 Superintendent**
Mr. Kale Katt	**Jr./Sr. High School Principal**
Mr. Chad Eshbaugh	**Activities-Athletics Director**

Introduction/Vision Statement/Affiliations..... 3

Responsibilities of Athletic Director..... 4

Responsibilities and Role of Coaches..... 5,6

Responsibilities and Role of Parents..... 6,7

Student Responsibilities and Code of Conduct..... 7,8

Drug/Alcohol/Tobacco Policy..... 8,9

Bullying/Hazing/and Other Unacceptable Behavior..... 10

Due Process..... 11

Attendance..... 11,12

Uniforms and Equipment..... 12

Transportation Policy..... 12

Fundraising/Donations..... 13

Sports Injury/Insurance Policy..... 13

KSHSAA Forms..... 14-18

USD 333 Concordia Transportation Release Form..... 19

P.R.I.D.E.

Presence. Responsibility. Integrity. Diligence. Ethics

Concordia Athletic Department Vision Statement

Co-Curricular Activities play a critical role in the process of creating well-rounded and well-prepared graduates. Sports, music, and activities help students develop self-confidence in addition to leadership and teamwork skills necessary for future success. Athletics are an extension of the classroom, and often, the most impactful lessons learned come from a coach or sponsor. Through a dedicated commitment to educational-based athletics, with an emphasis on promoting character and integrity in all areas, it is the vision of this department to represent Concordia and USD 333 at the highest level.

Fall Sports/Activities	Winter Sports/Activities	Spring Sports
Cross Country	Boys Basketball	Baseball
Football	Girls Basketball	Softball
Girls Golf/Tennis	Wrestling	Boys Golf/Tennis
Volleyball	Cheerleading/Dance	Track
Cheerleading/Dance		

Concordia Panthers League and State Affiliation

KSHSAA - Class 4A Member in all competitions outside of football which is 3A.

High School - North Central Kansas League (NCKL): Abilene, Chapman, Clay Center, Concordia, Marysville, and Wamego

Junior High - North Central Kansas League (NCKLJH): Abilene, Chapman, Clay Center, Concordia, Fort Riley, Marysville, and Wamego.

Responsibilities of District Athletic Director

The athletic director shall create a strategic direction for junior high and high school athletics. The AD will be responsible for a district-wide emphasis on an educational-based athletic experience for students of varying abilities while promoting competition and sportsmanship. The AD will be the active leader in fostering the highest quality experience for all involved in Athletics at USD 333 - Concordia.

His/her responsibilities include (but are not limited to):

1. **Strategy: Work with administrators to create a comprehensive plan for all district students.**
2. **Management: Manage and provide leadership for Jr. High and High School coaching staff. Work closely with building administrators and the community to recruit, retain, and develop a consistently high performing coaching staff.**
3. **Administration: Ensure that the district meets all KSHSAA requirements; effectively manage the district athletic budget, develop and maintain an athletic handbook, evaluate coaches, schedule and contract contests, schedule and contract officials, and supervising or assigning supervision of athletic events.**
4. **Health and Safety: Ensure that all aspects of Health and Safety are fully understood and followed by coaches and students. Organize all KSHAA required professional development and certifications for coaches and students. Ensure that all relevant risk management plans are in place.**
5. **Public Relations: Promote the individuals and teams and act as a point of contact for the community and media. Help to maintain social media accounts for Panther Athletics.**
6. **Undertake additional duties as requested by the Superintendent of Schools.**

Responsibilities and Role of Coaches

The most important factor in a successful, educational, and competitive athletic program is a well-qualified coach. Today's coach must have a multitude of skills--in organization, communication, motivation, and especially in teaching. The coach must understand the needs of young people and know how to balance the needs of the individual student within the team environment. Coaches assume more roles and deal with more issues than ever before.

Coaches duties include, but may not be limited to:

1. **Assisting the AD in assembling his/her staff and ensuring all coaches on that staff are aware of USD 333 and KSHSAA policies.**
2. **Assisting the AD in building competitive schedules through collaboration and recommendations at least one year prior notice.**
3. **Ensuring that all students have the appropriate paperwork on file in the AD office. (Physicals, Concussions, Emergency Contact/Permission, Travel, etc.)**
4. **File appropriate travel requests through the Transportation Director. It is recommended that the head coach turn this in at least 1 month prior to first competition.**
5. **All Coaches will have a Pre-Season Parent Meeting. Included in this meeting will be team rules/expectations, lettering policy, and parent communication guidelines. All of these will be turned into the AD.**
6. **Supervise students before, during, and after all practices and competitions including but not limited to: locker rooms, weight room, training room, gyms, fields, track, and buses.**

7. **Create an organized and effective practice plan centered around development as well as strategy based on knowledge of teaching and rules/strategies of the activity.**
8. **Provide the best possible care to any student who is injured, ill, etc. Document and complete Accident Report Forms when necessary.**
9. **Maintain equipment, locker room, and facilities to the best of his/her ability.**
10. **Cooperate with local media outlets. Updating scores, recognizing achievements, granting interviews, etc.**
11. **Complete a post season evaluation/conference with the AD. Items to be discussed will include: Staff evaluations, Lettermen, Equipment and Facility needs, and Expectations of the Program**
    - **Fall Sports - Before Thanksgiving Break**
    - **Winter Sports - Before Spring Break**
    - **Spring Sports - Before last contract day**

Responsibilities and Role of Parents

It is often the attitudes displayed by communities, parents, and student peers that constitute the real arenas in which young people play. Parental support for sports and activities for Concordia's youth enhances the experience of young people when the engagement is positive and demonstrates an understanding of the developmental levels of children. Sports programs that thrive are characterized by strong mutual support by parents, coaches, and the greater community.

1. **Support Your Child: They will have bad games. Make sure that they understand that their performance doesn't define your feelings for them.**
2. **Support the Coaches: Coaching is a stressful and difficult job. Understand that if you are negative at home, that does have an affect on your child's attitude and performance. Strive to remain positive when discussing coaching strategies or team performance.**

3. **Support the TEAM: One of the greatest parts of being an athlete is to be part of something larger than yourself. Remember that the role that your child plays on a team is important. Celebrate his/her success and that of all of the other players that contribute to a TEAM.**
4. **Support the Game: Respect the integrity of the game itself. Respect the opponent and officials. Support our team and model sportsmanship.**
5. **Communication with Coaching Staff**
    - **24 hour rule. After games is not an appropriate time to address concerns.**
    - **Coaches will not talk about other players or playing time.**
    - **Order of operations for meetings would be:**
        1. **Coach - Athlete: The expectation is that the student athlete will meet and voice concerns.**
        2. **Coach - Parent: If the issue is not resolved the parent would schedule a meeting with the head coach. Students may be asked to attend.**
        3. **Coach - Athletic Director - Parent: Any party of the dispute may schedule this meeting for additional problem solving and conflict resolution.**
        4. **Involvement of Building Principal: If resolution has not been attained any party may schedule a meeting for additional problem solving and conflict resolution.**

Student Responsibilities and Code of Conduct

Students are encouraged to participate in a variety of athletics and activities at USD 333. Through their involvement students create a variety of life-long skills that help to prepare them for success in the future. The choice to participate brings additional responsibilities for these representatives of our schools.

1. Commitment to the sport, team, and school

2. Positive Attitude

3. **Attendance and hard work at practice**
4. **Meet with Coach and attend informational meetings**
5. **Complete criteria for eligibility**
    - **All academic and enrollment regulations of KSHSAA and USD 333 have been met.**
    - **Physical/Concussion/Emergency Medical forms on file in office**
    - **Acknowledgement of Athletic Handbook Policies**
    - **Student in good standing within the building**

Alcohol, Tobacco, and Drug Policy

USD 333 requires that all students representing their school in athletics and activities remain drug, alcohol, and tobacco free. It is a privilege to represent our school and the use of banned substances is detrimental to their health and performance. The goal of USD 333 is to discourage and attempt to reduce the use of drugs, alcohol, and tobacco.

Student-Athletes while in season, who use, are under the influence of, or are in possession of alcohol, drugs, or vape/tobacco at school or during a school activity will be subjected to the following suspensions. The tobacco/vape policy is a non-accumulating policy.

Students while in season, who attend gatherings where alcohol and/or illegal drugs, as defined by state law are present or being consumed and who do not immediately leave, may be subject to penalties. If proof of consumption is obviously evident, the following penalties will also apply:

First Offense: (during high school career)
Suspension from all school athletics and activity competitions for ten (10) school days with a maximum of three (3) missed contests, which shall include suspension from any activities falling on evenings of such school days or weekends falling between school days in which a suspension is to be served. May be reduced to eight (8) w/confession with maximum of two (2) missed contests.

Second Offense: (during high school career)

Suspension from all school athletics and activity competitions for twenty (20) school days with a maximum of six (6) missed contests, which shall include suspension from any activities falling on evenings of such school days or weekends falling between school days in which a suspension is to be served. If the student confesses and/or parent/guardian can provide documented proof of enrollment and regular attendance at a school recommended substance abuse support program the suspension will be reduced to fifteen (15) school days with a maximum of four (4) missed contests.

Third Offense: (during high school career)

Suspension from all school athletics and activity competitions for thirty (30) school days with a maximum of twelve (12) missed contests, which shall include suspension from any activities falling on evenings of such school days or weekends falling between school days in which a suspension is to be served. If the student and/or parent/guardian can provide documented proof of enrollment and regular attendance at a school recommended substance abuse program the suspension may be reduced to twenty (20) school days with a maximum of eight (8) missed contests.

Additional Offenses: (during high school career)

Suspension to be determined by USD 333 Administration to be no less than thirty (30) school days.

Tobacco/Nicotine/Vaping Violations (Non-Accumulating Violation)

Suspension for five (5) school days with a maximum of two (2) events, which include suspension from any activities falling on evenings of such school days or weekends falling between school days in which a suspension is to be served.

Bullying/Hazing

USD 333 prohibits acts of harassment, intimidation, or bullying. "Harassment, intimidation, or bullying" means any gesture or written, verbal, or physical act that takes place on school property, at any school-sponsored function, or on a school bus that:

1. **Is motivated by any actual or perceived characteristic; such as race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory disability.**
2. **A reasonable person should know under the circumstances that the act(s) will have the effect of harming a student or damaging a student's property, or placing a student in reasonable fear of harm to his person or property.**
3. **Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.**

In determining the appropriate response to students who commit one or more acts of harassment, intimidation, or bullying, school administrators should consider the following factors: the developmental maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behavior, past incidences, the relationship between the parties involved, and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of the policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the district, local, state, and federal policy and statutes. Consequences and appropriate remedial action for students who commit acts of harassment, intimidation, or bullying may range from positive behavior intervention to and including suspension and expulsion.

Additional Infraction Considerations

In addition to the infractions listed above, each coach/sponsor may have activity specific expectations that will be reviewed at the beginning of each activity season for which the participants will be responsible. Additionally, lack of overall classroom performance, expected behavior, and/or failing to complete assigned tasks could cause disciplinary action related to the activity.

Due Process

The determination of suspension/dismissal of students from co-curricular activities will remain the responsibility of the coach and/or athletic director. When a student is suspended/dismissed from an activity the student and his/her parent or guardian may appeal the decision to the building administration within two (2) days of the suspension/dismissal. The administration will render their decision within three (3) days of the consideration of the appeal.

Attendance

Activities and Athletics are a privilege and are only a piece of the educational process. Students should meet all attendance requirements in order to participate.

1. **Students are required to attend all classes to be able to participate in an activity or athletic practice or event that day. The building administration will make exceptions for medical appointments, funerals, and other case-by-case excused absences.**
2. **An unexcused absence from class may result in loss of practice and/or playing time. The head coach and building administration will make decisions based on information provided on a case by case basis.**

3. **No student-athlete should miss practice without an excuse. Communication for excused absences will be handled by the student and the head coach.**
4. **Any student serving a detention after school may attend practice upon completion of the detention.**
5. **Any student serving an In School Suspension (ISS) is not a student in good standing and will not be allowed to practice or compete that day.**

Uniforms and Equipment

Student-Athletes are responsible for any uniforms or equipment issued to them by the athletic department. Students are expected to keep all issued items clean and in good condition. The student will be financially responsible for all items issued and will be responsible for reimbursement at full retail price for any item not returned prior to the beginning of the next season. Student-Athletes are only allowed to wear approved equipment as designated by the KSHSAA and USD 333.

Transportation Policy

Students will be provided transportation by the school district for extra curricular contests away from Concordia. Students are required to ride the district transportation to and from the contest unless the "Concordia Athletics/Activities Transportation Release Form" has been completed and signed by the parent/guardian and coach/sponsor.

Fundraising/Donations

With the exception of Jr. Class, FFA, and Band/Choir; only non-soliciting fundraisers will be considered. Non-soliciting fundraisers are those that are more service oriented (ie. concession stands, car wash, selling t-shirts at games, raking leaves, etc. . .) All fundraisers must be approved by the administration prior.

All donations/grants must be approved by the BOE prior to being accepted. Treat these as would any fundraiser and have them approved prior to obtaining them.

Sports Medicine/Injury Policy

USD 333 is committed to the health and safety of all students. Those that participate in athletics assume additional risk associated with that individual activity. USD 333 requires all students to have a completed physical and concussion video prior to participation in any athletic activity. If an injury occurs that requires outside evaluation from a physician, it will be necessary to attain a release before returning to play. KSHSAA provides catastrophic insurance for students of all member schools. (See Summary of Coverage form)

CONCORDIA

AFTER-SCHOOL

AND

SUMMER PROGRAM

(CAP)

1001 E 7th

Concordia, Ks 66901

785-275-3263

Parent Handbook

And

Information Guide

Revised

4/19/2021

CONCORDIA AFTER-SCHOOL AND SUMMER PROGRAM

The mission of the Concordia After-School and Summer Program is to provide high quality, affordable child care to families with an emphasis placed on educational and developmental enhancement. Families with children whose parents are employed outside of the home during the operating hours of CAP will have priority.

Dear Parents,

This handbook is designed to outline our policies and procedures for the Concordia After-School and Summer Program as well as answer questions about the program. On behalf of the program, we would like to express our commitment to maintain a high quality program for your child and you. We are honored to have the privilege of working with your children. We welcome your questions and comments.

PHILOSOPHY AND PROGRAM OVERVIEW

CAP is a high quality, affordable, and licensed program that has standards above and beyond the minimum guidelines required by the Kansas Department of Health and Environment. USD #333 maintains that a quality program is directly related to the staff, and strives to hire and train a staff which meets these expectations.

USD #333 believes CAP can positively impact a child's school performance, relationship with peers, teachers, family, and the community, which is invaluable to teaching lifelong skills. Children need a place to feel good about themselves. Enhancing a sense of belonging and self-esteem is an integral part of the program. CAP provides a positive environment and guidance to foster initiative and independence so that the children can learn to make healthy choices. The Director and teachers believe the children need time to relax at the end of the day. We have designed a program in which the children can expect comfortable surroundings that allow educational activities, homework opportunities, freedom within structured limits for socialization, physical education activities, positive discipline techniques, and opportunities to assume responsibility and strengthen positive peer and adult relationships.

Parents can expect a friendly atmosphere, a qualified and dedicated staff who will keep them informed and give them a feeling that children, parents and teachers are all an important part of the "team."

OPERATING POLICIES AND PROCEDURES PROGRAM DATES

DAYS OPEN

The Concordia After School Program operates year round. During the school year, CAP opens on the first day of school. Summer CAP dates will be determined by the director and posted for families.

During the school year, CAP will be open on **all regular school days,** late start, and early dismissal days, as long as on late start and early dismissal days there are at least 20 students signed up a week in advance to come on those days. CAP will be closed on days that school is closed due to snow or other weather complications. Parents will be contact by 10:00am to pick up their students by noon, if we do not have 20 students, on that particular extended day. Due to several no shows and call ins on extended days/breaks, we will now be charging families if they are on the sign up list. This policy will apply to those that have not called in or emailed the day/night prior.

PROGRAM HOURS

CAP is open from 3:15 p.m. to 5:30 p.m. on regular school days. CAP is open from 7:30 a.m. to 5:30 p.m. on full extended care days. On Late Start days, CAP will be open from 7:30a.m. to 9:30 a.m. At 9:30, students will be bused from CAP to their school of attendance. When school is dismissed early, CAP is open at that time, and remains open until 5:30 p.m. There will be **NO** CAP on early dismissal days due to inclement weather. CAP will be open from 7:30 a.m. to 5:30 p.m. during the summer.

CAP STAFF

The Director of CAP meets the requirements designated by the State of Kansas licensing guidelines and is responsible for the overall operation of the program. The assistant teachers of CAP are responsible for following the lesson plans and carrying out various duties as assigned by the Director. The teacher/child ratio is at or under state requirements. The teacher aides at CAP are checked by contacting their references, go through a K.B.I background check, as well as fingerprinting.

ELIGIBILITY/ADMISSION POLICIES

CAP is licensed by the State of Kansas to serve 120 children from Kindergarten to 12 years of age. Priority is given to students in K-4. Students in 5th and 6th grade will need to fill out an application for approval to the program. Priority will be given to those 5th and 6th graders with a younger sibling in CAP. CAP is designed to benefit children of all backgrounds. Enrollments are taken on a first come first serve basis. Those students attending full time have preference over part-time and/or drop-in students. When the students needing full time services have been placed, then we will look to our list of students needing part-time services, and place on a first come first serve basis. Fall enrollment forms will be available at back to school enrollment or at CAP. Summer enrollment packets will be available in May at CAP and CES/CMS. At the time of enrollment, you will be charged an enrollment fee for the school year and for the summer. You will receive a receipt with the date and payment after the completion of your enrollment packet. Whether enrolling in CAP for the school year or summer, you will be asked to write your child's name down on a 'sign up sheet'. This sign up sheet does not secure your spot for the school year or summer. This sheet is used to get an idea for our student to staff ratio. However, completed paperwork will secure your spot for the school year or summer. Each admission shall be nondiscriminatory in regard to race, color, religion, national origin, ancestry, physical handicap, or gender. A copy of

the admission policy and other policies and activities will be provided to the parents via a Parent Handbook. Each child in the program must have a health assessment, emergency medical release, and any other necessary forms filed with the Director to attend the program. Students will not be allowed to attend the program until all required paperwork is completed. Questions or concerns about immunizations and other health issues may be referred to the Cloud County Health Department.

Out of District students meeting age requirements will be allowed to enroll in CAP if open slots are available. Once paperwork is received, and the students are approved to enroll in CAP, the director will contact families. All out-of district students attending CAP must pay daily or for the week in advanced. Out of District students will follow all the same expectations and policies of USD 333 students.

WAITING LIST

The waiting list for CAP has been prioritized and children are admitted accordingly:

1) A sibling is currently enrolled in the program.

2) First come first serve based on enrollment dates.

During the summer, CAP priority is given to students enrolled in the school year program, then students needing full time positions. These are in addition to the criteria previously stated.

TUITION INFORMATION/PAYMENT POLICIES[JA1]

For each school year and summer session there is a $10 non-refundable enrollment fee. This enrollment fee is to be paid at enrollment. This will ensure a spot for your child/children. If your child does not get a spot, then the enrollment fee will be refunded to the parent. A full day of care is $15.00 per day; a half day of care is $8.00 per day; and a regular after school day is $5.00 per day per child enrolled in grades K-6. On Late Start days, there will be a fee of $5.00 per day per child enrolled in grades K-6. Parents are only charged for the day(s) that the child is attending the program. However, parents will be charged if one day notice is not given for extended days, breaks, late start, or early dismissal days. There will be an extra $25 fee for summer activities.

Late Start, Extended Days, Breaks and Early Dismissal Days:

As previously stated, 20 students will need to be signed up for a break, late start, extended days, and early dismissal days, before the program can operate for those days. Once a child is signed up for the designated days, he or she will be counted in the

student count. These numbers will be used to determine the amount of snacks needed for the day, and on late start days, the amount of breakfast that will be needed. This count will also ensure that we have planned accordingly for the correct student to staff ratio and activities throughout the day.

Due to several no shows and call ins on extended days/breaks, we will now be charging families if they are on the sign up list. This policy will apply to those that have called in or emailed the day/night prior. As previously stated, if we do not have our 20 students present by 10 a.m., parents will be contacted to pick up their student(s) by noon.

PAYMENT POLICIES:

Tuition may be paid in a check or money order, made payable to CAP, or on-line by credit card and/or debit card by the 5th[JA2] of each month. Parents may also pay by credit card at the Board Office as well. Parents may choose to pay weekly. The following unpaid CAP Tuition policy has been adopted by the USD 333 Board of Education.

· CAP Director will send home monthly statements to all families

· NEGATIVE Balance of $90-$100: CAP Director will inform families that no further charges to the account will be allowed after NEGATIVE $100

· NEGATIVE $100 and Over: Discontinue CAP services OR students must pay daily or for the week in advance.

· If the outstanding CAP bill has not been paid by enrollment the next fall, district staff will file Kansas Set-Off for the outstanding amount.

· On-Line Payment option: An on-line payment option is available to families for ease of paying outstanding debt. Families can by credit card or debit card.

Tuition is contracted by the month for regular after-school care, extended care, and summer care. During the regular school year you will be billed per day for days your child is in attendance. **PLEASE CALL THE DIRECTOR AT 785-275-3263 IF YOUR CHILD WILL NOT BE ATTENDING CAP. Parents may also email CAP at cap@usd333.com or andrea.jones@usd333.com. parents can also call the school your child attends by 3:00 pm to get a message to CAP.**

Summer CAP will allow 5 leave days if in a row for vacations. The leave days will apply to full time students only. The definition of a full time student is, any child enrolled for 5 days a week for the entire summer. The leave days for vacation time will be written by the parent/guardian in the appropriate space on the summer contract.

All outstanding debt must be paid before admittance into the next CAP session. For example, all outstanding fees from School Year CAP must be paid before the student can begin Summer CAP or the next school year CAP. Also, any Summer CAP fees must be paid in full before students can attend school year CAP.

FINANCIAL ASSISTANCE

CAP is licensed by the State of Kansas and contracts with SRS for families that qualify.

The Children's Trust may be applied for if your child has a special need requirement set forth by the Children's Trust Fund Board. Contact the Citizens National Bank for more information.

WITHDRAWAL FROM CAP

A **two week notice** is requested when a child withdraws from the program. Tuition will not be refunded if no notice or less than a two week notice is received by CAP. Any tuition paid beyond the two week notification will be refunded.

DROP-IN ATTENDANCE

Drop in attendance is NOT permitted unless the child is officially enrolled, and it is approved by the administration or CAP Director due to emergency or unusual circumstances. If it is determined to be an unusual circumstance, $5.00 will be charged. All children in the program must be officially enrolled, by having the required paperwork completed.

ATTENDANCE

PLEASE NOTIFY THE CAP STAFF IF YOUR CHILD WILL NOT BE IN ATTENDANCE AT 785-275-3263. PARENTS MAY ALSO EMAIL CAP AT CAP@USD333.COM OR ANDREA.JONES@USD333.COM.

CAP FULL DAY INFORMATION

PLEASE DO NOT DROP YOUR CHILD OFF BEFORE 7:30 A.M.!!! The doors will not be unlocked until 7:30 A.M. It is your responsibility to drop your child off at the appropriate time. It is dangerous to leave a child unsupervised before the program

opens. The custodians will not supervise the children. CAP will close the doors at 5:30 P.M. during the school year and 5:30 P.M. during the summer.

EARLY AND LATE PICKUPS

Please notify the program if you need to pick your child up early. This will help us in allowing cleanup time and having your child ready for you. Please call if you have a circumstance beyond your control and you will not be able to pick your child up by closing time. Check the marker board for field trips and approximate departure and arrival times. This will prevent unnecessary waiting.

POLICY FOR CHILDREN WHO DO NOT GET PICKED UP BY CLOSING TIME

A late departure fee of $10.00 will be assessed if your child is not picked up by closing time. Students will not be allowed to return to CAP, after receiving a late departure fee note, until the late departure fee has been paid. The door at CAP will be locked at 5:40 p.m. Parents and authorized escorts arriving after this time will be let in by a staff member. Emergency situations may qualify as an excused late pick up and a fine would not be assessed. This will be at the discretion of the Director. If an emergency arises, please notify the CAP staff before 5:00 p.m. at 785-275-3636 OR 785-275-3593. In the event that your child is not picked up by 5:45 p.m. all alternative telephone numbers, for an authorized escort, will be called. A failure to produce someone to pick up your child, the police will be called, and the case could be turned over to the SRS. If late pick-up becomes a habit, the child may be dropped from the program.

PROGRAM SCHEDULE

<u>Regular after school day schedule:</u>

3:30 Arrival/Attendance

3:45 Snack

4:00 Homework

4:30 Planned Educational Group Activity

5:00 Free Choice/Outside or Gym play – Weather Permitting

5:30 Clean up and Depart

Late Start Day:

7:30 Arrival/free choice

8:30 Breakfast

9:00 Large motor/Outside or Gym play – Weather Permitting

9:30 Load buses to head to school

Extended Day:

7:30 Arrival/free choice

8:30 Breakfast

9:00 Large motor/Outside or Gym play – Weather Permitting

10:00 Educational Large Group Activity

11:30 Lunch

12:00 Recess/Free Time – Weather Permitting

1:00 Rest Time/Movie/Crafts/Games

3:00 Snack

3:15 Centers or educational group activities(art, science, math, sensory, writing, dramatic play, and computers)

5:00 Free choice/ Gym or Outside – Weather Permitting

5:30 Clean up/Dismissal

During the Summer Program, CAP children may go to the pool, library, parks, and other field trips. Pool recreation cost will be assessed to the parent. Summer CAP students will need a bottle of sun screen, a towel, and a full change of clothing to be kept at CAP. Please place items in a bag with your child's name on it. Field trip costs may be assessed to the parents. The Summer CAP schedule will mock that of an extended day but maybe subject to change as field trips and such will be added.

AUTHORIZED ESCORTS

To ensure the children's safety, a child may leave the center only with a parent or with a designated escort. CAP must be notified if anyone who is not a designated escort is to pick up the child. That person will be asked for identification. Authorization forms are available upon enrollment and throughout the year. Please keep this form updated.

FORMS NEEDED FOR ENROLLMENT

-Registration Form

-CAP Enrollment Contract

FALL * SPRING * SUMMER

-CAP Extended Care Contract

FALL * SPRING * SUMMER

-Emergency Medical Release

-Health and Immunization Form

-Authorized Escort List

-Homework Form

-Meal Substitution Form

-Field Trip/Transportation Form

-Medication Form if applicable

Paperwork will need to be filled out at the beginning of the school year, as well as when the summer session begins.

FIELD TRIPS

Advance notice of at least 5 days will always be given when a field trip is planned. Notice of the field trip will be posted on the marker board. Parents/guardians will be required to sign a release form for each trip. This will be available at least 5 days in advance of the trip.

NUTRITION

During the regular school session a snack is served daily. During late start days, breakfast will be served to students. Breakfast will be charged to the student's USD 333 meal ticket. During extended and break days, students will need to eat breakfast prior to coming and bring a sack lunch for the day. No meals will be served. Sack lunches should follow the USD 333 guidelines. Soda is not allowed according to USD 333 guidelines. An afternoon snack will be provided by USD 333. During Summer CAP, students will be served breakfast and lunch as part of the USDA summer food program. Please let the Director know of any food allergies. A dislike for a specific food is not an allergy. All children will be encouraged to try different food items. However, if a student does not like what is on the menu for the day during the summer, they are encouraged to bring a snack lunch, which will follow the USD 333 guidelines.

CAP participates in the Child and Adult Care Food program. It is available to all individuals regardless of race, color, national origin, age, sex or handicap. If you believe that you have been discriminated against in any USDA related activity, you should write immediately to the Secretary of Agriculture, Washington D.C. 20250.

GENERAL HEALTH POLICY

When a child is absent due to a communicable disease, the staff shall inform other parents of the nature of the illness. Communicable diseases are reported to the Cloud County Health Department. Staff is trained to observe symptoms of illness, neglect, and child abuse by observing each child's physical condition daily. If a child becomes ill, the staff will take the following steps:

1) Take child's temperature. Any child's temperature at 99.5 or over, will be asked to go home as a safety measure. The parent or emergency contact will be notified by staff.

2) If the child's temperature is above normal and there are any of the following symptoms, the child will be sent home:

*Vomiting or chronic diarrhea

*Red or inflamed eyes

*Skin eruptions/rash

*Contagious diseases

A parent or guardian will be notified and arrangements will need to be made to pick the child up. Also, if your child exhibits any of the above symptoms, please keep him/her at home. Students will need to be fever free for 24 hours, without the use of fever reducing medications before returning to the After School Program.

Nonprescription medicine shall not be administered to any child except on written order by the parent/guardian. All prescription medicines that need to be administered will need to be in the original pharmacy container, labeled with the child's name, name of medication, dosage, dosage interval, name of physician, the date the prescription was filled, and a signed note from the doctor. A record shall be kept in the child's file as to who gave the medication and the time and date it was given. The Director or a person designated by the Director will administer the medication.

COVID-19 Policy

CAP staff and administration, met with the Cloud County Administrator and Health Department team, concerning the care of students and staff for the school year and summer. Although the protocols for COVID have been relaxed, we will continue to use these guidelines, **if** the numbers of cases spike in our community. With that being said, CAP will continue to follow the school's guidelines as well.

1. Upon arrival, parents will need to ring the doorbell, to be admitted into the building, as the door will remain locked at all times.

    a. Parents may enter the building to discuss items with staff, but are not able to leave the entry way.

    b. Staff will assist in signing the students in and out for the day.

2. Students will need to have their temperature taken, before parents can leave, at drop off.

    a. If the student presents with a temperature of 99.5, the student will be sent home.

        i. The student will need to remain fever free for 24 hours, without the assistance of a fever reducer.

    b. Students will have their temperature taken again at noon and before departure for the day.

    c. Again, if the student presents a fever at any time during the day, they will be sent home and remain home for 24 hours, fever free, without the assistance of a fever reducer.

    d. Students will need to wear a mask when asked to do so.

3. No pillow, blankets, toys, etc will be allowed into the building. If extra items are brought in, the items will have to be returned to the vehicle before parents leave.

a. An extra set of clothes and sunscreen will be the only items permitted to stay in lockers at this time.

i. When we are able to attend the swimming pool, suits, towels, sandals, and money will be permitted. However, they will need to go home after each swimming session to be washed.

b. A water bottle can be brought by each student.

i. Students will be given disposable cups to use rather than the water fountain if they do not bring a water bottle for the day.

4. Students may bring in a sack lunch, but it must be brought upon the arrival of the student.

5. A detailed calendar, of the student's schedule, must be presented monthly.

a. Parents must follow the calendar as much as possible and will need to update their plans as they change.

i. If the calendar does not get updated, and your student does not attend on a day that they are scheduled, you will be charged for the day.

CHILD ABUSE

Any evidence of neglect or unusual injuries including bruises, contusions, lacerations, or burns noticed by any staff member shall be noted on the child's record and immediately reported to the CAP Director. The Director shall report incident to Kansas SRS or to local law enforcement, if SRS is not open. **CAP IS A MANDATED REPORTER OF CHILD ABUSE AND NEGLECT.**

CLOTHING and Other Personal Items

Parents please encourage your children to dress appropriately for a variety of activities and for current weather conditions. An extra change of clothing is required for all children who attend summer CAP. Students may also leave a change of clothes in their locker during the school year. If a child requires special toiletries, please make sure to send such to keep in the child's locker as well.

Students are encouraged to leave all personal items at home such as toys, electronics, etc. CAP will not be responsible for lost, stolen, or broken items that have been brought from home.

Cell Phones and SMART WATCHES

Cell Phone Policy:

● Students may only bring cell phones if they have a signed permission form from his/her parent(s).

● If a student is permitted to bring a cell phone, the phone must be silenced or turned off and left in the

student's locker during the day.

● Any use of a cell phone during the school day is prohibited unless permission has been given by a staff

member.

● If a student has a question for a parent/guardian they need to use the school telephone to contact their parent.

● Any student who fails to follow this rule may be subject to the following consequences:

1st offense: Phone will be turned into principal for the remainder of the school day. A parent or guardian may be

asked to come in to pick up the phone.

2nd offense: Phone is turned into principal for the remainder of the school day. A parent or guardian must come

in to pick it up. Phone must then be checked in to the CMS office each morning upon arrival. The student may

pick it up at the end of the day.

3rd offense: Loss of privilege to carry a phone at school.

The cell phone permission form is available from the CMS office.

The cell phone policy includes all personal electronic devices including but not limited, personal computers, tablets,

and smart watches.

DISCIPLINE

CAP's philosophy of discipline is based on respect for the child's self-esteem, setting reasonable limits and consequences, and encouraging increased self-discipline. Only constructive methods of discipline shall be used to promote good behavior. The staff will work with the child and cooperate with parents to resolve any problem that may arise.

<u>When inappropriate behavior occurs, we will:</u>

1) Redirect the behavior

2) Discuss the behavior/problem with the child to determine the cause, and then to help the child find ways to resolve it.

3) Assign special tasks and responsibilities to help foster their self-esteem.

At times it may be necessary to:

1) Separate the child from the group (with supervision to allow the child to think about the situation. The child will rejoin the group when he/she is ready to cooperate.)

2) A time out from a play period, free choice activity, or group activity may be used.

If a child's behavior consistently disrupts the flow of the program, physically or emotionally harms another, or otherwise conflicts with the program rules and guidelines the parent or guardian will be notified. If the behavior continues, a conference will be scheduled with the parents/guardian to discuss options. In the event that the problem persists, after all reasonable attempts have been made, the child may have a short-term suspension from the program, or be dismissed from the program with one day's notice. Students dismissed for behavior reasons WILL NOT be allowed to return. Punishment, i.e. corporal punishment, verbal abuse, threats, derogatory remarks, binding or restricting movement, enclosing the child in a confined space, withholding or forcing foods and placing substances which sting or burn on the child's mouth, tongue or other parts of the body are prohibited. This policy will be included in all staff training.

EMERGENCY PROCEDURES

The CAP Director and Assistant Director are trained in basic First Aid and/or CPR. In the event of a serious injury or acute illness, the Emergency Medical Technicians and a parent/guardian will be notified by telephone. If the parent cannot be reached, the authorized emergency person will be notified. When the injury or illness warrants immediate attention, the child will be transported to:

Cloud County Health Center

1100 Highland Drive

Concordia Kansas 66901

785-243-1234

A staff member will accompany the child to the doctor or hospital and remain until the parent/guardian arrives and is informed of the situation. However, the staff member may only leave with your child, provided that adequate teacher/child ratio is still present at the site. Complete written reports of all accidents, minor or severe, will be submitted to the Director and a copy placed in the child's individual file.

DRUG FREE ENVIRONMENT

CAP is a drug free environment and workplace. Violation of this policy by employees will result in immediate suspension from duties and termination of employment, consistent with the Rehabilitation Act of 1973, as amended. Smoking, alcohol, or non-prescribed controlled substances as defined by K.S.A. 65-4101 shall not be consumed on the premises by any CAP employee or attendee at any time.

Concordia After School and Summer Program Handbook

I have read and understand the Concordia After School Program parent handbook. I agree to comply with all guidelines stated including payment.

Parent Signature_____
Date_____

Director Signature_____
Date_____



Administrative Procedural Handbook

The Learning Cooperative of North Central Kansas

Sponsoring District – Concordia 333
Cooperating Districts
Washington County USD 108
Republic County USD 109
Clifton/Clyde USD 224
Pike Valley USD 426

2022-2023 School Year

Created August 2019
Updated and BOE Approved 10-07-2019
Updated and BOE Approved 06-08-2020
Updated and BOE Approved 05-10-2021
Updated and BOE Approved ???????

Table of Contents

A. Fiscal Policy & Procedures……3

B. MIS Procedures……7

C. Medicaid Procedures……60

D. Appendices……89

LCNCK Fiscal Policy & Procedures

IDEA VI-B FISCAL POLICIES and PROCEDURES

All IDEA Part B VI-B Funds will be used and designated in accordance with allowable expenditure guidelines as eligible excess costs. *

Responsibility of LEA Clerk

I. VI-B Funds
   1. Draw Down of Funds
      1. The LEA will draw down funds on a monthly basis August through May. Each draw down is 1/10 of the total allocated funds.
      2. The LEA will retain all records of draw down funds for a minimum of 3 years from the final expenditure report or audit resolution, whichever is later.
   2. Cash Management VI-B Funds
      1. Ensure all VI-B funds are expended within 30 days to prevent interest earned on federal monies by paying on monthly salaries.
      2. Allocated VI-B funds for 3-5, 3-21, and private school proportionate share will be used for professional development, supplies/materials, & salaries of certified special education teachers who provide 100% of their time to special education duties.
      3. TIP VI-B funds are used in accordance with the TIP Grant developed by the Director and assigned to those funds in the special education budget.
         a. Accounts payable clerk will designate TIP Grant purchases to the appropriate fund category in the special education budget at time of payment.
   3. Tracking of VI-B Funds
      1. The clerk will ensure VI-B funds are kept separate from other funds by separate line items in the budget.
   4. Time and Effort Certificates
      1. The district clerk will be aware of all staff assigned Time and Effort Certificates and maintain a list of those staff provided by the Director.
   5. Excess Cost
      1. Each member district's clerk will complete the Excess Cost Worksheet by the KSDE assigned due date each year.

Responsibility of Director of Special Education

II. VI-B Funds
   A. Expending VI-B Funds
      1. The director will assign funds to be spent on specific special education teachers whose time is devoted 100% to serving special education duties. This assignment list will be provided each year to the clerk for payroll purposes.

2. The director will develop an annual spreadsheet that designates VI-B funds for each staff member and their salaries.
3. VI-B funds will not be used to pay for salaries of Fee for Service Medicaid providers, such as OT, PT, SW's, Psych's, and SLP's.
4. VI-B Allocated funds for 3-5, 3-21, and private school proportionate shares should maintain a management system as detailed below.
    a. If funds are used for property or supplies, the following Supplies:
        i. **Use:** Property and supplies will only be used for the purpose of special education. They will be checked out through the special education office for tracking purposes.
        ii. **Management:** Property and supplies will be managed and maintained by special education staff.
        iii. **Inventory:** An inventory will be kept by staff assigned the use of property and supplies, and special education office staff responsible for purchasing property and supplies. Inventories will be cross-referenced every two years.
5. VI-B TIP funds will be used in accordance with approved TIP Grant.
    i. Tip funds will be tracked in special education requisitions.
    ii. Each requisition will provide the TIP expense category for the district clerk to use appropriate funds.
    iii. Expenditure of TIP funds will be tracked in the fund accounting system and compiled on a spreadsheet for an annual summary.

A. Time and Effort Certificates
1. Time and effort semi-annual certificates and PAR's will be developed by the Director of Special Education and administrative assistant.
2. Staff will be assigned to reflect their time working within special education.
3. Administrative assistant will jointly work with the Director of Special Education to obtain signatures.

B. Private School Proportionate Share (PSPS) – If Applicable
1. The Director will assign PSPS to the salaries and benefits of those special education teachers who provide services to children at the private school located within the district boundaries.
2. The percentage of VI-B funds applied to the assigned special education teacher will be based on student caseload served at the private school in comparison to the percentage of salary supported with VI-B Funds.
3. In the case of PSPS for Ages 3-5, these funds will be assigned to staff who serve that age range of students, ensuring that the percentage of salary is not greater than the percentage of caseload served, as well as costs associated with those services.
4. All staff assigned VI-B Funds are employees of the Learning Cooperative of North Central Kansas, as sponsored by USD 333 Concordia Public Schools.
5. Assigned LCNCK staff provides specially designed instruction, in all eligible categories, to the private school students, which are not provided by the private school or private school personnel.

6. Costs assigned to PSPS will not include child find expenditures.

C. Excess Cost
   1. The Director will collaborate with the clerk and complete his/her responsibilities for the Excess Cost Worksheet by the due date assigned by KSDE.

MEDICAID PAYMENTS:

There are four sources of Medicaid revenue, Fee for service, Quarterly School District Administrative claiming, Annual Cost Settlement, & Replacement Aid.

1) **Fee for Service:** LCNCK files claims per student for each of the 5 districts based on services provided. The reimbursement for the service provided are paid directly to LCNCK.
2) **Quarterly SDAC payments:** LCNCK enters all LCNCK staffing–information regarding staffing & expense costs for the services delivered on a quarterly basis for each district no later than 1 week prior to submission. These payments are directly paid to claiming district.
3) **Annual Cost Settlement:** Annual cost settlement reports are completed by each of the 5 districts. This is done in collaboration with LCNCK. These payments are paid directly to the claiming district and paid back to the LCNCK. If the end of the year cost settlement has a payment due, the LCNCK will pay using fee of service the following year.
4) **Replacement Aid:** Replacement aid payments are paid to LCNCK with the final Categorical Aid payment in June.

ASSESSMENTS:

Each districts assessment percentage is based on their September 20th count from the previous school year. Once the projected expenditures and revenue have been determined, the assessments will be calculated based on remaining funds required for the upcoming school year budget. The projected budget with assessments will be presented to the Superintendent Board as early as April and no later than June 15th of the current school year. Each month LCNCK will bill each participating district and payment will be due after their local district board meeting.

BUDGET CARRY OVER PERCENTAGE:

LCNCK's cash carryover will maintain no less than 13% of the total budget into the new fiscal year.

PERCENTAGE OF SPONSORING DISTRICT STAFF:

Human Resource, Payroll Clerk, Finance Director, Accounts Payable, & Technology Director provide ongoing support to LCNCK. LCNCK will be responsible for compensating the sponsoring district for a percentage of their salaries for the time and effort that is used to support LCNCK.

The percentage of compensation for the sponsoring district staff is listed below.

- *Human Resource: 50%*
- *Payroll: 25%*
- *Finance: 25%*
- *Accounts Payable: 25%*
- *Technology Director: 5%*

FISCAL & IDEA AUDITS WITHIN KIAS:
Final submission of Fiscal and IDEA audits within KIAS will be completed by LCNCK. LCNCK will work in collaboration with each individual district in order to complete reports in a timely manner.

MOE/EXCESS COST:
MOE/EXCESS cost reports are open for 8 weeks. All districts will complete the required district portion of the MOE/EXCESS COST reports within the first 4 weeks of the submission window and submit to LCNCK within the KIAS application. LCNCK will complete the required documentation the last 4 weeks of the window and submit the final MOE/EXCESS COST report to KSDE.

TRANSPORTATION COSTS:
All student transportation will be the responsibility of the district the student resides in.

TECHNOLOGY:
The LCNCK will provide each itinerant certified staff member with a laptop computer. Each district is responsible for the technology needs of LCNCK staff who work within their district. Districts will be responsible for connecting LCNCK itinerant computers to building copy machines and networks and providing available space on their servers for data backup. Each district will be responsible for ensuring current window version & Microsoft is up to date. Troubleshooting problems are the responsibility of each district.

All assistive technology needs in order for students with disabilities to make progress towards their IEP goals or have access to the general education curriculum will be the responsibility of LCNCK.

LCNCK MIS Procedures

1. Definition of Terms 9
2. Location of Documents 10
3. Roles and Responsibilities 10
4. Identifying Data Sources 12
5. Data Entry 14
    a. Beginning of the Year Set Up 15
    b. Initial Beginning of the Year Student Upload 15
    c. Sources of MIS Data 16
    d. IEP Review Process 19
    e. Uploading WebKIDSS Information to SPEDPro 20
    f. Management of Data 21
    g. Referral for Evaluation 22
    h. New IEPs and Annual IEPs 22
    i. Amended IEPs or Change of Placement 23
    j. Referral from Part C 23
    k. C to B Transitions Turning 3 When School is Not in Session 26
    l. Transfer Students 26
        - Transfer from a Kansas School Outside of LCNCK 26
        - Transfer from School to School Inside of LCNCK 28
        - Transfer from Outside of Kansas 30
6. Timelines 33
    a. Notifications to Providers of Due Dates for Evals, Re-Evals and Annual IEPs 33
    b. Timely Submission of IEP Paperwork 34
7. Exit Data 34
    a. Summer Exits 34
    b. Transfer to Another Kansas District or Out of State 35
    c. Overlap Report 36
    d. Student Exiting Special Education Through Team Recommendation 36
    e. Student Exiting Services at Graduation and/or Age 21 36
    f. Parent Request for Revocation of Special Education Services 37
    g. Student Drops Out of School 38
    .
8. General Data Management 39
    a. Student Rosters 39
    b. Location of MIS Files 40
    c. Location of MIS Final Reports 40
    d. End of the Year Data Management 40
    e. Indicator 11 Information 44
    f. End of Year KIDS Reporting 45
    g. Transitioning MIS Data Across Time 45

9. Data Verifications 45
   a. Processes Used to Resolve Verifications/Discrepancies 46
   b. Feedback or Correction Process When Discrepancies Exist 46
   c. Verification Processes in SPEDPro 46
   d. SPEDPro Verification Errors 47

10. Supervision and Oversight 47

11. Data Validation 48

12. Training of Local Staff 49

13. Security and Backups of WebKIDSS 50

14. Preparation for the Next School Year 52
   a. Service Lines for the Next School Year 52
   b. Next Year's Building and Providers 52

15. Additional Reports 52
   a. Medicaid Denominator 52
   b. September 20th Count 59

16. SPP Indicators 57
   a. Indicator 7: Preschool Outcomes 57
   b. Indicator 8: Parent Involvement 58
   c. Indicator 11: Child Find 59
   d. Indicator 12: Early Childhood Transition 59
   e. Indicator 14: Post-School Outcomes 59
17. Appendices 89
   a. MDT Report 89
   b. IEP Cover Sheet 94
   c. MIS Annual Checklist of Completed Tasks 95
   d. Parent Consent for Release of Information & Medicaid Reimbursement 96
   e. Prior Written Notice 97
   f. Prior Written Notice for Evaluation or Re-Evaluation 101
   g. Notice of Meeting 105
   h. Summary of Performance 107

Definition of Terms

Anticipated Services Chart – The portion of the IEP in the WebKIDSS program where special education services are listed to be uploaded into SPEDPro.

APR – Annual Performance Report.

CAPS – Categorical Aid Personnel System. The KSDE web application used to collect current year special education teachers, paraeducators and related service providers. Used for OSEP provider reports.

Data Dictionary – Guidelines for IDEA, Part B and Gifted Reporting of Special Education Data.

EOYA – End of Year Accountability.

IEP – Individual Education Plan.

IEP2 – The signature section of the LCNCK IEP containing the following information: IEP Distribution, Parental Rights Distribution, Notice of Destruction of Special Education Records, Progress Reporting, Consent for Electronic Communication, Transfer of Rights (at age 16), IEP Participant Signature Page, Prior Written Notice, Notification for Accessing Public Benefits or Insurance, Parent Consent for Release of Information and Medicaid Reimbursement.

KIAS – Kansas Integrated Accountability System.

KIDS – Kansas Individual Data on Students. The KSDE web application used to assign a unique, randomly-generated state identification number for every student attending accredited public or private school in Kansas.

KSDE – Kansas Department of Education.

LCNCK – The Learning Cooperative of North Central Kansas.

MIS – Management Information System. The KSDE web application used to collect student level data for every Kansas special education student each school year.

MIS Checklist – MIS Annual Checklist of Tasks.

NOM – Notice of Meeting.

OSEP – Office of Special Education Programs, US Department of Education division that oversees SPED data collections.

OWS – Outcomes Web System; Outcomes Part B – Early Childhood, Indicator 7.

PLC – Professional Learning Community.

PWN – Prior Written Notice.

Senior Exit Survey – Indicator 14, Found through the KSDE Authenticated System to be completed by all graduating seniors.

SIS – Student Information System used at the district level to report student data to KSDE.

SOP – Summary of Performance.

SPEDPro – The current KSDE web application used to collect MIS data accessed through the KSDE Authenticated System.

SPEDPro Download Queue – WebKIDSS process to hold SPEDPro downloads to upload as a batch.

SPP – State Performance Plans.

TIP – Teacher Information Page.

WebKIDSS – The name of the local IEP system used for MIS source data.

Location of Documents

Eval/Re-Eval Report – pg. 89 – In WebKIDSS; Function: Enter IEP Forms Data

IEP Cover Sheet – pg. 94 – Available in the LCNCK office

~~IEP Review Sheet – pg. 95 – Available in the LCNCK office~~

~~IEP Notification Form – pg. 96 – Available in the enrolling school's offices and LCNCK Office~~

~~Letter of Revocation – pg. 97 – In WebKIDSS; Function: Enter IEP Forms Data, Form: Select Form~~

MIS Annual Checklist – pg. 98 – Available on KSDE Website

Move-In Form – pg.

Parent Consent for Medicaid – pg. 100 – In WebKIDSS; Function: Enter IEP Forms Data

Prior Written Notice – pg. 101 – In WebKIDSS; Function: Enter IEP Forms Data

Notice for Eval/Reevaluation – pg. 105 – In WebKIDSS; Function: Enter IEP Forms Data

Notice of Meeting – pg. 109 – In WebKIDSS; Function: Enter IEP Forms Data

~~Revocation of Consent PWN – pg. 111 – In WebKIDSS; Function: Enter IEP Forms Data~~

Summary of Performance – pg. 113 – In WebKIDSS; Function: Enter IEP Forms Data

Roles and Responsibilities

***MIS Data Clerk*:** The individual responsible for the coordination of the collection of the MIS data. MIS Data Clerk responsibilities:

- Responsible to enter into SPEDPro and WebKIDSS at the beginning of each school year:
    - Updated calendars
    - Accurate Building Settings
    - Accurate and Updated Personnel
    - Initial student uploads into SPEDPro
- Responsible for the reporting and accuracy of the December 1 reporting.
- Responsible for the reporting and accuracy of the End of the Year reporting.
- Responsible for the transitioning of student data from school year to school year.
- Assist cooperative districts with their Directory and Building data entry each year.

- Responsible for verifying MIS data in WebKIDSS prior to submission to SPEDPro.
- Responsible for uploading data from WebKIDSS to SPEDPro in a timely manner.
- Responsible for data quality and accuracy of MIS data submitted to KSDE.
- Responsible to resolve verification flags in SPEDPro in a timely manner through data corrections or communication with KSDE for clarification and guidance.
- Communicate with districts on student data discrepancies and duplicate KIDS ID numbers.
- Understand the KIDS system in order to submit accurate IEP information.
- Provides annual MIS training and In-service to teachers throughout the school year.
- Responds to MIS related question from staff.
- WebKIDSS administrator at the local level and is responsible for maintaining the local IEP database.
- Contact Special education case manager, school psych, and building administrator when notified by Families Together that an Educational Advocate has been assigned to the student whose parental rights have been severed or whose parents are unknown or available or children who are identified as homeless and unaccompanied.
- ~~Contacts Families Together to obtain an Educational Advocate for children whose parental rights have been severed or whose parents are unknown or unavailable or children who are identified as homeless and unaccompanied.~~
- Tracks Part C to Part B Transitions through an internal tracking system.
- Reviews OWS entries and exits for timely data reporting of SPP Indicator 7.
- Tracks and provides data for SPP Indicators 11 and 12.
- Tracks, assists and reports data for SPP Indicator 8.
- Responsible for calculating the Medicaid IEP Ratio Denominator.

Director of LCNCK: Responsible for the oversight of the MIS and the ensuring data integrity. Responsible to ensure building principals have submitted accurate discipline incident data. Any questions regarding this data is posed to the building principal. Building principals are to keep records of all behavioral incidents that are required to be reported.

Assistant Director of LCNCK: Responsible to coordinate with the MIS Data Clerk to train staff on IEP reporting requirements. New staff to LCNCK are trained at the beginning of the year and then throughout the first year through on-going new staff meetings. The Assistant Director, coordinates with the Data Clerk, to provide continued feedback to staff if the information is not accurately put in the Demographics, Dates / Ed Status, and Anticipated Services Chart of the IEP system. Continued work with staff continues until the issues identified are resolved.

Accounts Payable/Medicaid Clerk: Responsible for additional support in the absence of the MIS Data Clerk. It is important these two individuals understand the nature of both positions to troubleshoot in an absence situation. The MIS Data Clerk is the primary individual to respond to staff questions regarding MIS reporting; however, the Assistant Director and/or Director of LCNCK are another source of support.

***Board Clerk/District Superintendent*:** Local USD staff individual responsible for Directory updates of school and program level building minutes, class sessions, and program types that are the source of SPEDPro building information.

***IEP Reviewer*:** LCNCK staff responsible for IEP review at the local level. IEPs are submitted to the LCNCK office, recorded and distributed to reviewers for accuracy of data, input to the staff and notations to staff for corrections if needed.

KIDS District Administrator: Individual in each district responsible for the submission of current year KIDS Collection Records which establishes student ID numbers, student demographics, responsible schools and USD association to parochial students served on an IEP.

***Personnel Data Clerk*:** LCNCK staff member responsible for the submission of current year special education teachers, paraeducators and related service providers in the CAPS system.

Primary Provider: Individual responsible for writing IEPs within the guidelines set out by the State of Kansas and submitting the required paperwork to the LCNCK office within 5 days of the IEP meeting.

School Psychologist: Individual responsible for conducting initial evaluations and reevaluations within the guidelines set out by the State of Kansas and submitting the required paperwork to the LCNCK office with 5 days of the meeting with the team.

Identifying Data Sources

Sources of School Level Data: Required data is collected from a number of sources dependent upon the type of data needed for reporting.

1. **The IEP – Student Demographics Information:** Special education providers enter the data directly into WebKIDSS including but not limited to: student name, date of birth, gender, race/ethnicity, gender, language of student, language of parent, county of residence, Neighborhood School, Attendance Building, Responsible School. This information is garnered from the student information system at the local school level used to submit student information to the KSDE KIDS system. Discrepancies found in the core data in the WebKIDSS system vs the KIDS system will be resolved by contacting the KIDS administrator in the student's district for verification of the data. Once corrections are made either to the WebKIDSS system or to the district SIS system the corrected information is uploaded to KIDS or SPEDPro.
2. **KSDE KIDS Data*:*** The KIDS ID number is retrieved from the KIDS Collection site by the MIS Data Clerk and entered into WebKIDSS. For preschool students not attending a district preschool, paperwork is completed and submitted to the MIS Data Clerk who obtains a KIDS ID number and enters it into WebKIDSS.
3. **Building contacts for enrollment, attendance, records request, etc.:** A master list of all district superintendents, building principals, building secretaries, and KIDS administrators are kept at the LCNCK office and updated yearly or as needed throughout the school year. The MIS Data Clerk works with the KIDS administrator and the building secretary in each district/building at different points in the school year to establish accuracy of data for special education students. The school psychologist serving the buildings also supports the communication between buildings and LCNCK. Building administrators have access to WebKIDSS to pull an active student list at any point in time.

4. **Participation in Regular Early Childhood Education Programs:** The MIS Data Clerk receives documentation of any newly identified preschool students from the primary provider or the school psychologist. This information is collected using an internal form. Decisions regarding preschool services are made with the parent at the IEP team meeting. The classroom placement, including minutes and location, is determined at that time. This information is reported in the IEP in both the special education services text and on the anticipated services chart. The Data Clerk follows the same process for reviewing and uploading the data to SPEDPro. All student forms are uploaded into WebKIDSS and stored electronically in Display Images.

Educational Advocate: When the MIS Clerk is notified by an LCNCK staff member or school that a student with an IEP has had their parental rights severed, the MIS Clerk will contact Families Together to obtain an Educational Advocate for the student.

The MIS Clerk will phone Families Together at **785-233-4777** with the following information:

- Student Name
- Student Date of Birth
- Student Primary Exceptionality
- Foster Parent Name
- Foster Parent Phone Number
- Foster Parent Address
- DCF or St Francis case worker's name

Families Together will verify the information of severed parental rights and assign an Educational Advocate. A notification letter of advocate appointment will be sent via secure e-mail. The following steps will be followed once the Education Advocate information is received:

- The parent information in WebKIDSS, Contact 1 will be removed from the student record.
- The Educational Advocate information will be entered into WebKIDSS as Contact 1 in the student record.
- Foster Parent information will be listed in WebKIDSS as Contact 2 and will included address and phone number in the student record.
- A copy of the Education Advocate appointment letter will be uploaded into WebKIDSS and placed in "Display Images" in the student record.
- An e-mail will be sent to all providers and the school psychologist for the student informing them of the appointment of the Educational Advocate.

Sources of Calendar Data: The MIS Data Clerk requests digital copies of each of the LCNCK districts and buildings (public & private) as soon as they are board approved. This information is entered into WebKIDSS as soon as it is available. These same calendars will be entered into SPEDPro at the beginning of each fiscal year (July). Calendars in WebKIDSS and SPEDPro must match exactly for smooth uploads of student data.

Building & District Contact Information: A master list of all district superintendents, building principals, building secretaries, and KIDS Administrators are kept on a shared drive for access by the LCNCK office staff and updated yearly or as needed throughout the school year.

Classroom Session & Program Data: Superintendents and/or Board Clerks across LCNCK complete the Building Directory for KSDE. The MIS Data Clerk works with the districts to aid in the completion of directory information for special education programs. The Building Directory information is reviewed and cross-checked with the current building data in the WebKIDSS system. If any discrepancies are noted, the MIS Data Clerk adjusts the building information within the IEP system to match what has been reported by the district. For specific situations, the MIS Data Clerk would do the following:

1. **How are class minutes verified as accurate?** If minutes have changed from previous year report, the MIS Data Clerk verifies with the district contact (Superintendent, board clerk, principal, etc.).
2. **How are preschool program types verified as accurate?** If program types have changed from previous year report, the MIS Data Clerk verifies with the district contact (Superintendent, board clerk, principal, etc.).
3. **How are contradicting settings and program types are resolved?** If issues are noted, the MIS Data Clerk verifies with the district contact. The MIS Data Clerk will also contact KSDE for guidance as needed.
4. **How are IEP service settings changed when programs change from the prior school year?** IEPs are written for the entire IEP year. The current provider works with provider for next year to plan for the best services for the student. These services are entered into the IEP, PWN and Anticipated Services chart at the time of the IEP. At the time of review, all services for the current school year and the next school year are checked for accuracy. If there is a need to change these services once school begins in the fall, the IEP team will convene and amend the IEP as needed to be accurate with the current setting and program for the student.
5. **How are local board clerks contacted?** The LCNCK Office updates an LCNCK contact list prior to the start of each school year to be kept on file in the LCNCK office. This contact list includes Superintendents, Board Clerks, Principals, Building Secretaries, and KIDS Administrators.
6. **What is the discovery process for private / parochial & non-accredited school schedule and session times?** The MIS Data Clerk contacts the schools directly to ascertain the calendar, school day schedule, session times, etc.
7. **What is the process for open and closing special education programs in the Directory?** In this situation, the MIS Data Clerk communicates directly with KSDE. Communication also occurs with the administrators of the WebKIDSS so changes are reflected in the IEP program.

Data Entry

The MIS Data Clerk is responsible to maintain the MIS collection system with KSDE. Student data is imported directly from WebKIDSS into SPEDPro. Data is uploaded on a regular basis, no less

than once weekly. ~~An internal tracking system is in place to keep record of uploaded student data to ensure each student's data is uploaded.~~ This internal tracking system is also used to track submission of IEP paperwork, Entering Students, Exited Students, Indicator 11 and Indicator 12 data.

Beginning of the Year Set Up

The beginning of the year set up information can be found on the KSDE Website under Special Education MIS Student Data – August Activities:

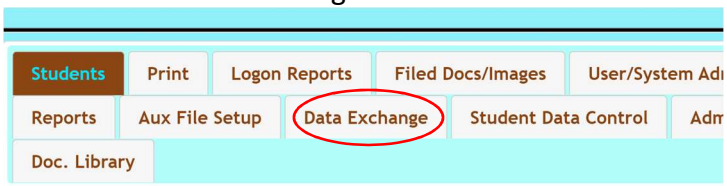
https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/MIS-and-Student-Data

This will list each step that needs to take place for the beginning of the year setup in SPEDPro prior to the initial student upload. This process can begin as soon as the program is open in July/August.

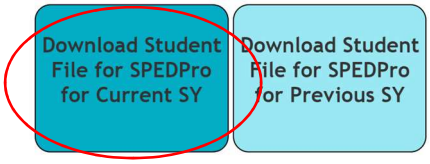
Initial Beginning of the Year Student Upload

Following the completion of the beginning of the year set up in SPEDPro, the MIS Data Clerk will upload students from WebKIDSS into SPEDPro for the current school year. To ensure accurate student counts, students are uploaded by primary provider into SPEDPro. The number of students uploaded for each primary provider is compared to each provider's beginning of the year roster to ensure that all students have been uploaded. The following is the procedure for the initial upload:

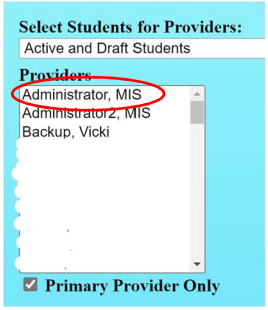
- Choose the "Data Exchange" ~~button~~ tab from the WebKIDSS Main Menu.



- Choose "Download Student File for SPEDPro for Current SY"



- Choose the Primary Provider for the list of students to be uploaded to SPEDPro



- This will give you the number of students to be downloaded and the number of students with current school year service lines. These numbers should match. If the numbers do not match, review the services for each student of the provider to determine the error. Once all errors are corrected download the students for upload into SPEDPro.

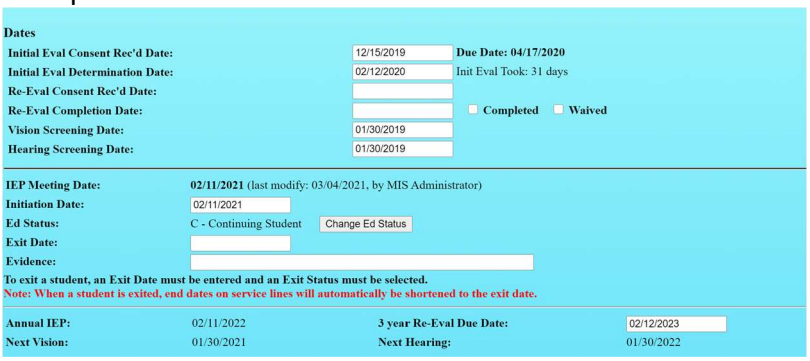


- Save the downloaded file to the LCNCK shared drive in the following location using the naming protocol shown below.
  - Location: LCNCK → MIS → SPED Pro Uploads → FYXX-XX → Initial Year Uploads
  - Naming Convention: SPEDPro_export – *Primary Provider LName - # of students*

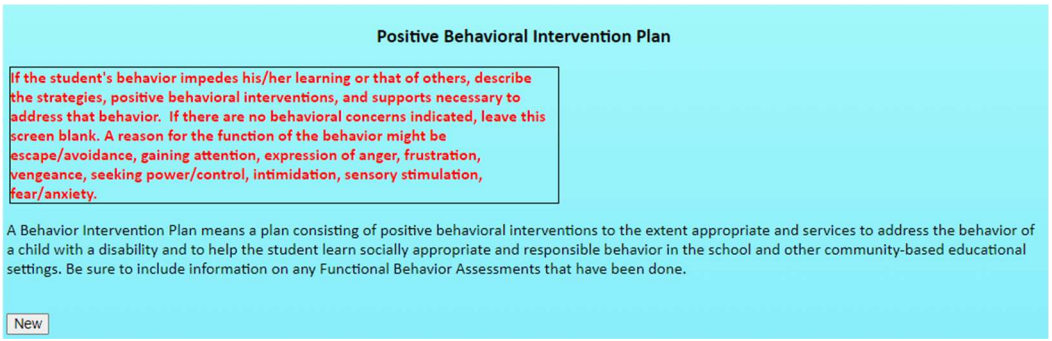
Sources of MIS Data

Student data is taken from specific pages within the IEP. These pages in WebKIDSS include the Demographics page, Dates/Ed Status page, Positive Behavioral Intervention Plan page, Transportation page, Extended School Term page, Special Education and Related Services page and Anticipated Services Chart page.

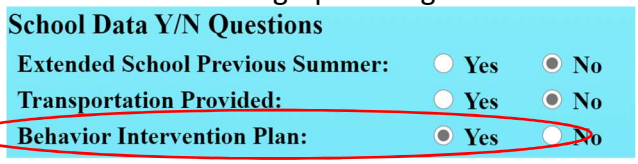
1. **Sources of the Area of Disability/Gifted Indicator:** A student's area of disability and/or gifted indicator is noted in WebKIDSS on the "Demographics Page". This information is entered by the School Psychologist or SLP and cross-checked with the comprehensive evaluation report by the MIS Data Clerk. The comprehensive evaluation reports are written within the WebKIDSS forms and filed within the WebKIDSS system for access at any time. Additional data is available within the WebKIDSS for MIS reporting.
2. **Dates/Ed Status:** The student's IEP meeting date, initiation date, evaluation date and educational status are all included on the Dates/Ed Status page completed by the school psychologist and/or primary provider. These are dates are checked for accuracy during the IEP review process.



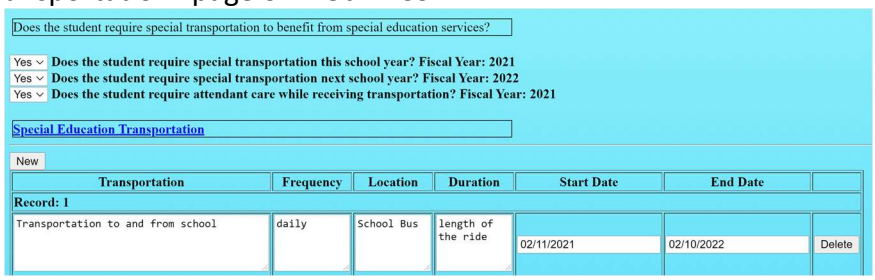
3. **Behavior Intervention Plan:** The student behavior intervention plan is written within the WebKIDSS program on the "Positive Behavior Intervention Plan" page.



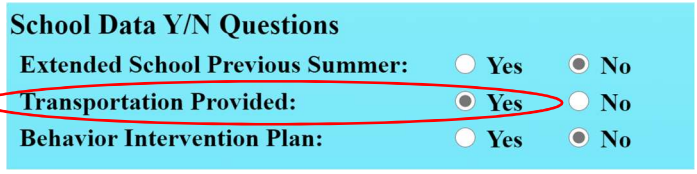
Following the IEP review process, the MIS Data Clerk will review the Behavior Intervention Plan section of the IEP to ensure that the "Behavior Intervention Plan" has been marked on the "Demographics Page" of the IEP to be uploaded into SPEDPro.



4. **<u>Transportation Provided:</u>** Transportation for special education students is reported on the "Transportation" page of WebKIDSS.

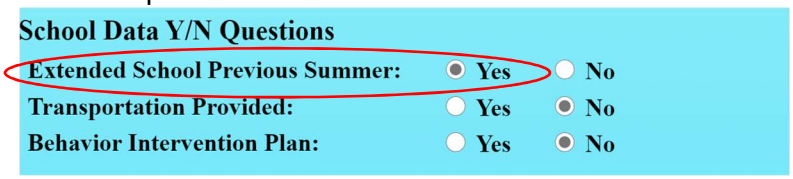


Following the IEP review process, the MIS Data Clerk will review the transportation section of the IEP to ensure that services that are included on the "Anticipated Services Chart" section of the IEP and also marked on the "Demographics Page" of the IEP to be uploaded into SPEDPro.

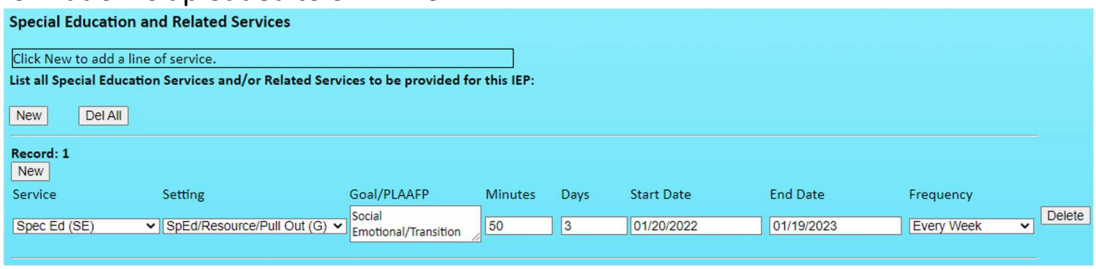


5. **<u>ESY participation and attendance</u>:** In January of each school year, the LCNCK Director contacts all LCNCK providers to submit a list of students who will be participating in extended school year during the current summer. The student names are compared to their IEPs in WebKIDSS for documentation of ESY services. If ESY services are not listed in the current IEP, the teacher is notified that the IEP will need to be amended or rewritten for ESY services to be delivered. The MIS Data Clerk for LCNCK develops attendance sheets for providers to document delivery of ESY services to students. This data is reviewed by the ESY administrator and documented. The MIS Data Clerk maintains an ESY document that shows all ESY services including transportation, direct special education services, etc. The ESY services received during the summer months are entered

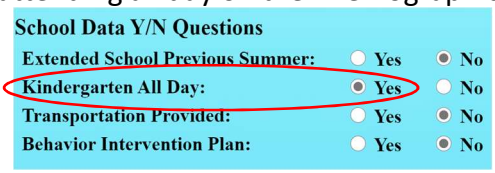
into WebKIDSS on the demographics page by the MIS Data Clerk at the beginning of the school year to be uploaded into SPEDPro.



6. **Provider Data:** A current list of all LCNCK providers is kept on a shared drive for access by LCNCK office personnel. This list includes the providers name and all locations served. This list is kept up to date by the Personnel Data Clerk and reviewed regularly by the director and the Personnel Data Clerk for accuracy. Changes are communicated to the MIS Data Clerk.
7. **Special Education and/or Related Services:** Student services are outlined in the IEP on the "Special Education and Related Services" page in WebKIDSS. All services will include frequency, duration and location of the services. Following the IEP review, the MIS Data Clerk will compare the services listed on the "Special Education and Related Services" page to the "Anticipated Services" page in WebKIDSS to ensure accuracy of data before information is uploaded to SPEDPro.



8. **Kindergarten All Day:** All LCNCK districts provide all day kindergarten. At the beginning of the new school year the MIS Data Clerk will mark all students with the grade level of KG as attending all day on the "Demographics Page".



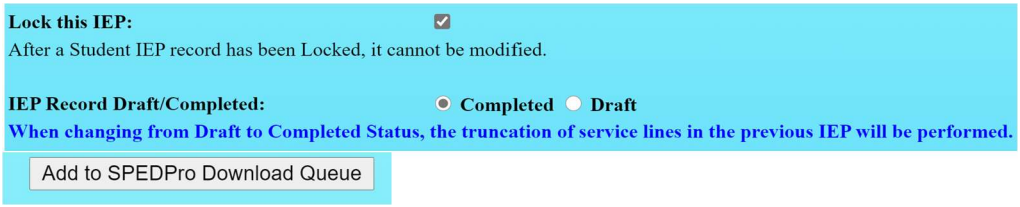
The primary providers of kindergarten students are asked to review their students at the beginning of the year and report on their rosters due by **September 5th** if any kindergarten students are **NOT** attending all day. The correction will be made in WebKIDSS by the MIS Data Clerk and added to the SPEDPro Queue to be uploaded to SPEDPro.

9. **Catastrophic Aid and non-Public Equivalency Data:** Refer to the SPEDPro manual on the reporting process for Catastrophic Aid and non-Public Equivalency Data. The current SPEDPro manual can be found at the KSDE Website under Special Education MIS Student Data – SPEDPro User's Guide: https://www.ksde.org/Portals/0/SES/MIS/SPEDProUserGuide.pdf

IEP Review Process

The pages of the IEP are carefully reviewed for accuracy through the process listed below: ~~These pages are all carefully reviewed for accuracy through the IEP review process listed below:~~

- The completed new or annual IEP paperwork is turned into the LCNCK office within **5 school days** of completion of the IEP meeting with an **IEP Cover Sheet (see Appendix)**.
- The IEP is checked into the LCNCK office by the MIS Data Clerk and entered into an internal tracking system for the reviewers and placed in the central location for reviewer access.
- The IEP Reviewer will review the IEP within **2 weeks** of receipt of the IEP and provide feedback and guidance to the provider. Data information is verified during the review and corrected if necessary by the provider. When the review is complete, ~~the IEP Review sheet is marked Complete - Ready for MIS and returned to the MIS Data Clerk.~~ the reviewer will complete the bottom portion of the **IEP Cover Sheet** and submit to the MIS Data Clerk for processing.
- The MIS Data Clerk runs the verification check through the WebKIDSS program to check for any potential data errors. The MIS Data Clerk then reviews the Special Education and Related Services page, the Behavior Intervention Plan and Transportation page of the IEP and compare these to the "Anticipated Services Chart" of the IEP and the **PWN**. Any discrepancies found are reviewed with the IEP Reviewer and the provider for clarification. Once discrepancies are corrected in WebKIDSS, the MIS Data Clerk, locks and removes the IEP from Draft. The IEP is then added to the SPEDPro Download Queue.

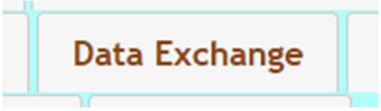


- The IEP remains in the SPEDPro Download Queue until such time it is downloaded to be imported into SPEDPro (no less than once a week). ~~A list of queued students is printed from the "Display Queued SPEDPro Students" in WebKIDSS. This provides documentation of students that will be uploaded into SPEDPro.~~
- The hard copy of the IEP paperwork is scanned, saved in the shared drive (LCNCK → MIS → WebKIDSS Uploads → FYXX-XX → YYYY-MM) and uploaded into WebKIDSS as a PDF file under "Display Images".
    - Scanned IEP records, etc. are saved using the following naming convention:
      Student LName, FName – MMDDYYYY (IEP date) – Type of Mtg/Document
      ie. Mouse, Mickey – 03242022 - Annual

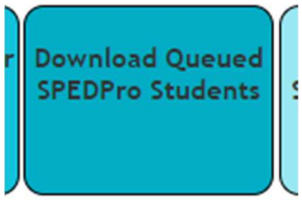
Uploading WebKIDSS information to SPEDPro

Students are downloaded from the "Download Queued SPEDPro Students" in WebKIDSS to a shared LCNCK drive. This download is dated and lists the number of students it includes. This download file is Imported into SPEDPro.

- On the WebKIDSS main menu select the "Data Exchange" tab.



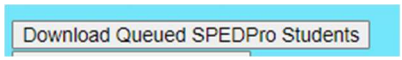
- Select the “Download Queued SPEDPro Students” tab.



- The next screen will list the number of students in your Queue.



Select the “download” button at the bottom of the screen.



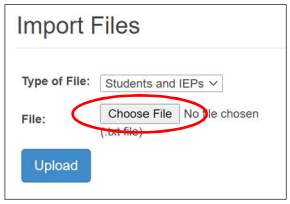
- After the download is complete, save the file to the shared drive in the correct folder for the fiscal year and month.
    - Location: LCNCK → MIS →SPED Pro Uploads → FYXX-XX → YYYY.MM
    - Naming Convention: SPEDPro_export_*MMDDYYYY_# of students*
- Sign in to SPEDPro via the Authenticated Applications on the KSDE website, ksde.org. On the KSDE Home Page, click on “Authenticated Applications” in the Popular Resources list on the right side of the screen.



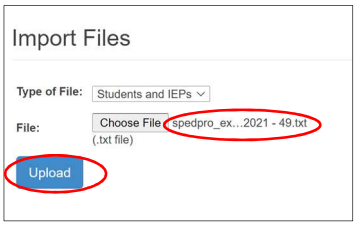
- Once into SPEDPro, select “Import Files” from the left side of the screen.



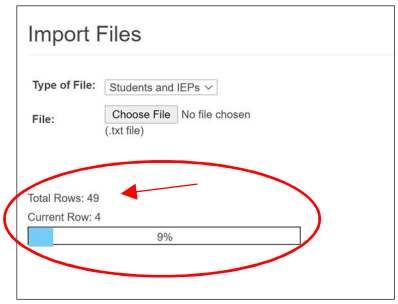
- Click on “Choose File” and find the file that was just downloaded from WebKIDSS.



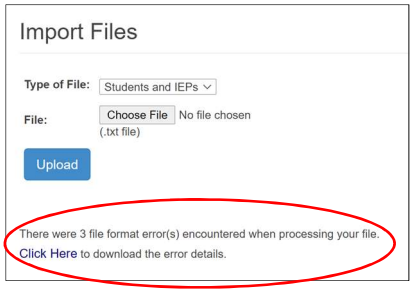
- Once the file has been chosen, the file name will show next to the “Choose File” button. Click on the “Upload” button



- The files will upload into SPEDPro. The import will show the total number of files being imported and the progress.

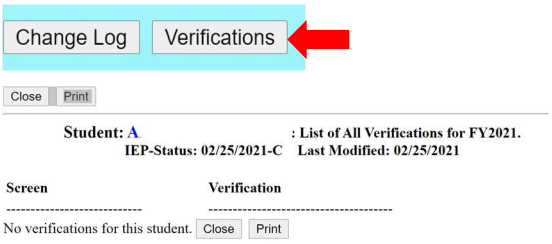


- If any of the records have errors, you will receive a notice like the example shown below. ~~Upload errors will be printed and attached to the printed list of Queued SPEDPro Students.~~ Errors will be reviewed and corrected in WebKIDSS and the correction will be added to the SPEDPro Download Queue for upload at the next scheduled SPEDPro upload.



Management of Data

With use of the current IEP system (WebKIDSS), MIS data is able to be checked by the provider within the system by running verification checks.



It is LCNCK's expectation that providers correct any noted MIS errors prior to submitting the IEP paperwork to the LCNCK office. The MIS Data Clerk also checks for MIS errors upon receipt of the paperwork. The MIS Data Clerk is responsible to analyze, update, correct (if needed), and then export the data into the MIS collection system.

Referral for Evaluation

When a student has been referred for possible special education evaluation, the school psychologist will create a new student startup page in WebKIDSS.

If the student has a previous file in WebKIDSS the following procedure will be followed:

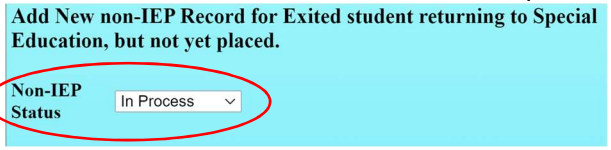
- Find the student in the "Archived" Students
- Change the archive status on the student
- Click on the "Add New/Amendment IEP Record"



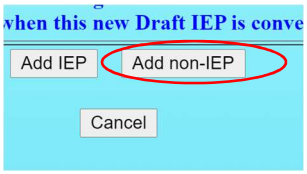
- Click on Add New IEP



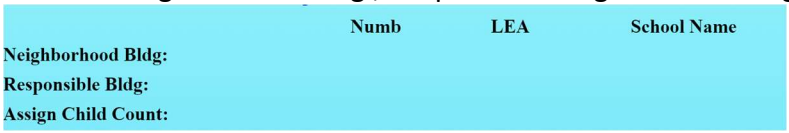
- Add a New non-IEP Record
- Choose the Non-IEP Status from the drop-down list, "In Process"



- Click on "Add Non IEP"



- Add the Neighborhood Bldg., Responsible Bldg. and the Assign Child Count



- E-mail the school psychologist when the record is ready for access

New IEPs and Annual IEPs

Initial IEPs will be written once the Initial Evaluation Process has been completed within the 60-school day timeline and the team has determined that the student qualifies. The status for a new IEP will be "N". This status will remain with the IEP and for any subsequent rewrites for the entire school year.

Annual IEPs must be reviewed and rewritten on or before their anniversary date. Students who are continuing with the cooperative from the previous school year will have a status of "C" at the beginning of the year and this status will remain with the IEP and for any subsequent rewrites for the entire school year.

The expectation for all IEP paperwork in the cooperative is that ALL paperwork pertaining to the IEP meeting is to be turned into the LCNCK office within **5 school days** with an IEP Cover Sheet. This paperwork is to include, but is not limited to:

- Draft IEP with Signatures
- Notice of Meeting
- Prior Written Notice
- Progress Report from Previous IEP (If continuing IEP)

- Evaluation/Re-Evaluation Report (for new IEPs or 3-year re-evals)
- Prior Written Notice for Evaluation or Re-Evaluation (for new IEPs or 3-year re-evals)

After paperwork is submitted to the office, it will enter the IEP Review Process (see Page 19 for details).

~~Once the paperwork is received in the office it will enter the IEP review process the MIS Data Clerk date stamps the paperwork and it is entered into an internal tracking system for review process. The IEP paperwork is put into the review process to be reviewed within **2 weeks** of receipt.~~

~~The reviewer will contact the provider with corrections which will be due within **10 days** from receipt of email notification. (See the LCNCK Procedural Handbook)~~

~~The reviewer will return the IEP paperwork to the MIS Data Clerk following the IEP review completion with corrections. The MIS Data Clerk will review the services, transportation, BIP, PWN and Anticipated Services Chart for accuracy. The Draft IEP will be locked, the draft completed and forms filed. The IEP will be put into the SPEDPro Queue to await download for the next scheduled data upload to SPEDPro.~~

Amended IEPs or Change of Placement

When the IEP team makes changes to the IEP through an IEP amendment, it is the responsibility of the Primary Provider to contact the School Psychologist to open the amendment in WebKIDSS. The MIS Data Clerk tracks the changes with the internal system in place to monitor annual and amendment IEPs and submission of paperwork. The MIS Data Clerk also cross-checks this internal system once the hard copy of the paperwork is received.

Procedures for Amended IEPs are the same as for New and Annual IEPs as listed above.

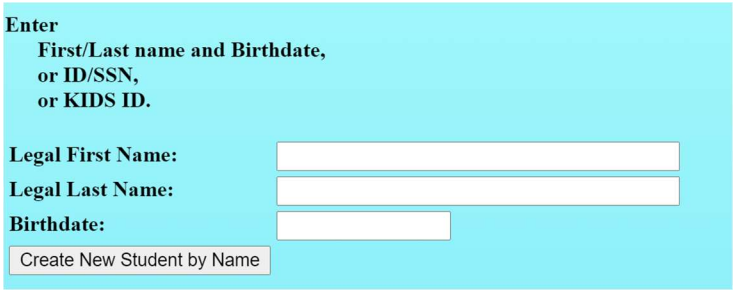
Referral from Part C

Part C - Infant Toddler, Ages 0-3 will refer children before their 3rd birthday for possible transition to Part B. Upon receipt of the referral the following steps will be followed:

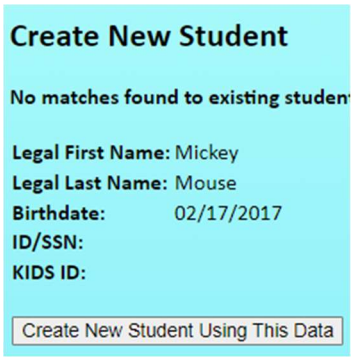
- The MIS Data Clerk will create a new student.



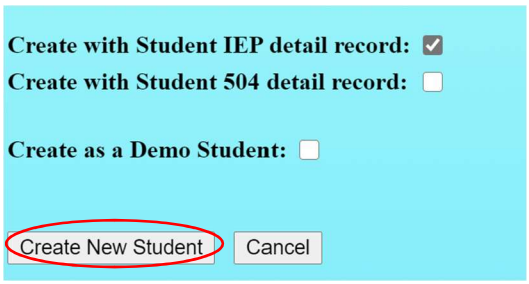
- Complete First Name, Last Name and Birthdate, then click “Create New Student by Name”.



- Verify student data information and click “Create New Student Using This Data”.

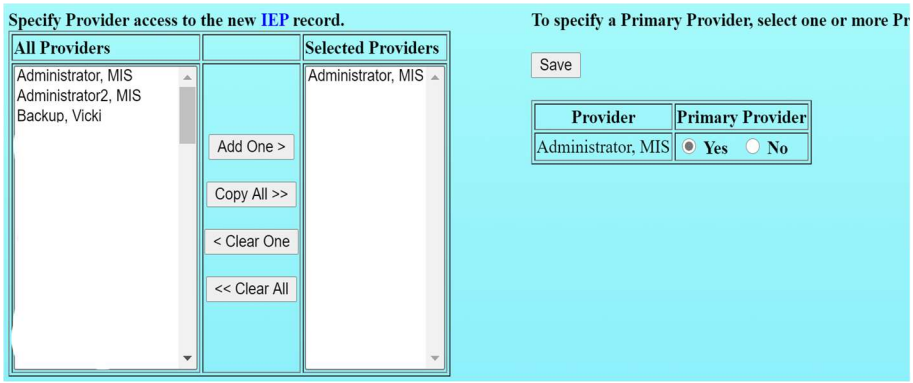


- "Create with Student IEP detail record" should already be checked, then click on the "Create New Student" button.

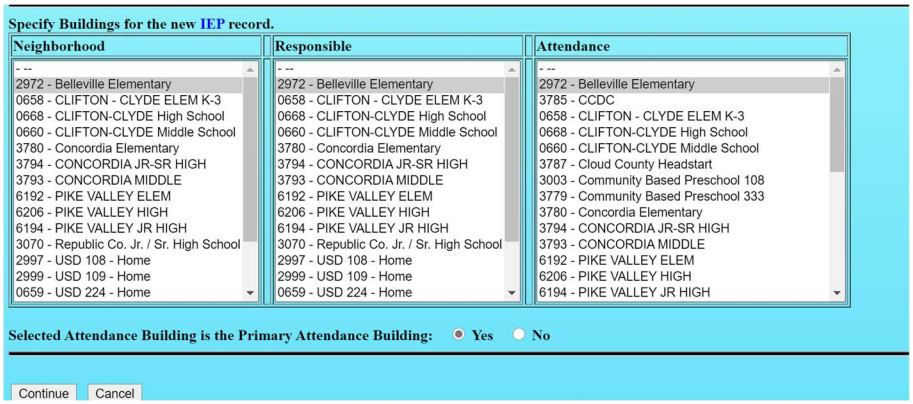


- ~~Specify provider access~~

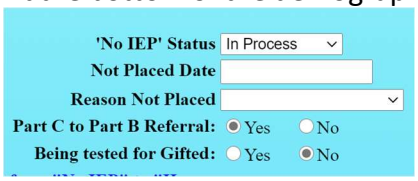
- On the next screen "Specify Access to New Student", you will need to specify who the primary provider will be.
    1. Select the school psych for the appropriate district by adding their name to the "Selected Provider" column and click the "Save" button.
    2. After Step 1, the "Primary Provider" box will populate, select the "Yes" radio button and "Save".



    3. Specify Buildings for the new IEP Record – Click Continue.



- This will create a start-up page for the student. Complete as much of the Demographics page as possible.
- At the bottom of the demographics page, mark "Part C to Part B Referral" as "Yes".

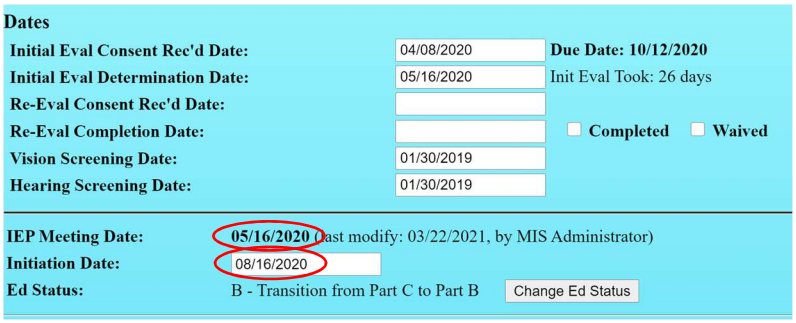


- Go sign-in to the Infant/Toddler System for Part C to Part B Electronic Referral Website at https://www.ksits.net/Login.aspx?ReturnUrl=%2fdefault.aspx. Following the CBER Part B User's Guide that is found at (https://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind12-CtoBElectRefUserGuide.pdf) accept the referral from Part C.
- Record the referral on the spreadsheet saved in the shared drive.
  - Location: LCNCK → Early Childhood → C to B → C to B Transition
- Notify the school psychologist responsible for the district PreK of the referred student of the new referral from Part C.
- Upload the transition referral paperwork from Part C to "Display Images" in WebKIDSS.

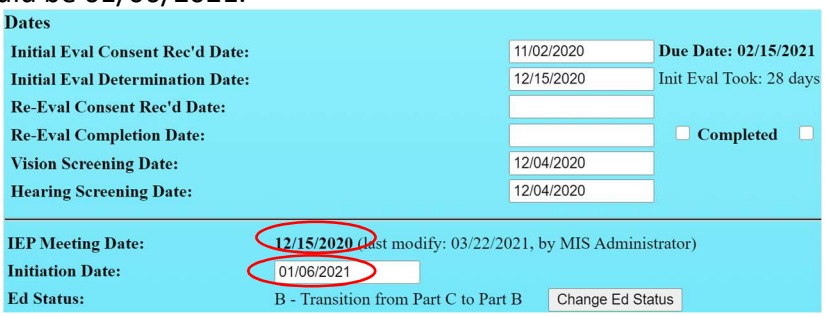
C to B Transitions Turning 3 When School is Not in Session

For students transitioning from Part C to Part B who will be turning 3 when school is not in session (i.e. Christmas Break, Spring Break, Summer Break, etc.), IEPs must be written prior to the student's 3rd birthday.

1. If the student turns 3 during the summer months, the IEP will be held in May prior to the 3rd birthday with an initiation date of the first day of school for the following school year as noted in the example below:



2. If the student turns 3 during the school year, but during one of the school breaks, the initiation date becomes the next date services are available following the child's 3rd birthday. In this case the birthday is 12/30/2020, so the next available service date would be 01/06/2021.



Transfer Students

Upon enrollment of a student with an IEP in an LCNCK District, the LCNCK MIS Data Clerk is notified by the enrolling school by way of the ***IEP Notification Form***. The MIS Data Clerk will then ~~makes a~~ request ~~for~~ records from the student's previous school. ~~The following outline the different processes for transfer student situations.~~

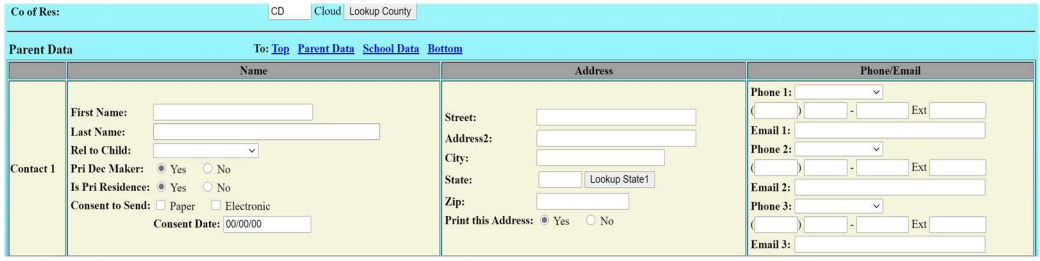
A. If the student is arriving from another school in Kansas outside of LCNCK

When a special education student transfers into LCNCK from another school in Kansas, eligibility has already been determined and an IEP has been written. The receiving school has a responsibility to implement the IEP and begin delivering special education services immediately. ~~Following are the steps for this process:~~

1. Upon notification of a student's enrollment, the MIS Data Clerk will request ~~the student~~ records from the student's previous school district, interlocal or cooperative regarding IEP services. ~~Appropriate records are then obtained from the sending district, interlocal, or cooperative regarding IEP services.~~
   a. If the IEP is not a WebKIDSS IEP, only the TIP information is entered into WebKIDSS by the MIS Data Clerk and a PDF file of the previous records are uploaded into the "Display Images" file in WebKIDSS. The IEP otherwise will look "blank." To access the IEP, providers will select "Display Images" and locate the transfer IEP which has been scanned into the system. The IEP will then be locked and completed.
   b. If the IEP is a WebKIDSS IEP, the information is imported into WebKIDSS from the previous district, interlocal, or cooperative. The following items will be

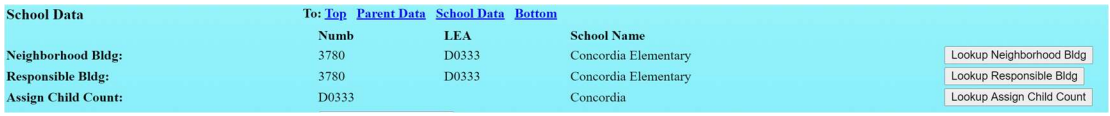
updated on the Demographics page:

i. In the Parent Data section: ~~of WebKIDSS:~~



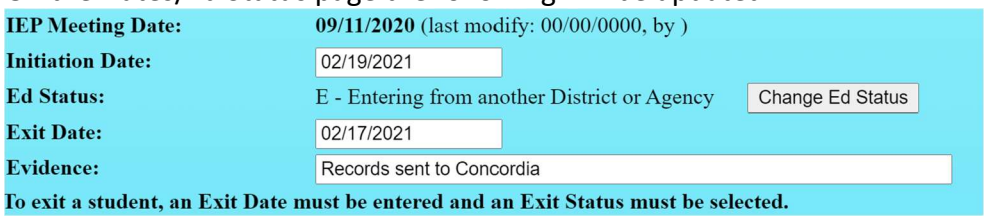
- County of Residence
- Contact 1 First Name
- Contact 1 Last Name
- Relation to Child
- Primary Decision Maker?
- Is Primary Residence?
- Contact 1 Street Address
- Contact 1 City
- Contact 1 State
- Contact 1 Zip
- Contact 1 Phone

ii. In the School Data section:



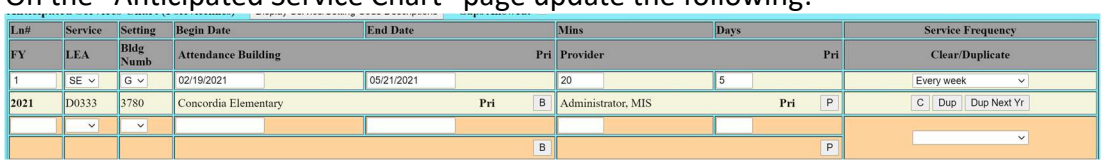
- Neighborhood Building
- Responsible Building
- Assign Child Count

c. On the Dates/Ed Status page the following will be updated:



- Initiation Date (the first date the student attends)
- Educational Status (Change to E – Entering)
- **Remove** the Exit Date from the previous school
- **Remove** any Evidence notation

d. On the "Anticipated Service Chart" page update the following:



- Begin Date (this will be the new initiation date)
- Clear the End Date

- Change the Attendance Building
- Change the Provider
- Click save – This will add the correct end date to the service lines
- Complete these steps for each service line

~~*e. The IEP will be locked and completed.*~~

2. The MIS Data Clerk will notify by e-mail the School Psychologist or Speech Pathologist, all special education providers (if known) and the building principal for the IEP when the student's file is available in the WebKIDSS system and how to access the previous records. ~~The MIS Data Clerk will give the 30-school day timeline in which following will happen:~~
   a. The school psych or speech path will review the incoming IEP/Eval/Etc. and fill out the Move-In IEP Review Form (see Appendix).
   b. The school psych or speech path along with the case manager will update information in WebKIDSS as stated on the Move-In IEP Review Form.
   c. The Move-In Form, all other necessary documents listed on the form and an IEP Cover Sheet will be turned into the MIS Data Clerk as soon as possible.
   d. After paperwork is submitted to the office, it will enter the IEP Review Process (see Page 19 for details).
   ~~e. Accept the incoming IEP with a Prior Written Notice and enter goals into WebKIDSS.~~
   ~~f. Amend the current IEP~~
   ~~g. Rewrite the IEP~~
   ~~3. The 30-school day timeline will be noted in WebKIDSS on the Sticky Note~~
   ~~4. Student begins receiving services immediately.~~
   ~~5. The MIS Data Clerk adds the student to the SPEDPro Download Queue.~~

B. <u>If the student is transferring from one LCNCK School District to another LCNCK School District</u>

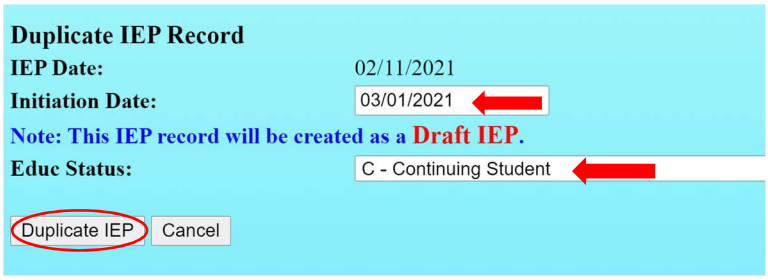
1. Upon notification of a student's enrollment in the transferring school by the school or primary provider, the MIS Data Clerk will access the student in WebKIDSS and duplicate the IEP for the new district and school.
   a. Select the "Add New/Amendment IEP Record" button on the demographics page of the student record.



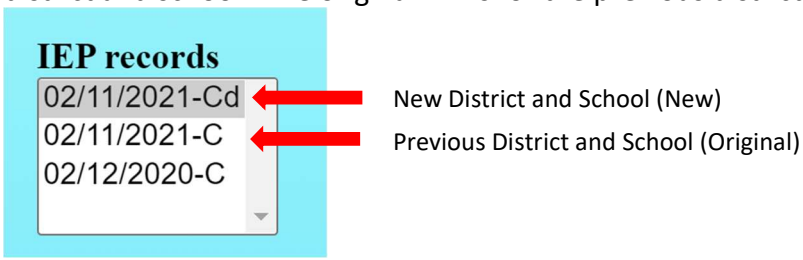
   b. Select the "Duplicate IEP" button.



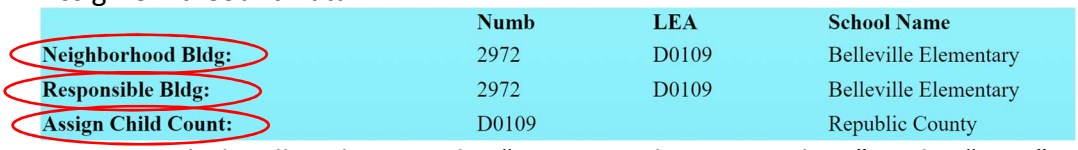
   c. The "Initiation Date" will be the first date of attendance in the new school district and the "Educational Status" will remain the same as the previous IEP record. Then click the "Duplicate IEP" button.



2. There are now 2 IEPs with the same date. The IEP in DRAFT is the IEP for the new district and school. The original IEP is for the previous district and school.

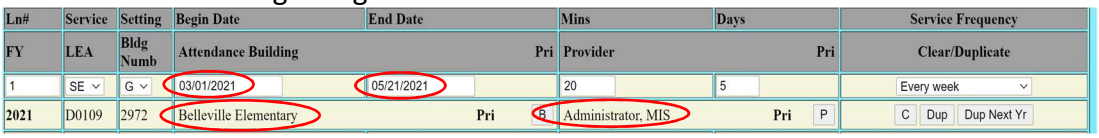


3. Click on the "New" IEP ~~and~~ update the following:
   a. On the "Demographics" ~~screen~~ page make the appropriate changes to reflect the new Contact Data for the parents/guardian, new School Data and new Assign Child Count Data.



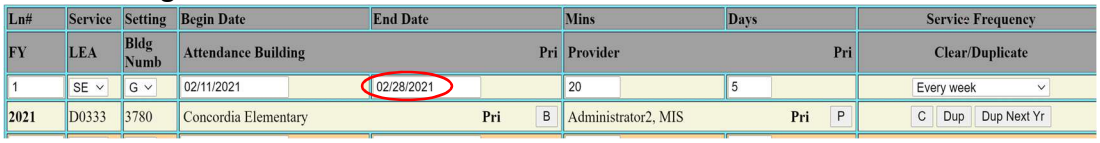
	Numb	LEA	School Name
Neighborhood Bldg:	2972	D0109	Belleville Elementary
Responsible Bldg:	2972	D0109	Belleville Elementary
Assign Child Count:	D0109		Republic County

   b. ~~MIS Data Clerk will update~~ On the "Anticipated Services Chart" ~~in the "New" IEP~~ page, make the appropriate changes to reflect the new Primary Building, Providers and the beginning and end dates.



Ln#	Service	Setting	Begin Date	End Date	Mins	Days	Service Frequency
FY	LEA	Bldg Numb	Attendance Building Pri		Provider Pri		Clear/Duplicate
1	SE	G	03/01/2021	05/21/2021	20	5	Every week
2021	D0109	2972	Belleville Elementary Pri B		Administrator, MIS Pri P		C Dup Dup Next Yr

   c. The "New" IEP will be locked and completed.
4. ~~The MIS Data Clerk~~ Click on the "Original" IEP date from the previous attending school and ~~will~~ change the end dates on the "Anticipated Services Chart" to reflect the last date of attendance at the previous school. In addition, if there are services for the following school year shown, delete those services lines.
5. ~~The "Original" IEP record is Archived.~~



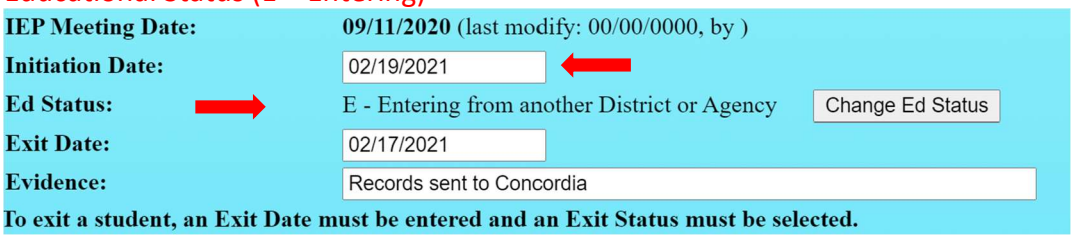
Ln#	Service	Setting	Begin Date	End Date	Mins	Days	Service Frequency
FY	LEA	Bldg Numb	Attendance Building Pri		Provider Pri		Clear/Duplicate
1	SE	G	02/11/2021	02/28/2021	20	5	Every week
2021	D0333	3780	Concordia Elementary Pri B		Administrator2, MIS Pri P		C Dup Dup Next Yr

6. The LCNCK Data Clerk will notify the school psychologist, all special education providers for the IEP and the building principal at the new school that the student's IEP is available on WebKIDSS.
7. The student begins receiving services immediately as per current IEP.
8. The MIS Data Clerk adds the student to the SPEDPro Download Queue.

C. Transferring to LCNCK from Outside of Kansas

When a special education student transfers into LCNCK from another school outside of Kansas, eligibility has already been determined and an IEP has been written. The receiving school has a responsibility to implement the IEP and begin delivering special education services immediately.

1. ~~It is the responsibility of the MIS Data Clerk to~~ Upon notification of a student's enrollment the MIS Data Clerk will request student records from the student's previous school. ~~obtain the student's records and upload a pdf file of the records into WebKIDSS under Display Images for staff access.~~
   a. After records have been received, create a "New Student" by following the steps outlined beginning on Page 23.
   b. On the "Demographics" page add all data available from the incoming records into WebKIDSS. (Refer to Section A.1.b.i. on page 26)
   c. In the School Data section of the "Demographics" page add the appropriate Neighborhood Building, Responsible Building and Assign Child Count data.
   d. On the "Dates/Ed Status" page the following will be entered:
      i. Initiation Date (the first date the student attends)
      ii. Educational Status (E – Entering)



   e. Upload pdf copies of the previous school records to "Display Images" in WebKIDSS.
   f. Notify the appropriate school psych, special education staff and the building administrator via email that the student's records are available for viewing in WebKIDSS.
   h. ~~It is the responsibility of~~ The School Psychologist or Speech Pathologist responsibilities will review the child's records using the Move-In Form (refer to Section A.2. on page 29) and communicate with parents and school personnel regarding the next steps to be taken.
   i. The Move-In Form, all other necessary documents listed on the form and an IEP Cover Sheet will be turned into the MIS Data Clerk as soon as possible.
   j. After paperwork is submitted to the office, it will enter the IEP Review Process (see Page 19 for details).

~~2.~~

   a.

   ~~b. information about special education and related services. For a child transferring into LCNCK from out of state, an initial evaluation may or may not be needed. This decision should be made by the IEP team. The process for a student moving into LCNCK from out of state and no evaluation is needed~~

follows the same steps as students arriving from outside LCNCK and within Kansas. The process for a student moving into LCNCK from out of state and it is determined that an evaluation is needed is detailed below and also on the Checklist for Special Education Students Transferring within or to LCNCK.

Following are the steps for this process:

1. Upon notification of student's enrollment, the MIS Data Clerk will request the student records from the student's previous school. Appropriate records are then obtained from the sending district, interlocal, or cooperative regarding IEP services.
    a. *Only the TIP information is entered into WebKIDSS by the MIS Data Clerk and a PDF file of the previous records are uploaded into the "Display Images" file in WebKIDSS. The IEP otherwise will look "blank." To access the IEP, providers will select "Display Images" and locate the transfer IEP which has been scanned into the system. The IEP will then be locked and completed.*

The following items will be entered on the Demographics page of WebKIDSS

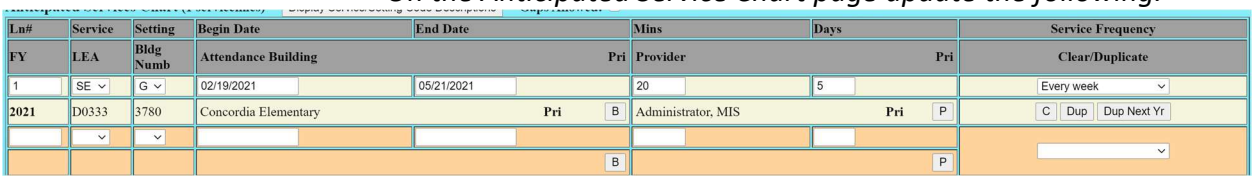
- Student Legal First Name
- Student Legal Middle Initial
- Student Legal Last Name
- KIDS ID
- Date of Birth
- Ethnic Group
- Race Category
- Gender
- Language of Student
- Language of Parent
- County of Residence
- Contact 1 First Name
- Contact 1 Last Name
- Relation to Child
- Primary Decision Maker
- Is Primary Residence
- Contact 1 Street Address
- Contact 1 City
- Contact 1 State
- Contact 1 Zip
- Contact 1 Phone

- Neighborhood Building
- Responsible Building
- Assign Child Count

On the Dates/Ed Status page the following will be entered:

- Initiation Date (the first date the student attends)
- Educational Status (E – Entering)

~~*On the Anticipated Service Chart page update the following:*~~



Ln#	Service	Setting	Begin Date	End Date	Mins	Days	Service Frequency
FY	LEA	Bldg Numb	Attendance Building Pri		Provider Pri		Clear/Duplicate
1	SE	G	02/19/2021	05/21/2021	20	5	Every week
2021	D0333	3780	Concordia Elementary Pri B		Administrator, MIS Pri P		C Dup Dup Next Yr
			B		P		

- ~~Line Number~~
- ~~Service~~
- ~~Setting~~
- ~~Begin Date (this will be the new initiation date)~~
- ~~Minutes~~
- ~~Days~~
- ~~Service Frequency~~
- ~~Primary Attendance Building~~
- ~~Primary Provider~~
- ~~Click save – This will add the correct end date to the service lines~~
- ~~Complete these steps for each service line~~

~~*The IEP will be locked and completed.*~~

2. ~~The MIS Data Clerk will notify by e-mail the School Psychologist, all special education providers for the IEP and the building principal when the student's file is available in the WebKIDSS system and how to access the previous records. The MIS Data Clerk will give the 30 school day timeline in which following will happen:~~
   a. ~~Accept the incoming IEP with a Prior Written Notice and enter goals into WebKIDSS.~~
   b. ~~Amend the current IEP~~
   c. ~~Rewrite the IEP~~
3. ~~The 30-school day timeline will be noted in WebKIDSS on the Sticky Note.~~
4. ~~Student begins receiving services immediately.~~
5. ~~The MIS Data Clerk adds the student to the SPEDPro Download Queue.~~
6. ~~The School Psychologist communicates to the IEP team (including parents) services and placement per current IEP information. The school psychologist creates a ***Consent for Evaluation*** and obtains a signature from parents.~~
7. ~~Following the evaluation, the IEP team completes the ***Evaluation/Eligibility*** form.~~
8. ~~If the student is eligible for special education services in Kansas, the IEP team writes an IEP on WebKIDSS. If the student is not eligible for special education services in Kansas, the student is exited from all special education services.~~
9. ~~The School Psychologist obtains parental consent for placement and services on the *Prior Written Notice for Identification, Initial Services, Educational Placement, Change in Services, Change of Placement, and Request for Consent* form and also obtains consent for Medicaid on the *Parent Consent for Medicaid* form.~~

   ~~***Note:*** The ***Parent Consent for Medicaid*** form should be submitted ASAP to the LCNCK office. Physician consent must also be received before billing~~

~~for services may occur.~~

10. ~~Primary Provider turns in the IEP with the ***IEP Cover Sheet*** and all associated paperwork to the LCNCK office.~~

Timelines

The MIS Data Clerk works to submit data in a timely manner to KSDE. The individual student paperwork is processed as it is received in the LCNCK office. This process can occur daily. Submission of MIS data can occur daily and/or weekly dependent upon the review and processing. Once the MIS Data Clerk receives the hard copy of the IEP paperwork:

- The paperwork is date stamped on the *IEP Cover Sheet*, entered into an internal tracking system and sent to the IEP Reviewers.
- Once the review process is completed, the paperwork is returned to the MIS Data Clerk.
- The MIS Data Clerk verifies the data, locks and removes the IEP from Draft.
- The IEP is put into the SPEDPro Download Queue to be uploaded into the KSDE data collection system. The MIS Data Clerk then tracks the status of the IEP paperwork on an internal document used for each school year. The student's file is marked as uploaded with a date of completion.

Notifications to Providers of Due Dates for Evals, Re-Evals and Annual IEPs: ~~***IEP Notification:***~~
Within ~~the current~~ WebKIDSS, notifications are set up to alert providers of upcoming due dates for initial evaluation timelines, annual IEPs, and 3-year reevaluation timelines. Notifications are provided at the following timeframes:

1. **Annual IEPs:** Email notification is provided **60 days** before the IEP is due and then **weekly** beginning at the **30-day** mark before the IEP is due until a new IEP is created.
2. **Initial Evaluations:** Email notification is provided **30 days** before the initial evaluation is due, at the **15-day**, **10-day** and **5-day** mark before the initial evaluation is due.
3. **Re-evaluations:** Email notification is provided **60 days** before the IEP is due and then **weekly** beginning at the **30-day** mark before the IEP is due until the reevaluation is completed.

The provider, when first logging into WebKIDSS, is shown a list of IEPs due in the next 30 days, Re-Evaluations due in the next 60 days and a list of Initial Evaluations with the number of days remaining in the 60-day timeline.

Timely submission of IEP paperwork: LCNCK policy states all original copies of special education paperwork are submitted to the MIS Data Clerk. It is important that paperwork is submitted in a timely manner. For new IEPs, annual IEPs and amendment meetings, paperwork must be submitted to the MIS Data Clerk within **5 days** of the meeting. The IEP paperwork is to be submitted with the ***IEP Cover Sheet***. ~~Each individual form and copy of the IEP are stapled to ensure paperwork is not mishandled. Paperwork is not to be submitted or the entire packet of paperwork stapled together.~~ ~~Signatures on the IEP paperwork are to be signed using black or blue ink.~~

Exit Data

It is the responsibility of the MIS Data Clerk to track students who exit LCNCK special education services either by transfer, leaving the state, exiting services, dropping out or withdrawing.

The following pages outline different scenarios for exiting students and how the data is captured.

~~The student exits during the~~ Summer Exits ~~months.~~

When an LCNCK student exits LCNCK during the summer months following the last day of school of the previous school year but, before the first day of the current school year, their exit date will be the **last day of school of the previous school year** for their district.

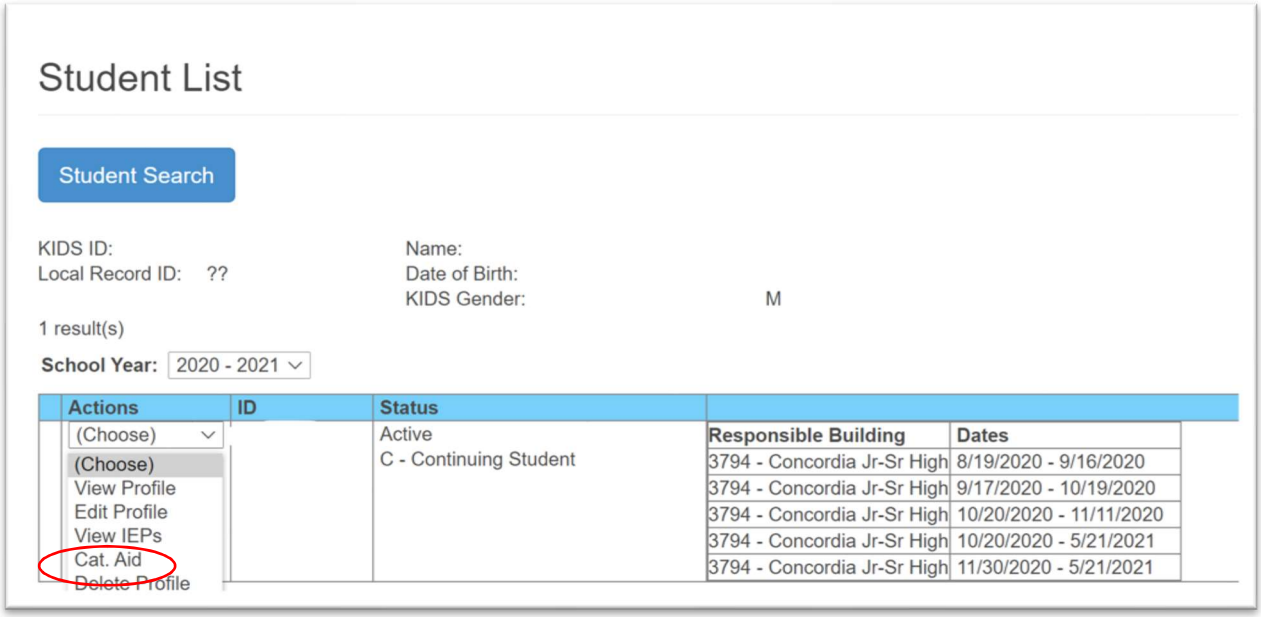
The following exit reports should be run in SPEDPro from the last day of school to ***September 15th*** to check exit data quality:

- Exit Status Report
- Unknown Exit Report
- Unresolved Exit Report

Information from these reports should be used to review student data in WebKIDSS. If the student has exited and is noted as such in WebKIDSS, the exit data in SPEDPro is to be updated to match the information found in WebKIDSS.

The student will be reported as an exit in SPEDPro on the Final End of the Year Report for the ***previous school year*** using one of the exit examples listed below. All summer exits must be reported in SPEDPro by ***September 15th***.

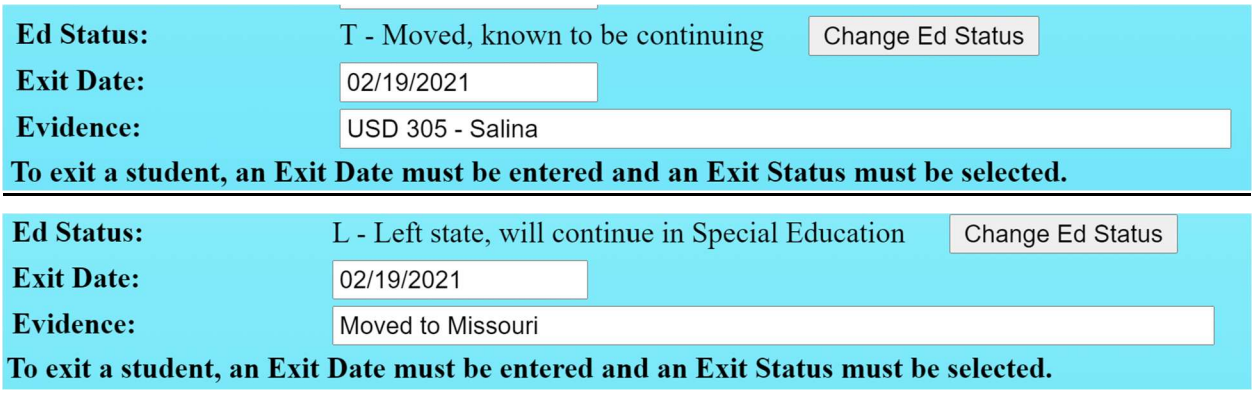
If the exited student has already been imported into SPEDPro for the **current** school year the student profile in SPEDPro will need to be deleted for the current school year. Search for the student in SPEDPro in the current school year. In the "Actions" drop down list, choose "Delete Profile". This will remove the student from the current school year SPEDPro student list.



~~The student~~ Transfer to Another Kansas District or ~~leaves the~~ Out of State ~~for another school~~

When an LCNCK student leaves an LCNCK district the MIS Data Clerk receives documentation by e-mail from the primary provider, the school psychologist or building secretary. The MIS Data Clerk contacts the school secretary to verify the student's last date of attendance. The MIS Data Clerk updates the internal document used to track IEPs throughout the school year and documents the exit from LCNCK.

The following fields are updated on the Dates/Ed Status page in WebKIDSS by the MIS Data Clerk:



- Ed Status (Change to exit status in accordance with the Data Dictionary)
- Exit Date
- Complete the Evidence box (Where student will be attending)

To complete the file:

- A copy of the Request for Records is uploaded into "Display Images".
- A copy of the most recent IEP, Progress Report and Evaluation report are sent to the requesting school, cooperative, or interlocal.
- The IEP is added to the SPEDPro Download Queue.
- ~~The IEP and Student are archived in the WebKIDSS system~~

Overlap Report

The Overlap Report in SPEDPro should be run on a regular basis throughout the school year. This report will identify students coded as in state transfers (T) with overlap services with another district, cooperative or interlocal.

The report will list the two ACC (Assigned Child Count) districts for the student, the current district and the previous district with the overlap dates. The MIS Data Clerk will review and confirm the exit or enter data for the student and contact the district with the overlapping dates using the MIS Data Clerk list on the TASN Website: https://www.ksdetasn.org/gstad/data-clerk-contact-and-district-lists . The MIS Data Clerk will work with the other district to resolve the overlap and make the corrections as needed in WebKIDSS and upload the correction to SPEDPro.

Student Exiting Special Education Services Through Team Recommendation

When an LCNCK student exits special education services through team recommendation the school psychologist or speech language pathologist will complete the following paperwork:

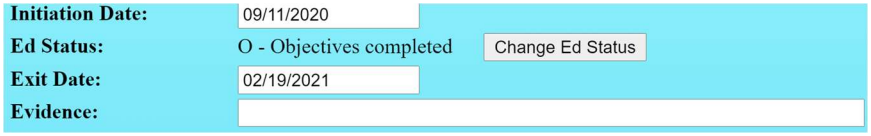
- Notice for Eval/Reevaluation

- Eval/Re-Eval Report
- Notice of Meeting
- Prior Written Notice
- Progress Report (Updated by All Providers)

The above required paperwork is to be sent to the LCNCK office within **5 school days** of the meeting with an ***IEP Cover Sheet.*** ~~The MIS Data Clerk will review the paperwork for accuracy.~~

The following steps will be completed in WebKIDSS by the MIS Data Clerk:

- The MIS Data Clerk will review the paperwork for accuracy.
- Each received document will be filed manually in WebKIDSS.
- The Ed Status on the Dates/Ed Status page will be changed to "O – Objectives Completed" and the Exit Date will be entered as the signature date as noted on the Prior Written Notice.



- The record is added to the SPEDPro Download Queue.
- The paperwork will be scanned and uploaded into WebKIDSS in Display Images.
- ~~The IEP and Student are archived in the WebKIDSS system~~

Student Exiting Services at Graduation and/or Age 21

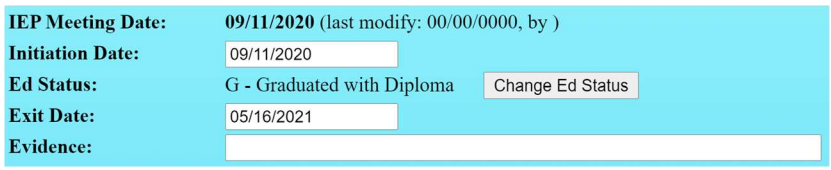
It is the responsibility of the MIS Data Clerk to track through an internal tracking system all graduates for the current school year. This includes dates for senior's last date of attendance, graduation dates and confirming with the Primary Providers completion of graduation requirements for each senior.

When an LCNCK student exits services at graduation or aging out (at 21 years of age), the Primary Provider will complete the following paperwork for each graduate and submit to the LCNCK prior to their scheduled LCNCK check out at the end of the school year.

- Summary of Performance (SOP) – (Not for Gifted only Students)
- Prior Written Notice (PWN)
- Senior Exit Survey – Front Page Copy (Not for Gifted only Students)
- Final Progress Report

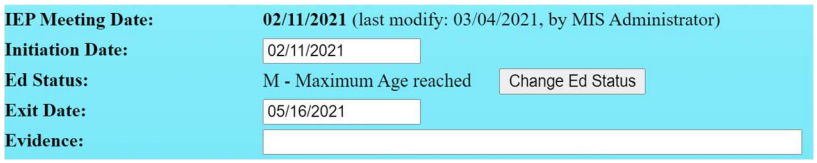
Once the paperwork is received it is tracked through an internal tracking system and the MIS Data Clerk will complete the following on the Dates/Ed status page.

- Graduation
  - Change the Ed Status to "G – Graduated with Diploma.
  - Enter the student's graduation date on the "Dates/Ed Status" page in WebKIDSS.



- Maximum Age

- Change the Ed Status to M – Maximum Age reached.
- Enter the students last date of attendance on the "Dates/Ed Status" page in WebKIDSS.



- The SOP and PWN will be filed in WebKIDSS manually by the MIS.
- The record is added to the SPEDPro Download Queue.
- The paperwork will be scanned and uploaded to WebKIDSS into "Display Images".
- ~~The IEP and Student are archived in the WebKIDSS system~~

Parent Request for Revocation of Special Education Services

As of January 1, 2009, the Federal Education Department has issued amended 2006 IDEA Part B regulations that will give parents of students with disabilities the unilateral right to revoke consent for the receipt of special education services at any time. The regulation requires that the revocation of consent must be done in writing, but there are no other conditions. Parents must state in writing that they revoke consent for their child to receive special education services and include the current date and their signature. It can also be done via e-mail.

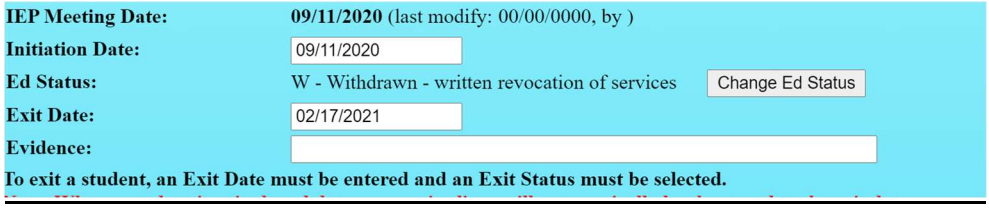
After receipt of a written revocation of consent, the school psychologist must provide the parent(s) with a Prior Written Notice. The school psychologist will complete the following paperwork:

- ~~Revocation of Consent PWN (All Services)~~
- Prior Written Notice
- Notice of Meeting
- ~~Letter of Revocation (All Services)~~

The above required paperwork is to be sent to the LCNCK office within **5 school days** of the meeting with an ***IEP Cover Sheet.***

The following steps will be completed in WebKIDSS by the MIS Data Clerk:

- The MIS Data Clerk will review the paperwork for accuracy.
- Each received document will be filed in WebKIDSS manually by the MIS.
- The Ed Status on the Dates/Ed Status page will be changed to W – Withdrawn – Written Revocation of Services.
- Exit date will be entered as the date of the parent's signature on the PWN.



- The record is added to the SPEDPro Download Queue.
- The paperwork will be scanned and uploaded into WebKIDSS into "Display Images".
- ~~The IEP and Student are archived in the WebKIDSS System~~

Student Drops Out of School

If for some reason a student with a disability drops out of school the primary service provider must schedule an IEP meeting including the student and parents as soon as possible and the Director must be notified.

- The Director notifies the parents that services continue to be available to the student.
- The Director sends a Ready, Willing and Able letter to the parents.

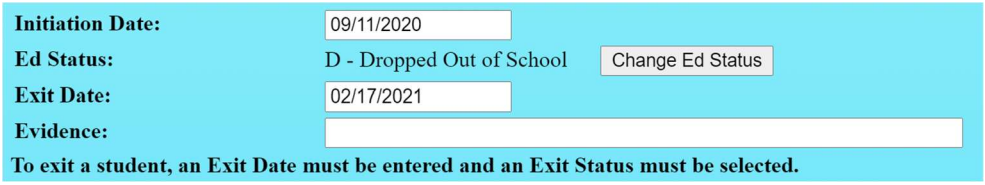
The Primary Provider notifies the MIS Data Clerk by e-mail of the student's last date of attendance and will complete the following forms:

- Notice of Meeting
- Prior Written Notice

The above required paperwork is to be sent to the LCNCK office within **5 school days** of the meeting with an ***IEP Cover*** Sheet.

The following steps will be completed in WebKIDSS by the MIS Data Clerk:

- The MIS Data Clerk will review the paperwork for accuracy.
- Each received document will be filed manually in WebKIDSS.
- The Ed Status on the Dates/Ed Status page will be changed to D – Dropped Out of School.
- The Exit Date will be the students last date of attendance.



- The record is added to the SPEDPro Download Queue
- The documents received are scanned and uploaded into WebKIDSS and placed in Display Images
- ~~The IEP and Student are archived in the WebKIDSS System~~

General Data Management

The MIS Data Clerk and the Director of LCNCK are the only staff that have access to the KSDE SPEDPro application. The limited number of persons with access to the application is to maintain data integrity and quality control.

Student Rosters

The MIS Data Clerk maintains an internal document that is continually updated to track students throughout the school year which supports the process of confirming caseloads and served students.

Rosters are sent to LCNCK staff **3 times** during the school year for verification of students. Below is the schedule and requirements for roster verification.

- **BOY** - Rosters are presented to staff in August at the LCNCK beginning of the year Inservice. ~~These~~ The rosters are ~~to be~~ reviewed, corrected, updated and ~~signed and dated to be~~ returned to the MIS Data Clerk no later than the **5th of September** each school year.

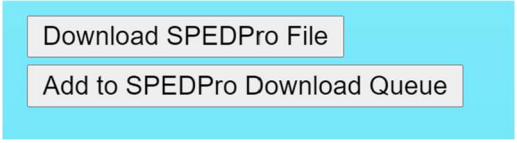
- Any provider not returning their roster by the deadline is sent an e-mail to return the roster within **2 days**. If the provider still fails to respond, LCNCK administration will follow up with the request.
- The returned rosters are checked against the provider caseloads in WebKIDSS for accuracy. The provider is contacted by e-mail regarding any discrepancies. All discrepancies will be resolved prior to **September 15th** so all summer exits can be entered into SPEDPro for the previous school year End of the Year Report.

- **Dec. 1st** - Staff are sent a blank roster on **December 1** to complete for verification of students enrolled and attending on **December 1**. These rosters are to be returned to the LCNCK office within **7 calendar days**. These rosters are compared to the student list printed from WebKIDSS on December 1.
  - Any provider not returning their roster by the deadline is sent an e-mail to return the roster within **2 days**. If the provider still fails to respond, LCNCK administration will follow up with the request.
- **EOY** - Staff are sent a blank roster at the **end of the school year.** These rosters are completed ~~and~~ with noted information for the next school year (i.e. grade, building, primary provider). Rosters should be returned to the MIS Data Clerk before the provider's end of the year check out to allow for verification before the provider checks out for the year. ~~The roster is to be returned to the MIS Data Clerk at the provider's end of the year check out meeting. These rosters are compared to the current provider caseload in WebKIDSS for accuracy and any discrepancies are discussed with the provider at the required checkout meeting.~~

Providers can print off a caseload list in WebKIDSS at any point in the time throughout the school year to check for accuracy.

Location of MIS Files

Through the WebKIDSS system, we are able to put records into a SPEDPro Download Queue to keep for a later date to transfer to the KSDE SPEDPro application or we can do single SPEDPro file downloads. Both of these functions can be found within each student records in WebKIDSS on the "Demographics" page of the IEP.

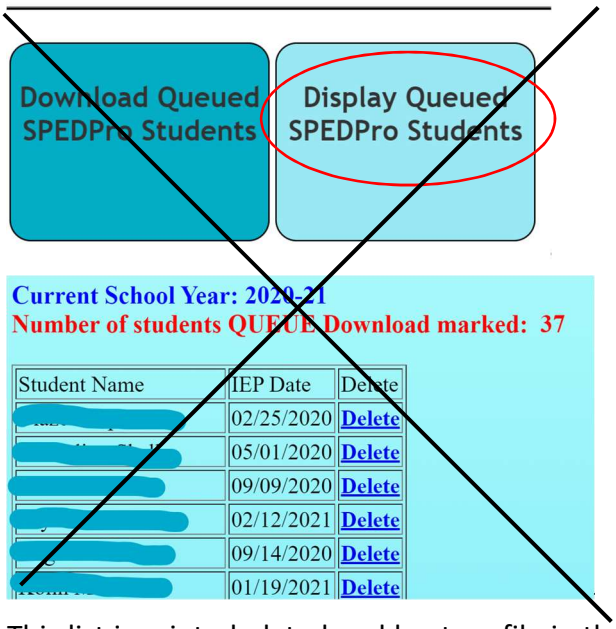


Refer to the "Sources of MIS Data" section beginning on Page 16 for more information about where file download

~~SPEDPro Queued Downloads are kept on a shared drive:~~

~~G Shared Drive MIS MISFY## SPEDPro Uploads *Month Yr* SPEDPro_export – *download date - #of students in the download*~~

~~The SPEDPro Queued Downloads corresponds with the printed list of students in the queue:~~



~~This list is printed, dated and kept on file in the LCNCK office. Any download errors are printed and attached to the download list. The error is reviewed and corrected in WebKIDSS and added to the next SPEDPro Queued Download.~~

~~Individual SPEDPro File Downloads are also kept on a shared drive:~~

~~G → Shared Drive → MIS → MISFY## → SPEDPro Uploads → *Month Yr* → SPEDPro_*StudentFInitialLastName – download date*~~

~~Any download errors for the individual SPEDPro File Downloads are printed, reviewed and corrected in WebKIDSS. The error sheet is kept on file in the LCNCK office. Once the WebKIDSS file is corrected, the file is downloaded again with a #2 behind the student name in the download file name to note that it is a correction and uploaded to SPEDPro again.~~

~~MIS folders are sorted by fiscal year, and within each MIS folder is a SPEDPro Upload folder for the current fiscal year. Each SPEDPro folder contains a folder for each month of the school year and the uploads are placed in the corresponding month the upload is created. Queued uploads are to be completed no less than 1 time per week.~~

Location of MIS Final Reports

Final MIS reports are downloaded from SPEDPro and kept in the shared LCNCK drive ~~on the network server. These reports are kept~~ in the following location. ~~organized within the fiscal year MIS folders and are sorted in folders according to the type of report (i.e. Final December 1 Report, Final EOYA Report, etc.)~~

~~G → Shared Drive → MIS → MISFY## → Dec 1 Reports FY## → FinalDec1SPEDProFY##~~

- LCNCK → MIS → SPED Pro Reports → FY XXXX-XXXX

End of the Year Data Management

The WebKIDSS system automatically files copies of the IEP, Notice of Meeting, Prior Written Notice, Teacher Information Page (TIP) and Progress Report (for the previous IEP) ~~and related~~

~~paperwork~~ when the IEP is completed and locked by the MIS Data Clerk. ~~The WebKIDSS sytem becomes the online file system for every student's IEP and related IEP documents.~~

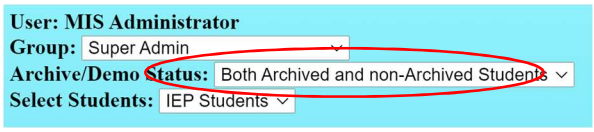
~~At the end of the school year, all providers are required to meet with the MIS Data Clerk to ensure completion of all IEP paperwork including progress report completion and to review current rosters and grade levels for students for the upcoming school year.~~ A final end of year report is run once all students have been updated in WebKIDSS and uploaded to SPEDPro. This report includes:

- All Active and Inactive students from the current school year
- Student Responsible Building LEA
- Student KIDS ID Number
- Student DOB
- Student Grade
- Student Primary Exceptionality
- Student Secondary Exceptionality
- Gifted – Y/N
- Student Educational Status
- Student Exit Date

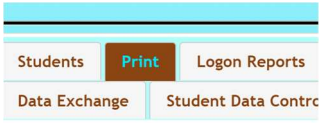
~~The following is the process to access~~

A. To run the End of the Year Report in WebKIDSS:

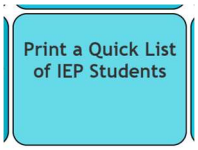
- Choose "Both Archived and non-Archived Students" on the WebKIDSS menu.



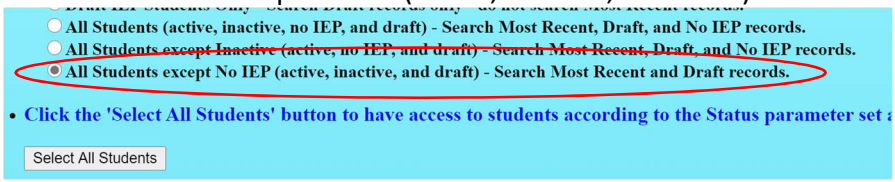
- Choose the "Print" tab.



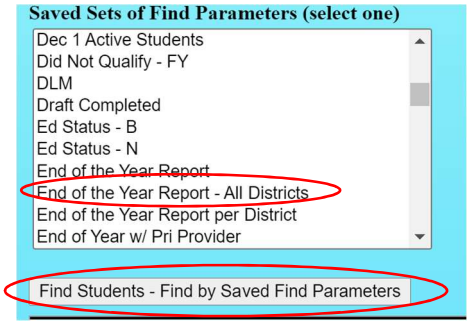
- Choose "Print a Quick List of IEP Students".



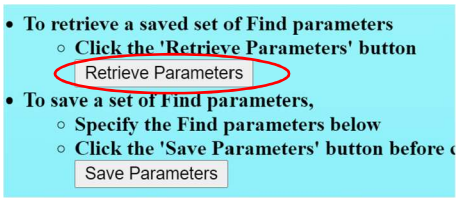
- Select "All Students except No IEP (active, inactive, and draft)".



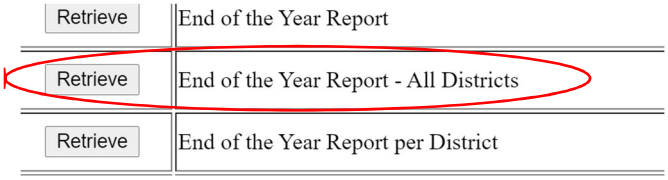
- Page down to the "Find Student –Find by Saved Find Parameters" section.
- Click on "End of the Year Report – All Districts" set of parameters.
- Click the "Find Students – Find by Saved Find Parameters" button.



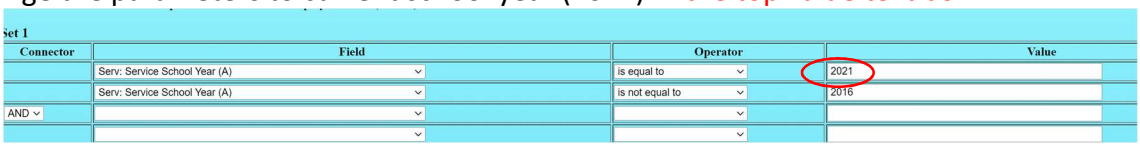
- Select the "Retrieve Parameters" button on the next page.



- Click on the "Retrieve" Button next to "End of the Year Report – All Districts".



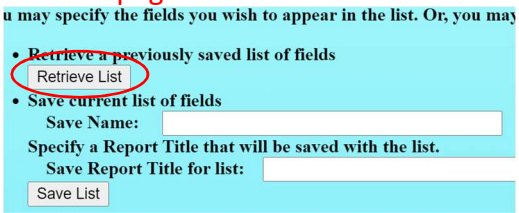
- Change the parameters to current school year ~~(2021)~~ in the top value text box.



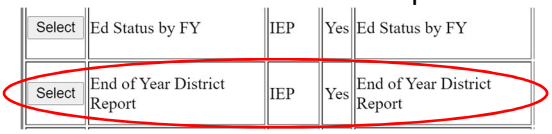
- Scroll to the bottom and click the "Find" button.



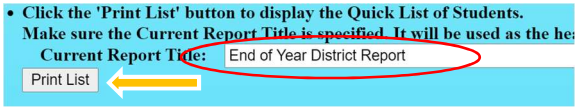
- On the next page click the "Retrieve List" button.



- Select the "End of Year District Report".



- Modify the Current Report Title by adding the school year (i.e. FY21, 2020-2021) and click "Print List".



- Highlight the list, copy and paste into an Excel Document. This will become the End of Year Accountablilty (EOYA) Report from WebKIDSS. This report will be broken

down by districts and sent to each district KIDS administrator for verification of students within their district. Any discrepancies found by the districts will be reported to the MIS Data Clerk and corrections will be made as needed in WebKIDSS and uploaded to SPEDPro. This report will be ~~filed on~~ saved to the shared drive. ~~in the EOYA Reports FY##:~~

~~G → Shared Drive → MIS → MISFY## → EOYA Reports FY## → WK EOYAFY##~~

- Location: LCNCK → MIS → EOYA → FYXX-XX
- Naming Convention: WK EOYA DDMMYYYY

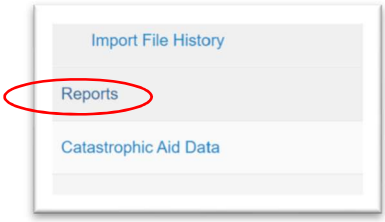
~~This report is filed on the shared drive in the EOYA Reports FY##:~~

~~G → Shared Drive → MIS → MISFY## → EOYA Reports FY## → SPEDPro-EOYAFY##~~

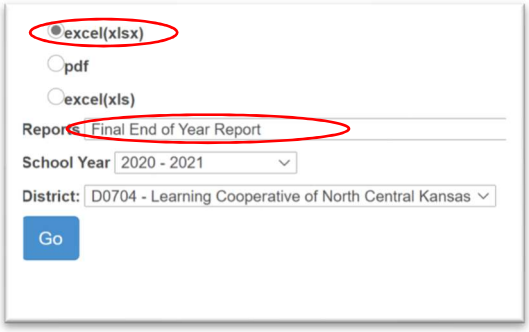
~~The following is the process to access~~

B. To run the End of the Year Report in SPEDPro once it is available:

- Click on the "Reports" link in the menu bar on the left side of the screen.



- Choose excel (xlsx) radio button and the "Final End of the Year Report" from the drop down list.



- The report will be saved to the shared drive.
  - Location: LCNCK → MIS → EOYA → FYXX-XX
  - Naming Convention: SPEDPro – EOYA – FYXX-XX

Indicator 11 Information

Prior to closing out the school year in WebKIDSS, the Indicator 11 information is downloaded and saved to the shared drive. ~~in the MIS file:~~

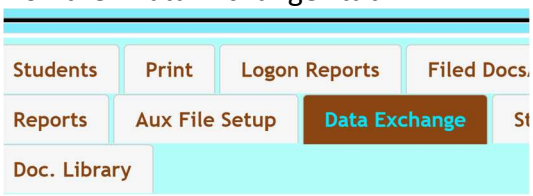
~~G → Shared Drive → MIS → MISFY## → Indicators FY## → Indicator11FY##~~

~~The following is the process~~ To download Indicator 11 information from WebKIDSS:

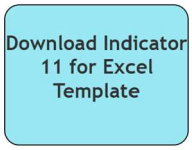
- Choose "Both Archived and non-Archived Students" from the WebKIDSS main menu.



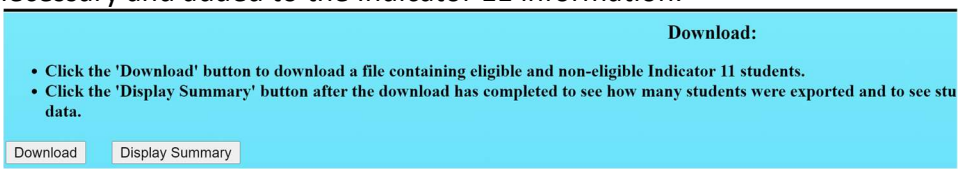
- Click on the "Data Exchange" tab.



- Click on the "Download Indicator 11 Excel Template" button.



- Scroll to the bottom of the page and click the "Download" button at the bottom of the page.
- ~~Following~~ When the download is complete, click on the "Display Summary" button to see if there are any students who should have been exported but were missing information. The students who are missing information are reviewed and corrected as necessary and added to the Indicator 11 information.



End of Year KIDS Reporting

The MIS Data Clerk is responsible for supplying the EOYA information to the KIDS administrators in each district ~~submitting EOYA reporting~~ for all PreK students who do **NOT** attend a district sponsored preschool at the close of the school year. ~~The MIS Data Clerk will communicate with the district KIDS administrator when the reporting is completed.~~ The KIDS administrators will need to have "Cumulative Membership Days" and "Cumulative Attended Days" in order to submit the EOYA records at the end of the school year. In addition, report any exits along with the exit date.

Transitioning MIS Data Across Time

The WebKIDSS system is the single database source of data for LCNCK. The WebKIDSS system is transitioned to the new version at the beginning of July each summer. Once the new version is installed the MIS Data Clerk begins the transition process of data including:

- Updating next school year's calendars
- Creating calendars for the following school year
- Creating New Providers as necessary

- Promoting Statuses
- Promoting Grades
- Replacing Neighborhood Buildings for students matriculating to a new building
- Replacing Responsible Building for students matriculating to a new building
- Replacing Providers who are no longer active with new Providers
- Checking caseloads against end of the year rosters from providers to ensure accuracy of grade, school and provider

Data Verifications

The WebKIDSS system has the capability of running MIS verifications at any time. Providers are asked to check for any MIS errors through this built in feature in WebKIDSS every time an IEP is submitted to the LCNCK office. Providers are asked to fix any MIS errors noted prior to submission of the IEP paperwork and print the MIS verification sheet to be submitted with their IEP paperwork. The MIS Data Clerk runs another internal check on MIS errors once the IEP paperwork is ready to be locked and completed prior to adding to the SPEDPro Download Queue. Since IEP paperwork is processed daily, this process occurs for the IEPs on a regular basis. In the SPEDPro system, the MIS Data Clerk runs a verification report no less than twice per month to stay on top of any potential errors. The MIS Data Clerk is attentive to projected MIS reports and works to fix any student errors noted in a timely manner. The MIS Data Clerk works to be as proactive as possible in catching possible errors early to reduce issues with future data submission.

Processes Used to Resolve Verifications / Discrepancies

1. **IEP is reviewed**: The MIS Data Clerk reviews the IEP packet upon submission to the LCNCK office. The IEP paperwork packet also contains the evaluation documents (if applicable), the Prior Written Notice of Identification and Placement form and internal documents that track entrance or exit of LCNCK services.
2. **Provider is contacted**: If needed, the MIS Data Clerk contacts the provider by email and then by phone, if necessary to resolve verifications/discrepancies.
3. **KSDE KIDS Data is checked**: The KIDS data is reviewed when verifications are found. The MIS Data Clerk contacts the KIDS administrator in each district to work to resolve the issue.
4. **Building level data (attendance logs):** The MIS Data Clerk works with the building secretary on identified students to assist with attendance information as needed.
5. **KSDE data manager is consulted:** Periodically, the MIS Data Clerk contacts the KSDE data manager for support with data reporting.

Feedback or Correction Process When ~~the IEP contains the~~ Discrepancy~~~~ies Exist

When errors are found during the IEP review process, the IEP reviewer contacts the provider and makes a determination as to the process to correct the error. Corrections are to be completed within ~~**10**~~ **5 calendar days**. If an IEP amendment is required, then that process is completed per LCNCK protocol. In the WebKIDSS system, the MIS section is locked by the MIS Data Clerk. The Provider cannot change this information once an IEP is locked and completed. If any information needs to be changed, the provider is to contact the MIS Data Clerk and discuss the changes to be

made. If the changes are not part of the current IEP, no changes will be made. The provider will be directed to contact their school psychologist to discuss the need for an amendment. If an amendment is determined to be needed, the school psychologist will open an amendment.

Verification Processes in SPEDPro

The MIS Data Clerk is responsible for analyzing data submitted to KSDE in SPEDPro. This data is verified and analyzed in the following ways:

- Confirming the total number of IDEA students is correct by crosschecking the students in SPEDPro against the students in WebKIDSS.
- Check for Data Accuracy.
    - Find students with blank grade level.
    - Find students with blank Federal Environment Codes.
    - Find students with blank Setting Codes or the letter "Z".
    - Find students with blank Service Codes.
    - Find students with Assign Child Count organization of X0 or Z0. Indication of incorrect Responsible School.
    - Find students with blank Responsible School.
    - Find students with blank Neighborhood School.
    - Check students age against grade level.
    - Check County of Residence.
- Run Overlap Reports and contact district with which there is an overlap to resolve the issue.
- Check for duplicate records and remove the record that is not current.

The MIS Data Clerk runs the Discipline Incident reports each quarter. The Director of LCNCK oversees discipline incident reporting throughout the Cooperative. Building principals are reminded of submission deadlines. The Director checks KIAS for timely submission of these reports.

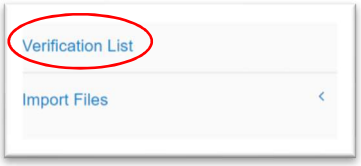
SPEDPro Verification Errors

Resolution of SPEDPro verification errors is the responsibility of the MIS Data Clerk. The MIS Data Clerk should set up a schedule to run the verification errors in SPEDPro no less than one time per week. Guidance on verification resolution can be found on the KSDE Website under Special Education, MIS and Student Data, Index of MIS Support Documents:

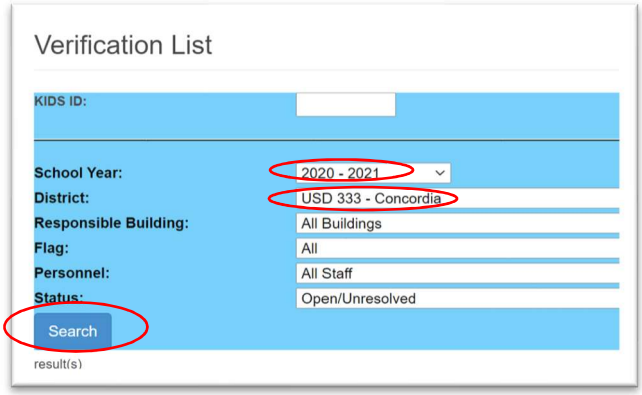
https://www.ksde.org/Portals/0/SES/MIS/MIS-SupportDocumentsIndex.pdf .

The following is the process to run SPEDPro verifications:

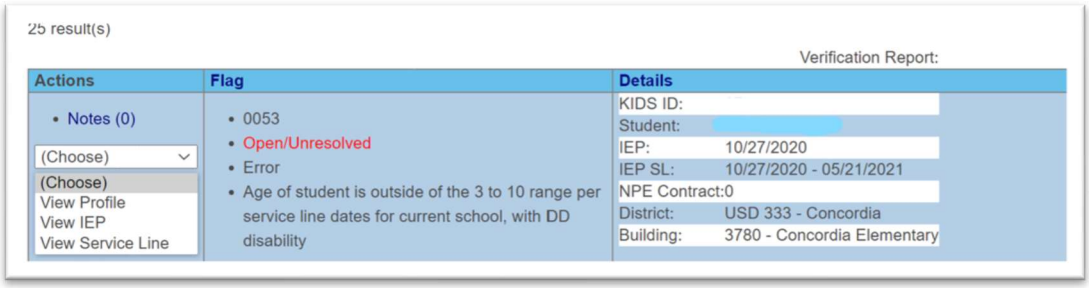
- Click on the "Verification List" on the left side of the screen.



- From the drop-down lists choose the School Year and District and click Search.



- All verifications for the district will be listed



  - Actions – Choose from the dropdown list to View the Student Profile; View the IEP with the verification; View the Service Line with the verification.
  - Flag – Gives the Verification Number; Lists the Flag as Open/Unresolved; The Flag is an Error; Gives the Definition of the Flag.
  - Details – This lists the details of the IEP and Service Line(s) pertaining to the Verification.
  - By analyzing the data and referencing the flag description, the MIS Data Clerk will take the necessary steps to correct the verification error using the available guidance documents available through the KSDE website. https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/MIS-and-Student-Data

Supervision and Oversight

LCNCK monitors data quality and accuracy through IEP reviews of each IEP written. The IEP reviewer checks the MIS data through the review process. Once the review process is complete, the IEP paperwork is returned to the MIS Data clerk who cross-checks the special education services section in the IEP with the anticipated services chart upon submission of the paperwork.

The MIS Data Clerk also checks the MIS data in comparison with the other relevant IEP-related documents (e.g. evaluation consent, PWN for placement).

LCNCK also utilizes an internal IEP compliance review process which is a 2nd check for accuracy of information. ~~LCNCK utilizes an internal IEP compliance review process.~~ This process supports accurate reporting of IEP data, compliant IEPs and on-going professional development for this process. If common errors are noted across providers, additional professional development and communication is provided to the staff. This could be through email communication, informational sheets, or videos. If an individual provider is regularly flagged for a compliance error, additional 1:1 support from the Assistant Director or Director is provided. If the provider continues to demonstrate the reporting errors, the provider may be placed on a corrective action plan that would be monitored by both the Assistant Director and Director of LCNCK.

The MIS Data Clerk runs SPEDPro verification reports no less than every 2 weeks. The MIS Data Clerk will contact individual buildings and districts when necessary to correct errors. The Director of LCNCK meets with the MIS Data Clerk to discuss errors found on verification reports as needed.

Accurate data reporting is not included in the staff evaluation process. LCNCK administration work with building administrators on staff evaluations when continued issues are noted; however, there is not a section of an evaluation document devoted solely to accurate data reporting. The LCNCK Director monitors and evaluates the accuracy of data reporting through the internal process created by the MIS Data Clerk through the internal IEP compliance review process. LCNCK staff are expected to follow evaluation timelines, annual IEP due dates, and other stated protocol. The Assistant Director or Director reminds staff of these requirements on multiple occasions throughout the school year through professional development activities, email communication, or face-to-face meetings. The internal compliance review process allows a method to continually collect data on provider completion of these requirements. The MIS Data Clerk uses the provided MIS checklist as a guide for completion of tasks (see Appendices). The KIAS master calendar is also used in ensuring that reporting deadlines are met. LCNCK conducts an annual in-service for all staff the beginning of August. This provides an opportunity to review IEP protocol and highlight any changes to reporting requirements. All new LCNCK staff ~~in LCNCK~~ will participate in a regularly scheduled Professional Learning Community (PLC) facilitated by the Assistant Director. The PLC time provides time to train new staff on LCNCK procedures, including IEP writing and data reporting. The internal IEP compliance review process provides an opportunity for additional training. When appropriate, support documents are shared with staff on specific reporting issues. ~~For example, when an increased focus was placed on more accurate reporting of transportation services, handouts with student transportation scenarios, including screenshots of the IEP service section and the anticipated service chart, were provided for staff to reference.~~

One of the primary functions of the MIS Data Clerk is to support accurate reporting of MIS data by LCNCK. This includes working closely with providers and LCNCK administration to fulfill this

duty. LCNCK utilizes the internal IEP compliance review process, 1:1 support to staff, and corrective action plans when necessary to support this process.

Data Validation

The MIS Data Clerk reviews MIS data for accuracy weekly through the ~~established,~~ internal process of checking IEP paperwork. Since IEPs are checked upon submission, data is regularly reviewed for accuracy.

~~All IEPs are reviewed on a regular basis through the established, internal process. The Director works closely with the MIS Data Clerk to support compliant IEPs and data reporting. The internal IEP compliance review provides an opportunity to collect data on individual providers. As mentioned earlier, there are steps in place to support providers who are not accurate with MIS data reporting. Specific plans generated for teachers / additional training as required.~~

The MIS Data Clerk cross checks the TIP with the IEP text. The MIS Data Clerk also cross checks the reporting systems with each other to eliminate any errors in reporting. This includes checking WebKIDSS with Sped Pro.

1. **Comparison of MIS data to IEP, evaluation and placement documents**. The MIS Data Clerk works to ensure MIS data is current and up-to-date and that all special education services (including frequency, duration and location) are correctly accounted for in the correct school year. The MIS Data Clerk checks to make sure the area of disability reported in WebKIDSS matches the area of disability indicated on the evaluation document. Because LCNCK has an internal process for initial placement and exit of services in the Cooperative, this provides a method to ensure dates are reported accurately. If there are any questions about reported information, the school psychologist or primary provider is contacted directly.
2. **The Data Clerk will generate and share MIS reports with the Director of LCNCK when requested.** The Child Count report is provided to the Director as of the December 1 and June 1 count data. For all entering and exiting students, the Director signs off on the paperwork as a final check.

Sources of data discrepancies identified

If data discrepancies are noted, the Data Clerk, Assistant Director, and Director of LCNCK analyze the discrepancies to determine next steps. If it is discovered the discrepancy is due to a procedural problem, the group will collaborate to determine a more efficient plan. If the errors are due to a conceptual problem, a plan will be developed to provide updated professional development and communication to staff. If the errors are due to a data entry problem, the internal process will be reviewed to impact accurate reporting moving forward.

Reoccurrence of data errors made by the same source

Since LCNCK utilizes WebKIDSS that is aligned with MIS standards, this setup helps reduce the data errors. The IEP system's internal error check feature is aligned with the KSDE verification methods. As stated before, LCNCK has multiple ways to train staff on IEP writing and data reporting. LCNCK in-service, new staff PLC trainings, and individual meetings with providers all

support the accurate data reporting process. The effectiveness of this process is regularly discussed and evaluated to ensure the process is successful.

Training of Local Staff

The MIS Data Clerk, Assistant Director and Director LCNCK attend the annual MIS workshop provided by KSDE. Important updates and information are shared with LCNCK staff at the annual in-service held the beginning of August.

Informational sheets, videos, and/or emails are created and provided to staff on specific issues or changes in reporting practices ~~(e.g. transportation documentation)~~. Documents are also uploaded to the IEP system (WebKIDSS) to provide another location for providers to access the information. Prompts on the IEP screens are modified to provide additional guidance as needed. The Assistant Director and Director provide training on specific reporting issues as needed. If specific reporting issues persist, the Assistant Director or Director will meet individually with the provider to provide further training.

The MIS Data Clerk and Assistant Director provide on-going support to IEP providers regarding the documentation of MIS data. If the MIS Data Clerk discovers errors when the IEP paperwork is checked upon submission, the IEP Reviewer is notified. Individual communication occurs regarding the error and how to correct. LCNCK utilizes an internal IEP compliance check process that provides feedback to providers on IEP wording, data reporting, documentation, etc. throughout the school year.

Security and Backups of WebKIDSS

MIS backups are stored on a secured shared drive that only the MIS Data Clerk and LCNCK Director may access.

The MIS Data Clerk and Director of LCNCK are the only LCNCK staff who have access to KSDE's MIS application.

Standard security policy and protocol is followed by LCNCK and USD 333. The data is not shared with others. KSDE support is requested if needed to reset any information. Passwords are changed when requested by the administration site.

The WebKIDSS system is hosted offsite and is backed up offsite in multiple locations with strict security protocols. An e-mail notifying the local WebKIDSS Administrator of a successful backup is received each day from the system for verification of backups. A log of backups may be obtained by contacting the offsite host.

Preparation for the Next School Year

The MIS Data Clerk maintains an annual checklist that documents and tracks completion of required tasks. Several times per year, the MIS Data Clerk and Director of LCNCK review the progress of the checklist and discuss upcoming projects.

The date entered is the date of the IEP. Special education services may not begin until the next school year dependent upon the IEP team's placement and service determination. Data is entered as soon as the IEP information is received.

Service Lines for the Next School Year

Service lines for next school year are entered at original IEP data entry, data is duplicated into next school year. Providers are able to duplicate service lines for the next school year in WebKIDSS. This information is checked by the MIS Data Clerk upon submission of the IEP paperwork. Next year's data is to be uploaded into SPEDPro no later than ***August 30th*** of the current school year.

Next Year's Buildings and Providers

Next year's buildings and providers are entered at original IEP data entry, data is duplicated into next school year. Providers are able to duplicate service lines for the next school year in WebKIDSS, including next year's building and providers. This information is checked by the MIS Data Clerk upon submission of the IEP paperwork. The LCNCK Director conducts meetings at the building level beginning in March of each year to discuss caseloads for the following year. Caseload decisions are made at this time with each group of staff for student transition purposes. The list of students for each provider for the next school year is given to the MIS Data Clerk to make changes in WebKIDSS and update the internal tracking document. During the rollover process to the next school year the Grade, Neighborhood Building and Responsible Building will be updated prior to the data being uploaded to SPEDPro. Data is uploaded into SPEDPro no later than ***August 30th***.

Additional Reports

Medicaid Denominator

Each January, every school district will be notified by the Public Consulting Group (PCG) that a template will be sent out requesting each district's IEP ratio denominator for the Annual Medicaid Cost Report. This number is the unduplicated number of Special Education students regardless of Medicaid eligibility with at least one Medicaid reimbursable service on their IEP as of 12/01 of the current school year. Reimbursable services include: *Nursing, Occupational Therapy, Physical Therapy, Psychological Services, Social Work, Speech, Language and Hearing Services.*

PCG will provide each district with a Microsoft Excel Spreadsheet, to be completed and maintained by the district. The spreadsheet will include:

- Column A: Student Unique Kansas Identifier Number (KIDS ID Number)
- Column B: Student Last Name
- Column C: Student First Name
- Column D: Date of Birth (Month/Day/Year)

MIS Data Clerk will calculate the IEP ratio denominator for each of the LCNCK districts each year once the December 1 count is finalized. Below is the procedure to use WebKIDSS to calculate the unduplicated IEP ratio for each school district:

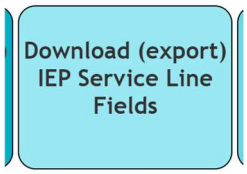
- Both Archived and Non-Archived Students need to be selected.



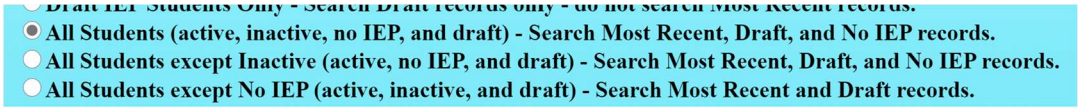
- Click on the “Data Exchange” tab.



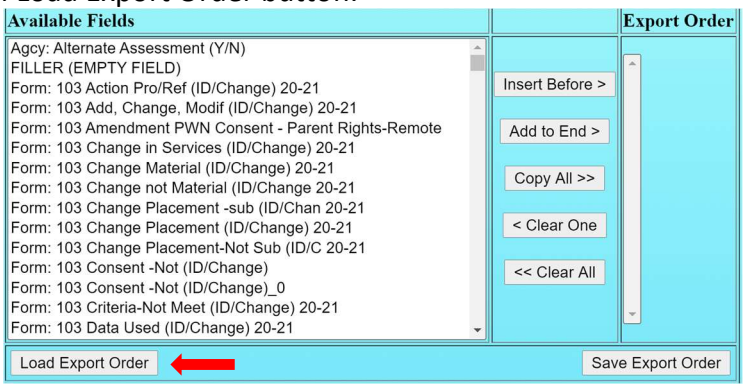
- Click on “Download (export) IEP Service Line Fields” button.



- Choose “All Students (active, inactive, no IEP, and draft) – Search Most Recent, Draft, and No IEP records”.



- Click on Load Export Order button.



- Click on the Medicaid Denominator from the load order list.



- Export fields will show in the Export Order list.



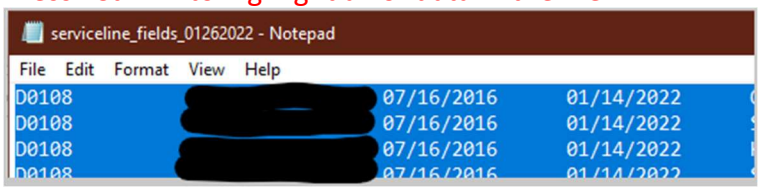
Mark the check box for "Export first record as list of field names" and the radio button for "Use all IEP records". Input the current school year in the text box for "School Year of service lines to export". ~~will be the current school year.~~ Then click "Download Services".



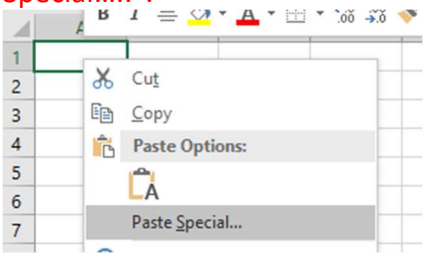
- Save the text file in the shared drive:
  - Location: LCNCK → MIS → Denominator → FYXX-XX
  - Naming Convention: serviceline_fields_MMDDYYYY

~~G → Shared Drive → MIS → MISFY## → Denominator FY## → serviceline_fields mmddyyyy~~

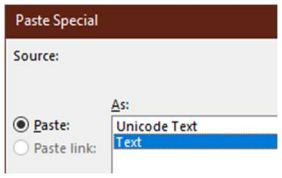
- Click the "Continue after Download Finished" button.
- Open a blank Excel spreadsheet.
- Open the serviceline field file that was saved in the step above.
  - Press "Ctrl-A" to highlight all of data in the file.



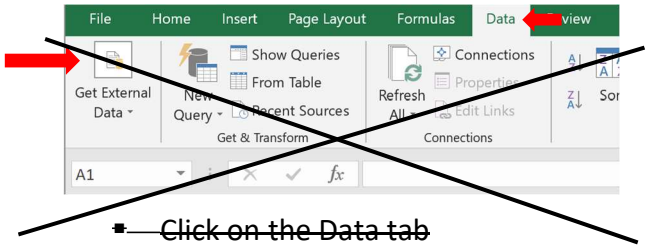
  - Press "Ctrl-C" to copy all of the data in the file.
- Return to the blank Excel spreadsheet and right-click in cell A1 and select "Paste Special…..".



- Highlight "Text" and select the "OK" button.



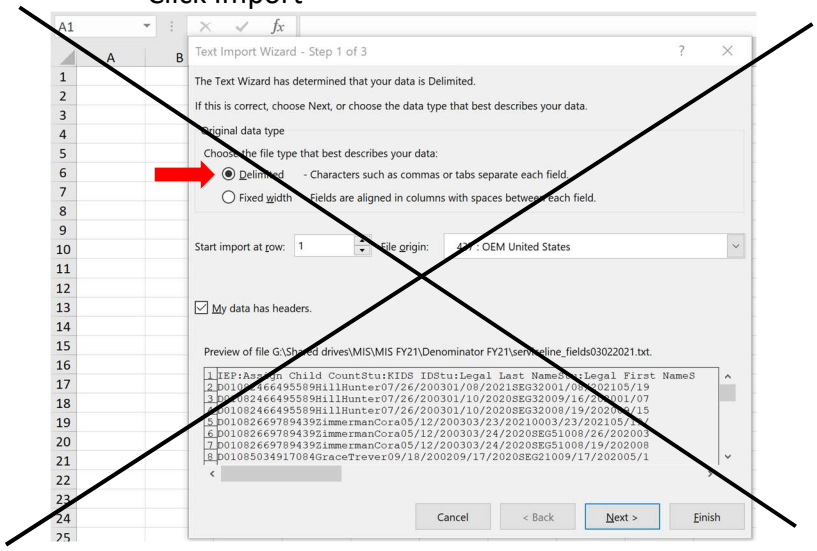
- Adjust your columns to fit the data and apply filters to the first row.



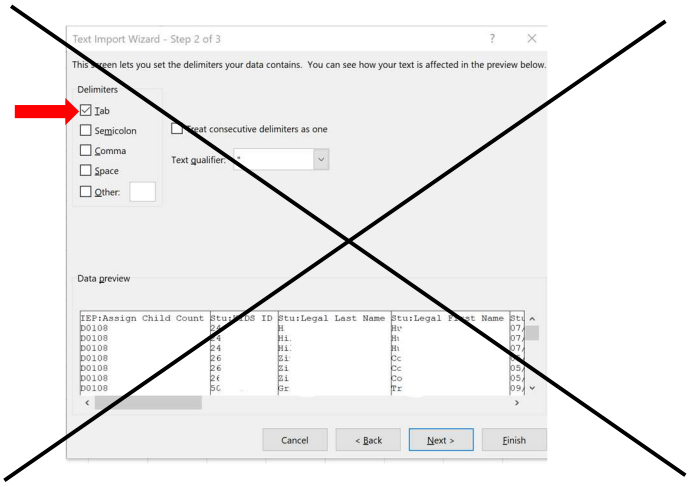
- ~~Click on the Data tab~~
- ~~Click on "Get External Data" and choose From Text~~
- ~~Find the saved text file on the shared drive at:~~

~~G → Shared Drive → MIS → MISFY## → Denominator FY## → serviceline_fields mmddyyyy~~

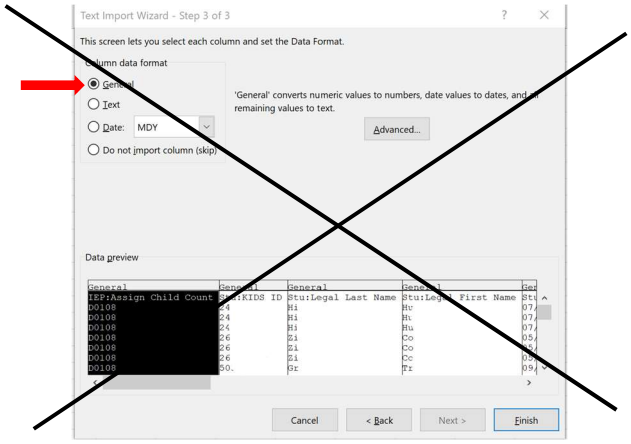
- ~~Click Import~~



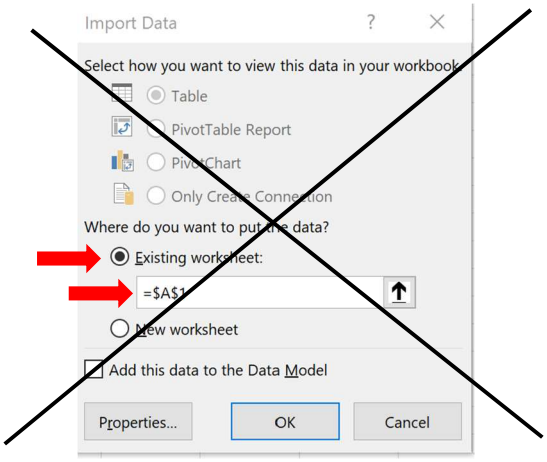
- ~~Mark the file type as "Delimited " and "My data has headers"~~
- ~~Click Next~~



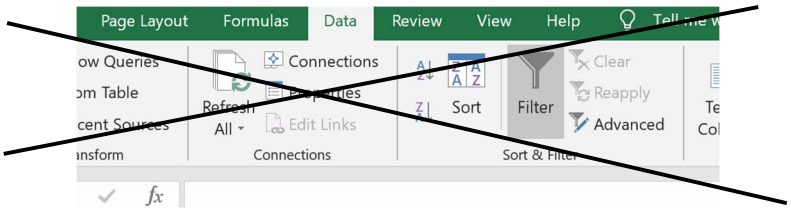
- ~~Mark Delimiters as "Tab"~~
- ~~Click Next~~



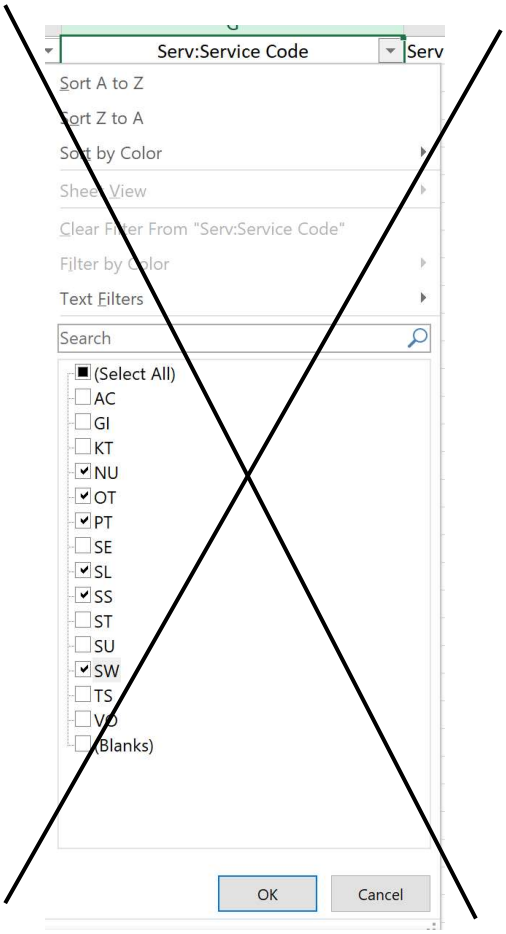
- ~~Column data format is marked as "General"~~
- ~~Click Finish~~



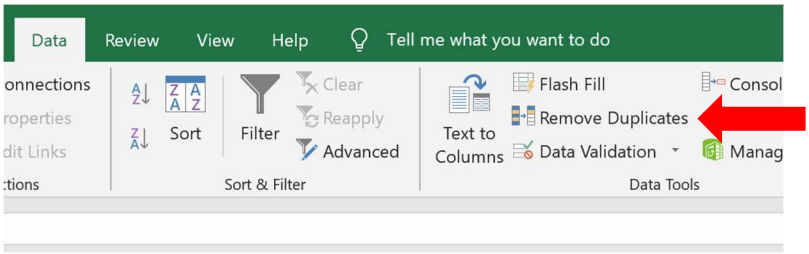
- ~~Mark where the data is to be placed, "Existing Worsheet", and the starting cell number: =A1~~
- ~~Click OK~~



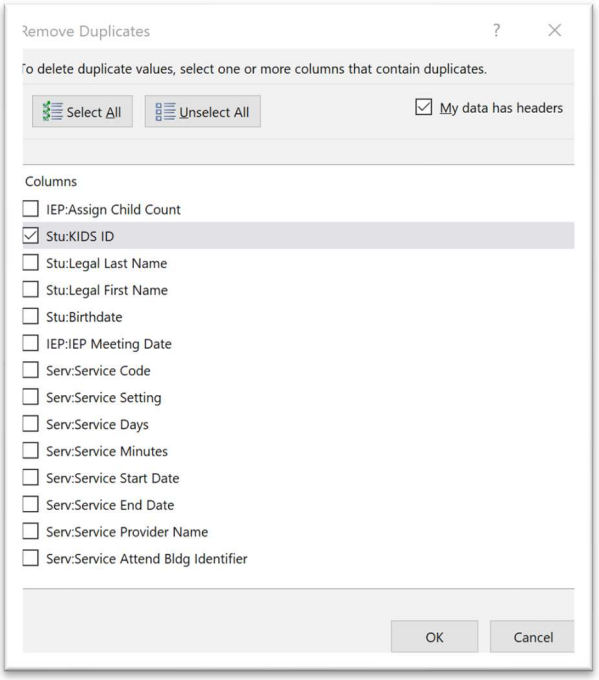
- ~~Click "Filter" on the Data tab in Excel~~



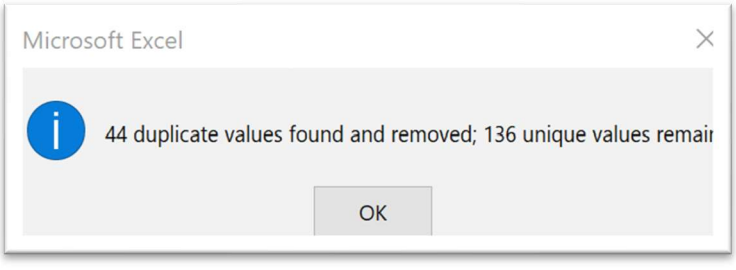
- Filter the Service Codes, removing all Non-Medicaid services.
- Filter the Setting Codes, removing settings S, X and Blanks.
- Highlight the current filtered sheet, copy and paste into a new worksheet.
- Sort the new worksheet by "Service Start Date", delete all records with a "Service Start Date" after 12/1 of the current school year.
- Sort the new worksheet by "Service End Date", delete all records with a "Service End Date" before 12/1 of the current school year.
- Click on Remove Duplicates to find the unduplicated count.



- Click on "Unselect All" and mark only "Stu:KIDS ID". This will only remove duplicated KIDS ID numbers, and click "OK".



- The program will tell you how many duplicate values were found and removed and how many remaining unique values remain.



- Sort the remaining values by:
  - IEP: Assign Child Count
  - Stu: Legal Last Name
  - Stu: Legal First Name
  - Compare this list to the Final December 1 Report downloaded from SPEDPro
  - Following student verification between the Final December 1 Report and the Unduplicated Count Report, the information in the unduplicated count report will

be given to the Medicaid Clerk to complete the template sent from PCG for each district .

- The templates are e-mailed to the LCNCK Medicaid Clerk who will e-mail the IEP denominator information to each district to be kept on file in their district for auditing purposes.
- The LCNCK Medicaid Clerk will e-mail the District Name and the calculated IEP Ratio denominator number to KSCostReport@pcgus.com prior to April 1 of the current school year.

September 20th Count

School districts General Fund Budget is determined by taking the total adjusted weighted enrollment of the district, times the base aid for student excellence. Student enrollment counts are collected on September 20th of each year.

It is the MIS Data Clerk's responsibility to work with the districts to provide lists of special education students with active IEPs for verification of information in the district SIS sytem for reporting for enrollment data. The report given to the districts will be the same report used in the End of Year ~~Reporting~~ Data Management section (page 41), but will **only** include ACTIVE students. This report will be broken out by district and/or building as needed for each district and sent to the building secretary or to the KIDS administrator for verification.

For PreK students who are **NOT** attending a district sponsored preschool, the providers are responsible for collecting enrollment paper work to be turned in to the MIS Data Clerk with IEP paperwork. The MIS Data Clerk will then forward copies of the enrollment paperwork to the KIDS administrators at each district. Each district is responsible for obtaining a KIDS ID number (if one is not already assigned) and enrolling the student as a special education student in their district.

~~The MIS Data Clerk is also responsible for reporting through the KIDS system PreK students who are **NOT** attending a district sponsored preschool. The MIS Data Clerk will obtain a KIDS ID number for these students if there is not a number already assigned. These students are to be reported to the district KIDS administrator as reported on the ENRL report for their district by LCNCK.~~

~~Information on KIDS reporting can be found at: https://kidsweb.ksde.org/~~

SPP Indicators

Information on SPP Indicators can be found on the KSDE Website at:

https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR#indicators

SPP Indicator 7: Preschool Outcomes

Indicator 7 measures the percent of preschool children aged 3 through 5 with an IEP who demonstrate improved:

- Positive social-emotional skills.

- Acquisition and use of knowledge and skills.
- Use of appropriate behaviors to meet their needs.

To determine child progress on the outcomes, information is collected at two points in time:

1) When a child first enters Part B Preschool Services.
2) When a child permantently exits Part B Preschool Services.

This information is entered by the preschool provider into the KSDE authenticated system called Outcomes Web Based System (OWS). Instructions for the OWS system can be found on the KSDE website at: https://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind7-OWSguide.pdf .

Data entry for OWS is **July 1 to June 30** of each calendar year.

Data verification/correction for Indicator 7 is **July 1 – September 15**.

It is the MIS Data Clerk's responsibility to ensure that all LCNCK eligible PreK students have been entered into OWS during the school year. The MIS Data Clerk will also check OWS upon a PreK students exit from special education to verify exit data from OWS. At the end of the school year, all PreK students who will be attending Kindergarten the following school year will be exited from OWS. The MIS Data Clerk will cross check the end of the year student rosters against OWS exit list to ensure all exits have been completed before the primary provider checks out.

Any student who is not entered or exited from the OWS system within **30 calendar days** of the enter or exit date, will be contacted by e-mail by the MIS Data Clerk with a reminder to enter the information into the OWS system within **5 days**. A request for a return e-mail from the provider will be requested when the information is completed.

SPP Indicator 8: Parent Involvement

Indicator 8 is a parent survey sent or given to parents of students ages 3-21 who received special education services the previous school year. In July, KSDE will send out the letter that will need to be distributed to parents of all students with disabilites, not included in Indicator 8 are those students identified as gifted. Districts, Cooperatives and Interlocals have the freedom to distribute the survey letter in one of three ways, the letter may be hand delivered at a meeting, e-mailed to parents or mailed to parents. The survey will be open from mid July thru May 31st.

LCNCK has elected to distribute the letter at annual IEP meetings. The letter with the link to the survey automatically prints with the IEP #2 Signature Section in WebKIDSS. An example of the letter is located in the Appendices. The MIS Data Clerk uses an internal tracking system to keep track of when each parent was given the letter. At the end of the school year after all surveys have been distributed, the MIS Data Clerk will report that to KSDE via email.

~~A random list of students is sent out in August of each school year. The MIS Data Clerk will review the list and determine which students are active for the current school year and if any students share the same parents.~~

~~The active students will be listed with their primary provider for the current school year and a copy of the survey letter along with an instruction memo with the student name will be given to the primary provider at the beginning of the school year. Instructions will be given to the~~

~~providers to present the letter in person to the parent at the first opportunity and to have them complete the survey at that time. Once the letter is delivered, the provider is to e-mail the MIS Data Clerk with the delivery method.~~

~~The inactive students will be listed with their exit status and the survey letter will be mailed to the last known address listed in WebKIDSS. The date the letters are mailed will be noted on the list and notation will be made of any returned letters.~~

~~Data to be tracked and reported to KSDE is as follows:~~

- ~~The number of duplicate family members~~
- ~~The count of parents contacted and how they were contacted~~
- ~~The count of parents unable to contact (students who have moved, graduated, and/or exited services from last school year)~~

~~The target date for reporting to KSDE on Indicator 8 should be by the end of February of the current school year.~~

SPP Indicator 11: Child Find

Indicator 11 is the initial evaluation timeline of 60 school days from the time of written parental consent for evaluation to eigibility determination. Indicator 11 includes children early childhood (also include C to B) through high school suspected of a disability, eligible and not eligible, who have had an initial evaluation completed between July 1 and June 30 of the current school year. Not included in Indicator 11 are students evaluated as Gifted.

Through the WebKIDSS system Indicator 11 information is pulled during the end of the year process (page 44). The information from this report will be used to complete the Indicator 11 reporting through KSDE Authenticated portal, KIAS. Instruction booklet for reporting can be found under the Help tab on the left menu.

Reporting timeline for Indicator 11: Window opens **July 1** and closes **September 15**.

SPP Indicator 12 – Early Childhood Transition

Indicator 12 measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B and who have an IEP developed and implemented by their third birthday. LCNCK management of referrals from Part C is described on page 23.

LCNCK tracks Part C to Part B referrals through an internal spreadsheet for reporting of Indicator 12 data. This spreadsheet includes student name, birthdate, KIDS ID number, Part C referral date, evaluation completed date, initiation date, eligible for Part B (y/n), and LEA number. This document is updated as paperwork is received on the students and the information within the document will be used to complete Indicator 12.

Reporting timeline for Indicator 12: Window opens **last of August** and closes **last of September**.

SPP Indicator 14 – Post-School Outcomes

Indicator 14 is the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitvely employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Beginning June 1st through September 30th, students are contacted through contracted call center staff members who gather survey information.

As part of the Indicator 14 data gathering, students with an active IEP at graduation are required to have a "Senior Exit Survey" completed by the end of the school year. As part of the primary providers checkout, LCNCK requires a copy of the front page of the exit survey to be printed and sent to the LCNCK office as documentation that the survey has been completed on all graduates.

The MIS Data Clerk is responsible to complete the Indicator 14: Post-School-Senior Survey Access Template found on the KSDE website listed above. This template is to be completed with names of all the LCNCK secondary teachers who will need access to the Senior Exit Survey for the current school year.

Timeline for completing the access template: **October 31**

Medicaid Procedures

1. Forward	64
2. Kansas Local Education Agency Provider Manual	64
3. Medicaid Overview for Local Education Agency	65
4. Medicaid Eligibility	66
5. Business Rules for Kansas Medicaid/LEAs	67
a. Local Education Agency Process	67
b. Medicaid Billing Steps and Procedures	68
c. Financial Transactions	74
• Fee for Service	74
• School District Administrative Claiming (SDAC)	75
• Cost Settlement	75
6. Provide Eligibility.	73
7. Covered Services	74
8. Services Provided Under the Direction/Supervision of Another Clinician	75
9. Agency Information	76
10. Compliance Policy	78
11. Whistleblower Policy.	79
12. False Claims Act	79
13. Communication	80
14. Training Guide	81
15. Documentation for Medicaid	82
16. Medicaid Fee-for-Service Electronic Documentation Procedures	84
17. Billing Policies	85
18. Parent/Guardian Notification and Signature Rules	86
19. Service Record	86
20. Document Storage for Medicaid Services	87
21. Monitoring and Review	87
22. Appendices	116

Forward

This Kansas Medicaid Compliance Plan for School Based Services outlines and contains specific information regarding LCNCK's policies and procedures. It also serves as LCNCK's Compliance Plan to assist in maintaining the highest levels of compliance while maximizing Medicaid reimbursements.

The information contained herein is based on the Kansas Medical Assistance Program Local Education Agency Manual and Bulletins.

If you have any questions pertaining to this Medicaid Compliance Plan, please contact:

Vicki Walker, Medicaid Clerk
219 W. 7th Street
Concordia, KS 66901
785-243-3294
vicki.walker@usd333.com

To assist a student or family to apply for Medicaid, please contact the Kansas Department of Health & Environment for application requests:
(800) 792-4884

Or refer to the website: *www.kdheks.gov/hcf/health_reform/default.htm*

Kansas Local Education Agency Provider Manual

The Medicaid Provider Manual is the State-governing document from which all LEA school-based services are developed and regulated by:

https://www.kmap-state-ks.us/

Currently these materials are only accessible utilizing Internet Explorer in Compatibility Mode.

1. Select – "Provider Manuals"
2. Select – "Local Education Agency"
3. Select – "Current Version"

For documentation compliance also refer to the General Benefits Manual for documentation policy information.

The electronic LEA Manual contains billing instructions and information, benefits and limitations, and the procedure codes LEAs are allowed to bill.

Updates to the LEA Manual can occur quarterly to incorporate any policy changes noted in Bulletins since the last LEA Manual update.

Recent bulletins will be displayed immediately after logging into the KMAP Provider site. They may be searched for under the Publications tab by number, title, or search term.

Medicaid Overview for Local Education Agency

Medicaid is an “entitlement program” created by the federal government, but administered by the state, to provide payment for medical services for low-income citizens. Medicaid eligibility in Kansas is based on uniform statewide criteria.

The Social Security Act, as amended in 1988 by the Medicare Catastrophic Coverage Act, specifically provides for medical assistance (Medicaid) to cover “related services” which are specified in Federal Medicaid statute as medically necessary and “included in the child’s IEP established pursuant to Part B of the IDEA. Medicaid-Local Education Agency services allows reimbursement for services administered to students with special needs under the Individuals with Disabilities Education Act (IDEA). Coverage applies to individuals aged birth to 21 years who are receiving medically necessary health related services through the Individualized Education Program (IEP) or through the Individual Family Service Plan (IFSP).

Coverage is based on medically necessary, Medicaid covered services already being provided in the school setting, and when these services are provided to Medicaid eligible beneficiaries the services may be billed to Medicaid. This ensures federal participation in the funding of these Medicaid covered services.

Medicaid reimburses LEAs for medically necessary services for the child to receive a free and appropriate public education, as documented on the child’s IEP. Payment is made to LEAs approved by the Kansas Department of Health and Environment, Division of Health Care Finance (KDHE-DHCF) for services provided, through Kansas Medical Assistance Program (KMAP).

In Kansas, there are four funding streams through the Medicaid Program.

1. **Fee for Service:** billing is the foundation and the focus of this Compliance Plan.
2. **School District Administrative Claiming, (SDAC)**: is the reimbursement for Medicaid outreach and administrative activities provided for children and families.
3. **Cost Settlement**: is the year-end balance between what was paid in Fee for Service and what was reported as the cost of providing the services, through SDAC and Cost Settlement.
4. **Medicaid Replacement**: this is **NOT** Medicaid reimbursement, but data from the Fee for Service program is used to generate the amounts reimbursed to each district based on the number of direct services provided to Medicaid eligible students during a two-week period. This Medicaid Replacement window usually occurs starting the last week of February through the first week of March.

Medicaid Eligibility

Students must be Medicaid eligible on the date the service is provided to be able to claim reimbursement for the service. Medicaid eligibility for school-based services is Title XIX only. Students who are Title XXI(CHIP) and receive services are not eligible for the LEA to receive reimbursement.

Medicaid eligibility is verified through the Medicaid Clerk checking the secure KMAP eligibility website, using name and date of birth, SSN, or previously obtained Beneficiary ID.

The student may or may not be Medicaid active for the date of service. It is best practice for therapists to log on all students.

To check eligibility status on a student the following information is needed:

1. Beneficiary ID (aka Medicaid Number)

   or

1. Beneficiary (student) First Name and Last Name
   a. Spelling and combination may be different in the KMAP system.
2. Date of Birth

   or

1. Social Security Number

To check the eligibility status of a student:

1. Open Internet Explorer and navigate to https://www.kmap-state-ks.us/.
2. Log onto the KMAP website using LEA username and password.
3. Choose Eligibility Tab, then choose Beneficiary.
4. Enter search criteria using 1 of the 3 options listed above.
5. Choose date range- no more than a range of 1 month.
6. Click Search button.
7. Result will be displayed below.

The following terms indicate a student may be Medicaid eligible. Healthwave 19, Healthwave 21, United Healthcare, Amerigroup Kansas, Sunflower State Health Plan. If a parent says the student is covered by one of these agencies, the KMAP database will need to be checked to verify the eligibility status of the student.

Business Rules for Kansas Medicaid/LEAs

Kansas Medicaid has "Business Rules" which govern how agencies access funds.

Local Education Agency Process

Services Listed on IEP	The Special Education staff lists Special Education services on students IEP as Special Education Laws allow, following agency policies and procedures.

Parental Notification and Consent	● The IEP team for the student will obtain **Parent Consent for Release of Information and Medicaid Reimbursement** (See Appendix, page __) form to allow/disallow for the sharing of information and reimbursement to occur for services the student receives as outlined in the IEP. ● New consent will need to be obtained if services are modified based on the KSDE 25% change rule. ● The IEP team for the student will provide parent/guardian the Parent Consent for Release of Information and Medicaid Reimbursement form at minimum annually thereafter at annual IEP meeting.

Physician Rx for Therapies	The Medicaid Clerk will obtain Rx for therapies to be billed, (PT, OT, SLP, SW, Nursing, Evaluations and other therapies), after receiving the parent/guardian consent.

Certification/Licensure	● LCNCK will maintain a record of Therapists current certifications and licenses. ● Human Resources will monitor and provide notification to the Medicaid Clerk to cease billing on any providers whose certification/license has expired. ● Billing will cease for any provider who is not current with their certification or license.

Student Identification	● The Medicaid Clerk reviews student information needed for Medicaid verification through the IEP (WebKIDSS) system, based on information received from providers and the IEP/MIS Clerk. ● The verification of Medicaid eligibility is through the secure Medicaid website and is completed at least monthly, prior to submitting any claim information to KMAP.

Staff Identification	Information regarding providers, newly hired providers, etc. is initially provided to the Medicaid Clerk during the School Year startup window (July-September). Updates to staffing, assignments, and other personnel changes are provided in an ongoing manner throughout the school year.

Medicaid Provider Maintenance	● When changes are made regarding Agency information (address, contacts, etc.) the Kansas Medical Assistance Program, Electronic Data Interchange, National Provider Identifier, and WebKIDSS databases may require updates. ● The Medicaid Clerk responsible for maintaining current records at all State and National agencies. ● Providers must sign **Electronic Signature for Kansas Based Medicaid Services form each year.** (See Appendix, page__)

Medicaid Billing Steps and Procedures

The following are components of the Medicaid billing process

Student Demographics	● Follow steps on page 63 to check if student is Medicaid Eligible. ● If Medicaid eligible, a new student will need a **Medicaid Data Annual Record** to be created. ● Log into WebKIDSS and scroll down to choose Medicaid tab. ● Choose- Select Students from List of All Students. ● Click on Select All Students. ● In Function drop down menu choose- Enter Medicaid Data. ● In Student drop down menu choose- choose first letter of last name in alphabet drop down, then find student from selected list. ● On Medicaid Data Annual Record page, click Create New Annual Record. ● On Create New Annual Medicaid Record, enter Fiscal Year then choose Create. ● Student demographics information is entered into WebKIDSS which is used in part to submit claim information to KMAP. All programs are confidential and protected. ● Log into WebKIDSS and scroll down to choose Medicaid tab. ● Choose- Select Only Students with Medicaid Data. ● In Function drop down menu choose- Enter Medicaid Data. ● In Student drop down menu choose- choose first letter of last name in alphabet drop down, then find student from selected list. ● On Medicaid Data Annual Record page, review all demographic information for accuracy.

Staff Demographics	● The agency Medicaid clerk will maintain a provider database that tracks provider district and school assignments.

Passwords	● All WebKIDSS passwords must be changed at least every 90 days and cannot be a reuse of the past 3 passwords. ● All passwords that are no longer needed should be disabled immediately.

Caseload Management for Providers	● Provider caseload assignments are determined by their district and school assignments. When services are modified, students transfer in or out, the IEP/MIS Clerk should notify the Medicaid Clerk of the changes.

Service Choices for Service Providers	● Procedure Codes are allowed based one of two factors. For service line providers, the Service Code indicated on the Anticipated Services Chart will be used to determine allowable codes based on current KDHE/CMS policies. ● For School Psychologists (evaluation purposes only), the procedure codes allowed are set by indicating the assigned codes within the group setup.

Required Documentation Fields	● Student name, provider name, date of service, start/end time of service, procedure code, student progress, comments, intervention (goal worked on), student response to intervention, place of service.

Non-Billable Records	● Providers have the option to document non-billable services. This can be to record student absent or unavailable, provider absent or unavailable, or time spent for an indirect service for a student, (conversation with parent, teacher, writing reports, IEP time, etc.).

Editing or Deleting Student Service Log	● A documentation record may be changed, corrected, deleted at any time prior to the record being submitted to KMAP. After submission, the service log is locked from any further editing other than administratively marking the record as rejected. ● If a therapist notices a correction to be made after the claim has been submitted to KMAP, they are to notify the Medicaid Clerk as soon as possible. ● At that point a claim correction will be made in the KMAP system this may cause a recoupment or interruption in payment to the agency. The provider may be required to re-enter the log based on the reason for modification.

COTA/PTA Supervision	● Physical Therapists and Occupational Therapists who have Certified PT Assistants and Certified OT Assistants working under their Plan of Care, must supervise the Assistants work. ● This supervision must be documented. Each service log entered by the assistant must be reviewed and initialed by the licensed provider within 5 calendar days of the assistant entering the service log.

Administration Reports	● Report data is available in WebKIDSS based on desired information. ● Custom reports are available to be generated based on service log data and student demographic information.

Parental Consent Documentation	• When parent consent is received by the Medicaid clerk it is recorded within the WebKIDSS program. • Log into WebKIDSS and scroll down to choose Medicaid tab. • Choose- Select Only Students with Medicaid Data • In Function drop down menu choose- Enter Medicaid Data • In Student drop down menu choose- choose first letter of last name in alphabet drop down, then find student from selected list. • In Parent Consent to Bill Medicaid- enter Y/N/R • **Enter dates for new student**- enter signature date in From Date, then enter date 1 year following in To Date. (ex. 2-14-20 to 2-14-21) • **Enter dates for existing student**- enter 1 year following signature date in To Date. (ex. sig. date is 4-22-20 therefore enter 4-22-21) Parent Consent dates or on going, therefore if updating an existing student, the From Date does not need to be changed. • No service will be billed prior to receiving the parent consent or prior to parent signature date. The WebKIDSS program does not allow services prior to the Parent Consent Start date to be included in billing submission files.

Physician Rx for Therapies	• When the Parent Consent for Release of Information and Medicaid Reimbursement form is received by the Medicaid Billing clerk, if a student is Medicaid eligible and receiving billable services (OT, PT, SLP, SW, Evaluations and Nursing), the **Medicaid Physician Authorization FY20** (See Appendix, page __) form is created and sent with the student's IEP **Teacher Information Page (TIP)** (See Appendix, page __) to the appropriate physician for review and authorization.
	• **To Print Medicaid Physician Authorization FY20**
	  ○ Log into WebKIDSS and scroll down to choose Medicaid tab.
	  ○ Choose- Select Only Students with Medicaid Data.
	  ○ In Function drop down menu choose- Enter IEP Forms Data.
	  ○ In Student drop down menu choose- choose first letter of last name in alphabet drop down, then find student from selected list.
	  ○ In Form drop down menu choose- Medicaid Physician Authorization FY20.
	  ○ On Physician Authorization Medicaid Billing form enter physician name.
	  ○ Choose Display Form, then click OK in pop-up, choose Print button in new window to send to office printer.
	• **To Print TIP page**,
	  ○ Change Function drop down menu to Enter IEP Data.
	  ○ On Student IEP Data page, click on TIP button, then click OK in pop-up, Choose Display in new window, then choose Print to send to office printer.
	• The Physician Authorization is good for one year from the authorization signature date, not to go over a 12-month period.
	• This agency uses The Family Care Center, located in the Cloud County Health Center to review all forms where authorization is needed.

	● Forms can be scanned and emailed to Curtis Walter(cawalter@cchc.com) for authorization signatures, or hand delivered to the clinic desk for authorization signatures. ● **Upon receipt of signed Medicaid Physician Authorization form(s)** o Log into WebKIDSS and scroll down to choose Medicaid tab. o Choose- Select Only Students with Medicaid Data. o In Function drop down menu choose- Enter Medicaid Data. o In Student drop down menu choose- choose first letter of last name in alphabet drop down, then find student from selected list. o In Dr. Name- enter Dr. name. o In Dr. Script- enter Y/N/R. o Enter dates for student- enter signature date in From Date, then enter date 1 year following in To Date. (ex. 2-14-20 to 2-14-21) o Choose save.

Services Documented	● Services are logged by providers into the Medicaid section of WebKIDSS the day of service. ● Any services not logged on the day of occurrence must be supported by paper documentation (therapy notes, delivery calendars, etc.) kept by the provider. A copy of this paper documentation will be provided to the Medicaid Clerk by the end of the last school day of each month. ● Evaluations of any type should not be logged until the evaluation is completed and student is scheduled to receive direct therapy services. ● **Paper logs need to be checked for accuracy before submitting as a billing**. o Log into WebKIDSS and scroll down to choose Medicaid tab. o Choose- Select Only Students with Medicaid Data. o In Function drop down menu choose- Enter Medicaid Data. o In Student drop down menu choose- choose first letter of last name in alphabet drop down, then find student from selected list. o Click on View Service Log Records. o Compare paper logs with WebKIDSS logs for accuracy. If there is a discrepancy, contact provider for corrections to be made. ● Provider will make corrections in WebKIDSS. Corrections on paper log can be made by Medicaid Clerk after receiving written directions (to be filed with paper log) from provider advising said correction.

Student Eligibility Confirmed	● Parent consent is received then Student Eligibility is verified through the secure KMAP system. Students may become Medicaid eligible at any time, therefore it is recommended to check eligibility more than once a month. ● **Single student eligibility check** ● Open Internet Explorer and navigate to https://www.kmap-state-ks.us/ ● Log onto the KMAP website using LEA username and password. ● Choose Eligibility Tab, then choose Beneficiary. ● Enter search criteria using Beneficiary ID, Last and First name w/date of birth, or SSN ● Choose date range- no more than a range of 1 month. ● Click Search button. ● Result will be displayed below.

	● **For new student that is Medicaid eligible** ● Beneficiary ID (as shown on search results) will need to be entered into WebKIDSS on the Medicaid Data Annual Record page in Medicaid Number (11 digits) field. ● If eligible, change the Eligibility XIX status to Y for the month confirmed. ● Choose Save. ● **WebKIDSS eligibility check-export** ● Log into WebKIDSS and scroll down to choose Medicaid tab. ● Choose Create(export) Eligibility Check File. ● On next page choose Year, Month, Production then click Export. ● Go to your downloads and rename file, then save to desired folder. ● Open Internet Explorer and navigate to https://www.kmap-state-ks.us/ ● Log onto the KMAP website using LEA username and password. ● Click on Trade Files, choose Upload, then Browse and Choose current file. ● Choose Transaction Type as Eligibility Inquiry, then Submit. ● **WebKIDSS eligibility check-import** ● Open Internet Explorer and navigate to https://www.kmap-state-ks.us/ ● Log onto the KMAP website using LEA username and password. ● Click on Trade Files, choose Download, click on Eligibility Response (.271) file to download. ● Open download, click Allow, open file and Save As to desired folder. ● Close out of Notepad. ● Log into WebKIDSS and scroll down to choose Medicaid tab. ● Choose Receive(import) Eligibility Check File, choose saved Response file, upload file and choose OK. ● On Medicaid Tab, choose View Eligibility Check Log, choose display, then Print. ● **Crosscheck Eligibility Check Log with Medicaid List for Eligible Billable Students** ● Log into WebKIDSS and scroll down to choose Medicaid tab. ● Choose View Eligibility Check Log. ● On Medicaid Eligibility Checks page choose Display of desired file then choose Print on Students Submitted for Eligibility Checks(A5) window to send to office printer. ● On Students Submitted for Eligibility Checks paper, highlight students who are eligible(Y) for the month. ● On WebKIDSS home page choose Print, then Print a Quick List of IEP Students. ● On next page, scroll down to Providers and choose all billable providers (OT, PT, SLP, SW) by highlighting and holding CTRL to highlight multiple providers. ● Click Select Students for Provider(s) ● On Select Fields for a Quick List of IEP Students, choose Retrieve List, then scroll down IEP Quick Lists page to find and choose Medicaid List(A6) and Select. ● On Select Fields for a Quick List of IEP Students, scroll to bottom and click Print List. ● On Medicaid List page, choose Print to send to office printer.

	● On Medicaid List page, cross check with Eligibility Checks pages for students that are on both lists. This is your current Medicaid eligible and billable list of students.

Services Billed	● Documented services are exported from WebKIDSS to KMAP and submitted for reimbursement, monthly. ● Before submitting a billing to KMAP, log into WebKIDSS and on the Medicaid tab. ● **Choose List Students with Overlap of Services.** ● On Print Report of Students with Overlap of Services page enter Fiscal Year and then choose Print. ● Review overlaps if any. (ex. start/end time, dates, service code overlap) ● Contact providers for adjustments to be made to Service Log to correct overlap. ● **Modifiers may need to be applied to correct overlap**. ● XE modifier can be used if the student received the same procedure code from the same provider on the same day. ● XP modifier can be used if the student received the same procedure code from two different providers on the same day. ● Log into WebKIDSS and scroll down to choose Medicaid tab. ● Choose- Select Only Students with Medicaid Data. ● In Function drop down menu choose- Enter Medicaid Data. ● In Student drop down menu choose- choose first letter of last name in alphabet drop down, then find student from selected list. ● Click on View Service Log Records. ● On the Medicaid Service Log Records page, enter the appropriate modifier in Modifier Field, then click Change to apply. ● **Choose Print Service Log Errors also on the Medicaid Tab**, to check for needed corrections. The correction needed is described in the Error field. ● **Choose Print Unbillable Services ~~again~~ on the Medicaid Tab**, and review for corrections needed or verifying unbillable. In reviewing Unbillable Services check service dates, eligibility, and delivery codes for accuracy. Be sure to submit an eligibility check before verifying unbillable based on eligibility. If the eligibility check has not been completed, the Unbillable Services will show a Medicaid eligible student as Not Eligible because KMAP response has not been imported.

Student Age Limitation	● Services are billed for students from their 3rd birthday to their 21st birthday. Students who are younger or older do not comply with the Medicaid limitation of age requirement for LEA providers.

Data Storage	● Data is stored at LCNCK for a minimum of five years from the claim paid date or date of service if claim not paid per KMAP regulations. ● **Parent Consent for Release of Information and Medicaid Reimbursement** form, Medicaid Physician Authorization Form, and current TIP page are kept in Medicaid Student File.

	● Parent Consent for Release of Information and Medicaid Reimbursement forms for non-eligible students are stored in 3 ring binder to be available for reference if needed. Non-eligible forms that have expired are collected in a file until the end of the year filing. ● **The Remittance Advice (RA)** is available for download and printing on KMAP website. This is a detailed claim submission summary for reviewing claims paid/denied. ● Open Internet Explorer and navigate to https://www.kmap-state-ks.us/ ● Log onto the KMAP website using LEA username and password. ● Choose Main to navigate to main screen. ● Scroll down page to find Most Recent Paper Remittance Advice. ● Click on Filename link to download and print RA.

Once claims are submitted to KMAP and are "Paid", funds are sent from KMAP to the LEA.

Financial Transactions

Remittance Advice	● The Remittance Advice (RA) is available for download and printing on the KMAP website. After reviewing for accuracy by the Medicaid Clerk, it is filed with a copy of the check for payment/receipt and kept for 5 years past the paid date. ● For easy reference, store filed by each district.

Payments	• Payments from KDHE/KMAP are received by LCNCK and or each district, and recorded by the Medicaid Clerk. Checks are then submitted to USD 333 District Business Manager for deposit into Federal Medicaid account (4570).

- **Fee for Service-** payments are received after submitting an LEA billing through KMAP. Checks are mailed to LCNCK, recorded by the Medicaid Clerk and then given to the District Business Administrator for deposit into Federal Medicaid account (4570).

  - **To submit a monthly billing using WebKIDSS**
    - Log onto WebKIDSS and scroll to choose Medicaid tab.
    - Choose Submit by LEA.
    - On Select Students by LEA for Medicaid Service Log Billing Submission page, choose Production, then the LEA number, then specify date range.
      - Begin date is best kept set at the first day of school or earlier (ex. 8-1-20) and End Date should be no later than the date you have reviewed and received the corrected logs and errors referred to in Services Billed Section on pg.11.
    - Choose Create Billing.
      - Only one billing file using only one LEA number needs to be created for each billing submission.
    - Go to downloads and rename file, then save to desired folder.
    - Open Internet Explorer and navigate to https://www.kmap-state-ks.us/
    - Log onto the KMAP website using LEA username and password.
    - Choose Trade Files, then choose Upload, then browse and find current file.
    - Choose Transaction Type as Claim Submission- Prof. and then Submit.

- **To submit a billing based on invoice from contracted provider.**
  - Open Internet Explorer and navigate to https://www.kmap-state-ks.us/
  - Log onto the KMAP website using LEA username and password.
  - Under Claims in the dropdown menu, choose Submit Professional.
  - Complete form as shown in example.
  - Invoice must be reviewed for accuracy and then calculated at the allowable rate for Medicaid Billing. For example, the contracted rate for nursing services is $36.38/hr. which will be stated on your invoice from contracted company (ex. 4hrs. x $36.38=$145.52). However, Medicaid billing allowable rate is $26.50, therefore, recalculating allowable amount must be done before entering information into KMAP for billing (ex. 4hrs. x $26.50=$106.00).
  - Click Submit and wait for confirmation of billing to be paid or denied. If denied, make corrections as needed and submit again.
  - Print confirmation and keep for records to be filed with RA and copy of check received.

- **School District Administrative Claiming, (SDAC)**: is the reimbursement for Medicaid outreach and administrative activities provided for children and families.
  - Log into PCG Claiming System.
  - Information for Staff Pool Lists and Quarterly Reports are entered here.
  - Mileage, salary and benefits will be recorded in a quarterly spreadsheet for documentation and calculation purposes.
  - Each Staff Pool member will have their own worksheet and mileage, salary and benefits will be calculated per FTE for each district.
  - Staff Pool Lists are entered for each district and are made up of Medicaid billable service providers (OT, PT, SLP, SW, PSY, NU) as well as Administrative Staff. These positions can be updated during the open periods as said by PCG.
  - Each quarter, mileage, salary and benefit information will be required to be reported. The District Business Administrator will provide the quarterly payroll and benefit information.
  - Mileage will be recorded from the monthly submissions by staff members that have been filed as received.
  - Mileage, salary and benefit amounts are entered into calculating spreadsheets, then quarterly totals are entered in respective district Quarterly Reports on PCG Claiming System site.

- **Cost Settlement**: payments are mailed to LCNCK but made payable to each district. Medicaid Clerk will need to mail the check to each district with a letter asking for reimbursement to be sent to LCNCK. Upon receipt of reimbursement, Medicaid Clerk will record payment and then give to District Business Administrator for deposit into Federal Medicaid account (4570).
  - To find Cost Settlement amounts, go to PCG Claiming System and log in.
  - Choose Fiscal Year for Cost Settlement payment.
  - Choose LEA District.
  - Click on Annual for drop down menu, then choose Cost Settlement.

    - On Final Settlement Summary, Cost Settlement Amount Due is displayed at the bottom.

- **Medicaid Replacement:** annual payments are sent to each district. Medicaid Clerk will need to invoice each district for reimbursement of Medicaid Replacement amount. Upon receipt of reimbursement, Medicaid Clerk will record payment and then give to District Business Administrator for deposit into Federal Medicaid account (4570).
    - To find Medicaid Replacement amounts, go to KSDE Payments website. Under current FY State Aid Printouts, click on Special Education State Aid Printout (Excel) to download spreadsheet.
    - Open spreadsheet and choose Enable Content.
    - In Org No: field use dropdown to choose District number.
    - Medicaid Replacement amount is shown in Medicaid section as Payment.

Provider Eligibility

Providers must be licensed and able to practice their respective disciplines in the State of Kansas.

Covered Services

Services allowable for reimbursement are defined in the LEA Manual. Currently the following procedure codes are allowed:

AUDIOLOGY

92551	92552	92553	92555	92556
92557	92567			

KBH-EPSDT CODES

99173	99202	99203	99204	99205
99213	99214	99215	92551	99383
99384	99385	99393	99394	99395

NURSING

S9123	S9124	T1001	T1002	T1003

OCCUPATIONAL/PHYSICAL/SPEECH THERAPY

***These codes require a physician's order. The ordering, referring, attending, prescribing, or sponsoring provider's NPI must be present on the claim form when billing these services for payment.**

92507*	92508*	92521	92522	92523
92524	97110*	97112*	97113*	97116*
97150*	97161	97162	97163	97164
97165	97166	97167	97168	97530*
97533*	97535*	97537*	G0515*	

PSYCHOLOGY THERAPY

96110	96127	96130	96131	99402
99411				

SOCIAL WORK THERAPY

96110	96127	99402	99411	

Additional OCCUPATIONAL/PHYSICAL/SPEECH THERAPY		
97129	**97130**	**97532**

LEA Teletherapy Codes may change based upon additional guidance from KDHE/KMAP. This list is based upon KMAP bulletins, the LEA Manual and emails from KDHE/KMAP. August 2020

Speech – allowed since 1/1/2019

92507 (tele-video only)	92523 (tele-video and telephone)	96113 (tele-video only)
92508 (tele-video only)	92524 (tele-video and telephone)	97129 (tele-video only)
92521 (tele-video and telephone)	96110 (tele-video only)	97130 (tele-video only)
92522 (tele-video and telephone)	96112 (tele-video only	97533 (tele-video only)

Nursing – allowed for pandemic

T1001 (tele-video and telephone)

Social Work – allowed for pandemic

99402 (tele-video and telephone)

School Psychologists – allowed for pandemic

99402 (tele-video and telephone) 96110 (tele-video only)

Audiology – allowed since 1/1/2019

92551 (tele-video only)	92552 (tele-video only)	92553 (tele-video only)
92555 (tele-video only)	92556 (tele-video only)	92557 (tele-video only)
92567 (tele-video only)		

OT/PT – allowed for pandemic

97110 (tele-video only)	97112 (tele-video only)	97161 (tele-video only)
97162 (tele-video only)	97163 (tele-video only)	97164 (tele-video only)
97165 (tele-video only)	97166 (tele-video only)	97167 (tele-video only)
97168 (tele-video only)	97530 (tele-video only)	97535 (tele-video only)

Services Provided Under the Direction/Supervision of Another Clinician

Physical Therapy Assistants and Occupational Therapy Assistants are allowed to provide direct services in the LEA setting working under the direct supervision of a Kansas Licensed Therapist.

Supervision must be clearly documented. This may include, but is not limited to, the registered occupational or physical therapist initializing each treatment note written by the certified occupational or physical therapy assistant, or the registered occupational or physical therapist writing “Treatment was supervised” followed by his or her signature. *LEA Medicaid Provider Manual, page 8-4.*

For the supervising clinician, "under the direction of" means that the clinician is supervising the individual's care which, at a minimum, includes seeing the individual initially, prescribing the type of care to be provided, reviewing the need for continued

services throughout treatment, assuring professional responsibility for services provided, and ensuring that all services are medically necessary. "Under the direction of" requires face-to-face contact by the clinician at least at the beginning of treatment and periodically thereafter. "Supervision of" consists of the practitioner meeting regularly with another professional, at an interval predetermined. This is often known as clinical supervision or consultation.

All services documented by a PTA and a COTA, will not be submitted to the state for reimbursement until the PT or OT has “supervised” the documentation. Every note will require the PT or OT to check that the note has been supervised. At that point the note will have two signatures attached. One is the assistant who provided and documented the service and the second the therapist who reviewed and supervised the service.

Agency Information

Medicaid Provider ID:	201242180B	NPI:	1427380492
Taxonomy Code:	261QS1000X	EIN:	48-6020582

District Contacts

Medicaid Program Administrator: Responsibilities: Administrator for Medicaid Billing Program and serves as the Medicaid Compliance Officer.

Name:	Vicki Walker	Title:	Medicaid Clerk
Phone:	785-243-3294	Email:	vicki.walker@usd333.com

Program Support Contact Information

State Contacts:

Hallie Doud, KS Dept. of Health & Environment
Division of Healthcare Finance
900 SW Jackson Street
P: (785) 296-3981 | F: (785) 296-4813
HDoud@kdheks.gov

Additional Support or District Information

SDAC/Cost Reconciliation Coordinator:

Name:	Vicki Walker	Title:	Medicaid Clerk
Phone:	785-243-3294	Email:	vicki.walker@usd333.com
Name:	Amy Anderson	Title:	USD 108 Board Clerk
Phone:	785-325-2261	Email:	aanderson@usd108.org
Name:	Darice Wilkinson	Title:	USD 109 Board Clerk
Phone:	785-527-5621	Email:	dwilkinson@usd109.org
Name:	Denise Cyr	Title:	USD 224 Board Clerk
Phone:	785-446-2098	Email:	dcyr@usd224.com
Name:	Ronda Gumm	Title:	USD 333 Board Clerk
Phone:	785-243-3518	Email:	ronda.gumm@usd333.com
Name:	Steve Joonas	Title:	USD 426 Superintendent
Phone:	785-335-2206	Email:	steve.joonas@pikevalley.com

Compliance Policy

Compliance is an important part of the LEAs ongoing efforts to maintain compliance with federal and state laws regarding Medicaid School Based Services. The LEAs compliance program is a comprehensive oversight system of the LEAs Medicaid billing practices.

The goal of the LEAs compliance program is to ensure that Medicaid billable services are properly documented and accurately billed. The program includes systematic checks and balances to detect and prevent inaccurate and inappropriate billing practices.

The LEA promotes full compliance with each of the relevant laws by maintaining strict policy of ethics, integrity, and accuracy in all aspects of the program. Each employee and professional, including outside consultants, who are involved in documenting services and submitting claims, is expected to maintain the highest standards of personal, professional, and institutional responsibility. Individuals who fail to report suspected non-compliance, participate in non-compliance behavior and/or encourage, direct or facilitate noncompliance behavior may be subject to disciplinary action in accordance with the provision of state law and any applicable collecting bargaining agreement.

Compliance Officer

The LEA shall annually designate a Medicaid compliance officer. The compliance officer shall be responsible for:

1. Day-to-day operations of the Compliance Program
2. Provide guidance to LEA employees to ensure Medicaid billing compliance
3. Development and delivery of LEA wide training on compliance expectations, and maintenance of documentation

Education and Training

It is the compliance officer's responsibility to ensure that every employee involved with the Medicaid service and billing process is educated about the applicable laws and regulations governing Medicaid billing documentation. The LEAs compliance program shall be shared with all LEA employees, and be available for inspection.

Non-Compliance Investigation

The compliance officer must investigate all reports of non-compliance. Once the compliance officer completes the investigation, a report will be made to the LEA Director or District Superintendent. The report will be the basis for the compliance officer's program and recommendation of corrective action and/or discipline. Reports must be retained for a period of five (5) years.

Non-Retaliation

It is the LEAs policy that no person shall retaliate, in any form, against a person who reports in good faith, an act or suspected act of non-compliance (although employees may be disciplined for making intentionally false reports of non-compliance). Any person found to have retaliated for such a report, shall be subject to discipline. In addition, the Federal False Claims Act and Kansas State Law provide certain protections to individuals who are discharged, demoted, suspended or threatened, harassed, or discriminated against by their employer in retaliation for assisting in the investigation, initiation or prosecution of a False Claims Act which of which constitutes fraud.

Corrective Action
In order to make the Compliance Program effective, the compliance officer will have the authority to impose corrective action.

If a service provider or employee is found to be non-compliant in a single instance or relatively insignificant percentage of cases over a short period of time, the compliance officer may require that person to undergo a session of education or training.

Ongoing Assessments
The compliance officer will make an annual assessment of the success of the Compliance Program. The assessment will be based on the examination of results of internal audits and investigation, reports of any outside audits that may have been conducted, and or his/her own personal experience with the functioning of the program. The assessment shall be documented in a report to the Special Education Director and/or the Superintendent and the administrative team.

Electronic Signature
Services for Medicaid billing are recorded electronically. The electronic signature is a combination of the provider's login, account name, and password.

Whistleblower Policy

LEA is committed to operating in compliance with all applicable laws, rules and regulations, and prohibits fraudulent practices by any of its board members, officers, or employees. This policy outlines a procedure for employees to report an action that an employee reasonably believes violates a law or regulation or constitutes fraudulent practices.

False Claims Act

Pursuant to Section 1902(a) (68) of the Social Security Act, Medicaid providers of School Based Services who claim at least $5 million in annual aggregate payments from the federal Medicaid program are required to comply with Section 6032 of the Deficit Reduction Act (DRA) of 2005.

A section of the law entitled "Employee Education About False Claims" cites three (3) requirements; 1) Establish written policies for employees and contractors about the False Claims Act; 2) Establish detailed provision in these policies for detecting fraud, waste and abuse, as well as administrative remedies for false claims; 3) Inform all providers about these policies and their rights to be protected as whistleblowers.

The Federal False Claims Act, among other things, applies to the submission of claims by healthcare providers for payment by Medicare, Medicaid and other federal and state healthcare programs. The False Claims Act is the federal government's primary civil remedy for improper or fraudulent claims. It applies to all federal programs, from military procurement contracts to welfare benefits to healthcare benefits.

The False Claims Act prohibits among other things:

- Knowingly presenting or causing to be presented to the federal government a false or fraudulent claim for payment or approval;
- Knowingly making or using, or causing to be made or used a false record or statement in order to have a false or fraudulent claim paid or approved by the government.
- Conspiring to defraud the government by getting a false or fraudulent claim allowed or paid; and
- Knowingly making or using, or causing to be made or used, a false record or statement to conceal, avoid, or decrease an obligation to pay or transmit money or property to the government.

Any person who knowingly attempts to defraud the federal government is liable to the United States Government for a civil penalty of not less than $5,000 and not more than $10,000, plus 3 times the amount of damages, which the Government sustains because of the act of that person.

"Knowingly" means that a person, with respect to information: 1) has actual knowledge of the information; 2) acts in deliberate ignorance of the truth or falsity of the information; or 3) acts in reckless disregard of the truth or falsity of the information.

For more information regarding False Claims, go to: http://ag.ks.gov/taxpayer-protection/false-claims

Communication

Communication is the number one factor in the Medicaid LEA billing program to ensure success for the program.

The LEAs lines of communication between the providers and the Medicaid clerk ensure effective communications that are delivered timely and efficiently.

Tools of communication:

1. E-mail
2. Phone calls
3. Face to face
4. District announcement tool
5. LEA meetings
6. Other

Data sharing of confidential information that is student identifying:

1. Through phone calls to the person who needs the information to perform a specific Medicaid billing task.
2. For e-mails, the student specific data will be in encrypted files that are password protected.
3. The data may be faxed with a cover page that addresses the recipient of the data.
4. May be mailed, marked as confidential.
5. May use a secure data sharing repository.

Training Guide

Providers are to receive annual training at the start of the school year. If a provider starts employment after the trainings have occurred, the provider will be provided a smaller training session at the earliest time after employment begins. The training consists of a review of the documentation requirements, the instructions for using the service portal, and the Random Moment Time study requirements for the SDAC program.

Training materials include:

- Documentation requirements
- Forms instructions and guides
- RMTS guides
- District and contact information

Reference Material:

- LEA Provider Manual
- General Provider Manual
- Service Portal Training Outline
- RMTS Training Guide

Documentation for Medicaid

The IEP	● All services to be billed to Medicaid have to be written in the IEP. ● Services reimbursable by Medicaid for LEAs: Speech Language Therapy, provided by licensed staff Physical Therapy, provided by licensed staff or certified assistants Occupational Therapy, provided by licensed staff or certified assistants Nursing Services, provided by licensed RN and LPN staff Audiologist services, provided by licensed staff Social Work services, provided by licensed staff Psychological services, provided by licensed staff

Parent Release of Information *(This is a FERPA requirement, the form is available on the KSDE website)*	● To send IEP information to another state agency (Medicaid) for claims submission. ● To send IEP information to a Medical Provider to obtain Rx for services to be delivered. ● Begin date to cover all evaluations and services prior to IEP meeting. ● Required one time.

Annual Parent Notification Letter *(This is a FERPA requirement, the sample letter is available on the KSDE website)*	● To be given to parents/guardians every year, does not need to be signed. ● The district policy on how and when this letter is disseminated to be noted in compliance plan.

Physicians Rx for Therapies *(This is a Medicaid requirement)*	● Needs to state what time period the signature is for and which services the Rx is for. ● A physician may delegate this to a nurse practitioner or physician assistant. ● The LEA may contract with a Medical Provider to evaluate and sign the Rx for the services. Parents/guardians need to be informed if the student's medical provider is not the district Medical provider for the Rx for services. This can be done through the notification process. ● Required every year for Therapies. Physical Therapy, Occupational Therapy, Speech/Language Therapy, and other Therapies, Nursing Services.

Evaluation for the service to be delivered.	● The most current evaluation or re-evaluation that pertains to the IEP requested will need to be made available if student documentation is audited by Medicaid. This will include the tool used for the evaluation and the results.

Progress Notes	● Progress is to be noted with each documented service. Progress does not have to be made. ● The IEP progress notes for the corresponding requested dates of service are also subject to audit.

Therapy Notes	● Each reimbursable service must have these requirements. ● Date: month, day and year on each entry. ● Time: time in and time out for each entry. ● Description of each service delivered-Procedure code. ● Assessment and response to intervention/service-narrative of what occurred and how did the student respond, on each entry. ● Progress toward achieving individualized long and short-term goals—note progress, on each entry. ● Medicaid Logs may be hand-written or typed into a computer document such as word document or a spreadsheet. 1. When logs are hand-written, the individual providing the service will place his/her initials on the service line indicating that he/she delivered the service. 2. There are occasions when a therapist will deliver the service and require the paraprofessional assigned to him/her to observe the session and record documentation of student progress (e.g., correct/incorrect responses to a prompt) while he/she is working with the student. When this method is used, the therapist will initial the line (because he/she actually provided the service). 3. When logs are typed, the individual providing the service will type his/her initials on the service line indicating that he/she delivered the service. When the log of services is printed, the therapist or licensed personnel who provided the service will sign and list his/her title at the bottom of the page.

Supervisory notes	● Each service documented by the COTA/PTA will have to have documented supervision before seeking Medicaid Reimbursement for the service. The registered therapist must review and sign an assistant's documentation within 5 days of information being recorded. ● At least every 6th visit or 30 calendar days, whichever comes first, the registered therapist must visit the student. ● Supervision notes may include, but is not limited to, the Registered OT/PT initializing each treatment note written by the COTA/PTA, or the registered OT/PT therapist writing "treatment was supervised" followed by his or her signature.

Provider Signature and Credentials	● For hand written/computer typed notes, each entry will need to have the staff member's initials following the note. ● The therapist or licensed personnel providing the service will sign and list his/her title at the bottom of each page documenting the services provided.

Medicaid Fee-for-Service Electronic Documentation Procedures

1. The Medicaid Fee-for-Service Logging portal for LCNCK is located within the agency WebKIDSS program at https://lcnck.webkidss.org/. Medicaid eligible service providers log into the portal using their personal User ID and password. The WebKIDSS program captures the login and IP address uniquely identifying them to the system.

2. Upon entering the system, Users have access to a series of options based on the security/privileges given to them based upon their position/role.
    a. Those service providers delivering Medicaid Fee-for-Service eligible services are allowed to access the "Enter Medicaid Data" portion of the system for only students they are associated with (providing direct service on an IEP or within a school for evaluation-based service).
    b. Providers are unable to access any information created by other users due to security settings within the system.
    c. Administrative users are able to view/edit student demographic data and are able to view service logs entered by personnel.
        i. Administrative users are unable to modify any service log entries created.
    d. System Developers (WebKIDSS Consortium staff members) are able to access and view data for troubleshooting/diagnosing purposes only. System Developers are unable to modify information input by service providers.

3. Record Creation
    a. Service Log Creation
        i. Service Entry Logs are created by the delivering provider.
            1. Log entries are unable to be created prior to the occurrence of the service by date (a log entry may not be created for a service occurring tomorrow).
            2. Log entries are unable to be modified/deleted by anyone except the originating provider.
            3. Log entries are unable to be modified/deleted after they are submitted to the KMAP program for reimbursement.
        ii. Service Log Documentation
            1. Logs created are date/time stamped upon creation. Any future modification is documented within the record's modify log.
            2. Within the service log record the user name associated with the creating user is attached both to the log itself as the providing position and within the created by variable associated with the log.

4. WebKIDSS uses Secure Socket Layer (SSL) to provide security and data integrity for communication over networks.

Billing Policies

Student must have a Medicaid Reimbursable service stated in their IEP	● "Only covered medically necessary services identified on the child's IEP will be eligible for reimbursement. Ongoing services can be addressed on the individual health plan (IHP), behavior intervention plan (BIP), and/or assisted technology plan. These plans must be identified in the IEP as well as attached to it." *LEA Medicaid Manual 8-3*
Student must be Medicaid eligible, Title XIX, on the date the service is provided	● It is recommended ALL student services be documented, as eligibility status can change and be retroactive which would include past services. ● The student may be Medicaid Title 21 or Medicaid Title 19, School Based Services only receive reimbursement on student's who are Medicaid Title 19.
Parent Consent must be on file with a copy received by the Medicaid Clerk	● This form may be found on the KSDE website. ● The parent consent form is asked for initially and every year after. ● The parent notification letters need to be received by the parent/guardian initially and every year after. The district will maintain documentation on how this is to be disseminated in this Plan. Refer to Appendices.
Physicians prescription for PT, OT, Speech / Language, and other therapies (nursing), must be on file with a copy received by the Medicaid Clerk	● This requirement fulfills the "Medically Necessary" obligation in the LEA Medicaid Provider Manual. "Services must be **Medically Necessary** and may be habilitative or rehabilitative for maximum reduction of disability and restoration to the best possible functional level."
Therapist documents service provided	● Documentation of all services performed is required to be input into WebKIDSS day of service and must include: 1. Date, time, and description of each service delivered and by whom (name, designation of profession or para-profession) refer to documentation policy. 2. Assessment and response to intervention/service 3. "Progress toward achieving individualized long- and short-term goals". *LEA Provider Manual, Page 8-6* ● If service cannot be input day of service, paper log with all log documentation must be done day of service and Therapist may input next available day.
The Medicaid Clerk submits billing file from WebKIDSS, one time per month	● This is usually done by the 15th of the month, but there are some events that could cause this to be done on a different day. ● At this point the service is no longer editable by the provider. The Medicaid clerk will have to be notified if changes need to be made.

Parent/Guardian Notification and Signature Rules

Parents or guardians of Children with Medicaid reimbursable services in their IEP will need to be given the ***Notification for accessing public benefits or insurance form*** with the first IEP, or upon entering the district initially and every year after.

Parents or guardians of children with Medicaid reimbursable services in their IEP will be asked to sign the ***Parent Consent for Release of Information and Medicaid Reimbursement form*** with the first IEP, or upon entering the district initially and every year after.

It is LCNCK's recommendation to ask for the signature to be obtained yearly

Parents, legal guardians, or education advocate for the student may sign the forms.

FAQs about these requirements can be found on the KSDE website and the Families Together website.

Best Practice for LEAs in handling these forms is:

1. Give every parent with a student who has an IEP a copy of the notification. This practice eliminates the decision making for LEA staff to know if the student is a Medicaid Beneficiary or not.
2. Ask every parent to sign the consent for services their child is receiving:
   a) If the student is not currently receiving a Medicaid reimbursable service, but qualifies for a service later, the LEA has to get new Parent Consent signed.
   b) If the student is not currently receiving Medicaid benefits, but qualifies at a later date, the LEA is not trying to locate a parent to obtain a signature.

District Policy for Medicaid Parent Notification and Consent

Letter of Notification to Parents:

- The letter is given to every parent at the initial IEP and every year after.

Service Record

Documentation of all services performed is required and must include:

1. Date: Month, Day, and Year
2. Time: Time in and Time out or Time in and duration of service (20 minutes)
3. Description of each service delivered-procedure code with description of code
4. By whom (name, designation of profession or para-profession): Every service note on paper will need signature with credentials.
5. Assessment and response to intervention/service: what activity/exercise was done during session and how did the student respond to the service (this should inform an auditor of the current service what and how the service was, and how the student reacted to the service).

6. Progress toward achieving individualized long and short-term goals: The progress has to be noted even if it is not applicable. The student does not have to make progress for the service to be reimbursable

Document Storage for Medicaid Services

The Kansas Medicaid Fraud Control Act (K.S.A. 2004 Supp. 21-3844 to 21-3855) requires that providers keep records for five years from the date of payment or, if the claim does not pay, the date when the provider submitted the claim.

All documentation needs to be kept per Agency Fiscal Records policies.

Documents included in this are:

1. The IEP
2. The evaluation and results that established the IEP
3. The Staff credentialing documentation (licenses, certificates, etc.)
4. Behavior Implementation Plans, Individualized Health Care Plans
5. Physician Rx for services
6. Service Logs
7. Progress Reports
8. Student Attendance Records, School Calendars
9. Any other supporting documentation

Monitoring and Review

The review process should include a review based on provider, student, and paid claims.

Provider Review

The Provider Review Methodology consists of randomly selecting providers and reviewing the following elements:

1. Provider meets Medicaid qualifications
2. Provider is listed on appropriate SPL and not paid with 100% federal funds
3. Provider is documenting services for all students who are Medicaid eligible and receiving Medicaid billable services
4. Provider is documenting services in a timely manner and service documentation is adequate.

Student Review

The Student Review Methodology consists of randomly selecting Medicaid-eligible students, reviewing the IEP for services, and verifying that all billable services are being recorded.

Paid Claims Review

The Paid Claims Review consists of randomly selecting paid claims with a date of service within the review period, and reviewing the following:

1. IEP services
2. Parental Consent
3. Prescriptions (if applicable)
4. Student Attendance records

LCNCK Paraeducator Handbook

The Learning Cooperative of North Central Kansas

Sponsoring District – Concordia 333
Cooperating Districts
Washington County USD 108
Republic County USD 109
Clifton/Clyde USD 224
Pike Valley USD 426

2022-2023 School Year

Updated and BOE Approved 09-08-08
Updated and BOE Approved 08-10-09
Updated and BOE Approved 06-14-10
Updated and BOE Approved 06-13-11
Updated and BOE Approved 07-09-12
Updated and BOE Approved 08-12-13
Updated and BOE Approved 04-14-14
Updated and BOE Approved 04-13-15
Updated and BOE Approved 04-11-16
Updated and BOE Approved 07-10-17
Updated and BOE Approved 01-30-19
Updated and BOE Approved 10-07-19
Updated and BOE Approved 06-08-20
Updated and BOE Approved 05-10-21

TABLE OF CONTENTS

Introduction
Organization and Administration

Categories of Exceptionalities
Confidentiality

Paraeducator Responsibilities
Code of Ethics for Paraeducators
Compliance with Policies
Paraeducator Employment Standards
Role of the Special Education Paraeducator
Paraeducator Performance Responsibilities
Clarification of Responsibilities
Supervision of Students
Facilitating Least Restrictive Environment
Transportation Services
Travel Reimbursement
Medication
Aggressive Behaviors
Reporting Child Abuse/Neglect

Assignment/Duties
Need for Hiring Paraeducators
Salary Scale
Work Day and Year
Attendance
Time Clock
Leave Request
Breaks
Computer/Email Access
Paraeducator Serving as a Substitute Teacher
Use of Phone

Paraeducator Mentoring Program

Staff Development/In-service Hours
Kansas Infinitec Coalition (KIC)
Tiered Paraeducator In-service Requirements

Evaluation/Employment
Evaluation of Paraeducators
Reduction in Force
Termination
Intent to Terminate Employment
Request for Transfer

Communication
Channels of Communication
Effective Communication
Suggested Questions to Ask Your Supervising Teacher Suggestions for Becoming a More Successful Paraeducator

Appendix
Appendix A. Job Description
Appendix B. Paraeducator Job Performance Evaluation Appendix C. Written Reprimand

Learning Cooperative of North Central Kansas

Mission Statement

The Learning Cooperative of North Central Kansas is dedicated to providing students; a continuum of special education supports and services, the best possible access to the general education curriculum and classroom and, the opportunity to realize their maximum potential in the least restrictive environment.

Vision Statement

Students are prepared for success in their post-school lives, including college and/or

careers. Goals

1. Communication

   To increase effective communication among USD #108, #109, #224, #333 and #426 personnel, families, and community partners using a variety of strategies in order to build and sustain collaborative and productive relationships.

2. Instruction

   To build the capacity of USD #108, #109, #224, #333, and #426 personnel, families, and community partners to provide a full continuum of effective and diverse instruction utilizing interventions, services, and supports for students with disabilities in the least restrictive environment.

3. Compliance

To expand the knowledge and skills of USD #108, #109, #224, #333, and #426 personnel, families, and community partners related to the processes and procedures aligned with federal, state, and local guidelines in order to enhance the effective implementation of IDEA.

LEARNING COOPERATIVE OF NORTH CENTRAL KANSAS

Introduction

This handbook has been designed for paraeducators in order to clarify the role of a special education paraeducator and facilitate the initial adjustment to such a position by a new employee. Certainly, not everything that an LCNCK paraeducator may need to know is in this handbook. However, it is hoped that the book does answer many of the common questions a new and returning paraeducator may have. It may also serve as a guide for future paraeducators and their supervising teachers.

Organization and Administration

The Learning Cooperative of North Central Kansas (LCNCK) provides special education services for the educational needs of exceptional children. The LCNCK is comprised of five school districts including: USD 333 Concordia, USD 108 Washington, USD 426 Pike Valley, USD 109 Republic County and USD 224 Clifton/Clyde. USD 333 is the sponsoring district for the LCNCK and is governed by the policies and procedures of USD 333. Contracts and salaries for all LCNCK personnel are part of the negotiated agreement of USD 333. The governing body of the Cooperative is ultimately the Board of Education of USD 333, which meets on the second Monday of every month at 6:00 p.m. The USD 333 Board is advised in the decision-making process by the LCNCK Board of Superintendents which meets to transact Cooperative business on the third Tuesday of every month. The meetings of both Boards are open to the public. Staff, administrators and parents are invited to attend. A record of the minutes of the LCNCK Board of Superintendents' meeting is kept in the office at the LCNCK as well as on the LCNCK website. Currently students' ages 3 through 21 are served in special education programs throughout the Cooperative.

Categories of Exceptionalities

Through federal and state legislation, our society has voiced a commitment to provide for the educational needs of exceptional children. Through federal and state legislation, thirteen

categories of exceptionality have been identified for special education services in Kansas including: hearing impairment, vision impairment, speech language impairment, emotional disability, intellectual disability, learning disability, giftedness, autism, orthopedic impairment, other health impairment, deaf/blindness, multiple disabilities, and developmentally delayed.

Confidentiality

There are many federal laws and state statues that protect the privacy of educational records. The main Federal law pertaining to student records is the Family Educational Rights and Privacy Act (FERPA). Information or records falling under this law must remain confidential. Many school staff fail to realize that even conversations with non-school personnel or school personnel without an educational involvement with a specific child can be a violation of this act. The Learning Cooperative of North Central Kansas has made an agreement with parents and legal decision makers that all identifying information about students and the classrooms will be kept confidential. That means that the names of the students and the programs students are involved in will not be discussed. Since you have agreed to work for LCNCK, you are a part of that confidentiality agreement. Please do not discuss students without direction from your supervising teacher and/or administrator. Please do not answer questions from community members about students. If asked you must respond with, “The Learning Cooperative of North Central

Kansas has made an agreement with parents to keep educational related information confidential and as a paraeducator, I must follow that agreement,” or “I’m sorry, but I’m not allowed to discuss the student needs.”

You will be asked to read and sign a confidentiality agreement yearly. If confidential information were shared with members of the community, the parents of the student would have the right to pursue legal issues with this school district. It is imperative that you follow the confidentiality agreement. If confidentiality is broken, it is grounds for immediate dismissal.

Paraeducator Responsibilities

Code of Ethics for Paraeducators

The paraeducator must discuss the child’s behavior and performance only with the supervising teacher and those directly involved with the child’s educational program.

The paraeducator must refrain from:

- Discussing school problems and confidential matters with others.
- Discussing administrative, inter-departmental and interschool problems with those who cannot assist in the solution.
- Talking with parents of a student receiving services without involving the supervising teacher.

The paraeducator must be consistent in managing the behavior of the students. The paraeducator must refrain from expressing differences of opinion or discussing dissatisfaction with the supervising teacher in the presence of the student.

Compliance with Policies

Paraeducators hired by LCNCK shall comply with all policies and regulations of USD333. The Handbook for Classified Staff, Unified School District 333 provides paraeducators with an informational source and guidelines for classified personnel regarding the school district policies

and regulations. Nothing in The Handbook for Classified Staff, Unified School District NO.333 or The Learning Cooperative of North Central Kansas Paraeducator Handbook in any way creates an express or implied contract of employment. All paraeducators are classified employees and are employed on an "at-will" basis regardless of their length of service and may be dismissed at any time without cause. The Paraeducator Handbook is available online on the LCNCK website under the Paraeducator Resources link. The policies and procedures defined herein do not supersede USD 333 Board policy.

Paraeducator Employment Standards

The LCNCK requires that all paraeducators become highly qualified to be employed. This is a job requirement. To become "highly qualified" the paraeducator must have:

- Completed at least ~~2 years~~ 48 hours of study at an institution of higher education, or
- Obtained an AA degree (or higher), or
- Met rigorous standards as demonstrated through completion of two Paraeducator Assessments. These include receiving the appropriate score on the following assessments:

6

  - o Assessment 1: Reading, Writing, and Math: Instructional Support (70% to pass).
  - o Assessment 2: Reading, Writing, and Math: Knowledge and Application (70% to pass).

Assessment tests must be taken and passed prior to the first day on the job. Assessments may be taken more than once to pass. Paraeducators will not be paid for their time in preparation for testing. Time will be paid for taking the ~~The assessment test & mileage for traveling to a testing site. will be paid.~~

Role of the Special Education Paraeducator

An instructional paraeducator is one who is employed to provide instructional or related services for students with exceptionalities where caseloads and other circumstances justify such employment under the supervision of special education professionals assigned to assist in the provision of special education and related services. Although paraeducators are employed and assigned to a professional, paraeducators are expected to work with the teams of educators to provide support and services for students but do not assume the primary responsibility for the classroom. This definition also applies to those paraeducators who may hold degrees and certificates. The paraeducator is at all times a role model for the students. Paraeducators must model appropriate grammar and language use, and respect for teachers and other paraeducators and the students.

Paraeducator Performance Responsibilities

According to the LCNCK Paraeducator Job Description, (refer to Appendix A) the instructional paraeducator must:

- Demonstrate strict standards of confidentiality.
- Demonstrate punctuality.
- Demonstrate an attitude that promotes a positive school environment.
- Take responsibility for the quality of own work.
- Provide support for students as planned by professional staff.
- Organize and prepare materials for specially designed instruction.

- Assist students as needed, including mobility and self-help (diapering, feeding, dressing, etc.).
- Demonstrate problem solving skills.
- Teach self-responsibility.
- Follow team prescribed procedures for academic, social, communication, and behavioral intervention plans.
- Participate in collaborative planning.
- Communicate and work collaboratively with general education teachers, administrators, and other special education service providers/consultants.
- Share in school-wide duties as assigned and which do not conflict with student time.
- Share in recordkeeping duties, including progress monitoring, as assigned by professional staff.
- Participate in in-service and training, both required and as agreed upon by paraeducator and professional staff.
- Support students in all school environments, including community-based training.
- Provide short-term coverage for professional and paraeducator peers.
- Seek assistance from other team members as needed to facilitate student progress.
- Travel to/from schools as required by the job.
- Responsibly lift persons or equipment of 50 pounds or more using proper techniques (two or more people needed for weights above 50 pounds or for identified students with lifting concerns).

- Follow district and LCNCK policy, protocol, procedures, and programs when implementing duties.
- Other duties as assigned.

Clarification of Responsibilities

The responsibilities of the paraeducator are generally of a support nature with the supervising teacher assuming the primary responsibility for students and the classroom. There are several areas in which the duties of the paraeducator and supervising teacher may overlap. It is hoped that a comparison of the responsibilities of the paraeducator with related duties of the supervising teacher will clarify the differences.

Supervising Teacher

- Diagnoses educational needs
- Plans instructional programs
- Grades students' performance
- Takes responsibility for new concepts, skills, and each new classroom activity
- Revises instructional programs
- Designs instructional materials
- Designs and implements behavioral intervention plans
- Communicates with parents
- Responsible for behavioral management

Paraeducator

- Scores and compiles data associated with testing and other types of assessment.
- Carries out informal assessment.
- Assists with the planning process; copies, transcripts, types, files, etc.
- Checks and scores student work.
- Reinforces and reviews concepts and skills.
- Assists students in performing activities initiated by the supervising teacher.
- Monitors

student progress in instructional programs and relates findings to supervising teacher.
Helps develop instructional materials designed by the supervising teacher.

- Monitors and reinforces student performance concerning behavioral interventions through observation.
- Assumes data collection, compilation, and other record keeping duties.
- Maintains records associated with the parent conferencing procedure, confirms conference dates, etc.
- Manages students during times when the teacher is involved in the regular performance of professional duties or has logical emergency reasons for being out of the classroom.

Plays supportive management role when supervising teacher is present.

The delineation of supervising teacher and paraeducator responsibilities offered above may be further clarified by the following list of paraeducator do's and don'ts.

The Paraeducator May:

- Be left alone in the classroom for short periods of time when the supervising teacher is away. (The supervising teacher remains responsible for the classroom at all times and must be accessible)
- Work with individuals or groups of students without direct supervision.
- Have specific instructional and management responsibilities for the students.
- Be involved in student staffing.
- Be used to support the integration of exceptional students into general education classes by tutoring these students in general class assignments and providing accommodations/modifications.
- Be assigned record keeping tasks relevant to the classroom assignments.
- Assist the supervising teacher in supervising assemblies and group field trips and take individual students in job-related activities, job interviews, curriculum-based recreation, shopping, etc.

The Paraeducator May Not Be:

- Solely responsible for a special education instructional or related service.
- Responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments.
- Responsible for selecting, programming, or prescribing educational activities or materials for the students without the supervision and guidance of the supervising teacher.
- Solely responsible for preparing lesson plans or initiating original concept instruction.

Assigned to implement the IEP for students with exceptionalities without direct supervision and involvement from the professional.

- Employed in lieu of certified or licensed special education personnel.
- Used as substitute supervising teachers, unless paraeducators possess the appropriate Kansas certification or license.
- Enrolled as elementary or secondary school students.
- Performing nursing procedures or administering medications without appropriate supervision from an approved health care professional.

Supervision of Students

Paraeducators may work with or supervise pupils in the classroom, playground, halls, restrooms, therapy area, gymnasium, or other specified areas on the campus. In some

situations, teachers are permitted to leave the class with the paraeducator, but this shall be for as short a time as possible. The teacher must remain on campus and continue to be the person responsible for the classroom and students. Off-campus activities, such as work-study placements, field trips, errands, shopping, and recreation, may be supervised by paraeducators when required in a student IEP, if appropriate supervision, approval and insurance coverage are provided by the local education agency. Paraeducators may not supervise general education field trips unless services are required to support a student with an IEP. It is very important to assure, for reasons of legality, that duties given to paraeducators be commensurate with their experiences and training.

Facilitating Least Restrictive Environment

State and Federal laws speak to the provision of the least restrictive environment in programming for students in special education programs. Any paraeducator may be assigned to a regular classroom program where one or more special education students are receiving inclusive services; however, the

paraeducator shall be supervised by a special education professional and shall not be assigned duties which do not relate to the education of exceptional children.

Transportation Services

Paraeducators may be needed to provide assistance during the time students are transported by bus to and from an attendance center when supports are written into the individual student's IEP. All steps should be taken to ensure that the paraeducator does not exceed 40 hours per work week in providing this service. If there is potential of exceeding 40 hours, it must have prior approval by the Special Education Director.

Travel Reimbursement

Travel from assigned school to your destination for approved duties and in-service training will be at the rate approved by the Board of Education for travel reimbursement.

Medication

Paraeducators shall not administer any medications, prescription or over the counter, to any student. However, in some cases where a student may have an Individual Health Care Plan, the plan may outline specifics of rescue medication. If that is the case, the paraeducator will be trained and involved in the plan with the IEP team.

Assignment

Each paraeducator hired will be assigned to a specific teacher and work location. The selection of paraeducators is a mutual decision made by the certified teacher, the building principal, and LCNCK administration. Paraeducators are subject to transfer or reassignment of duties, at any time, to a new location or position at the discretion of the director. Every effort is made to assure paraeducators stability in assignment and continued employment. However, this cannot be guaranteed.

Reporting Child Abuse/Neglect

Child abuse is any physical injury, physical neglect, emotional injury, or sexual act inflicted upon a child. A report of abuse or neglect must be made if there is a reasonable suspicion that a child

has been injured as a result of physical, mental, or emotion abuse or neglect or sexual abuse. The reporting procedure (USD333 GAAD Child Abuse) is the "employee shall immediately report to the DCF office or law enforcement if DCF is closed. It is recommended the building administrator also be notified after the report is made. The employee making the report will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect." Failure to make a report is a crime and could result in a fine or several months in jail.

A report should be made to DCF by calling the Kansas Protection Report Center at 1-800-922-5330. Reports can be made 24 hours a day seven days per week. The Center will refer the report to the appropriate local office or local law enforcement agency. Reports may be made orally and followed by a written report if requested by DCF or law enforcement agencies.

Include the following information when making a report:

- The name and address of the child, the child's parents, or other individuals responsible for the child's care.
- The child's location.
- The child's condition, including the nature and extent of the child's injury.
- Whether the alleged perpetrator has access to the child.
- Any other information that the reporter believes might be helpful in showing the cause of the injuries or the extent to which the child might be in danger.

Any personal interview or physical inspection of the child by any school employee shall be conducted in an appropriate manner with an adult witness present.

State law provides that anyone making a report in accordance with state law and without malice shall be immune from any civil liability that might otherwise be incurred or imposed.

In the case, where a paraeducator believes reporting is necessary, they should make the report to DCF and also notify the supervising teacher.

Assignment/Duties

Salary Schedule

Placement on the salary schedule is based upon review of previous experience, and/or relevant college course work. New paraeducators with prior experience as a paraeducator, teacher or other directly related area will be credited with one year of experience for every year of outside experience. Movement on the salary schedule is based upon years of experience and college hours. A transcript of college hours and verification of work experience must be on file before setting the increment on the pay scale. Paraeducators must have been employed for a full year (starting In August of the school year) to be counted as one year of experience.

Work Day and Year

New paraeducators must complete paperwork at the LCNCK office prior to their first morning on the job.

The workday and year for all paraeducators will be according to the school district calendar in which they work. Paraeducators may report for duty one day before school starts in August to assist the supervising teacher and complete staff development activities. The last day of school

for students in May will also be the last day for paraeducators for the work year. Any exceptions must be preapproved by the Director. If the local district principal or superintendent requires attendance to their beginning of the year in-service, the LCNCK will pay the paraeducator. The hours of the working day will be determined by the Director. Hours may vary from paraeducator to paraeducator depending on classroom needs. Full time paraeducators will work at least 6 1/4 hours per day not to exceed 7 hours per day and are required to take a half hour duty free lunch. (Example: 7:45-3:15 with a half hour lunch. Example: 8:00-3:30 with a half hour lunch.) Only the supervising teacher can make a request to the Director for a paraeducator to exceed a 7 our day and must be approved in advance.) This request must be for a student need. The supervising teacher will work out a schedule for the paraeducator to follow.

Paraeducators must be in their assigned rooms ready to begin the work day on time. (For example: A para clocks in at 7:43 because their work day begins at 7:45. The para then leaves the room and does not return until 7:55 after getting coffee, using the restroom, visiting with a peer, etc. The para should use the restroom, get coffee, etc. before clocking in order to be ready to begin the work day at 7:45.)

Breaks

Paraeducators may take a break if their regular daily schedule calls for four hours or more of continuous work. Breaks shall be fifteen minutes in length and cannot be accumulated or added to lunch or dinner hours.

- Example: A paraeducator clocks in at 7:45 and clock out of lunch at 11:30. This would not total four hours or more of continuous work. A break would not be required.
- Example: A paraeducator clocks out for lunch at 11:45 and clock back in at 12:15. The afternoon would not total four hours or more of continuous work. A break would not be required.

Any breaks must be approved by the supervising teacher and must not interfere with the delivery of instructional supports and services for students. Of course, taking a bathroom break between classes is fine.

Attendance

Consistency in attendance is very important. Students suffer when their program is disrupted by frequent absences. The building principal will determine whether you must notify him/her or your supervising teacher in the event of your absence. The building principal will work with the Director to determine if there is a need for a substitute.

Time Clock

Paraeducators will use the attendance system used by USD 333 to record their work hours. Paraeducators working within the USD 333 - Concordia school district will use the biometric scanners provided in each building. Paraeducators working in USD 108 – Washington County, USD 109 – Republic County, USD 224 – Clifton/Clyde and USD 426 – Pike Valley, will use the online attendance program to record their punches. This website may also be accessed from a link on the USD 333 website.

Paraeducators are expected to record their work hours (clock in/out) when on the job in a punctual manner. It is a job requirement that all paraeducators follow clock in and clock out procedures. Failure to do so in a punctual manner will result in disciplinary action or termination.

Paraeducators must have 4 punches each workday: a punch IN at the beginning of the day, a punch OUT for lunch, a punch IN after lunch, and a punch OUT at the end of the day. Every paraeducator is to take a lunch period. If a paraeducator will not be taking a lunch period, this MUST be pre-approved by LCNCK. The paraeducator's supervisor will correct the changes within the attendance system and submit to LCNCK office.

Paraeducators working in Concordia will use the biometric scanners located in the building they are assigned. All other paras will use the online attendance program to clock in and out on computers located in the special education room where they are scheduled to start the day. Absolutely no one should clock in and out using their cell phone or from any other computer/location outside of the school building. Clocking in and /or out when not on the work site will result in immediate termination. There will be

immediate discipline enforced up to and including termination for "clocking in" or "clocking out" an absent or late co-worker.

Paraeducators are to monitor their time cards using the online attendance program site one to two times per week. Time card corrections must be reported to your supervising teacher the day of the error.

Leave Requests

Requests for leave are also completed through Skyward. ~~the online attendance program.~~ All leave is to be discussed and pre-approved by the supervising teacher prior to entering leave request online. Each leave request entered must include your building principal's name for notification. If you are unexpectedly absent, please complete your leave request within 5 days of your leave. Consult the USD 333 handbook for more information on leave requests.

Computer/Email Access

All paraeducators must have an email address in order to access and receive information in a timely manner. Please follow your district's procedures for obtaining an email address. All paraeducators need to have access to a computer on a daily basis and are encouraged to check for school emails. Electronic devices such as Chromebooks, iPads, or laptops used to support learning, clocking in or out, and checking email are not to leave the building for any reason.

Paraeducator Serving as a Substitute Teacher

In general, paraeducators who are certified teachers are not to be considered a primary source for substitute teachers. A paraeducator may be used as a substitute under the following conditions:

- All possible substitutes must be considered before using the paraeducator who is a certified teacher as a substitute.
- When the paraeducator is a certified teacher.

The paraeducator may not serve as a substitute for a teacher other than the supervising special education teacher. The paraeducator will be paid substitute wages. Every attempt should be made to get a substitute for the paraeducator.

When the paraeducator is not a certified teacher he/she may not be used as a substitute. If no

substitute can be found to be placed in the classroom on a specific occasion, the paraeducator shall be assigned to be supervised by a designated principal or other educator.

Telephone Usage

If you use the school phone for personal long-distance calls, please follow building procedures for billing the charge to you. The use of your personal cell phone for personal reasons during school hours is strongly discouraged unless there is an emergency.

Staff Development/In-service Hours

Staff Development Requirements

Paraeducators must participate in staff development, regardless of the number of hours/day or days/week worked. When hired, paraeducators are provided an orientation (e.g., confidentiality of student records, important school policies, etc.) which may be counted toward professional development requirements for in-service.

Prior to the beginning of each school year the paraeducator and the supervising teacher will arrange a time to meet and review the LCNCK Paraeducator Handbook, the job performance responsibilities, the job performance evaluation, the confidentiality agreement ~~videos~~, student IEPs, and any other information distributed by LCNCK administration regarding expectations for in-service hours. At that time specific responsibilities will be discussed and an evaluation timeline will be established. The supervising teacher must approve and sign all professional development hours completed.

If the local district requires attendance to their in-service, the LCNCK will pay the paraeducator. Paraeducators are invited to attend all in-services in the district that they serve if they wish to do so, however, if attendance at the in-service is not required by either the LCNCK or the local district the paraeducator will not be paid but would be able to count hours as in-service hours. Paraeducators are responsible for keeping track of the number of in-service hours earned and turning in staff development/in-service hours in a timely manner.

Tiered Paraeducator In-service Requirements

Paraeducator staff development requirements will be tiered based on the special education experiences and/or credentials of the paraeducator.

20 Staff Development Hours Required
Paraeducators who have worked as a Kansas special education paraeducator less than 3 years (within the past 3 years) are to complete 20 hours of in-service if employed for 9 months during the school year.

10 Staff Development Hours Required
Paraeducators who have worked as a Kansas special education paraeducator for more than 3 years (including the past 3 years) must complete 10 hours in in-service if employed for 9 months during the school year.

Paraeducators that hold a current Kansas license/certificate as a related service provider,

physical therapy assistant, occupational therapy assistant or licensed practical nurse will also follow the staff development requirements.

- o College hours in subjects related to the special education service provided may be substituted for special education in-service hours. Each college hour will be counted as 20 staff development hours, applied to the school year in which the coursework was obtained.
- o Read an educational/professional book-150 pages with a 1-page summary equals 3 in-service hours.
- o Sign up for, complete webinars/modules, and print certificate on Infinitec-www.myinfinitec.org. o Attend district professional development- MUST have permission from your building administrator.

- o Building paraeducator meetings.
- o Complete online courses when preparing for the paraeducator test via Master Teacher Online Training.

At least ½ of all required in-service hours are due Dec. 1st. The remaining hours required are due by March 1st. These hours are to be submitted to the LCNCK. Failure to submit hours by the required date will result in suspension without pay until hours are completed.

Tiered Paraeducator In-service Table

The table below may also be used as a guide to determine the number of staff development hours for paraeducators hired after the start of the school year.

Time of Employment	20 Hours Required	10 Hours Required
Less than 1 month and 10 days	2	2
Less than 2 months	3	
Less than 2 months and 10 days	4	3
Less than 3 months	5	
Less than 3 months and 10 days	6	4
Less than 4 months	7	
Less than 4 months and 10 days	8	5
Less than 5 months	9	
Less than 5 months and 10 days	10	6
Less than 6 months	11	
Less than 6 months and 10 days	12	7
Less than 7 months	13	

Less than 7 months and 10 days	14	8
Less than 8 months	15	
Less than 8 months and 10 days	16	9
Less than 9 months	18	
9 months or more	20	10

A month is figured from the date of employment to that same date next month (e.g., August 25 to September 25). This includes school holidays.

Kansas Infinitec Coalition (KIC)

The Infinitec network is a viable resource for classroom strategies, accommodations, or modifications and is a resource for in-service training or for professional development training. A link to the Infinitec website can be found on the LCNCK website under Professional Development.

Evaluation/Employment

Evaluation of Paraeducators

A system for evaluating personnel is essential in an educational setting, as it assures quality services are received by all students. Evaluations are used in making decisions concerning continuing employment, assignment, advancement and more importantly, improving services. The evaluation must appraise the individual's strengths and weaknesses, provide for growth and improvement, and encourage beneficial changes in service.

The special education supervisor and building principal share the responsibility for the formal evaluation of the paraeducator and submitting the evaluation to the LCNCK office by the scheduled due dates. Each paraeducator shall be evaluated according to State requirements. The following evaluation procedure will be used. Prior to the beginning of each school year the paraeducator and the supervising teacher will arrange a time to meet and review the paraeducator handbook, the job performance responsibilities – Appendix A (to be signed at this meeting), the job performance evaluation and any other information distributed by LCNCK administration. At that time, specific responsibilities will be discussed and an evaluation timeline will be established. Paraeducators are encouraged to evaluate their job performance on an ongoing basis. At the time(s) of formal evaluation(s) supervising teacher and the paraeducator will meet to complete the actual formal evaluation together (Appendix B).

First year paraeducators shall be evaluated in October and March. They can also be evaluated more frequently if deemed beneficial by the supervising teacher or principal. First year paraeducators beginning after January 1, shall be evaluated in March and May or more frequently if deemed beneficial by the supervising teacher or principal. All other paraeducators shall be evaluated one time a year before March 31st or more frequently if deemed beneficial. The paraeducator, the supervising teacher and the principal must sign the evaluation form. The signature of the paraeducator denotes the fact that the conference was held, not that the paraeducator agrees with the evaluation.

In the event of sub-standard performance and/or evaluation in one or more targeted areas of from the evaluation rubric, a Classified Performance Improvement Plan can be drafted and put in place to increase the awareness, knowledge and performance of the paraeducator. The Classified Performance Improvement Plan must be signed by the employee, supervisor, and principal. (Appendix D)

Reduction in Force

Collaboratively, the supervising teacher, building principal, superintendent and LCNCK administration may determine the need to reduce the number of paraeducator positions in a building. Reduction in Force polices will be followed.

Termination

An employee will be notified in writing, through the evaluation process, if their work is not satisfactory or up to expectations. They may have a reasonable period of time to correct the situation (plan of assistance/job targets with evaluation). The warning will deal with specific deficiencies and state the consequences if improvement is not forthcoming. Termination is an option when there is unsatisfactory progress on a plan of assistance. Causes for termination of an employee may include the following:

- Breech of student's right to confidentiality
- Unexcused and/or extended absence

- Failure to improve work performance after notification
- Habitual tardiness or absence
- Conviction or admission of improper conduct on or off the job that would adversely affect the paraeducator – student relationship
- Conviction or admission of dishonesty
- Reporting for duty under the influence of alcohol
- Deliberate damage or destruction of property
- Habitual carelessness or recklessness
- Disregard for the comfort or safety resulting in the injury of a fellow worker
- Striking, fighting, or otherwise attempting to injure another employee
- Interfering with other employees in the discharge of their duties
- Insubordination including talking with parents about student issues without supervising teacher involvement
- Use of profanity without regard for the rights of others
- Lack of attendance
- Inappropriate use of Social Media
- Other just cause

Written Reprimand

Infractions above and beyond the scope of

Intent to Terminate Employment

The paraeducator shall give the Director a minimum notice of 10 school days or longer to terminate his/her employment. The Director must be notified of the resignation in writing as soon as possible.

Request for Transfer

Paraeducators may request a transfer in writing before the final day of the school year for the following school year. Consideration will be given.

If a position comes available during the school year, the paraeducator may request a transfer in writing to the Director, once the position is posted for hire. Consideration will be given.

Communication

Channels of Communication

Paraeducators are responsible to their immediate supervisor, which in most cases is the supervising teacher, and shall direct problems, criticisms, and suggestions through the supervisor. The supervisor is responsible for carrying unsettled problems on to the building principals and others in the chain of command. The chain of command shall be supervising teacher, building principal, LCNCK Director. Please respect the chain of command, which infers before you go to the building principal or LCNCK Administration with a concern, you must talk with your supervising teacher. Paraeducators shall be directly supervised and evaluated by the special education personnel to whom they are assigned. Overall supervisory and evaluation responsibilities rest with the principal, as they do for other school staff members. In cases where the paraeducator is assigned to an itinerant special education staff member and

this person is not present every day, the paraeducator shall be assigned to and supervised by the principal or a designated regular classroom teacher.

Effective Communication

Effective communication between the professional and paraeducator is vital if the students are to be served effectively. An environment conducive to learning can only be provided by the paraeducator and professional communicating honestly and openly in a non-threatening manner. Each is a unique individual with unique needs with the common goal of educating the students. Individual conflicts which are unrelated to the classroom must be kept out of the classroom. The following thoughts are offered for effective communication:

- Set aside a regularly scheduled time to communicate when the students are not present. The time must be a mutually acceptable time.
- The professional has knowledge and expertise in the field. He/she has the responsibility of direct supervision of the paraeducator and the direct control of the learning environment.
- If the paraeducator has a question or concern about anything relating to the classroom he/she must feel free to ask the question in an honest desire to learn.
- If the professional has a concern about the paraeducator, the concern must be discussed directly and constructively. First and foremost, we have an obligation to provide the best services possible for students.
- Listen to one another's opinions and concerns regarding the learning environment and students.
- Respect on another's opinions and uniqueness.
- Give one another positive strokes; when something is happening that is good tell one another.

Suggested Questions to Ask Your Supervising Teacher

- What are your special and regular duties?
- What records are you responsible for keeping?
- What special services are available to students and the schools in which you work?
- What schedule are you responsible for following?

- What emergency provisions apply to your situations?
- When do students arrive? When do they leave?
- Where and when will the students play?
- What are the most significant playground regulations?
- For what lunchtime activities will you be responsible?
- Where are the supplies kept and how are they obtained?
- What is the line of communication and authority you are to follow?
- If you are responsible for working with more than one teacher, how is your time divided? What student records are available to you?
- To whom must you direct questions concerning school policy?
- What must be your response when a parent asks a question about their child's functioning or asks questions about another child? What is expected of you in terms of student discipline? What course must you follow if you feel that you do not have enough to do? How does your teacher view the teacher/paraeducator relationship?

Suggestions for Becoming a More Successful Paraeducator

DO……..

- Learn the names of students immediately.
- Learn as much about each student as quickly as possible.
- Lend personal assistance to students wherever possible but encourage maximum independence. Consult often with the teacher as to how you can help.
- Give encouragement to students wherever and whenever you can.
- Praise student's efforts and successes.
- Be patient in dealing with students.
- Become familiar with the school building, grounds and personnel.
- Learn the routine of the school day.
- Get acquainted immediately with emergency procedures.
- Learn the location and use of the equipment.
- Get acquainted with school policy as it applies to you and your work.
- Inform the teachers with whom you work of any special talents, interest, or special experiences you have had.
- Watch carefully how the teacher deals with and directs students.
- Exchange telephone numbers with you teacher.
- Get acquainted with other staff members.
- Be mature in you conduct and demonstrate that you are a responsible person. Ask for clarification when you do not understand an assignment or suggestions. Be on time and leave at an appropriate time.
- Be sure to talk about student issues only with people who work with the student and "have a need to know." RESPECT CONFIDENTIALITY.

APPENDIX A
JOB DESCRIPTION

TITLE: Paraeducator
QUALIFICATIONS: Minimum – high school diploma or equivalency
REPORTS TO: Supervising Teacher, Principal, LCNCK Director
JOB GOAL: Assist in the provision of special education and related services. Although paraeducators are employed and assigned to a professional, paraeducators are expected to work with teams of educators to provide support and services for students

PERFORMANCE RESPONSIBILITIES:

- Demonstrate strict standards of confidentiality
- Demonstrate punctuality
- Demonstrate attitude that promotes a positive school environment
- Take responsibility for the quality of own work
- Provide support for students as planned by professional staff
- Organize and prepare materials
- Assist students as needed, including mobility and self-help (diapering, feeding, dressing, etc.)
- Demonstrate problem solving skills
- Teaching self-responsibility
- Follow team -prescribed procedures for academic, social, communication, and behavioral intervention plans
- Participate in collaborative planning
- Communicate and work collaboratively with general education teachers, administrators, and other special education service providers/consultants
- Share in school -wide duties as assigned and which do not conflict with student time
- Share in recordkeeping duties, including progress monitoring, as assigned by professional staff
- Participate in in-service and training, both required and as agreed upon by paraprofessional and professional staff
- Support students in all school environments, including community-based training
- Provide short-term coverage for professional and paraprofessional peers
- Seek assistance from other team members as needed to facilitate student progress
- Travel to/from schools as required by the job
- Responsibly lifts persons or equipment of 50 pounds or more using proper techniques (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)
- Follow district and LCNCK policy, protocol, procedures, and programs when implementing duties
- Other duties as assigned

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of paraprofessional personnel. I HAVE REVIEWED THIS JOB DESCRIPTION & BELIEVE I CAN FULFILL THE DUTIES DESCRIBED.

_____ ___ _____
SIGNATURE DATE

An Equal Employment/Educational Opportunity Agency
The LCNCK does not discriminate on the basis of sex, or employment in, its programs or activities. Any requests for accommodations or questions regarding LCNCK compliance with Title VI, Title IX, ADA, or Section 504 may be directed to the Coordinator, who is the Director of the Cooperative. The LCNCK Director can be reached at 785-243-3294. The Assistant Secretary for Civil Rights, U.S. Department of Education, is also available. Updated and BOE Approved 7-10-17

1

APPENDIX B

Classified InstructionalEvaluation

Paraprofessional Name: Evaluator Name: Date:

Communication

Unsatisfactory Needs Improvement Developing Meets Expectations Exceeds Expectations N/A 1 2 3 4 5

Does not use appropriate &
Grammar &
clear language or grammar.
Occasionally uses appropriate & clear
Usually uses appropriate & clear language or grammar
Consistently uses appropriate & clear language
Always uses appropriate &
clear language in both written
Language
Difficult to understand

Rarely responds
Situational appropriately to difficulties
language or grammar

Occasionally responds appropriately to difficulties
Usually responds
appropriately to difficulties &
Consistently responds difficulties & seeks help from
& verbal formats

Always responds to difficulties
& actively seeks help from
Responses
or seeks help from
appropriate individuals

Rarely communicates
Communicates student needs or concerns
& seeks help from appropriate individuals

Occasionally
communicates student
seeks help from appropriate individuals

Usually communicates student needs or concerns to
appropriate individuals

Consistently communicates student needs or concerns to
appropriate individuals

Always communicates student
needs or concerns to
Students Needs
to appropriate persons

Confidentiality Documented breaches of confidentially have occurred
needs or concerns to appropriate persons

appropriate persons

appropriate person

Handles confidential matters professionally & in accordance with legal requirements
appropriate person

Handles confidential matters
professionally & in accordance
with legal requirements. In addition, promotes
confidentiality among
colleagues

Maintaining Records Does not maintain records Some components of

Most components of required
as instructed by supervisor
required documentation are missing, incomplete or illegible

documentation are present Required documentation is
consistently maintained as
instructed and is legible
All required documentation is present, clearly written, legible, and completed as instructed

Students Engages in arguing &
Communication with power struggles with
students

Colleagues Communicates & works
Communication with with co-workers in a
manner that rarely fosters
positive and productive
relationships. Is involved in
gossiping, negative talk
regarding teacher,
administrators &/or District

Comments:
Communicates & works with students in a manner that inconsistently fosters positive & productive relationships
Communicates & works with co-workers in a manner that inconsistently fosters positive &

productive relationships

Communicates & works with students in a manner that usually fosters positive & productive relationships

Communicates & works with co-workers in a manner that usually fosters positive & productive relationships

Communicates & works with students in a manner that fosters positive & productive relationships

Communicates & works with co-workers in a manner that fosters positive & productive relationships

Goes beyond communicating & works with students in a manner that fosters positive & productive relationships

Understand the unique perspectives & philosophies of people they work with and responds in a manner that is sensitive to varying views

2

Responsiveness to Student Needs

Unsatisfactory Needs Improvement Developing Meets Expectations Exceeds Expectations N/A 1 2 3 4 5

Behavior
Unable to adjust management style in response to student needs, ability levels, & maturity levels.
Occasionally able to adjust management style in response to student needs, ability levels, & maturity levels.
Usually attempts to adjust management style in response to student needs, ability levels, & maturity levels.
Quickly able to gauge management style required in response to student needs, ability levels, & maturity levels.
Always able to easily adjust management style in response to student needs, ability levels, & maturity levels.
Management response to student needs, ability levels, & maturity levels.

Implementation of Behavior Intervention Plans
Does not follow procedures & strategies outlined in BIP.
Occasionally follows procedures & strategies outlined in BIP &/or struggles seeking out guidance when behavior situations appear
Demonstrates effective strategies to manage student behavior. Usually follows behavior plans.
Always follows BIP & seeks out help or guidance when appropriate and as needed.
Readily uses consistent positive behavior support strategies to address student behaviors & actively teaches students to self-regulate behaviors. Always follows

~~BIP.~~ Modifications/Accom.
Rarely attempts to adapt instructional activities &
Occasionally attempts to adapt instructional activities
Usually adapts instructional
Adapts instructional activities

Seeks out additional materials
for Learner's Needs
activities & materials
& materials according to
& activities to further foster
materials according to learner needs &
individualized program.
& materials according to learner needs &
individualized program.
according to learner needs & individualized program.
learner needs & individualized program.
learner's needs & enhance their individualized program.

Student Awareness Rarely recognizes strengths
of student. Provides
excessive help, completes
assignments for student or
gives them answers.
Rarely fosters student
Fosters Student independence & self esteem. Talks down or
Occasionally recognizes strengths of students &/or provides excessive help or does not know when to provide assistance.
Occasionally encourages students to be independent
Usually recognizes strengths of student & provides the appropriate amount of support & assistance.

Usually encourages students to be independent learners in
Is able to consistently
recognize strengths of
students & exhibits awareness of student needs.

Encourages students to be independent learners
Always able to recognizes
student strengths, exhibiting
great awareness of all
student's needs. Seeks to challenge them appropriately.
Always encourages student
independence. Shows the
Independence

disrespectfully to students.

Does not support
Supportive of socialization between
learners or engage with their peers.

Occasionally supportive of socialization between
some situations throughout instructional time and fosters self-esteem. Accepts student as they are.

Usually supportive of
socialization between student
throughout instructional time and fosters self-esteem. Accepts students as they are while teaching strategies to become independent
~~learners.~~
Supportive of socialization between student and his/her
student respect. Accepts students as they are.

Actively seeks out situations and opportunities to foster

Socialization
socialization between student
and his/her peers.

Comments:
student and his/her peers.
student and his/her peers.
and his/her peers.

peers.



3

Responsibility

Unsatisfactory Needs Improvement Developing Meets Expectations Exceeds Expectations N/A 1 2 3 4 5Positive Attitude

Demonstrates lack of interest
or enthusiasm. Displays negative attitudes through comments & behaviors
Occasionally demonstrates interest or enthusiasm
Usually demonstrates interest or enthusiasm
Consistently demonstrates positive attitude
Always demonstrates positive
attitude. Promotes positive
attitudes in their colleagues

Initiative Always has to be given instruction of what to do and
has to be asked to help during
down time
Occasionally shows initiative
Usually shows initiative
Consistently shows initiative
Consistently finds tasks to be completed without prompting

Professional Behavior Sits in back of the room, reads,
Occasionally engaged in
Usually engaged in classroom
Actively engaged in classroom
Actively seeks opportunities to
texts, browses internet, or
visits with other adults

Dependability Does not demonstrate the ability to work independently.
Is not where she/he is
supposed to be. Does not
follow schedule

Consistently absent, tardy or
Attendance/
leaves early. Does not provide
classroom instruction & activities. Requires frequent or multiple prompts be engaged with student

Occasionally demonstrates ability to work independently. Has difficulty following
schedule & being on time for class

Occasionally absent and tardy/leaves early. Rarely
instruction & activities

Usually demonstrates the ability to work independently.
Generally, follows schedules & is on time

Occasionally absent and
tardy/leaves early. Provides
instruction & activities

Always demonstrates the ability to work independently. Follows schedules and is on time to class

Usually present and on time. Provides supervisor (SPED) further student learning and behavior needs in classroom instruction & activities

Is always where she/he is supposed to be. Carries out needed tasks without being asked or told

Always present and on time. Provides supervisor (SPED) with Punctuality

Professional
supervisor (SPED) adequate notice nor attempts to find a replacement

Does not attend collaboration meetings or professional
provides adequate supervisor (SPED) notice or attempts to find a replacement

supervisor (SPED) adequate notice and attempts to find a replacement

adequate notice and attempts to find a replacement

Attends all collaboration meetings & needed professional
adequate notice and attempts to find a replacement

Attends all collaboration meetings & professional development
Development & development opportunities. Did Collaboration not complete annual in-service hours.

Constructive Feedback Does not accept constructive Difficulty accepting feedback &

Able to listen & recognize needed
development opportunities. Offers suggestions & contributions. Has completed annual in-service hour requirements

Accepts and acts on constructive
opportunities. Makes significant & innovative contributions

Actively seeks out areas of
feedback

Does not follow classroom,
District, School, & school, or District policies or
implementing changes

Occasionally follows
classroom, school, or District
improvements/changes after a period of time & multiple reminders

Usually follows classroom, school, or District policies
feedback

Follows classroom, school, or District policies or procedures. Is improvement. Implements changes when provided constructive feedback

Demonstrates a clear understanding & always follows Classroom Policies

Instructional

procedures

Does not follow written or oral plans, programs, & instructions policies even after reminding

Occasionally follows written or oral plans, programs, & Usually follows written or oral plans, programs, & instructions or a role model for others

Follows written or oral plans, programs, & instructions or seek classroom, school, & District policies. Is a role model for others

Always follows written or oral plans, programs, & instructions or Responsibilities
or seek help when needed
instructions or seek help when needed
seek help when needed
help when needed
seek help when needed. Will actively seek out help or clarification if needed

Subjects & Content Knowledge	Does not demonstrate an understanding of the subjects or concepts covered in classes. Fails to utilize needed technology for themselves and/or students	Demonstrates poor understanding of the subjects or concepts covered in classes. Occasionally utilizes needed technology for themselves and/or students	Demonstrates an understanding of most subjects or concepts covered in classes. Usually attempts to make effort utilizing needed technology effectively for themselves and/or students.	Demonstrates an understanding of the subjects or concepts covered in classes. Active seeks materials or learnin opportunities to increase understanding of subject and effectively utilize technology for themselve and/or students.

4

Comments: Working Relationships

Unsatisfactory Needs Improvement Developing Meets Expectations Exceeds Expectations N/A 1 2 3 4 5

Flexibility Does not demonstrate flexibility to changes in schedules, plans &/or assignments.

Participation Does not participate effectively as a team member. Critical of other team members & gossips
Rarely demonstrates flexibility to changes in schedules, plans &/or assignments.

Rarely participates effectively as a team member. Does not engage with other team members
Occasionally demonstrates flexibility to changes in schedules, plans &/or assignments. Will work with some students.

Occasionally participates effectively as a team member
Demonstrates flexibility to changes in schedules, plans &/or assignments. Willing to work with any student or wherever most needed.

Participates effectively as a team member
Is always flexible to change in schedules, plans &/or assignments. Does work with any student or wherever most needed.

Always make an effort to contribute to the team in a positive & helpful manner

Professional Growth Does not respond Rarely respond appropriately

Occasionally responds
Regularly seeks feedback from
Recognizes areas where appropriately to input or direction from teachers/other team members. Is resistant to

change & does not
acknowledge need for
improvement

Situational
Does not maintain composure
under pressure
to input or direction from teachers/other team members. Requires repeated guidance to implement suggested
improvements

Occasionally maintains composure under pressure.
appropriately to input/direction from teachers/other team members. Listens & accepts feedback over time &/or through a variety
of communication attempts

Usually able to maintain
composure under pressure
teachers or other team members. Readily engages in implementing or trying suggestions

Able to maintain composure under pressure
improvement is needed and
independently initiates
professional growth activities on an ongoing basis

Always handles stressful events &
negative behavior in a positive,
Composure Very easily flustered and
frustrated

Comments:

professional manner

Paraprofessional Comments:

~~Paraprofessional's Signature:~~

The paraprofessional's signature indicates that the contents of this evaluation were reviewed with them. It does not necessarily imply agreement with the evaluation. A copy of the evaluation will be provided to the employee, the teacher supervisor, and the building administrator(s). In addition, a copy will be kept in the employee's personnel file at the LCNCK.

Evaluator's Signature: Adapted from: "the Classroom Teacher's Guide for Working with Paraeducator", Master Teacher, 2000, Revised 8/2018

To be filled out by building administrator(s) SECO

Is paraprofessional showing adequate improvement? Yes or No

Principal Signature: Date:

APPENDIX C
USD 333

Written Reprimand Form

Employee Name:

Administrator / Supervisor Initiating Action (Name / Title):

Date/Time Written Reprimand Meeting w/ Employee:

Date of Infraction:

Reason for Written Reprimand (i.e. Board of Education Policy, Handbook, etc.):

___ (Employee Initials) The purpose of the meeting was for the issuance of written warning for the infraction stated above.
Agreed upon resolution:

Employee Signature: Date:

Administrator/Supervisor Signature: Date

APPENDIX D

Performance Improvement Plan

Employee Name: _____ Position: _____

Supervisor: Date: _____

Targeted areas from the classified evaluation rubric:

Communication Resopnsiveness to student needs

Responsibility Working Relationships

SKILLS/BEHAVIORS TO IMPROVE (List the skills, behaviors, duties, or actions that need to improve. Be specific) 1.

2.

3.

ACTION TO BE TAKEN (What steps or actions need to be taken to ensure improvement?) 1.

2.

3.

PROFESSIONAL LEARNING/RESOURCES (What training, resouces or support are neeeded to improve?) 1.

2.

3.

SUCCESS MEASURE (What does improvement look like?) 1.

2.

3.

DATES TO BE COMPLETED

Next Review Date: _____

1.

2.

3.

Employee Signature: _____

Supervisor Signature: _____

Principal Signature: _____

JUNE 2022 UPDATED KASB POLICIES AND FORMS

The KASB June 2022 policy updates are now available, which means the 2021-2022 school year has finally ended. The following policy recommendations have been edited and revised by the KASB Legal/Policy Services staff. The table below explains in detail the changes in policies. A few policies listed have only technical and grammatical changes. Most of these changes were made to provide additional local control and to reflect what most districts have chosen to adopt when given an option. While you may not be required to make any changes to your version of these policies, please review and compare these updates with what you have adopted to ensure you have the most up-to-date KASB recommended policies.

Finally, you may notice that the policies look a little different. The KASB policies have undergone a facelift. The font and spacing has been updated to 11 pt. Times New Roman with 1.5 inches between lines. If you have any questions concerning these policy updates, please direct them to Leslie Garner, KASB's Policy Specialist/Legal Coordinator, at lgarner@kasb.org or at 1-800-432-2471.

	RATIONALE FOR RECOMMENDED REVISION OR ADDITION	RECOMMENDED ACTION
BBE Attorney (revised)	The phase "referred by the board" was removed for clarification and ease of use.	Review and adopt if preferred to old policy
BDA Developing, Adopting, Amending, and Repealing Board Policy (revised) (title change)	This policy was updated with pertinent provisions of deleted policy CMA added to have one policy outlining how policy matters are addressed in the district. Language was also updated to better reflect current district practices.	Review and adopt if preferred to old policy
BG Memberships (revised)	Technical change. We removed the "shall" option.	Review and adopt if preferred to old policy
CEC Superintendent Recruitment (revised)	Technical changes. Language was amended for clarification and ease of use, including removing the "shall" option regarding professional search services. It also includes more flexibility if the district prefers to offer the position to an internal candidate.	Review and adopt if preferred to old policy
CM Policy Implementation (revised)	Technical change. We removed the cross-reference to the CMA policy, which has been deleted.	Review and adopt if CMA is deleted
CMA Administrative Rules and Regulations (deleted)	Pertinent parts of this policy were added to policy BDA, and policy CMA was deleted.	Delete and adopt new BDA
DB Budget Planning (revised)	This policy was revised to specify that districts shall conduct an assessment of educational needs to	Review and adopt to promote compliance

	be used when approving the budget. This change is necessitated by the passage of Senate Substitute for HB 2567. *See* Section 12 of the bill. Read this in concert with the changes to policy DC and policy KBA.	with state law effective July 1, 2022
DC Annual Operating Budget (revised)	Language was added to this policy to include additional requirements for the budgeting process that must be met in accordance with Senate Substitute for HB 2567. *See* Section 12 of the bill.	Review and adopt to promote compliance with state law effective July 1, 2022
DFAB Standard of Conduct for Federally Funded Contracts (revised)	This policy was revised to add that receipt of meals and/or accepting free product samples having a retail value of no more than $100.00 is not a violation of the policy or standard of conduct.	Review and adopt if preferred to old policy
DFAC Federal Fiscal Compliance (revised)	This is a technical change. We removed the cross-reference to the CMA policy, which has been deleted.	Review and adopt if deleting CMA
DJFAB Administrative Leeway (revised)	This is a technical change. We removed the cross-reference to the CMA policy.	Review and adopt if deleting CMA
EBA Insurance Program (revised)	This policy was revised to include language stating, "The board may also purchase insurance covering loss resulting from student participation in a work-based learning program authorized by the district." Senate Bill 91 shifts liability for loss related to student work-based learning opportunities to school districts. This change in policy authorizes the district to purchase liability insurance coverage for these endeavors if a policy becomes available.	Review and adopt
ED Student Transportation Management (revised)	This policy was revised to specify that districts may provide student transportation using any of the methods outlined by law. *See* K.S.A 72-6486; K.S.A. 72-6487.	Review and adopt
EDAA School Buses and Vehicles (revised) (title change).	We specified Buses in the title. This policy was revised to clarify that use of buses and other school vehicles used by the district shall conform to current law, including K.S.A. 72-6486, *et seq.* Flexibility was built in throughout to allow the superintendent's designee to perform some of the functions of transportation management instead of the superintendent and to update language to conform more to present district practice.	Review and adopt if preferred to old policy

	The language of Option 2 of this policy was revised for clarification and ease of use.	
FC Memorials, Funerals, and Naming of District Facilities (revised)	This policy was revised to clarify the types of memorials allowed in the school setting and to allow local boards to name district facilities after a living person, if preferred. Removal of some references to "permanent" memorials should help clarify that memorials, even temporary ones, are generally not to be visible in the schools.	Review and adopt if preferred to old policy
GAA Goals and Objectives (revised)	This was a technical change. We removed the cross-reference to the CMA policy, which was deleted.	Review and adopt if deleting CMA
GBRJ Substitute Teaching (revised)	This policy was revised by adding "or the superintendent's designee" in addition to some technical changes for clarification, ease of use, and to reflect current practices. Given the staffing shortages you all are experiencing, we built in flexibility to only provide substitutes with necessary information to performance of their duties and deemphasizing requirements for advance training and handbook language.	Review and adopt if preferred to old policy
GCIA Evaluation of Coaches and Sponsors (revised)	This policy was updated to specify coaches or sponsors are to be evaluated annually.	Review and adopt if preferred to old policy
GCRG Leaves (revised) (Title change)	Districts provide various numbers of days and types of leave, so we revised the policy to state leave shall be provided "in accordance with handbook language." We did not want to maintain policy language that may be in conflict with your local handbook language and/or practice.	Review and adopt if preferred to old policy
IB School Site Councils (revised)	The wording to this policy was amended for clarification and ease of use. The meaning of the policy did not change substantially.	Review and adopt if preferred to old policy
IDAE Student Privacy Policy (revised)	This policy was revised to reflect changes in the Kansas Student Data Privacy Act brought about by Senate Substitute for HB 2567, specifically its Section 27. The ability of districts to survey students has become substantially more limited, and there are requirements for advance notice and access to the surveys. Parents must opt-in in most cases, and students may opt-out. This policy	Review and adopt to be in compliance with new law effective July 1, 2022

	specifies how advanced notification shall be handled and how written consent shall be accepted.	
IF Textbooks Instructional Materials and Media Centers (revised)	This policy was revised to specify who can file a complaint about textbooks, media center or other instructional materials, and to clarify the review process and timelines.	Review and adopt if preferred to old policy
IIA Performance-Based Credit (revised)	This policy was revised to add alternative educational opportunities language to policy in order to help districts comply with Section 7 of Senate Substitute for House Bill 2567 regarding partnerships with sponsoring entities. The language added explains the provisions of law applicable, eligibility requirements, the process, the criteria, state reporting, and determining the course credits if a district wishes to partner with sponsoring entities to provide these opportunities.	Review and adopt to help ensure compliance with state law effective July 1, 2022
IIBGB Online Learning Opportunities (revised)	Technical changes were made. This policy reflects that the practice is generally to allow the administrators to make decisions regarding credit award, rather than the board's role.	Review and adopt if preferred to old policy
ING Animals and Plants in the School (revised)	This policy was revised to reflect the requirement of permitting service animals in school in accordance with federal law, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. While Kansas has law regarding service animals, it is in conflict with the federal law. Since federal law trumps state law in this instance, we want to ensure districts know which requirements to follow. We also specified that therapy animals are not considered service animals. Therefore, permission would have to be sought and received to bring them into the school setting.	Review and adopt
JA Goals and Objectives (revised)	This is a technical change. We removed the cross-reference to the CMA policy, which was deleted.	Review and adopt if deleting CMA
JBC Enrollment (revised)	This policy was revised by adding language allowing certain part-time students to attend the district in accordance with Senate Substitute for HB 2567, Section 14.	Review and adopt to help ensure compliance with law effective July 1, 2022
JBE Truancy (revised)	This policy was revised by adding language to help enforce Senate Substitute for HB 2567, Section 14. The change builds in more flexibility to exempt students from truancy requirements if they have a	Review and adopt to help ensure compliance with law effective July 1, 2022

	high school equivalency credential; are attending a private, denominational, or parochial school; or have a court order providing they should be exempt.	
JCAC Interrogation and Investigations (revised)	We made some adjustments to this policy to reflect that district staff are legally required to meet with law enforcement on a regular basis and to bring the policy more in line with K.S.A. 38-2209(d) regarding when we should not share with parents that their child has been in contact with officials regarding a child abuse investigation.	Review and adopt
JGCD Health Screenings (revised)	This policy was revised to reflect changes made to Kansas law regarding health screenings for students. Some of these changes were the result of Senate Bill 62.	Review and adopt to help ensure compliance with law effective July 1, 2022
JGFF Student Transportation (revised) (title change)	The word "Regulation" was removed from the title and replaced in the policy with "procedures" to better reflect its purpose and clarify scope. Language providing the superintendent must develop procedures regulating student transportation was changed to say that the superintendent may do so.	Review and adopt if preferred to old policy
JGG Transportation (revised)	The word "bus" was removed from this policy to ensure the policy encompassed different transportation services utilized by districts. This is brought about, in part, by legislation authorizing the use of private transportation providers to transport students.	Review and adopt to better reflect state law effective July 1, 2022
JHC Student Organization (revised)	This policy was revised to specify that the adult identified to supervise a non-school sponsored student club shall be named in the facility use request. It would not necessarily have to be a staff member.	Review and adopt if preferred to old policy
KB Public Information Programs (revised)	This was a technical change. We removed the "shall" option, so that the superintendent could delegate public communication authority to others.	Review and adopt if preferred to old policy
KBA District or School Websites (revised)	The changes to this policy simplified the process of identifying the individual within the district responsible for maintaining and updating the district and school websites. It also incorporated some legislative changes requiring posting of items on district websites.	Review and adopt to help ensure compliance with law effective July 1, 2022

KGA Use of District Personal Property and Equipment (revised)	Definition of "district personal property" was added for clarity. The use of "personal property" when describing district property had caused some confusion since the last update. As "personal property" and "real property" are legal terms in general use, we defined the term to try to clear up any misconceptions.	Review and adopt if preferred to old policy
KGC Bullying by Parents (revised)	This is a technical change. We removed the "shall" option and provide that the district's bullying policy and plan may be posted on the district's website.	Review and adopt if preferred to old policy
FORM UPDATED		
GAAF ESI Documentation Form	The Kansas statute previously referenced in the policy expired, and terms are now defined in K.A.R. 91-42-1 through K.A.R. 91-42-7.	Review and adopt
TOTALS =	Existing Policy Revisions – 36 Existing Form Revision - 1 Deleted Policy – 1 Existing Table of Contents – B, C, D, E, F, G, I, J, K	

Attorney **BBE**

The board shall appoint an attorney to handle legal matters ~~referred by the board~~.

Approved:

KASB Recommendation – 1/01; 4/07; 6/22

Developing, ~~and~~ Adopting, Amending, and Repealing Board Policy **BDA**

(See CM, ~~CMA,~~ GAA, and JA)

The board shall adopt all ~~new~~ policies, regulations, and handbooks, all of which are deemed to be board policy ~~and delete or modify existing policies~~. Board policies, ~~rules and~~ regulations, and handbooks may be amended or repealed at any board meeting by a majority vote of the board. ~~All handbooks shall be approved by the board and adopted, by reference, as a part of these policies and rules.~~

Drafting Policy

The superintendent shall recommend~~draft all recommended~~ policy changes~~, including new policy recommendations~~. The superintendent may involve appropriate staff members, patrons, community members, or students when revising or drafting new policy.

Attorney Involvement

Board policies or recommended changes thereto ~~and rules {shall/~~may~~}~~ be submitted to ~~the~~ legal counsel to determine their legality before they are submitted to the board.

Policy Dissemination

Changes in board policy shall be disseminated as appropriate. The superintendent shall ~~develop a procedure to~~ ensure appropriate dissemination of current policy and ~~the destruction or~~ removal of obsolete policies from the board's policy system. At least one~~One~~ current ~~hard copy~~ policy manual~~book~~ shall be accessible~~kept~~ in the central business office. ~~If appropriate, the superintendent may also designate additional staff members who shall be furnished a policy book.~~ Current board-approved policies ~~{shall/~~may~~}~~ be posted on the district website, or other website designated by the board. Board members, district staff, patrons and others will be encouraged to use the web~~-~~site to access current board policy.

Historical Policy Files

The clerk shall keep an historical set of board policies which will reflect all revisions~~, amendments~~ or other actions pertaining to every policy.

Public Input on Policy

Individuals or groups may submit proposed changes in board policy.

Action Allowed When No Policy Exists

In an emergency, when action must be taken but present policy does not dictate appropriate action, the superintendent shall have authority to act. Any decision shall be subject to board review at the next meeting. The superintendent should recommend any policy needs the incident may have created.

Approved:

KASB Recommendation 1/01; 4/07; 6/10; 6/22

Memberships **BG**

The board ~~{shall/~~may~~}~~ maintain membership in the Kansas Association of School Boards and, if a member of KASB, may join and participate in the activities of the National School Boards Association.

Approved:

KASB Recommendation –1/01; 4/07; 6/22

Superintendent Recruitment **CEC**

The superintendent search presents the board with an opportunity to recruit individuals who will implement the board's goals. The board shall establish an orderly procedure for employing a superintendent that conforms to generally accepted ethical and legal standards and minimizes misunderstanding in the community. The process should allow the board ample opportunity to evaluate the qualification of a ~~number of~~ candidate~~'s qualifications~~ whose professional training and experience meet district needs. The board may solicit applications from qualified staff members and may list the vacancy with placement offices.

The board ~~{shall/~~may~~}~~ select a professional search service who shall screen all applications and recommend finalists to the board for interviews. The board shall interview selected candidates. Board members may visit each finalist's district.

Approved:

KASB Recommendation – 01/02; 4/07; 12/14; 6/22

Policy Implementation **CM**

(See BDA, CGK, ~~CMA,~~ GAA, and JA)

Administrative employees who fail to implement board policies may, by board action, be suspended without pay, demoted, placed on probation, nonrenewed, or terminated.

Approved:

KASB Recommendation – 6/00; 01/02; 4/07; 6/19; 6/22

Administrative Rules and Regulations **CMA**

(See BDA, CM, DJFAB, GAA and JA)

The superintendent is responsible for recommending, rules and regulations necessary to carry out board policy and to operate the district's schools. These rules and regulations shall constitute the administrative handbooks governing the schools and shall be considered for approval, modification or disapproval by the board. No administrative rule shall conflict with board policy.

The superintendent shall review all proposed rules before they are submitted to the board. The administrative staff shall review all administrative rules recommended by the superintendent before being submitted to the board for their consideration.

Staff Involvement

The superintendent {shall/may} include representatives of those employees who will be affected at the planning stage.

Community Involvement

The superintendent may involve district patrons on committees or study groups whenever necessary and appropriate.

Student Involvement

The superintendent may consider students' opinions concerning rules which affect them.

Rules Drafting

All proposed rules {shall/may} be submitted to the legal counsel to determine their legality before they are submitted to the board.

Disseminating Rules

All employees who play a role in enforcing the rules or who will be affected by any rule changes shall be given copies of the pertinent rules and any revisions.

Reviewing Rules

Administrative rules adopted by the board shall be subject to regular review by the administrative staff. Proposed changes shall be submitted to the board.

Action Allowed When No Policy Exists

In an emergency when action must be taken, the superintendent shall have authority to act. Any decision shall be subject to board review at the next meeting. The superintendent should recommend any policy needs the incident may have created.

Approved:

KASB Recommendation – 01/02; 4/07

(See DC and KBA)

A planned, systematically prepared budget is essential in the management of the district. The board delegates to the superintendent the authority to develop a budget for the board's consideration.

In planning the budget, sufficient moneys shall be allocated in a manner reasonably calculated such that all students may achieve the capacities set forth in K.S.A. 72-3218(c).

Needs Assessment

Each year, the board shall conduct an assessment of the educational needs of each attendance center in the district. Such assessment shall be published on the school district's website. Information obtained from the needs assessment shall be used by the board when approving the budget of the school district to ensure improvement in student academic performance.

The board shall annually review state assessment results and, as part of such review, shall document the following:

- The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on such assessments;
- Any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove such barriers; and
- The amount of time the board estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessments if such budget actions are implemented.

The board shall also prepare a summary of the budget. The budget, the summary of the proposed budget, the needs assessment, and the state assessment documentation shall be on file at the administrative offices of the school district and available on the school district's website. Notice of the hearing on the budget shall include a statement that the budget(s), the summary of the proposed budget, the needs assessment, and state assessment documentation is on file at the administrative offices of the district and available on the school district's website.

Approved:

KASB Recommendation - 4/07; 6/22

(See DB and KBA)

The district budget shall be prepared by the superintendent in cooperation with selected district employees and shall reflect the district's educational goals, including improvement in student academic performance as described in board policy DB and state law.

The superintendent shall follow the adopted budget.

The district shall fund the operating budget according to approved fiscal and budgetary procedures required by the State of Kansas.

Budget Forms

Budget forms used shall be those prepared and recommended by the Kansas State Department of Education. Budget summary documents shall be prepared on forms provided by the Kansas State Department of Education.

Priorities

The board will establish priorities for the district on a short-term, intermediate, and long-range basis, taking into consideration the requirements for budgeting.

Deadlines and Schedules

Deadlines and time schedules shall be established by the board, unless otherwise provided by state law.

Encumbrances

An encumbrance shall be made when a purchase is made or when an approved purchase order is processed. All encumbrances shall be charged to a specific fund. All necessary encumbrances shall be made by the superintendent.

Recommendations

Recommendations of the superintendent and professional staff concerning the district's budget allocations will be presented to the board prior to submission of the tentative draft budget.

Preliminary Adoption Procedures

The superintendent will be responsible for developing the budget cover letter. It is recommended that the letter include a restatement of the goals and objectives of the district and a list of budget priorities. An explanation of ~~line item~~line-item expenditures will be included in the letter. Fund expenditures and line categories will also be explained in terms of how the budget meets the goals and objectives of the district and enhances completion of priority programs. A preliminary draft of the district's budget will be

submitted by the superintendent within a timeframe that allows the district to comply with all statutory deadlines.

Hearings and Reviews

The board shall conduct budget hearings according to state law. The minutes of the meeting at which the board approves its annual budget shall state a needs assessment was provided to the board in accordance with board policy DB and state law, the board evaluated such assessment, and the manner in which the board used such assessment in the approval of the district's budget.

District budgets, the summary of the proposed budget, the needs assessment, and the state assessment documentation described in board policy DB shall be on file at the administrative offices of the district and available on the district's website.

Budget Transparency

The district shall comply with the requirements of the Kansas Uniform Financial Accounting and Reporting Act and rules and regulations promulgated by the Kansas State Board of Education thereunder in maintaining, reporting, publishing on the district's website, and making available to the public specified budgetary records, forms, and information.

Management of District Assets/Accounts

The superintendent shall establish and maintain accurate, financial management systems to meet the district's fiscal obligations, produce useful information for financial reports, and safeguard district resources. The superintendent shall ensure the district's accounting system provides ongoing internal controls. The superintendent shall review the accounting system with the board.

Approved:

KASB Recommendation - 7/03; 4/07; 6/07; 6/09; 6/15; 6/18; 6/21; 6/22

Standard of Conduct for Federally Funded Contracts **DFAB**

The following standard of conduct shall be followed by board members, district employees, officers, and their agents in an effort to eliminate conflicts of interest and to govern actions while engaged in the selection, award, and administration of contracts on behalf of the district.

No board member, employee, officer, or agent may participate in the selection, award, or administration of a contract supported by Federal funds if he or she has a real or apparent conflict of interest concerning the contract.

For the purposes of this policy, a conflict of interest would include any instance when a board member, employee, officer, or agent; any member of his or her immediate family; his or her partner; or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in or receives or would receive a tangible personal benefit from a firm considered for a contract.

Unless otherwise provided herein, no board member, employee, officer, or agent of the district may solicit or accept gratuities, favors, or anything of monetary value from vendors, contractors, or parties to subcontracts. Therefore, these individuals would be prohibited from accepting offers for free entertainment which would otherwise cost the individual, lodging, transportation, gifts, or meals. However, accepting meals offered by a sponsor and consumed by such individual at school, a school sponsored activity, or a related event and/or accepting free product samples having a retail value no greater than ~~$~~ $100.00 will not be a violation of this policy or standard of conduct.

Employees, officers, and agents of the district found to be in violation of this policy and standard of conduct shall be subject to disciplinary action, up to and including suspension or termination for employees and denial of access to district property and activities and/or the severing of the officer or agency relationship with the district, as appropriate.

Approved:

KASB Recommendation – 12/16; 6/22

Federal Fiscal Compliance **DFAC**

(See ~~CMA,~~ CN, DFAA, and DFAB)

The board shall ensure federal funds received by the district are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance. This policy outlines the district's responsibilities when federal funding is considered. The board designates the _____ as the federal programs coordinator and district contact for all federal programs and funding.

The _____ shall establish and maintain a sound fiscal management system to include internal controls and federal grant management standards covering the receipt of both direct and state-administered federal grants and to track costs and expenditures of funds associated with grant awards. The superintendent, to assist in the proper administration of federal funds and implementation of this policy, may recommend additional procedures and regulations be adopted to supplement this policy.

The district's fiscal management system shall be designed with strong internal controls, a high level of transparency and accountability, and documented procedures to ensure that all fiscal management system requirements are met. Fiscal management standards and procedures shall assure that the following responsibilities are fulfilled:

- Identification – The district must identify, in its accounts, all federal awards received and expended and the federal programs under which they were received.
- Financial Reporting – Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of the Education Department General Administrative Regulations (EDGAR).
- Accounting Records – The district must maintain records which adequately identify the source and application of funds provided for federally-assisted activities.
- Internal Controls – Effective control and accountability must be maintained for all federal funds, real and personal property purchased therewith, and other assets acquired with federal funding. The district must adequately safeguard all such property and must assure that it is used solely for authorized purposes.
- Budget Control – Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.
- Cash Management – The district shall maintain written procedures to implement the cash management requirements found in EDGAR.
- Allowability of Costs – The district shall ensure that allowability of all costs charged to each federal award is accurately determined and documented.

Time and Effort Reporting by Employees

All district employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort reporting requirements do not apply to contracted individuals.

Recordkeeping

The district shall develop and maintain a records management plan and related board policy, administrative regulations, and/or procedures for the retention, retrieval, and disposition of print and electronic records, including emails.

The district shall ensure the proper maintenance of federal fiscal records documenting:

- Amount of federal funds,
- How funds are used,
- Total cost of each project,
- Share of total cost of each project provided from other sources,
- Other records to facilitate an effective audit,
- Other records to show compliance with federal program requirements, and
- Significant project experiences and results.

All records must be retrievable and available for programmatic or financial audit.

The district shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other district records which are pertinent to the federal award. The district shall also permit timely and reasonable access to the district's personnel for interview and discussion related to such documents.

Records shall be retained for a minimum of three (3) years from the date on which the final Financial Status Report is submitted, or as otherwise specified in federal law or in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action has been taken.

The district shall ensure that all personally identifiable data protected by statute or regulation is handled in accordance with the requirements of applicable law, regulations, board policy, administrative regulations, and procedures.

Subrecipient Monitoring

If the district awards subgrants, the district shall establish procedures to:

- Assess the risk of noncompliance.
- Monitor grant subrecipients to ensure compliance with federal, state, and local laws and board policy, regulations, and procedures.
- Ensure the district's records are adjusted to cure recordkeeping issues discovered through the subrecipient's audits, on-site reviews, or other monitoring.

Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations, or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part.

Approved:

KASB Recommendation – 6/17; 6/22

Administrative Leeway **DJFAB**

(See ~~CMA,~~ DJEG and DJEJ)

In an emergency, the superintendent shall have the authority to make expenditures necessary to prevent additional damage to district property, to keep the schools open or to reopen schools. Emergency purchases shall be ratified by the board at the next regular or special board meeting.

Approved:

KASB Recommendation - 4/07; 6/22

Insurance Program **EBA**

All district-owned property, real and personal, will be insured to cover losses from natural causes, fire, vandalism, and other casualties. Insurance shall also cover theft of district monies.

Liability Other Than for Vehicles

To the extent permitted by law, the board may insure all employees against legal action arising out of the performance of any authorized duties. The board may also purchase insurance covering loss resulting from student participation in a work-based learning program authorized by the district. The board may authorize the district to join a group-funded pool to provide insurance coverage for the district.

The district may designate one or more insurance agents of record. The superintendent may work with the insurance agent of record or group-funded pool to develop adequate insurance programs and/or proposals covering the district's employees and property.

Approved:

KASB Recommendation - ~~0~~4/07; 6/22

(See EDDA and JGG)

~~Use of buses by the district shall conform to current state law. At times it may be expedient to pay mileage to parents who transport their child to a specified point to meet the bus, or to provide private transportation in lieu of providing bus service. Mileage payments to parents may be made only with board approval~~The district will provide transportation to students as required by law. Student transportation can be provided through any of the methods outlined by law.

~~Except as may be permitted elsewhere in policy, district buses shall not be available for use by outside groups.~~

~~**{Add additional local language here as needed.}**~~

Approved:

KASB Recommendation–7/96; 4/07; 6/10; 6/22

School Buses and Vehicles ~~(District-Owned Buses)~~ **EDAA**

(See ED, JBCA, and JGG)

Use of buses and other school vehicles by the district shall conform to current law. School buses and other school vehicles will not be loaned, leased, or subcontracted to any person, groups of persons, or organizations except as allowed by law, subject to board approval.

Liability

All school vehicles will be adequately insured.

Safety

For the purposes of this policy, "school transportation provider" is defined to include school bus drivers, school passenger vehicle drivers, and other school employees who may transport students.

Every school transportation provider shall have a valid driver's license. Such drivers shall have full authority and responsibility for the passengers riding in school vehicles.

Students or other persons riding in school buses or school vehicles who violate district policy or bus and/or school vehicle rules will be reported to the proper administrator~~administrative official~~. Violations of these policies and/or rules may result in disciplinary action by school officials or reports to law enforcement as appropriate.

Speed Limits

The board may set speed limits for district vehicles, which may be lower than state-allowed maximum speed limits.

Safety Inspection

The superintendent or the superintendent's designee shall be responsible for bus and other transportation inspections.

Defects found in school vehicles shall be repaired as soon as possible. The director of transportation shall be responsible for keeping school vehicles in good operating condition.

Scheduling and Routing

Scheduling and routing shall be the responsibility of the superintendent or the superintendent's designee.

Bus and transportation schedules and routing maps will be updated annually prior to the start of school.

Records

Every school transportation provider will keep accurate records pertaining to each assigned vehicle. The types of records shall be developed by the superintendent or the superintendent's designee.

Any record developed by the administration for the purpose of monitoring vehicle use will include, but may not be limited to, the following information: miles driven each trip, gas and oil usage, ~~School VehiclesEDAA-2~~

purpose of the trip, destination, time of departure, and time of return. Such records will be signed by each driver at the conclusion of each trip and submitted to the person responsible for collection of these records. An annual summary report will be used in the compilation of the district's budget. A copy of the annual report may be given to the board on or before the regular board meeting in June or upon request.

Licensing of Drivers

It shall be the responsibility of all school transportation providers provide proof of a valid driver's license appropriate for the vehicle(s) to be driven for the district to the superintendent or the superintendent's designee at the beginning of each school year~~to register with the superintendent annually the validity of license certification by the Kansas Department of Revenue~~. If a school transportation provider's license is suspended or revoked at any time, the suspension or revocation shall be reported to the superintendent, and the employee shall immediately cease driving a school vehicle and transporting students.

School transportation providers shall be provided access to ~~receive a copy of~~ this policy annually ~~on registering their driving certification with the superintendent~~.

Housing of School Vehicles

All school vehicles shall be housed in areas designated by the superintendent. Buses may be housed in the district's central storage area or assigned to a designated driver who may then house the bus as directed.

If district vehicles~~cars or vans~~ are assigned to designated employees, the employee shall be responsible for the proper care, maintenance, and housing of the vehicle ~~either~~ at a district-owned site, while on school business, or at the employee's residence.

Transportation to Summer Athletic Events

Option 1:

The board does not authorize the use of school buses or other school vehicles in transporting district students to summer athletic activities such as, but not limited to, camps, 7-on-7, and summer league games. Unauthorized use of district buses or other school vehicles for this purpose may result in appropriate discipline of district staff, up to and including suspension and/or termination from employment.

Option 2:

The board authorizes the superintendent to approve the use of school buses or other school vehicles in transporting district students to summer athletic activities such as, but not limited to, camps, 7-on-7, and summer league games.

Any staff requests for such use shall be submitted to the superintendent or the superintendent's designee at least~~on or before~~ _____ days prior to the activity and shall include information concerning the time, date, and duration of trip; the purpose of the

~~School VehiclesEDAA-3~~

transportation; the projected number of students requiring transportation for such event; the type of bus(es) or vehicle(s) requested; which district staff member(s) will be accompanying the student(s) on such trips; and whether or not additional school transportation providers would be required to provide such transport.

The superintendent may grant or deny such requests after taking into consideration the following factors:

- the expense of providing requested transport;
- the availability of funds for such purpose;
- the availability of adequate school staff to chaperone and/or provide transportation;
- the availability of and/or the coverage of liability insurance for this purpose;
- priority of assignment and availability of necessary vehicles;
- Title IX and other fairness considerations in granting use or repeated use to a particular group of student participants~~athletes~~; and
- other good cause as determined by the superintendent or the superintendent's designee.

Approved:

KASB Recommendation – 7/03; 4/07; 6/10; 12/13; 6/15; 6/22

Memorials, Funerals, and Naming of District Facilities **FC**

(See KG)

Requests to use district buildings and/or facilities for displaying ~~permanent~~ memorials, hosting funeral or memorial services, or honoring a person with its name shall be considered in accordance with the following provisions.

Memorials

As places designed primarily to support learning, school sites should not serve as the main venue for ~~permanent~~ memorials for students or staff. Permanent memorials for deceased students or staff shall be limited in form to perpetual awards or scholarships for district students.

Any permanent memorials in existence before the adoption of this policy can only be removed by board action.

Funerals and Memorial Services in District Facilities

Use of school facilities for funerals or memorial services is discouraged. If requests are made to hold funeral or memorial services at district facilities, such requests will only be considered if any services are scheduled after school has dismissed for the day or on weekends.

The superintendent shall handle requests for funeral and memorial services ~~and shall report the disposition of those requests to the board~~.

Naming of Facilities

The board will consider requests from school and community groups to name an athletic or other school activity facility, building, or a portion thereof for a person provided the proposed name has special significance and/or the person has made an outstanding contribution to the school or the school system ~~and has been deceased for at least {10} years~~. The board shall consider naming requests after they are recommended by the superintendent.

Approved:

KASB Recommendation - 6/13/ 6/16; 6/22

Goals and Objectives **GAA**

(See BDA, CM, ~~CMA~~ and JA)

The goal of the personnel policies set forth in this policy section is to create the best possible educational climate for the students of the school district. To this end, these personnel policies are designed to prevent misunderstanding by the district's personnel of their duties, responsibilities, and privileges.

All employees shall follow all applicable board policies, rules, regulations, and supervisory directives.

All personnel handbooks shall be approved by the board and adopted, by reference, as a part of these policies and rules.

Approved:

KASB Recommendation – 2/98; 4/07; 12/13; 6/19; 6/22

GAAF – ESI DOCUMENTATION FORM

Emergency Safety Intervention Documentation

Date: _____

Dear: _____

The purpose of this letter is to inform you that on _____, at _____ (a.m./p.m.)
(date) (time)
the need for the use of an Emergency Safety Intervention was required for
_____.
(name of student)

~~***K.S.A. 72-6152 provides***~~***K.A.R. 91-42-1 through 92-42-7 provide*** ***that emergency safety intervention (hereafter "ESI") is defined to include the use of seclusion or physical restraint but not the use of time-out or physical escort. Whenever an ESI is used, the parent(s)/guardian(s) must be informed of the use the day it happens. This notice requirement is deemed satisfied if the school attempts at least two methods of contact to reach the parent or guardian. By the day following the ESI use, written notification of the following shall be provided to the parent or guardian.***

Type of ESI used: Seclusion _____ Restraint _____ Duration of seclusion/restraint: _____ (minutes)
Location: _____

Name of staff member(s) who participated in or supervised the ESI:

_____

_____

Did the student have an Individualized Education Program ("IEP"), Section 504 Plan, or a Behavior Intervention Plan at the time of the incident? _____ If so, specify which: _____
_____

Description of events leading up to the incident:

_____

_____

_____

_____

Student behaviors necessitating the ESI:

_____

_____

_____

Steps taken to transition the student back into the educational setting:

_____

_____

_____

Parents or guardians of the above-named student are invited and strongly encouraged to schedule a meeting to discuss the ESI and how to prevent future ESI use. Please contact the following staff member at the email address and/or phone number listed below to schedule such a meeting or if you have any questions regarding this use of ESI.

(Staff Member Name) _____

(Staff Member Email Address) _____

(Staff Member Phone Number)_____

_____ _____

(Signature of person completing report) (Date)

*Parent(s)/guardian(s) notified of this incident on _____ by _____.

Please feel free to provide feedback or comments concerning this ESI use below and email or deliver them to the staff member specified above.

_____

_____

_____

_____

*Original provided to Building Principal
*Copy provided to (Parents/Guardians, Administrative Office)

KASB Recommended – 6/22

Substitute Teaching **GBRJ**

Qualified substitute teachers shall be secured for the district.

The superintendent or the superintendent's designee ~~(shall/~~may~~)~~ meet with potential substitutes before the start of each school year.

The ~~superintendent and~~ principals shall compile a list of available substitute teachers, and each principal shall have a current list ~~copy~~.

Principals ~~(~~or other designated employees~~)~~ shall be responsible for obtaining substitute teachers from the list and employing them as needed.

~~The superintendent shall be responsible for developing a substitute's handbook.~~

The board shall establish the rate of pay for substitute teachers ~~each (fill in month)~~ annually.

Candidates will be given information regarding expectations in performance of their job duties~~receive a substitute's handbook, an explanation of the substitute program, application forms, and necessary tax forms and other records to be completed~~.

~~The handbook shall include information on when and how candidates should apply to be substitutes, the rates of pay, the time of the morning or day that substitutes can expect to be called for duty, instructions on where to report for all district attendance centers, maps of the school district and of each attendance center, a current copy of the school calendar, a copy of the board's educational philosophy (see IA), suggestions for working with students, a statement of expectations the district has for substitutes, a list of tasks the substitute must complete before leaving for the day and a sample report form for reporting incidents that may take place during the day.~~

Substitutes are encouraged to prepare, in advance, for the subjects in which they are most likely to substitute in case lesson plans are not available.

~~Each principal shall file a report with the superintendent listing the substitutes used in the building during each pay period.~~

~~The superintendent shall meet with principals and review the performance of substitutes.~~

Approved:

KASB Recommendation - 9/97; 2/98; 4/07; 6/22

Evaluation of Coaches and Sponsors **GCIA**

All employees contracted to coach or sponsor an activity shall be evaluated ~~{at least~~ annually~~once a year/on a schedule approved by the board}~~. Evaluation documents will be on file with the clerk of the board.

Coaches and sponsors shall be evaluated by the supervisor to whom they are assigned. Evaluations shall be based on the employee's personal qualities, their commitment to duty, their work skills, and other appropriate issues related to the activity sponsor/coach job description. A copy of the completed evaluation shall be given to the employee after it is signed by the employee and the evaluator and will be placed in the employee's personnel file.

Approved:

KASB recommendation 6/09; 6/22

(See GBRH)

Paid Leave

Full-time employees will be credited with ~~10 days of~~ paid leave in accordance with handbook language approved by the board~~on the first day of the fiscal year~~. ~~Unused leave will be accumulated to a maximum of 60 days. The annual credit of 10 days will be first applied to employee absences. The maximum number of days available in any fiscal year is 70 days. The paid leave may be used as sick leave, bereavement leave or personal leave.~~

~~Sick leave is available for the personal illness of the employee or the illness of the employee's spouse, child, grandchild, parent or the parent or child of the employee's spouse. The superintendent shall have the right to receive verification of any illness or disability.~~

~~Bereavement leave is paid leave in the event of the death of a member of the family covered by sick leave. Bereavement leave is limited to three days per occurrence. Bereavement leave will be deducted from available paid leave.~~

~~Personal leave is for the purpose of conducting personal activities that may not be completed outside the workday. Personal leave is not limited but will be deducted from paid leave allowed. Requests for personal leave must be given to the employee's supervisor at least one week in advance of the period of leave.~~

~~If the employee leaves the employment of the district for any reason, no payment will be made for unused sick leave.~~

Unpaid Leave

The board may grant a period of unpaid leave as determined by the board. The period of leave and reason for unpaid leave shall be determined by the board unless otherwise prescribed by law. The board shall not be required to pay any salary or benefits during periods of unpaid leave except as may be required by law.

Jury Leave

Any employee called to jury duty will be granted paid leave and such leave will not be deducted from the employee's credited paid leave.

Approved:

KASB Recommendation - 4/07; 6/22

School Site Councils **IB**

(See KA)

A site council shall be established in each district building. Each council shall be responsible for providing advice and counsel for evaluating state, school district, and school site performance goals and objectives and in recommending methods that may be employed at the school site to meet these goals and objectives. Discussions may include allocations of the school budget and administrative and management functions.

The membership of each council shall include, at a minimum, the building principal, and representatives of: teachers and other school personnel, parents of pupils attending the school, the business community, and community leaders.

~~{Each principal shall submit, for the board's consideration, names of individuals to be considered for appointment to the site council. The board shall appoint site council members.}~~The principal shall recommend site council members for board approval.

Each site council shall establish meeting schedules ~~that shall be subject to board approval~~. Each council shall report to the board at least ____ times a year.

Approved:

KASB Recommendation–7/96; 6/04; 4/07; 6/14; 6/22

(See BCBK, ICA, ICAA, II, and JR et seq.)

The superintendent, the board and staff shall protect the right of privacy of students and their families in connection with any surveys or physical examinations conducted, assisted, or authorized by the board or administration. The district shall annually provide parents notice of their rights under the Protection of Pupil Rights Amendment and the Student Data Privacy Act, at the beginning of each school year, and at any other time the school district policies in the area are substantially changed.

Student Data Restrictions

Any student data submitted to and maintained by a statewide longitudinal student data system shall only be disclosed in accordance with the Student Data Privacy Act. Disclosure of all other student data or student record information maintained is governed by the Family Educational Rights and Privacy Act ("FERPA").

Annual written notice presented to parents and legal guardians of district students shall: 1) require parent or guardian's signature; and 2) shall state student data submitted to and maintained by a statewide longitudinal data system only be disclosed as follows.

Student data may be disclosed to:

- The authorized personnel of an educational agency or the state board of regents who require disclosures to perform assigned duties; and
- The student and the parent or legal guardian of the student~~,~~ provided the data pertains solely to the student.

Student data may be disclosed to authorized personnel of any state agency, or to a service provider of a state agency, educational agency, or school performing instruction, assessment, or longitudinal reporting, provided a data-sharing agreement between the educational agency and other state agency or service provider provides the following:

- purpose, scope, and duration of the data-sharing agreement;
- recipient of student data use such information solely for the purposes specified in agreement;
- recipient shall comply with data access, use, and security restrictions specifically described in agreement; and
- student data shall be destroyed when no longer necessary for purposes of the data-sharing agreement or upon expiration of the agreement, whichever occurs first.

*A service provider engaged to perform a function of instruction may be allowed to retain student transcripts as required by applicable laws and rules and regulations. Destruction shall comply with the NISTSP800-88 standards of data destruction.

Unless an adult student or parent or guardian of a minor student provides written consent to disclose personally identifiable student data, student data may only be disclosed to a governmental entity not specified above or any public or private audit and evaluation or research organization if the data is aggregate data. "Aggregate data" means data collected or reported at the group, cohort, or institutional level and which contains no personally identifiable student data.

The district may disclose:

- Student directory information when necessary and the student's parent or legal guardian has consented in writing;
- directory information to an enhancement vendor providing photography services, class ring services, yearbook publishing services, memorabilia services, or similar services;
- any information requiring disclosure pursuant to state statutes;
- student data pursuant to any lawful subpoena or court order directing such disclosure; and
- student data to a public or private postsecondary educational institution for purposes of application or admission of a student to such postsecondary educational institution with the student's written consent.

Student Data Security Breach

If there is a security breach or unauthorized disclosure of student data or personally identifiable information of any student submitted to or maintained on a statewide student longitudinal data system, each affected student or the parent or legal guardian of the student, if a minor, shall be immediately notified, and an investigation into the causes and consequences of the breach or unauthorized disclosure will be conducted.

Biometric Data

The district shall not collect biometric data from a student or use any device or mechanism to assess a student's physiological or emotional state, unless the adult student or the parent or legal guardian of the minor student consents in writing. "Biometric data" includes measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting.

Nothing in this policy shall prohibit the collection of audio voice recordings, facial expression information, and student handwriting for:

- provision of counseling or psychological services,
- conducting student threat assessments,
- completing student disciplinary investigations or hearings, or
- conducting child abuse investigations.

Select Student Surveys

No nonacademic test, questionnaire, survey, or examination containing any questions about the ~~a student's or the student's parents' or guardians'~~ personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day ~~on issues such as sex, family life, morality, or religion~~ shall be administered to any kindergarten through 12th grade student unless:

- the parent or guardian is notified in writing not more than four months in advance of the administration of such test, questionnaire, survey, or examination that such is to be administered; and
- the parent or guardian of the student gives ~~written permission~~ consent through a written or electronic signature or, in the event of an immediate need, gives verbal consent for the student to participate.

Advance notification to a parent or guardian must include:

- A copy of the test, questionnaire, survey, or examination that is to be administered;
- Information on how the parent or guardian may provide written consent to authorize the student to take such test, questionnaire, survey, or examination;
- The name of the company or entity that produces or provides the test, questionnaire, survey, or examination to the school; and
- Whether the school will receive or maintain the resulting data and an explanation of how the school intends to use and maintain such data.

For written consent to be accepted, timely notice in compliance with the requirements of this policy must be provided, and the parent or guardian must have had an opportunity to review the information contained in the notice. Written consent must be provided separately for each individual test, questionnaire, survey, or examination that is to be administered. Prior to administering any such test,

questionnaire, survey, or examination, a copy of it must be posted and maintained on the district's website.

A student has the right to refuse to take any test, questionnaire, survey, or examination as described herein at any time, regardless of receipt of parent or guardian consent to participate. Prior to administering any such test, questionnaire, survey, or examination, each student shall be informed that such student has the right to refuse to take it and that the student will not suffer any adverse consequences based on refusal to participate.

No personally identifiable student data shall be collected through any such test, questionnaire, survey, or examination.

Except as otherwise provided in this policy, the provisions of this subsection shall apply to any test, questionnaire, survey, or examination as described herein that is administered or proposed to be administered to any student by any employee of a school district, including, but not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse.

If, however, any district employee becomes aware that a student may be at risk of suicide by a credible report from the student, the student's peers, or another school district employee, the school personnel who are designated to administer a suicide risk assessment or screening tool may administer such risk assessment or screening tool in accordance with the provisions of this subsection to determine whether the student could be at risk for suicide. Such designated school personnel may include, but is not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse. Prior to the administration of any such risk assessment or screening tool, the designated staff member shall verbally notify the parent or guardian before the administration of such risk assessment or screening tool and obtain the consent of the parent or guardian.

If the designated staff member is unable to verbally notify the parent or guardian of the student and obtain consent after reasonable attempts to do so, the designated staff member may administer the risk assessment or screening tool without such consent. If a risk assessment or screening tool is administered without the parent or guardian's consent, as soon as contact with the parent or guardian is made, the designated staff member shall notify the parent or guardian of the administration of such assessment or screening tool and provide to the parent or guardian all information obtained from the risk assessment or screening tool administered to the student.

~~Nothing shall prohibit school counselors from providing counseling services, including the administration of tests and forms as part of student counseling services. Any information obtained through such tests or counseling services shall not be stored on any personal mobile electronic device~~

~~which is not owned by the school district. Storage of such information on personal laptops, tablets, phones, flash drives, external hard drives, or virtual servers not owned by the district is prohibited.~~

~~Students may be questioned:~~

- ~~in the provision of psychological services,~~
- ~~conducting of student threat assessments,~~
- ~~completing student disciplinary investigations or hearings, or~~
- ~~conducting child abuse investigations.~~

~~Collection of such information in these limited circumstances is permitted without prior written consent of the parent, guardian, or adult student.~~

Approved:

KASB Recommendation – 7/03; 6/04; 4/07; 6/14; 6/16; 6/22

(See IKD and KN)

All textbooks, instructional materials and the selection criteria for district media center materials shall be subject to board approval.

Textbooks and instructional materials shall support the district's instructional program. Media center materials shall support and supplement the curriculum, promote wise use of leisure time, develop literary discrimination and appreciation, and encourage students to become productive citizens.

Selection Criteria: Textbooks and Instructional Materials

Textbooks and instructional materials shall provide:

An effective education for all students;

Factual knowledge, literary appreciation, aesthetic values, and ethical standards;

Practice for students to develop abilities in critical thinking, communication, mathematics, and science skill~~.~~;

Information which helps students develop an appreciation of American cultural, ethnic and racial diversity, and balanced views concerning international, national, state, and local issues and problems; and

Sufficient flexibility for meeting the special needs of individuals and groups.

The superintendent shall develop selection procedures which meet the above criteria, which shall include a review of available material by appropriate staff members.

Selection Criteria: Media Center Materials

Materials shall be chosen for accuracy, artistic quality, format, and authoritativeness.

Materials shall be chosen on various reading levels presenting different points of view, including current issues.

Books and other media materials shall be evaluated before purchase, either through direct examination or by using reputable, unbiased, professionally prepared selection tools.

The media center(s) shall obtain, process, and circulate materials and equipment and provide references and other services to students and faculty. Media specialists shall work toward providing resources so that students have an opportunity to achieve high levels of performance.

Collection Development

The media collection shall be developed systematically, be well balanced in coverage of subjects, and include various types of materials and ~~a variety of~~ diverse content in multiple ~~various~~ formats.

The collection shall reflect, enhance~~enrich,~~ and complement the broad interests represented in the curriculum. The collection should be large enough to allow materials to be placed in classrooms for extended periods of time.

Challenges of Materials

Any student, parent, or legal guardian of a student currently enrolled in the district ~~person~~ having a complaint about textbooks, media center, or other instructional materials shall meet with the teacher, media specialist, or principal. If the concern is addressed to a teacher or media specialist, they shall report the matter to the principal. If the matter cannot be resolved, the principal shall notify the superintendent and ask the complainant to complete~~use~~ a request for review form which is available through building principals or at the district office. After receiving the completed form, the superintendent shall review and consider ~~meet with the complainant to discuss~~ the ~~complaint~~request.

If the ~~complaint~~ issue outlined in the request is not resolved after review by ~~at the meeting with~~ the superintendent, the ~~complainant~~ requestor may seek review by the board~~request that the board consider the complaint~~request. If the board chooses to consider the ~~complaint~~request, it shall forward all appropriate written materials to a review committee.

~~Review Committee~~

Composition of Review Committee

When a review committee is established ~~by the board~~ to handle ~~complaints~~ requests for review concerning textbooks, media center, or instructional materials, the review committee shall be composed of:

The building principal, library media specialist, two subject area specialists, ~~and~~ two community members, and one student. If the request for review proposes that the material is inappropriate for minors, the student representative may be left off the committee. The superintendent shall be responsible for appointing review committee members, unless otherwise determined by the board on a case-by-case basis.

Purview of Review Committee~~The committee's charge shall be:~~

The review committee shall examine and evaluate the material as a whole; consider the district's policy, procedures, and philosophy for selection of textbook, instruction materials, and media center materials; ~~and~~ weigh strengths and weaknesses; and form opinions based upon the selection criteria.

Written Report

~~To~~ Within 30 days of receiving access to the challenged materials, the review committee shall review the material and prepare a written report containing conclusions and recommendations for the board of education~~within 30 days;~~.

~~To direct a written report to the board; and~~

~~To send the complainant a copy of the report.~~

~~The Review Committee Shall:~~

~~Examine and evaluate the material as a whole; consider the district's policy, procedure and philosophy for selection of textbook, instructional materials and media center materials; and~~

~~Weigh strengths and weaknesses and form opinions based upon the selection criteria.~~

~~If the complainant is dissatisfied with the committee's recommendation, an appeal of the decision may be made to the board for a hearing and final decision. If an appeal is requested by the complainant, the superintendent shall request that the board schedule an appeal and shall prepare in advance of the appeal all appropriate documentation for the board's study.~~

If the board receives simultaneous challenges of multiple material or if circumstances render the 30-day timeline impracticable, the board may extend the committee's deadline to complete its review.

No reviews will be conducted during summer break or when school is not in session for one week or longer. The timeline for any review shall be tolled during such breaks.

Board Review and Action

The board shall review the recommendation of the review committee within 30 days of receipt thereof and may accept the review committee's recommendation, reject the review committee's recommendation, or make its own determination regarding the challenged book or material.

The decision of the board is final.

Removing Challenged Materials

Challenged materials may~~shall not~~ be removed from use during the review period at the discretion of the superintendent.

Impact of Simultaneous Requests

If more than one request for review is received simultaneously, or, if one or more requests for review is received while another review is pending, timelines established in this policy may be extended by the superintendent or the board to allow the requests to be processed in turn. When more than one request for review is received on the same book or material, such requests may be consolidated to reduce redundancy in review at any stage of this process.

Approved:

KASB Recommendation – 6/04; 4/07; 6/22

Performance-Based Credits **IIA**

A student may earn credits towards high school graduation by demonstrating mastery of the course outcomes through a performance instrument. The standards for designing and passing the performance instrument shall be set sufficiently high to ensure credits earned by such means shall be equivalent to those offered in the framework of the Carnegie unit.

A written request to "test out" of a class must be submitted prior to the beginning of each semester/year. A student may not request to "test out" of a class in which he or she is currently enrolled or has been enrolled.

The request is to be evaluated within 30 school days by a review committee composed of: a building administrator, a school counselor, a faculty member appointed by the principal, and the students' parent(s) or guardian(s).

If the request is approved, the course instructor will have 30 school days to design a performance instrument that reflects mastery of all course outcomes. Commercially available instruments may be used if they cover all course objectives. A performance instrument shall be approved by the principal. The principal, in consultation with the instructor, will determine the setting and the timelines for the administration of the instrument, as well as the criteria for successful completion of those tasks.

The student has 10 school days in which those designated tasks developed by the teacher and approved by the administration must be performed.

Credit for such classes shall be awarded only on a pass/fail basis. Students will be allowed only one opportunity to "test out" of any particular

class. It will not be the responsibility of the school or the instructor to provide instructional and/or review time for the student. However, the outcomes, as noted in the district curriculum guide, and class syllabus will be made available.

Graduation Credit Through Integrated Coursework

The board may allow graduation credit for integrated academic or career and technical education course work. The teacher awarding academic credit shall be fully licensed and may work collaboratively with another instructor to develop a course plan for instruction. The teacher shall monitor the student's progress and level of achievement. The plan will be reviewed periodically to maintain rigor and relevance.

Credit Through Alternative Educational Opportunities

Students enrolled in grades six through twelve may earn course credits through alternative educational opportunities with sponsoring entities. For the purposes of this policy, terms have the following meanings.

- "Alternative educational opportunity" means instruction that primarily occurs outside the classroom with a sponsoring entity.
- "Sponsoring entity" means a business, not-for-profit organization, nonprofit organization, trade association, parent of a student, teacher, or administrator that partners with a school district to provide an alternative educational opportunity to students.

Eligibility Requirements for Sponsoring Entities

The board may accept a proposal from a sponsoring entity if the alternative educational opportunity provided by the sponsoring entity provides an additional learning opportunity for students through a work-based, pre-apprenticeship, apprenticeship, internship, industry certification, or community program; and either the proposal is approved by the state board of education as an alternative educational opportunity, or it complies with the requirements of this policy regarding such opportunities.

Requirements for the Provision of Alternative Educational Opportunities

Each approved alternative educational opportunity with a sponsoring entity shall be managed and directed by a licensed teacher employed by the school district. The teacher may work collaboratively with the principal, the sponsoring entity, or another teacher to develop a course plan for instruction with learning outcomes identified. The teacher shall monitor the student's progress and level of achievement based on this plan. The plan will be reviewed periodically and adjusted as needed to promote a quality learning experience. The principal shall provide a report annually, or as requested, to the superintendent evaluating the additional educational opportunity provided to participating students and making recommendations to the superintendent on continuation, termination, or modification of the opportunity.

Processes for Submitting a Proposal for an Additional Educational Opportunity

Sponsoring entities wishing to partner with the district to provide additional educational opportunities to students, shall submit a proposal to the superintendent outlining the contact information and credentials of the person(s) that would be working directly with the student participants in this experience; educational goals for the partnership; any time, place, manner, and number of participant restrictions regarding how the learning opportunity would be provided; proposed learning outcomes for participating students; and any details regarding prerequisite coursework, certification, or experience a candidate for this experience should possess prior to entering the program.

Criteria for Evaluating Such Proposals

Prior to making a recommendation to the board on whether the district should partner with or continue to partner with a sponsoring entity, the superintendent shall review the proposed alternative educational opportunity in comparison with the board approved curriculum and goals, consulting other

staff members as necessary in that process. Before recommending action to continue such partnership from year-to-year, the superintendent may seek and shall review any available reports on the opportunity provided by the principal in accordance with this policy.

The board should consider the recommendation of the superintendent in determining whether to partner with or continue partnership with a sponsoring entity. In order for the board to partner with a sponsoring entity and to maintain such partnership, the sponsoring entity must first meet the eligibility requirements as outlined in this policy.

Additional considerations weighing into the decision to partner with a sponsoring entity may include, but may not be limited to: whether the learning experience meets the curricular, rigor, and relevance needs of the student and/or the district; qualifications, experience, reputation, and responsibility of the sponsoring entity and/or individuals that would be working directly with students; related costs for the district, regarding the provision of transportation, equipment, human resources to monitor the experience, etc.; space and time constraints if the experience will be provided in district facilities; student and staff safety; the need for and/or availability of insurance coverage, as applicable; effect on other district course offerings and activities; and student interest. As the welfare of students is of paramount importance to the board, the district reserves the right to complete background checks on any individuals working directly with students on behalf of the sponsoring entity and to base decisions on entering or exiting such a partnership, in whole or in part, on the results thereof.

Determining the Course Credit that May Be Earned Through These Opportunities

The superintendent may develop procedures for review of the experience and the award of credit in accordance with board approved curriculum. The superintendent may award credit for the experience as deemed appropriate for district elective offerings based on meeting local standards for those offerings. In order for any alternative educational experience to be approved for credit in a state-required course, such experience must meet all applicable statutory, regulatory, and Kansas State Board of Education approved standards for award of such credit.

State Reporting Requirements

The superintendent or the superintendent's designee shall make reports to the Kansas State Department of Education as required thereby. Such reports will include information regarding the alternative educational opportunities offered at each school, the names of sponsoring entities, the number of students participating in such opportunities, and credits earned.

Approved:

KASB Recommendation – 7/02; 6/04; 4/07; 12/21

Application

Students may apply for permission to enroll in an online course for credit. Applications for the next academic year shall be submitted to the principal no later than {April 20}. The student and the student's parents shall be informed of the ~~{board's/~~administrator's~~}~~ decision in writing no later than {June 1}.

Students {may/ may not} enroll in an online course as an alternative to any course offered by the high school {./, except as an attempt to earn credit for a class already attempted but failed by the student.}

Guidelines

The following guidelines shall be used by the ~~{board/~~administration~~}~~:

1. Only ~~{board/~~administration~~}~~ approved courses shall be posted on student transcripts.
2. Approval of any course shall be based upon the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor, and other appropriate factors.
3. Enrollment in an online course will be allowed only if an appropriately certified staff member is available and willing to supervise the student's participation in the course.
4. Suspended or expelled students may also apply for permission to enroll in online course work.

Other Regulations or Guidelines

Approval ~~by the {board/administration}~~ of online coursework shall be based on the requirements of Kansas law, Kansas State Department of Education regulations, and board credit requirements and/or guidelines in effect at the time the student request is made.

Approved:

KASB Recommendation – 7/02; 6/04; 4/07; 6/12; 6/22

Animals and Plants in the School **ING**

With the prior approval of the principal, animals or plants may be brought to school for instructional purposes.

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

Service Animals in the Schools

Service animals ~~may be~~ are permitted in the schools and on school property in accordance with~~board-approved guidelines and may be used by employees, patrons, and students~~ federal law. In order for the district to accommodate the health and safety of our students and staff while maintaining our educational services, programs, and activities, employees and students are encouraged to notify their building administrator prior to bringing a service animal to school for the first time. Patrons or individuals attending functions or having short term business on school property are not required to provide advance notice to school staff in order to be accompanied by a service animal on school property.

Access to school buildings will not be denied to a service animal as long as the animal is individually trained and required to do work or perform tasks for the benefit of an individual with a disability. Such work or tasks must be directly related to the individual's disability. District staff shall not be responsible to provide care or control of a service animal, and any service animal which is out of control or is not housebroken may be excluded by district staff.

For the purpose of this~~This~~ policy, "service animals" is not deemed to include~~ does not apply to~~ animals provided by the school for instructional purposes or for therapy or comfort~~ dogs~~ animals.

Approved:

KASB Recommendation – 1/13; 6/22

Goals and Objectives **JA**

(See BDA, CM, ~~CMA,~~ GAA and JCDA)

These student policies are designed to prevent misunderstanding by students about their rights and responsibilities. The ideas and recommendations of students shall be considered when adopting policies, rules, and regulations governing the conduct of students and their rights and responsibilities.

All student handbooks shall be consistent with board policy, approved by the board, and adopted, by reference, as a part of these policies and regulations.

Approved:

KASB Recommendation–7/96; 4/07; 12/15; 6/22

(See IIBGB, JBCA, JBCB, and JQKA)

Resident Students

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. Children who are "homeless" as defined by Kansas law and who are located in the district will be admitted as resident students. For purposes of this policy, "parent" means the natural parents, adoptive parents, step-parents, and foster parents. For purposes of this policy, "person acting as a parent" means a guardian or conservator, a person liable by law to care for or support the child, a person who has actual care and control of the child and provides a major portion of support, or a person who has actual care and control of the child with written consent of a person who has legal custody of the child.

Non-resident Students

Non-resident students are those who do not meet the definition of a resident student. Although the district is not required to admit non-resident students, non-resident students may be admitted to the extent that staff, facilities, equipment, and supplies are available. Other criteria regarding students seeking non-resident student admittance may be considered prior to acting on any annual non-resident student application as specified in this policy, and students residing outside of the state of Kansas may be denied enrollment or continued enrollment based on out-of-state residency.

Non-resident Student Continued Enrollment

Non-resident students admitted to the district shall be evaluated each spring by district administration on the following criteria: whether the student made academic progress; residence in the state of Kansas; regularity and punctuality of attendance; and disciplinary record, specifically whether the student complied with the student conduct code and avoided 1) major disciplinary problems and/or 2) a large number of referrals for minor disciplinary problem.

Students may be readmitted or denied admission for the next school year based on the results of these evaluations. However, if the student has a disability, the student's ability to meet these expectations shall be considered prior to denying continued enrollment in the district. Parents shall be informed of any administrative decision on non-resident student applications no later than _____.

Enrollment Restriction

Unless approved in advance by the board, no student, regardless of residency, who has been suspended or expelled from another school district will be admitted to the district until the period of such suspension or expulsion has expired.

Enrollment Procedures

The superintendent shall establish orderly procedures for enrolling all students, including pre-enrollment, changes in enrollment, normal enrollment times, and communication to parents and to the public.

Part-Time Students

The board allows any child to enroll part-time in the school district to allow the student to attend any courses, programs, or services offered by the school district if the child:

- Is also enrolled in a nonaccredited private elementary or secondary school or in any other private, denominational, or parochial school as required by law;
- requests to enroll part-time in the school district; and
- meets the age of eligibility requirements for school attendance.

District administrators shall make a good faith attempt to accommodate scheduling requests of students enrolling in the school district in these situations but shall not be required to make adjustments to accommodate every such request.

Part-time students, other than those specified previously in this policy may enroll with the ~~(board's/~~administration's~~)~~ permission if they complete all paperwork in a timely fashion and are in attendance no later than _____. (Insert date) Such part-time~~Part-time~~ students may be admitted only to the extent that staff, facilities, equipment, and supplies are available, and the students follow the district's student conduct policies and rules.

Identification of Students

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, a certified copy of the court order placing the child in the custody of the Secretary of the Department for Children and Families, or other documentation which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript, similar pupil records or data, or other documentary evidence the board deems satisfactory.

The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The district shall work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary enrollment documentation.

If proper proof of identity is not provided within 30 days of enrolling, the superintendent shall notify local law enforcement officials as required by law and shall not notify any person claiming custody of the child.

Enrollment Information

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 proper proof of identity.

Assignment to a School Building, Grade Level, or Classes

Unless otherwise provided herein, the superintendent shall assign students to the appropriate building. Any student desiring to attend a school outside the attendance area in which the student resides may do so only with the prior written permission of the superintendent.

If required by law, students placed in foster care or students who are homeless may be educated in their "school of origin" instead of the building corresponding to the assigned attendance area. (For definition of "school of origin", see regulations for JBCA and JBCB.)

Assignment to a particular grade level or particular classes shall be determined by the building principal based on the educational abilities of the student. If the parents disagree, the principal's decision may be appealed to the superintendent. If the parents are still dissatisfied with the assignment, they may appeal in writing to the board.

Transferring Credit

In {middle school/junior high} and high school, full faith and credit shall be given to units earned in other accredited schools at the time the student enrolls in the district, unless the principal determines there is valid reason for not doing so. For online credit approval procedures after enrollment, see board policy IIBGB.

Transfers from Non-Accredited Schools

Students transferring from non-accredited schools will be placed by the principal. Initial placement will be made by the principal 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.

Approved:

KASB Recommendation – 6/01; 4/07; 6/13; 12/14; 6/15; 12/15; 12/16; 6/19; 6/22

(See AEB, IDCE, JBD, and JQ)

Unless reporting would violate the terms of any memorandum of understanding between the district and the authority to which reports would be made. The building principal (or ____) shall report students who are inexcusably absent from school to the appropriate authority.

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. Truancy shall not apply to students who have attained a high school diploma, a general educational development credential, or a high school equivalency credential or any child who is determined to be an exceptional child, except for an exceptional child who is determined to be a gifted child, under the provisions of the special education for exceptional children act. Exceptions also exist for students attending the Kansas academy of mathematics and science and for students who are part of a recognized church or religious denomination objecting to a regular public high school education under circumstances specified in state law.

For truancy purposes, being enrolled and continuously attending a public school; a private, denominational, or parochial school taught by a competent instructor for a period of time which is substantially equivalent to the period of time public school is maintained in the school district in which the private, denominational, or parochial school is located; or a combination of attendance in both a public school and a private, denominational, or parochial school may satisfy compulsory attendance requirements. School year means the period from July 1 to June 30. Students who are absent without a valid excuse for a significant part of any school day shall be given an unexcused absence for truancy accounting purposes considered truant.

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

Waiver of Compulsory Attendance Requirements

Students 16 or 17 years of age may be exempt from compulsory attendance regulations if:

- The student is regularly enrolled in and attending a program recognized by the board as an approved alternative educational program;
- the parent(s) or person acting as parent provides written consent to allow the student to be exempt from the compulsory attendance requirement and the student and the student's parent or person acting as parent attend~~(s)~~ the counseling session required by law and signs the appropriate consent and waiver form;

- ~~if~~ the student is not subject to truancy law in accordance with law or this policy~~earns a GED~~;
- the child is regularly enrolled and continuously attending school as required by law and is concurrently enrolled in a postsecondary educational institution; or
- ~~if~~ the student is exempt from compulsory attendance requirements pursuant to a court order.

Involvement of Law Enforcement

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

Reporting to Parents

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

Dual Enrollment Students

Eligible students who are enrolled in a board-approved dual enrollment program shall not be considered truant for the hours during the school day they attend classes at a Regent's university, community college, technical college, vocational educational school, or Washburn University.

Approved:

KASB Recommendation – 7/96; 9/97; 8/98; 7/02; 6/04; 6/06; 4/07; 6/10; 6/12; 11/12; 1/13; 6/16; 6/22

(See EBC, GAAD, JCABB, JCEC and JHCAA)

Building administrators, school security officers, and/or others designated by the superintendent may conduct investigations and question students about violation of school rules, the student conduct code, and/or law. Unless otherwise provided herein, such investigators shall not be required to contact the student's parent, guardian, or representative prior to questioning and may request law enforcement, school resource officer(s), and/or school security officer(s) for assistance in conducting the investigations.

If there is reason to believe a violation of a criminal law has been committed, the building administrator, the superintendent's designee, and/or school security officer with authorization of the superintendent or the superintendent's designee shall notify the appropriate law enforcement agency of criminal conduct as provided in law and/or board policy and may request further investigation of the alleged violation.

When a school resource officer or campus police officer initiates an investigation of a potential violation of criminal law by a student on the officer's own initiative and not at the behest of a building administrator or the designee of the superintendent, such officer will notify the building administrator and will make a reasonable attempt to contact the student's parent, guardian, or representative prior to initiating questioning.

Coordination with Law Enforcement

School administrators and/or school security officers ~~{~~shall~~/may)~~ meet at least annually ~~periodically~~ with local law enforcement officials to discuss the district's policies and rules regarding law enforcement contacts with the district and reporting of potential criminal acts at school or school activities.

Notification of Investigations Conducted by Law Enforcement Officers

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

Child Abuse and Identity Investigations Conducted by Law Enforcement Officers

The administration shall cooperate with law enforcement officers who are conducting investigations of suspected child abuse or neglect or concerning the student's identity. For any

investigations concerning known or suspected child abuse or neglect, school staff shall follow the procedures outlined in board policy GAAD instead of the requirements of this policy.

Law Enforcement Initiated Investigations at School

In cases not involving the investigation of known or suspected child abuse or neglect or involving the student's identity, law enforcement officers shall not be permitted to initiate and conduct investigations involving the questioning of students during school hours unless the student's parent or guardian has given the school permission to allow the questioning, a valid warrant has been presented to the building administrator for such purpose, or in demonstrated emergency situations. If a demonstrated emergency is found, the building administrator shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the building administrator is not satisfied with either the identification or the reason, the request shall not be granted. The building administrator shall attempt to notify the superintendent and the officer's superiors of the reasons for the refusal.

Taking Students Into Custody

Students shall not be voluntarily released by school officials to law enforcement authorities unless the student has been placed under arrest or taken into custody by law enforcement, school resource officers, campus police officers;~~,~~ or Department for Children and Families ("DCF") authorities pursuant to a child abuse investigation. Except as otherwise specified in this policy, a reasonable effort shall be made to notify the student's parent, guardian, or representative when students are removed from school for any reason. Parents shall not be notified by school officials when their child is taken into custody by DCF, school resource officers, campus police officers, and/or law enforcement as a result of allegations of abuse or neglect and there is reason to believe sharing the information may lead to harm of the child or others. Except as provided above and/or as specified in a court order or arrest warrant, if a student is taken into custody by a law enforcement officer, school resource officer, or campus police officer, building administrators shall make a good-faith effort to contact the student's parent or guardian. Notification efforts shall be documented.

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

Disturbance of School Environment

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

Definition

For the purposes of this policy, "campus police officer" is a school security officer employed by and designated by the board to aid and supplement law enforcement agencies of the state, city, and/or county in which the school district is located.

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

Approved:

KASB Recommendation–7/96; 6/04; 4/07; 6/07; 10/12; 1/13; 6/18; 12/18; 6/22

Health Screenings **JGCD**

Vision, ~~and~~ hearing, and dental screenings will be conducted in the district as part of the overall health services program. ~~Frequency of the~~ Vision ~~Such~~ screenings will be administered in accordance with state law. When appropriate, other screenings deemed beneficial to students~~, such as dental screenings,~~ may be performed in the school health program.

When these screenings cannot be performed by district staff, the board authorizes the superintendent to identify healthcare service providers to provide them. Such healthcare service providers shall be required to enter into a contract with the district prior to providing any screenings or other services to students in the school setting.

Vision Screenings

~~Each year vision screening procedures will be conducted for students new to the district, including kindergarteners. Such procedures will be provided for other students at a frequency of not less than once every two years unless otherwise specified by state law. Students known to have vision difficulties and students referred by teachers, parents, and/or physicians will be screened regardless of grade level.~~Basic vision screenings shall be provided to students without charge according to the following schedule:

- Annually for every child participating in IDEA part B programs;
- At least once each school year for students in kindergarten and grades one, two, three, five, seven, and ten;
- Within the first year of enrollment in the district;
- Upon request by the parent or guardian of a student enrolled in an accredited nonpublic school who resides in the school district.

These basic vision screenings shall be performed by a vision screener designated by the board, who shall follow current state vision screening guidelines for performing the screenings. The results of the screening and, if necessary, referral for an examination by an ophthalmologist or optometrist shall be reported to the parents or guardians of the student. Any referral shall not show a preference in favor of any particular ophthalmologist or optometrist to provide an additional examination.

While not part of the board provided vision screening program, each student needing assistance in achieving mastery of basic reading, writing, and mathematics skills shall be encouraged to obtain an eye examination by an optometrist or ophthalmologist to determine if the student suffers from conditions impairing the ability to read. Expense for such an examination, if not reimbursed through Medicaid, private insurance, or any other governmental or private program, shall be the responsibility of the student's parent or guardian.

Hearing Screening

Each year hearing screening procedures will be conducted for students in their first year of school attendance in~~new to~~ the district~~, including kindergarteners~~. Such procedures will be provided for other students at a frequency of not less than once every three years unless otherwise specified by state law. Students known to have hearing difficulties and students referred by teachers, parents, and/or physicians will be screened regardless of grade level.

Under certain conditions, hearing screening services are provided for students residing within district boundaries who are enrolled in accredited non-public schools. These services are coordinated between the administration of the accredited nonpublic school and district administration and require a request from the student's parent or guardian. Implementation of the program for nonpublic school students follows the same guidelines as for district students.

The results of the test and, if necessary, the desirability of examinations by a qualified physician shall be reported to the parents or guardians of students screened.

Dental Screenings

Free dental inspections will be ~~offered~~ provided to students annually, planned for by designated school staff, and conducted by appropriate dental care providers. Students presenting a certificate from a legally qualified dentist providing that a dental examination was completed in the three months prior to the school dental inspection need not be provided with an inspection.

A certificate of the result of a school dental inspection, together with suggestions of requirements for the curing of any defects found, shall be made by the dental care provider making such inspection. One copy of this certificate is to be furnished to the child examined, and another will be filed with the clerk of the board. No dental work other than the inspection and provision of the certificate shall be performed by the examining dental care provider without the consent of the parents or guardian of the child.

Selected Screenings

Other screening procedures may be deemed appropriate and beneficial to students. Designated staff will assist in the planning and implementation of other screening programs following standard procedures.

Screening results~~,~~ and referrals, when necessary, will be communicated to parents.

In accordance with state law, the parent or guardian of any child entering school for the first time shall be informed of the availability of sickle cell screening and of the location of the nearest facility providing blood tests for sickle cell trait and sickle cell anemia.

Approved:

KASB Recommendation – 6/16; 6/22

Student Transportation ~~Regulation~~ **JGFF**

(See JGG)

Use of Vehicles and Bicycles

The superintendent ~~shall~~ may develop procedures regulating to the driving, parking, and use of vehicles and the use and parking of bicycles or other similar equipment during the school day. Failure to observe district ~~regulations~~ rules and/or procedures may result in disciplinary action.

Rules and ~~regulations~~ procedures concerning use of vehicles and bicycles on school property ~~shall be approved by the board and {shall/~~may~~}~~ be included in the student and/or other district handbooks.

Walkers

Students who walk to and from school are urged to become familiar with traffic safety laws governing such activities, to be alert to their surroundings, and to exercise caution while crossing streets in high traffic areas.

Notice

At the beginning of each school year, district staff will provide students with appropriate notice of the rules and ~~regulations pertinent to this policy~~ procedures relevant to their use of transportation to school and school-related activities.

Approved:

KASB Recommendation – 6/13; 6/22

Transportation **JGG**

(See ED and EDDA)

~~Bus~~ School-provided transportation shall be ~~provided~~available to and from school for those students who qualify. Transportation may be provided by the district for all school activities. Transportation may 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 developed by the superintendent and approved by the board.

~~Bus drivers~~ Drivers shall report violations of the rules to the building principal who may discipline students. The principal may suspend or revoke the transportation privilege of a student who violates any rule or regulation.

When the district provides transportation to an activity, participating students are prohibited from driving personal automobiles to and from district-sponsored activities held during or after the school day unless authorized in writing by the student's parent or guardian.

All rules shall be published in the student handbook.

Approved:

KASB Recommendation–7/96; 4/07; 12/15; 6/22

Student Organizations **JHC**

Students may form clubs and other groups organized to promote or pursue specialized activities outside the regular classroom. Membership in student organizations, whether school sponsored or non-school sponsored, must be open to all interested and eligible students. The building principal and the board shall approve school sponsored student organizations, and a staff member shall attend the meetings or activities to supervise use of the facilities by all student organizations as an advisor or supervisor.

Student Clubs

The administrator shall establish regulations for the operation of school sponsored clubs, and for the use of school facilities by non-school- sponsored clubs.

School sponsored clubs shall be under the direct control of school personnel. Every school sponsored club shall have a constitution which has been approved by the building principal and filed in the school office. If non-curriculum related school sponsored clubs are allowed to meet on school property during non-instructional time, then non-school sponsored student clubs may also meet on school property at such times.

Non-School Sponsored Student Clubs

Non-school sponsored clubs shall submit a request for use of school facilities and have such request granted prior to using the facilities. ~~A faculty member (or other adult approved in advance) (may/shall) attend the meetings as a supervisor but (may/shall) not participate in the group's activities.~~The non-school sponsored club shall specify in its facility use request the adult who will provide supervision of the activity.

Student Government

Student councils under the direct control of the building principal or designated faculty representative may be established. Student councils may exercise only the authority expressly delegated to them by the building principal.

Approved:

KASB Recommendation–7/96; 4/07; 12/15; 6/22

Public Information Programs **KB**

(See CEE, CEF, and KBA)

The board shall keep the public informed about the school system's functions and operations.

Newsletters and other Media

The board ~~{~~may~~/shall}~~ issue a patron newsletter. The superintendent or the superintendent's designee shall be responsible for the content of the district newsletter and other district-sponsored media or publications.

The superintendent shall direct the dissemination of district information and report to the board as requested.

When approved by the principal, attendance center announcements or school-related information may be sent home with students.

Approved:

KASB Recommendation – 3/00; 7/03; 4/07; 6/07; 6/22

(See DB, DC, ECH, IDAE, II, IIBG, JBC, JR et seq., and KB)

The board may establish a district website and may allow creation of websites for individual schools. ~~A district website shall be under the control of _____, and school websites shall be supervised by the principal (or _____)~~The district website shall be maintained and updated as directed by the superintendent or the superintendent's designee. The school websites shall be maintained and updated as directed by the principal or the principal's designee.

Website Rules

Detailed rules relating to websites are found in appropriate handbooks or in documents approved by the board and filed with the clerk and/or principals.

Website rules shall include the following areas:

- data privacy and FERPA regulations;
- copyright rules, relating to access and use of materials and the property rights of the district, students, and employees who create material;
- instruction on what information and materials will be prominently posted on district and/or school homepages, which shall include, but may not be limited to:~~,~~
  - a copy of Kansas State Department of Education's Form 150 estimating the legal maximum general fund budget as well as the budget summary for the current school year and actual expenditures for the immediately preceding two school years showing total net dollars of transfers and dollars per pupil as specified in Kansas law, using the full-time equivalent enrollment of the school district for such required calculations;
  - district budgets, the summary of the proposed budget, the needs assessment, and the state assessment documentation described in board policy DB;
  - the board's policy for the part-time enrollment of students; and
  - a copy of any nonacademic test, questionnaire, survey, or examination containing any questions about the personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day in accordance with board policy IDAE.
- the boards~~board's~~ and administration's right to determine website content and monitor use by employees and students.

District and school websites are maintained to support the public relations and educational programs of the district and/or the schools. Websites may be modified or terminated at any time by board action.

Approved:

KASB Recommendation – 6/00; 7/03; 4/07; 6/15; 6/22

Use of District Personal Property and Equipment **KGA**

Requests for use of district personal property or equipment by outside tax-exempt organizations shall be submitted to the superintendent or the superintendent's designee. Any request shall be granted or denied pursuant to guidelines for using personal property or equipment ~~developed by the administrator and~~ approved by the board. The superintendent may establish a deposit or requirement for the purchase of insurance for use of ~~school~~ district personal property or equipment before it is removed from the school grounds or other district property. The deposit will be paid to the principal (or/_____) and will be refunded when the property or equipment is returned in working order.

Lost, Stolen, or Damaged Property or Equipment

No request for use of ~~school~~ district personal property or equipment shall be granted until the requestor executes a use agreement specifying such person will agree to pay the district fair market value for any district personal property or equipment that has been lost, stolen, or has suffered irreparable damage while in the requestor's possession. For the purposes of this policy, "irreparable damage" shall include any damage severe enough that the cost to repair such equipment would be more than the fair market value of the district personal property or equipment. If ~~school~~ district personal property or equipment is returned damaged beyond normal wear and tear of acceptable use, the requestor shall be responsible for the cost to repair such personal property or equipment. The district may also require the purchase of insurance.

Personal Use

No district personal property or equipment shall be used by staff for personal reasons at school or away from its designated station without the prior approval of {the superintendent; the building principal; or_____}. No district personal property or equipment shall be used by the superintendent for personal reasons at school or away from its designated location without the prior approval of the board of education.

Definition

District personal property means any property other than property that is land, buildings and property that is physically attached to land or buildings which is owned by or under the control of the school district.

Approved:

KASB Recommendation – 3/00; 4/07; 6/12; 12/21; 6/22

Bullying by Parents **KGC**

(See EBC, GAAE, JDDC, KGD)

The board of education, in its commitment to provide a positive and productive learning and working environment for its students and staff in accordance with state law, prohibits bullying in any form by any student, staff member, or parent towards a student or a staff member on or while using school property, in a school vehicle, or at a school-sponsored activity or event. For the purposes of this policy, the term "bullying" shall have the meaning ascribed to it in Kansas law.

The administration shall propose, and the board shall review and approve a plan to address bullying as prohibited herein.

Parents participating in prohibited bullying conduct aimed at district students and/or staff members may jeopardize their access to district facilities; district property; school sponsored activities, programs, and events; and/or district students and/or staff members through the district's communication systems. As appropriate, reports to local law enforcement will be filed to report criminal bullying behaviors.

This policy and the district bullying plan ~~{shall/~~may~~}~~ be posted on the district's website, and copies of such documents shall be made available to parents of current students upon request.

Approved:

KASB Recommendation – 6/13; 12/15; 6/22

Table of Contents

Section B – School Board Operations

Goals and Objectives ..... BA

New Member Orientation ..... BBBB

Reimbursement for Expenses ..... BBBF

Board Committees ..... BBC

Advisory Committees

Attorney ..... BBE

Consultants ..... BBG

Special Meetings ..... BCAC

Public Hearings ..... BCAE

Agenda ..... BCBD

Rules of Order ..... BCBF

Voting Method ..... BCBG

Minutes ..... BCBH

Public Participation at Board Meetings ..... BCBI

Open Forum

Patron-Requested Agenda Items

Handling Complaints

News Coverage ..... BCBJ

Cameras/Recording Devices

Executive Session ..... BCBK

Sample Motion

NO BINDING ACTION SHALL BE TAKEN DURING CLOSED OR EXECUTIVE SESSIONS

Developing, ~~and~~ Adopting, Amending, and Repealing Board Policy ..... BDA

Drafting Policy

Attorney Involvement

Policy Dissemination

Historical Policy Files

Public Input on Policy

Action Allowed When No Policy Exists

School Board Records ..... BE

Memberships ..... BG

Board Self-Evaluation..... BK

Table of Contents

Section C – General School Administration

Goals and Objectives of School Administration ..... **CA**

Administrator Ethics ..... **CB**

The administrator:

Organizational Chart ..... **CC**

Administrative Line and Staff Relations ..... **CD**

Superintendent of Schools ..... **CE**

Superintendent Qualifications ..... **CEA**

Superintendent's Duties ..... **CEB**

Superintendent Recruitment ..... **CEC**

Compensation and Benefits ..... **CEE**

Expense Reimbursement and Credit Cards ..... **CEF**

Superintendent's Professional Development Opportunities ..... **CEG**

Evaluating the Superintendent ..... **CEI**

Nonrenewing or Terminating the Superintendent's Contract ..... **CEJ**

Resignation ..... **CEK**

Board-Superintendent Relations ..... **CF**

Administrative Personnel ..... **CG**

Compensation Guides and Contracts

Qualifications and Duties

Recruitment

Assignment

Orientation

Supervision

Administrative Intern Program

Travel Expense and Reimbursement

Administrator Evaluation ..... **CGI**

Suspension ..... **CGK**

Hiring Consultants ..... **CJ**

Professional Development Opportunities ..... **CK**

Administrative Teams ..... **CL**

Method of Appointment

Organization

Resources

Financial

Policy Implementation ..... **CM**

~~**Administrative Rules and Regulations** ..... **CMA**~~

~~*Staff Involvement*~~

~~*Community Involvement*~~

~~*Student Involvement*~~

~~*Rules Drafting*~~

~~*Disseminating Rules*~~

~~*Reviewing Rules*~~

~~*Action Allowed When No Policy Exists*~~

Public Records ..... **CN**

Types of Records

Central Office Records

Building Records

Public Access

Copies of Records

Disposition

Document Production, Including Electronic Information ..... **CNA**

Destroying Documents

Reports ..... **CO**

Types of Reports

Annual

Budget Reports

Disseminating Reports

Table of Contents

Section D – Fiscal Management

Goals and Objectives ..... DA

Budget Planning ..... DB

Needs Assessment

Annual Operating Budget ..... DC

Priorities

Deadlines and Schedules

Encumbrances

Recommendations

Preliminary Adoption Procedures

Hearings and Reviews

Budget Transparency

Management of District Assets/Accounts

Fraud Prevention and Investigation..... DE

Reporting Fraud

Whistleblowers

Grants and other Outside Financial Resources..... DFAA

Standard of Conduct for Federally Funded Contracts..... DFAB

Federal Fiscal Compliance..... DFAC

Time and Effort Reporting by Employees

Recordkeeping

Subrecipient Monitoring

Compliance Violations

Investment of Funds ..... DFE

Posting Securities

Fees, Payments and Rentals.....DFG

Gifts and Bequests .....DFK

Equipment and Supplies Sales .....DFM

Bonded Employees.....DH

Inventories.....DIC

Petty Cash Accounts ..... DJB

Purchasing..... DJE

Purchasing Authority

Quality Control.....DJEB

Standardization

Quantity Purchasing

Bids and Quotations Requirements.....DJED

Bid Specifications

Procedure

Responsible Bidder

Withdrawal of Bids

Rejection of Bids

Multi-State Purchasing Pools

Local Purchasing .....DJEE

Requisitions ..... DJEF

Purchase Orders and Contracts.....DJEG

Payment Procedures .....DJEJ

Purchasing Authority .....DJFA

Administrative Leeway .....DJFAB

Student Activity Fund Management .....DK

Activity Fund Management

Activity Fund Deposits

Inactive Activity Funds

Collection Procedures..... DP

Unpaid Fees and Negative Account Balances

Insufficient Funds Checks

Table of Contents

Section E – Business Management

Goals and Objectives ..... **EA**

Buildings and Grounds Management ..... **EB**

Insurance Program ..... **EBA**

Liability Other Than for Vehicles

Safety ..... **EBB**

Safety Rules

Safety Unit

Warning System

Safety Inspections

Heating and Lighting

Hazardous Waste Inspection and Disposal ..... **EBBA**

Inspection

Disposal

Rules

Evacuations and Emergencies ..... **EBBD**

School-Closing Announcements

Bomb Threats

Planning for Emergencies

Emergency Drills ..... **EBBE**

Crisis Planning ..... **EBBF**

Security and Safety ..... **EBC**

Reporting Crimes at School to Law Enforcement

Reportable events would include:

Reporting Certain Students to Administrators and Staff

Reportable events include:

Annual Reports

Staff Immunity

Vandalism ..... **EBCA**

Vandalism Protection

Restitution for Damages

Return of School Property

Offering a Reward

Cleaning and Maintenance Programs ..... **EBE**

Sanitation

Long-Range Maintenance Program ..... **EBI**

Records ..... **EBJ**

Equipment and Supplies Management ..... **EC**

Receiving

HIPAA Policy ..... **ECA**

Staff Training Required

Compliance Required

Printing and Duplicating Services ..... **ECH**

Student Transportation Management ..... **ED**

School Buses and Vehicles ~~(District-Owned Buses)~~ ..... **EDAA**

Liability

Safety

Speed Limits

Safety Inspection

Scheduling and Routing

Records

Licensing of Drivers

Housing of School Vehicles

Transportation to Summer Athletic Events

Special Use of School Buses ..... **EDDA**

Food Services Management ..... **EE**

Sanitation Inspections

Records

Meal Prices

Free and Reduced Price Meals

Unpaid Meal Charges

Availability of Meals on Remote Learning Days Due to Severe Weather

Data Management ..... **EF**

Data Dissemination

To Education Agencies

Table of Contents

Section F – Facility Expansion Program

Goals and Objectives ..... **FA**

Building Committees ..... **FB**

Memorials, Funerals, and Naming of District Facilities ..... **FC**

Memorials

Funerals and Memorial Services in District Facilities

Naming of Facilities

Capital Outlay Long Range Planning ..... **FD**

Long Range Needs Determination ..... **FDB**

Table of Contents

Section G Personnel (Licensed and Non-Licensed)

Personnel Policy Organization..... **GA**

Goals and Objectives ..... **GAA**

Equal Employment Opportunity and Nondiscrimination..... **GAAA**

Complaints of Discrimination..... **GAAB**

Sexual Harassment..... **GAAC**

Response to Harassment Complaints

Definitions

Supportive Measures

The Formal Complaint

Formal Complaint Notice Requirements

Formal Complaint Investigation Procedures

Formal Complaint Investigation Report

Decision-Maker's Determination

Appeals

Informal Resolution Process

Racial and Disability Harassment: Employees ..... **GAACA**

Child Abuse ..... **GAAD**

DCF or Law Enforcement Access to Students on School Premises

Cooperation Between School and Agencies

Reporting Procedure

Mobile Crisis Helpline

Annual Training

Bullying by Staff..... **GAAE**

Emergency Safety Interventions..... **GAAF**

Definitions

Prohibited Types of Restraint

Use of Emergency Safety Interventions

ESI Restrictions

Use of Seclusion

Training

Notification and Documentation

Law Enforcement, School Resource, and Campus Security Officers
Documentation of ESI Incidents
Reporting Data
Parent Right to Meeting on ESI Use
Local Dispute Resolution Process
Positions ..... **GACA**
Job Descriptions ..... **GACB**
Recruitment and Hiring ..... **GACC**
Recruitment
Hiring
Hiring sequence
Nepotism ..... **GACCA**
Supervision Limitations
Employment Eligibility Verification (Form I-9) ..... **GACD**
Assignment and Transfer ..... **GACE**
Employee Development Opportunities ..... **GAD**
Complaints ..... **GAE**
Staff-Student Relations ..... **GAF**
Conflict of Interest ..... **GAG**
Participation in Community Activities ..... **GAH**
Political Activities ..... **GAHB**
Holding Public Office
Political Activity in the Schools
Solicitations ..... **GAI**
Gifts ..... **GAJ**
Gifts to Staff Members
Personnel Records ..... **GAK**
Requests for References
Immunity Provided
Prohibition on Aiding and Abetting Sexual Abuse
Salary Deductions (FLSA) ..... **GAL**
Personal Appearance ..... **GAM**
Travel Expenses ..... **GAN**
Expense Reimbursement and Credit Cards ..... **GANA**
Maintaining Proper Control ..... **GAO**

Drug-Free Workplace ..... **GAOA**
Drug-Free Schools ..... **GAOB**
Employee Conduct
Tobacco-Free School Grounds for Staff ..... **GAOC**
Drug and Alcohol Testing ..... **GAOD**
Workers Compensation ..... **GAOE**
Testing
Choice of Physician
Salary Deductions ..... **GAOF**
Communicable Diseases ..... **GAR**
Additional Certifications of Health
Bloodborne Pathogen Exposure Control Plan ..... **GARA**
Family and Medical Leave ..... **GARI**
Military Leave ..... **GARID**
Staff Use of Communication Devices ..... **GAT**
Definitions
General Use
Use in Vehicles
Use of District-Provided Communication Devices
Personal Use of District-Provided Communication Devices
Staff Bring Your Own Device Policy
Supervision ..... **GBH**
Evaluation ..... **GBI**
Availability of Evaluation Documents
Evaluation Criteria
Suspension ..... **GBK**
Nonrenewal and Termination ..... **GBN**
Resignation ..... **GBO**
Exit Interviews
Reduction of Teaching Staff ..... **GBQA**
Work Schedule ..... **GBR**
Work Schedules
Attendance Required
Professional Development ..... **GBRC**
Staff Meetings ..... **GBRD**

Additional Duty ..... **GBRE**
Student and Parent Conferences ..... **GBRF**
Non-School Employment ..... **GBRG**
Consulting ..... **GBRGA**
Tutoring for Pay ..... **GBRGB**
Leaves and Absences ..... **GBRH**
Disability Leave ..... **GBRIBA**
Substitute Teaching ..... **GBRJ**
Ethics ..... **GBU**
Compensation and Work Assignments ..... **GCA**
Work Assignments
Attendance Required
Classification of Employees
Overtime
Compensation for Out-of-Town/Overnight Trips
Classified Employee Evaluation ..... **GCI**
Evaluation of Coaches and Sponsors ..... **GCIA**
Suspension ..... **GCK**
Non-School Employment ..... **GCRF**
Leaves ~~and Absences~~ ..... **GCRG**
Paid Leave
Unpaid Leave
Jury Leave
Vacations ..... **GCRH**
Paid Holidays ..... **GCRI**

Table of Contents

Section I – Instructional Program

Philosophy ..... **IA**

School Site Councils ..... **IB**

Educational Program ..... **IC**

Curricular Offerings

Educational Goals and Objectives

Additional Educational Programs

Pilot Projects ..... **ICA**

Pilot Project Evaluation

Student Surveys

Teaching Methods ..... **ICAA**

Instructional Program ..... **ID**

Modification

Personnel

Financial Resources

Evaluation

Special Programs ..... **IDAA**

Partnerships/Work-Study Program

Support Programs ..... **IDAB**

Drug Education

Student Mental Health

Dropout Prevention

At-Risk Students

Guidance

Homebound Instruction

Exceptional Programs ..... **IDAC**

Special Education Services ..... **IDACA**

Child Find, Identification, and Eligibility

Actions and Due Process for Students

Section 504 Accommodations for Students ..... **IDACB**

Title I Programs ..... **IDAD**

Annual Parent Meeting

Student Privacy Policy ..... **IDAE**

Student Data Restrictions

Student Data Security Breach

Biometric Data

Select Student Surveys

College Classes ..... **IDCE**

Concurrent Enrollment

Athletics ..... **IDFA**

Instructional Arrangements ..... **IE**

Class Size

Scheduling for Instruction

Pre-enrollment

Charter Schools ..... **IEB**

Textbooks, Instructional Materials and Media Centers ..... **IF**

Selection Criteria: Textbooks and Instructional Materials

Selection Criteria: Media Center Materials

Collection Development

Challenges of Materials

~~*Review Committee*~~

Composition of Review Committee

Purview of Review Committee

Written Report

~~*The Review Committee Shall:*~~

Board Review and Action

Removing Challenged Materials

Impact of Simultaneous Requests

Outside Speakers ..... **IFBH**

Community Resources ..... **IFC**

Field Trips ..... **IFCB**

USD Approved Field Trips

Non-Sanctioned Field Trips

Grading System ..... **IHA**

Homework ..... **IHB**

Make-Up Opportunities ..... **IHEA**

Graduation Requirements ..... **IHF**

Educational Testing Program ..... **II**

Test Integrity

Reporting Test Results

Performance-Based Credits ..... **IIA**

Graduation Credit Through Integrated Coursework

Credit Through Alternative Educational Opportunities

Eligibility Requirements for Sponsoring Entities

Requirements for the Provision of Alternative Educational Opportunities

Processing for Submitting a Proposal for an Additional Educational Opportunity

Crieteria for Evaluating Such Proposals

Determining the Course Credit that May Be Earned Through These Opportunities

State Reporting Requirements

Acceptable Use Guidelines ..... **IIBF**

Purpose

Acceptable Use Guidelines

Prohibitions

Monitoring

Internet Safety

Penalties for Improper Use

Computer and Device Use ..... **IIBG**

Use of District Computers and Devices/Privacy Rights

Copyright

Installation

Hardware

Audits

E-mail Privacy Rights

Ownership of Employee Computer and Device Materials

Lost, Stolen, or Damaged Computers and/or Equipment

Children's Internet Protection Act ..... **IIBGA**

Online Learning Opportunities ..... **IIBGB**

Application

Guidelines

Other Regulations or Guidelines

Staff Online Activities ..... **IIBGC**

Evaluation of Instructional Program ..... **IJ**

Financial Literacy ..... **IKA**
Controversial Issues ..... **IKB**
Human Sexuality and AIDS Education ..... **IKCA**
Opt-Out Procedure and Form
Opt-Out Form
Annual Request Required
Notice of Availability
Religion in Curricular or School Sponsored Activities ..... **IKD**
Teaching About Religion
Religion in the Curriculum and School Activities
Religious Symbols in the Classroom
Religious Holidays
Graduation and Other Ceremonies
Religious Objections to Activities ..... **IKDA**
Assemblies ..... **IKE**
Lesson Plans ..... **IKI**
Animals and Plants in the School ..... **ING**
Service Animals in the Schools

Table of Contents

Section J - Students

Goals and Objectives ..... **JA**

Attendance Records ..... **JB**

Enrollment ..... **JBC**

Resident Students

Non-resident Students

Non-resident Student Continued Enrollment

Enrollment Restriction

Enrollment Procedures

Part-Time Students

Identification of Students

Enrollment Information

Assignment to a School Building, Grade Level, or Classes

Transferring Credit

Transfers from Non-Accredited Schools

Homeless Students ..... **JBCA**

Coordinator

Foster Care Students ..... **JBCB**

Point of Contact

Mobile Crisis Helpline

Absences and Excuses ..... **JBD**

Excused/Unexcused Absences

Significant Part of a School Day

Make-Up Work

Truancy ..... **JBE**

Waiver of Compulsory Attendance Requirements

Involvement of Law Enforcement

Reporting to Parents

Dual Enrollment Students

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

Searches of Property ..... **JCAB**

Search of Lockers

Searches of Property

Use of Trained Dogs in Conducting Sweeps

Searches of Students ..... **JCABB**

Interrogation and Investigations ..... **JCAC**

Coordination with Law Enforcement

Notification of Investigations Conducted by Law Enforcement Officers

Child Abuse and Identity Investigations Conducted by Law Enforcement Officers

Law Enforcement Initiated Investigations at School

Taking Students Into Custody

Disturbance of School Environment

Definition

Student Conduct ..... **JCDA**

Tobacco-Free School Grounds for Students ..... **JCDAA**

Dress Code ..... **JCDB**

Weapons ..... **JCDBB**

Weapons and Destructive Devices

Penalties for Weapon Violations

Complaints ..... **JCE**

Complaints About Discrimination

Complaints About School Rules

Demonstrations ..... **JCEC**

Corporal Punishment ..... **JDA**

Detention ..... **JDB**

Probation ..... **JDC**

Suspension and Expulsion Procedures ..... **JDD**

Reasons for Suspension or Expulsion

Short-term Suspension

Long-Term Suspension or Expulsion

Rules Which Apply in all Cases When a Student May be Suspended or Expelled

Student Rights During a Long-Term Suspension/Expulsion Hearing

Appeal to the Board

Drug-Free Schools ..... **JDDA**

Student Conduct

Reporting to Law Enforcement ..... **JDDB**

Bullying ..... **JDDC**

Academic Achievement ..... **JF**

Reporting

Report Cards

Peer Grading of Assignments ..... **JFA**

Peer Grading Prohibited

Limited Peer Grading Allowed:

Promotion and Retention ..... **JFB**

Graduation Exercises ..... **JFC**

Early Graduation ..... **JFCA**

Student Insurance Program ..... **JGA**

Health Assessments and Physicals ..... **JGC**

Local Health and Wellness ..... **JGCA**

Health and Wellness Committee

Recordkeeping

Inoculations ..... **JGCB**

Automated External Defibrillators ..... **JGCBA**

Communicable Diseases ..... **JGCC**

Health Screenings ..... **JGCD**

Vision Screenings

Hearing Screening

Dental Screenings

Selected Screenings

Student Psychological Services ..... **JGD**

Sexual Harassment ..... **JGEC**

Response to Harassment Complaints

Definitions

Supportive Measures

The Formal Complaint

Formal Complaint Notice Requirements

Formal Complaint Investigation Procedures

Formal Complaint Investigation Report

Decision-Maker's Determination

Appeals

Informal Resolution Process

Racial and Disability Harassment: Students ..... **JGECA**

Supervision of Students ..... **JGFB**

Student Transportation ~~Regulation~~ ..... **JGFF**

Use of Vehicles and Bicycles

Walkers

Notice

Student Accidents and Health Emergencies ..... **JGFG**

Emergency Care

Records

Supervision of Medications ..... **JGFGB**

Student Self-Administration of Medications ..... **JGFGBA**

Student Eligibility

Authorization Required

Employee Immunity

Waiver of Liability

Accommodating Students with Diabetes ..... **JGFGBB**

Student Eligibility

Employee Immunity

Transportation ..... **JGG**

Use of Surveillance Cameras ..... **JGGA**

School Food Service Programs ..... **JGH**

Free or Reduced Price Meals

Contracts With Other Agencies

Vending Machines and Other Automated Play Machines ..... **JGHB**

Student Activities ..... **JH**

Eligibility for Activities

Adding or Eliminating Activities

Activity Fund Management

Student Organizations ..... **JHC**

Student Clubs

Non-School Sponsored Student Clubs

Student Government

Student Publications ..... **JHCA**

School-Sponsored Student Publications

Non-School Sponsored Student Publications

Advertisements

Gang Intimidation ..... **JHCAA**
Community Activities ..... **JI**
Employment of Students ..... **JJ**
In-School Employment
Outside Employment
Vocational or Other Work Experience
Solicitations ..... **JK**
Gifts ..... **JL**
Student Gifts to Staff Members
Faculty Gifts to Students
Student Organization Gifts to the School
Contests for Students ..... **JM**
Awards ..... **JN**
Exceptional Students ..... **JQ**
Concurrent Enrollment
Temporarily Disabled Students ..... **JQA**
Alternative Arrangements for Nontraditional Students ..... **JQE**
Adult Students ..... **JQI**
Foreign Exchange Student ..... **JQKA**
Hearing Procedures for Exceptional Students ..... **JQL**
Class-size/Caseload Limits for Exceptional Students ..... **JQLA**
Student Records ..... **JR**
Types of Records ..... **JRA**
Release of Student Records ..... **JRB**
Directory Information
Forwarding Pupil Records
Disposition of Records ..... **JRC**
Hearing Request ..... **JRD**
Student Fees and Charges ..... **JS**
Credit Card Payments
Fee Schedules
Debt Collection
Forwarding Pupil Records

Table of Contents

Section K – General Public Relations

Goals and Objectives ..... **KA**

Public Information Programs ..... **KB**

Newsletters and other Media

District or School Websites ..... **KBA**

Website Rules

Media Relations ..... **KBC**

Broadcasting and Taping

News Releases

Conferences and Interviews

Protection of Privacy Rights ..... **KCA**

Custodial and Non-Custodial Parent Rights ..... **KCB**

Solicitations ..... **KDC**

School Volunteers ..... **KFD**

Use of School Facilities by Community Groups ..... **KG**

Use in Accordance with Board Policies

Fees and Rental Charges

Lease Arrangements

Supervision of Non-School Groups

Insurance and/or Bonds

Use of District Personal Property and Equipment ..... **KGA**

Lost, Stolen, or Damaged Property or Equipment

Personal Use

Definition

Concealed Observations ..... **KGB**

Bullying by Parents ..... **KGC**

Disruptive Acts at School or School Activities ..... **KGD**

Possession of a Firearm

Public Conduct on School Property ..... **KGDA**

Gifts to Schools ..... **KH**

Distributing Materials in Schools ..... **KI**

Materials Produced by Outside Groups–Including Religious Materials

Political Campaign Materials
Advertising in the Schools
Mailing Lists
Sale of District Property ..... **KK**
Visitors to the School ..... **KM**
Tobacco-Free School Grounds for Visitors ..... **KMA**
Complaints ..... **KN**
Complaints About Discrimination or Discriminatory Harassment
Informal Procedures
Formal Complaint Procedures
Complaints About Discrimination on the Basis of Sex
Complaints Concerning Child Nutrition Programs
Complaints About Policy
Complaints About Curriculum (See IF)
Complaints About Instructional Materials
Complaints About Facilities and Services
Complaints About Personnel
Complaints About Emergency Safety Intervention Use
Complaints Regarding Child Nutrition Programs ..... **KNA**
Complaints About Discrimination in Child Nutrition Programs

2022-23 Milk Bids

Formal milk bid request letters for the 2022-23 school year were mailed on May 25, 2022 to the following vendors:

1. F & A Food Sales, Inc.
2. Highland Dairy
3. SYSCO

Milk bids were due on June 7, 2021 no later than 12:00pm. Bid opening was scheduled for 1:00pm on June 7, 2021.

Only two vendors, F& A Foods Sales & Hiland Dairy submitted bids.

I have reviewed the bids.

Both F & A Foods Sales and Hiland Dairy's bids match all of the requested bid specifications as far as items requested.

F & A Food Sales won the bid with lower prices on all items requested.

UNIFIED SCHOOL DISTRICT NO. 333
217 West 7th Street
Concordia, Kansas 66901
(785) 243-3518
Request for Proposal for Milk Pricing

PRICE QUOTE SHEET

Please list your pricing for delivery of milk products to the schools in Unified School District No. 333 (Concordia) for the 2022-23 school year.

Please return this quote by June 7, 2022, to Ronda Gumm, District Business Manager at the above address.

Quote is as follows:

Opened
1:00 pm
6/7/22
RM

Item	Unit	Unit Price
1% White Milk	1/2 pint	.312
Skim Chocolate Milk	1/2 pint	.310
2% White Milk	1 gallon	4.94

Optional Quote and circle which type of container:

Item	Unit	Unit Price
1% White Milk	1/2 pint plastic/pouches	_____
Skim Chocolate Milk	1/2 pint plastic/pouches	_____

Company Name F & A Food Sales, Inc.

Address 2221 Lincoln, Concordia KS

Telephone Number 785-243-2301

Name of Contact Person Frank Headrick

Signature Frank Headrick

Date 6-7-2022

Unified School District #333, Concordia, KS is an equal opportunity employer and will not discriminate against any person because of race, sex, religion, color, creed, national origin, or disability. Any person having inquiries concerning U.S.D. #333's compliance with regulations implementing Title VII, Title IX, American with Disabilities Act or Section 504 is directed to contact the Superintendent of Schools, 217 West 7th Street, Concordia, KS 66901, Telephone (785) 243-3518.

FOOD SALES, INC.
F&A
DISTRIBUTION SPECIALIST
2221 LINCOLN • P.O. BOX 651
CONCORDIA, KS 66901
TELEPHONE (785) 243-2301
FAX (785) 243-3331

* * * Quotes based on June 2022 Market.

* * * Top quality Kemps Milk.

* * * $350.00 (three hundred fifty dollars) minimum order per delivery address.

(Milk can be combined with any of our other items.)

* * * Twice per week delivery.

* * * Bid is net/net, and does not include pickup or credit prior to school vacations, spring break, etc.

NOTE: Please inform us of the bid results (including pricing and to whom the bid was awarded). Since funding is derived from state and federal monies, this information must be provided when requested under the public information act.

F & A Food Sales, Inc.

Frank Headrick

Frank Headrick

Sales Mgr

FOOD SALES, INC.
DISTRIBUTION SPECIALIST
2221 LINCOLN • P.O. BOX 651
CONCORDIA, KS 66901
TELEPHONE (785) 243-2301
FAX (785) 243-3331

ESCALATOR 2022-2023

The cost of milk fluctuates up and down each month based on the change in skim and butterfat components as announced by the United States Department of Agriculture and Dairy Farmers of America. The price of milk will change if skim milk fluctuates more than $.001/lb. or if butterfat fluctuates more than $.001/lb. These changes will be made effective the first day of the month following the price announcement. F & A Food Sales also reserves the right to make price adjustments for fuel and energy at such time as significant changes in these costs occur.

2901 Cuming Street
Omaha, NE 68131
(402) 344-4321 phone
(402) 346-0277 fax
www.HilandDairy.com

Opened 1:09 pm
6/7/22
RM

June 2, 2022

Concordia USD 333
Attn: Ms. Ronda Gumm
217 West Seventh St
Concordia, KS 66901

Dear Ms. Gumm

Per your request, we are pleased to submit the following bid on dairy products for the 2022-2023 school year.

Unit	Product	Esc/De-Escalator Pricing
½ Pint	1% White Milk	$0.3790
½ Pint	1% Chocolate Milk	$0.3790
Gal	White 2% Milk	$5.85

This is an escalating/de-escalating bid for all items, see attached clause for monthly cost adjustment factors. Please call or email if you have any questions.

The bid is (choose one) ☐awarded to Hiland Dairy or ☐ declined and awarded to_____

Name and Title _____

Contact Phone _____ Email _____

Date _____ First Delivery Date _____

Please complete and scan this bid along with all competing bidder's documents to: rmerwald@hilanddairy.com.

Thank you for the opportunity to participate in this bid.

Don Hubbard

Don Hubbard
Hiland Dairy Foods
Salina Branch Manager
785-823-3791 Office
785-476-7010 Cell
dhubbard@hilanddairy.com

UNIFIED SCHOOL DISTRICT NO. 333
217 West 7th Street
Concordia, Kansas 66901
(785) 243-3518
Request for Proposal for Milk Pricing

PRICE QUOTE SHEET

Please list your pricing for delivery of milk products to the schools in Unified School District No. 333 (Concordia) for the 2022-23 school year.

Please return this quote by June 7, 2022, to Ronda Gumm, District Business Manager at the above address.

Quote is as follows:

Item	Unit	Unit Price -per carton
1% White Milk	1/2 pint	$0.3790
~~Skim~~ 1% Chocolate Milk	1/2 pint	$0.3790
2% White Milk	1 gallon	$5.85

Optional Quote and circle which type of container:

Item	Unit	Unit Price
1% White Milk	1/2 pint plastic/pouches	_____
Skim Chocolate Milk	1/2 pint plastic/pouches	_____

Company Name Hiland Dairy Foods, LLC

Address 828 N 8th St

Telephone Number (785)823-3791

Name of Contact Person Don Hubbard

Signature Don Hubbard

Date 6/2/2022

Unified School District #333, Concordia, KS is an equal opportunity employer and will not discriminate against any person because of race, sex, religion, color, creed, national origin, or disability. Any person having inquiries concerning U.S.D. #333's compliance with regulations implementing Title VII, Title IX, American with Disabilities Act or Section 504 is directed to contact the Superintendent of Schools, 217 West 7th Street, Concordia, KS 66901, Telephone (785) 243-3518.

Milk Escalator / De-Escalator Pricing Clause (DFA Supplied)

The pricing quoted is based on **June's 2022** Federal Milk Marketing Order for Class I Skim and Class I Butterfat. This pricing is subject to change as the cost of raw milk changes each month according to the USDA Federal Milk Market Price Announcements and Dairy Farmers of America.

The cost of milk fluctuates up and down each month based on the cost changes in raw milk. Changes of a minimum of $.10 per CWT (up or down) will move the cost of a half pint $ .00054.

Prices will also be adjusted up or down based on cost changes in packaging, ingredients, labor, fuel, juice concentrate, re-sale products (ex. Tropicana, Sport Shake), etc. Supporting documentation will be supplied upon request.

All price changes will become effective on the 1st day of the month following the price announcement.

2022-2023

Proposed Prices:	Previous Prices (Proposed for 20-21 SY, but not charged due to Covid)
CES	
Breakfast $1.85	$1.65
Lunch $2.85	$2.65
CMS/CJSHS	
Breakfast $1.90	$1.70
Lunch $3.15	$2.95
Adults at All Buildings	Previous Prices (21-22 SY)
Breakfast $2.50	$2.25
Lunch $4.35	$3.85
Headstart/Grants	
Children's Breakfast $2.25	
Children's Lunch $3.65	
Adult Breakfast $2.50	$2.25
Adult Lunch $4.35	$3.85

EXTRA milk at all buildings

45 cents	35 cents

USD 333 UNPAID MEAL POLICY

The following UNPAID MEAL POLICY has been adopted by the USD 333 Board of Education.

- Food service director will send email notices on Mondays and Thursdays when the family balance reaches $10 or less. Daily email notices will be sent if the family balance drops to negative $15.
- NEGATIVE Balance of $90-$100: Inform families that no further charges to the account will be allowed after NEGATIVE $100. Phone calls will also be made to the family for debt collection.
- NEGATIVE $100 and over: Discontinue charging lunches. Students must bring lunch/or pay cash for individual lunches.
- If the family does not provide a lunch or cash for the student, the classroom teacher and building principal will work with lunchroom staff to have student brought to the principal's office during meal time and offered pretzels and fruit provided by the food service department.
- If a family turns in an application for free and reduced meals and qualifies for FREE meals, students will be allowed to return to eating in the cafeteria. However, outstanding balances will still be required to be paid in full or Kansas Set-Off claims will move forward.
- If the outstanding meal bill has not been paid by enrollment the next fall, district staff will file Kansas Set- Off for the outstanding amount.
- On-Line payment option: An on-line payment option is available to families for ease of paying outstanding debt.
- Families with graduating seniors who have completed all graduation requirements and have no other students enrolled in the district, or outstanding bills with the district, if they have a positive lunch balance will have their positive balance refunded by USD333 through the board approval process by district staff upon receipt of a W-9. Any positive balances less than $5 will not be refunded due to staff time and cost of mailing to do so. Parents may also be able to pay their positive balances forward to a family of their choice or anonymously to a family in need.
- Any family withdrawing students from the district that has a positive lunch balance at the time of withdrawal, has until June 1st of the school year from which they withdraw, to request their lunch balance in writing from the School Nutrition Director, with provision of an address for sending the monies to and completion of a W-9. If no written request is received for monies of families with withdrawing students that have a positive lunch balance, all funds become a permanent part of the School Nutrition Department budget.

Board of Education Approved 06/16/2022

Staff Changes for 2022-2023

(Hi-lited are needing approval. All others have been approved at previous meeting)

KPERS Retirees:	**Retirement Date:**	**Membership Date:**
Sonia Erkenbrack	TBD	08/26/1991
Lisa Moore	TBD	01/03/1984
Cindy Peters	7/1/22	08/16/1989
Earla Jo LaBarge	06/01/2022	09/06/2000

Resignations:

Laura Barta – Certified Librarian @ CES

Michael Cyr – Mathematics Teacher @ CJSHS

Jodell Callaway – Interrelated Teacher at RCJSHS

Kathy Poore – Physical Science/Physics Teacher @CJSHS

Darlene Sipe – LCNCK CCDC Teacher @CES

New Hires:

Krystal Richard – CES Librarian (Repl. L. Barta)

Delaney James – 5th Grade Teacher at CMS (New Position)

Charity Brown – Pre-K Teacher at CES (Repl. K. Will)

Janelle Donovan – Family and Consumer Sciences Teacher at CJSHS (New Position)

Renata Knox – CMS Vocal/Band Teacher (New Position)

Leslie Jessup – Art Teacher/Family and Consumer Sciences Teacher (New Position)

Sarah Collins – 5th-12th Grade Business/Computer Sciences Teacher (Repl. M. Loring)

Sofia Gallup – CJSHS Physical Education Teacher (New Position)

Bethany Richard - 4th Grade Teacher (Repl. M. Blazek)

Brock Hartshorn – LCNCK 9-12 Interrelated Teacher (Repl. L. McFadden)

Sarah Lacy - .5 FTE CJSHS Mathematics Teacher (New)

Amber Colby – CCDC Early Childhood Teacher (Repl. D. Sipe)

Jaelynn Sis - CES Interrelated Teacher (Repl. H. Bivens)

Transfers:

Krystin Will – X-Fer from Pre-K to 2nd Grade (Repl. L. Moore)

Mariah Blazek – X-fer from 4th Grade to 1st Grade (Repl. S. Erkenbrack)

Michelle Popelka – X-fer from 3rd Grade to 1st Grade (Additional Section)

Lisa McFadden - X-fer from Interrelated Teacher to Project Search Coordinator

Alexis Koops – X-fer from CJSHS Interrelated Teacher to 7-8th Grade Mathematics (Repl. M. Cyr)

Sarah Collins – X-fer from 5th-12th Grade Business/Computer Science to 6th Grade Teacher (Repl. M. Stiles)

Melissae Stiles – X-fer from 6th Grade to CJSHS Physical Science/Physics Science (Repl. K Poore)

Sara Niehues – X-fer to 100% School Psychologist

Stacey Scott – X-fer to 100% Interrelated Teacher @ USD#108

Heidi Bivens – X-fer to K-6 Interrelated Teacher @ USD#426

NAME	POSITION

Updated 6/16/2022

LCNCK New Hires

Carley Martin	PAT Parent Educator (Repl. D. Helms)

LCNCK Resignations

Missy Loeffler	Substitute Para/Secretary
Traci Reed	Para Educator @ USD#109
Laci Cyr	Substitute Teacher/Para

LCNCK Terminations

LCNCK Deceased

LCNCK Transfers

Tony Bivens	X-fer from USD#333 to Para Educator @ USD#426
Judy Baxa	X-fer from F/T Para to Substitute Para @USD#109 Only
Debra Strnad	X-fer to Lead Para at USD#109
Kelsey Crain	X-fer to Lead Para at USD#333 CMS
Shannon Wagner	X-fer to Behavior Support (Additional Duties)

USD #333 New Hires

Anna Alquist	Part-Time Food Service @ CJSHS (Repl. R. Howarth) (Pending Paperwork)
Danielle Lambert	Assistant J.H. Track Coach (Repl. T. Kuhlman)
Brock Hartshorn	Assistant J.H. Football Coach (Repl. S. Hittle)
Robin Daniels	Assistant J.H. Volleyball Coach (Repl. J. Acree)
Cyndi Atwell	Head J.H. Volleyball Coach (Repl. L. Krier)
Ashley Carlgren	Assistant H.S. Volleyball Coach (repl. J. Nutsch)
Brad Wildeman	Head H.S. Track Coach (Repl. J. Echer)

USD #333 Transfers

USD #333 Resignations

Missy Loeffler	Substitute Para/Secretary
Jordan Echer	Head Track Coach
Ryan Howarth	Part-Time Food Service
Laci Cyr	Substitute Teacher/Para
Sarah Collins	Asst. Director of CAP

USD #333 Terminations

USD #333 Deceased