July Regular Meeting

Monday, July 13, 2026 7:00 PM
District Office, 301 Neosho Street , Burlington, Kansas 66839

1. **Final Meeting of 2025-2026**

1.A. Call to Order

1.B. Pledge of Allegiance

1.C. Any Other Old Business

1.D. Adjournment of the 2025-2026 Board

2. **Organizational Meeting for 2026-2027 BOE**

2.A. Call to Order

2.B. Additions to the Agenda

3. **Consent Agenda**

3.A. Approval of the Agenda

3.B. Approval of the Minutes of the June 8, 2026, Linkage Meeting

3.C. Approval of the Minutes of the June 8, 2026, Regular Meeting

3.D. Approval of the June 2026 Bills and Transfers

3.E. Approval of Bills and Financial Reports

3.F. Approval of Personnel Items

3.G. Appoint Christy Hess as Clerk of the Board

3.H. Appoint Craig Kuhlmann as Deputy Clerk of the Board

3.I. Appoint Sheila Gilbert as Board Treasurer

3.J. Approval of Other Appointments

3.K. Approval of Building Level Activity Accounting

3.L. Approval of Participation in the 4-Year-old At-Risk Program

3.M. Approve Fees

3.N. Approval of 2026-2027 School Meal Prices

3.O. District Fee Refund Policy

3.P. Approval of the District Depositories

3.Q. Approval of Investing Idle Funds

3.R. Approval of Petty Cash Limits

3.S. Approval of the Waiver of Generally Accepted Accounting Principals

3.T. Approval of Board Meeting Schedule

3.U. Approval of Hour Plan

3.V. Approval of Designation of Make-Up Day

3.W. Approval of Mileage Rate

3.X. Approval of Substitute Teacher Pay

3.Y. Approval of Substitute Classified Pay

3.Z. Approval of District Rental Fees

3.AA. Approval of Destruction of Records

3.BB. Approval of 21st Century Community Learning Center Grant

3.CC. Approval of PDC Handbook

3.DD. Approve Home Rule

3.EE. Rescind All Policy Statements

3.FF. Approval of Consent Agenda

4. **Student Recognition**

4.A. 2026 Class 3A State Boys Baseball

5. **Public Comment**

5.A. Concerns of Burlington USD 244 Patrons

THE BOARD

The Constitution of the State of Kansas delegates many responsibilities for the governance and operation of school districts to locally elected Boards of Education. Among these duties and responsibilities are: establishment of general policies for the school systems, employment of school personnel upon recommendation of the superintendent, adoption and revision of the annual operating budget, informing the public of the needs and the progress of the educational systems, exercise of the legal powers conferred or implied by the legislature in administering school functions, and selection of the superintendent of schools.

The board is comprised of seven members elected to four-year terms. The members are elected from six geographic districts and one is elected at large. The president and vice-president are elected each year at the first meeting in July. Board members receive no pay for their service.

BOARD OF EDUCATION
BURLINGTON USD 244

James Higgins - President
Lucas Allen - Vice President
Johnny Hernandez
Nolan Strawder
Ron Hess
Selena King
Bob Plummer

Please direct comments or questions to the district administration office.

Superintendent, Craig Marshall
Clerk of the Board, Christy Hess

USD 244 Central Office
301 Neosho Street
Burlington, KS 66839

620-364-8478

Thank you for attending. Your continued interest in our district's schools will guarantee their excellence.

MISSION STATEMENT

Burlington Schools are committed to developing each student to become a responsible citizens and lifelong learners.

WELCOME!

TO A
BURLINGTON UNIFIED SCHOOL DISTRICT
NO. 244
BOARD OF EDUCATION MEETING

THE MEETING

The regular meetings of the USD 244 Board of Education are held at 7:00 p.m. on the second Monday of each month. The meetings are held at the District Administration Building located at 301 Neosho Street, Burlington, Kansas. In addition, the board may hold special meetings at times and locations as announced to accomplish specific purposes.

All regular and special meetings are open to the public and all actions authorized or required by law are taken at these meetings. The board may, however, meet in closed (executive) session to discuss matters dealing with personnel, acquisition of property, consultation with the board attorney, matters relating to action adversely or favorably affecting students or personnel, confidential data relating to financial affairs, and consultation regarding employee negotiations. Any voting board action dealing with these items will be taken in public. At any meeting of the board, a majority of the membership of four members constitutes a quorum for the purpose of conducting business. Minutes of the Board of Education meetings are available at the District Administration Building.

THE AGENDA

Unless there are unusual or special circumstances, board meetings proceed in the order prescribed on the agenda:

- Call to Order
- Approval of Agenda, Minutes of prior meetings, Bills, Financial and Administrative Reports, and other items requiring board approval that may be submitted on the consent agenda
- Recognition of visitors and requests by visitors to address the board
- Discussion and Action Items (If executive session is necessary, it will be at this time)
- Adjournment

The agenda for each board meeting is prepared by the superintendent. Meetings are conducted by the board president in the prescribed order. The superintendent provides a packet of informational and background materials to board members concerning items to be presented on the meeting agenda. This is delivered to board members at least three days prior to the meeting so that they may come to the meeting prepared to question, discuss, and take action on each item. An extra copy of this information will be available for public examination at the administration office.

MAKING A PUBLIC COMMENT

The Board of Education wishes to be responsive to the community and welcomes patrons at all meetings. If a visitor wishes to make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system he/she needs to be present at the beginning of the board meeting. Requests to speak may be made when the board president asks if any visitors have items to bring to the attention of the board. Speakers are asked to limit their remarks to five (5) minutes or less and groups with the same special interest may be asked to appoint a spokesperson. The board president may impose different time limits on presentations if other circumstances dictate doing so.

While there is no legal requirement that the public be given an opportunity to speak at each board meeting, it is the practice of the present board to make this time available to residents of the district. If pressure of business or other circumstances dictate, the board president may decide to curtail this practice.

The purpose of hearing public comment is to enable patrons to address the board concerning matters that do not require immediate board action. Charges or complaints against individual employees of the district or challenges to the instructional material used in the district are not allowed during the public comment portion of the meeting. Requests for board action shall be presented to the superintendent and charges, complaints, or challenges against staff or the curriculum shall be presented to the clerk of the board in accordance with procedures outlined below.

In the event that a speaker fails to observe the board's rules for public comment, any board member may request the individual cease speaking until the board president determines if the speaker should be allowed to complete his/her remarks.

DISCUSSION OF AN AGENDA ITEM

At meetings, the Board of Education spends its time reviewing and making decisions regarding information concerning student learning and other board concerns. While the meetings are conducted in public, public participation in the discussion of agenda items is not solicited unless the board requests a member of the public comment on that item. If a member of the public wishes to comment on an agenda item, that comment should occur during the Public Comment portion of the meeting.

PLACING AN ITEM ON THE AGENDA

Any patron wishing to speak to the board regarding a specific concern requiring board action should discuss his/her request with the superintendent at least seven days prior to the scheduled board meeting. This request may be made by phone or in writing. Following this discussion, the superintendent will determine whether the request can be solved by staff or will place the item on the next regular board meeting agenda. If the superintendent refuses to place an item on the agenda, the patron may place his/her request in writing and submit it to the clerk of the board. Any such requests shall state the specific action requested of the board of education. The clerk shall include any statement with the agenda for the next regularly scheduled meeting of the board. (Such items must be received by the clerk not later than Tuesday of the week preceding the regular board meeting) In the event the board wishes to discuss the patron's request, the board may modify its agenda to do so or may direct the superintendent to place the item on a future regular or special meeting agenda.

CONDUCT AND ORDER

These guidelines have been adopted to give patrons an opportunity to address the board in an orderly and constructive manner. The board's function is decision -- time spent answering routine questions or criticisms takes away from other important board business. If a patron has a question about the operation of the schools, he/she is encouraged to contact the teacher or administrator closest to the situation.

Undue interruptions or other interference with the orderly conduct of Board of Education meetings cannot be allowed. The board president may terminate a speaker's privilege to speak if, after being called to order, he/she persists in improper conduct or remarks. As stated earlier, at a board meeting no person shall orally indicate charges or complaints against individual employees of the district or challenge instructional material used in the district. All such charges, complaints, or challenges shall be presented to the superintendent and/or board clerk in accordance with established board practice.

6. **Communications**

6.A. Written Communications

7. **Administrative Reports**

7.A. Superintendent's Report

Superintendent's Report

July 1, 2026

Board of Education Meeting

A heartfelt "thank you" to the District office, Maintenance, Administrative, and Cooperative staff for making me feel so welcome these past several days!

I have been taking time in the buildings/facilities to become acquainted with the conditions in each of those spaces.

Scheduled Summer work seems to be progressing well across the district.

Just confirming with everyone, the Board scheduled a Goal Setting work session with me for July 27th from approximately 6-8 p.m. to be facilitated by KASB.

8. **Board Member Items**

8.A. Board Reports

9. **Ground Rules**

9.A. Review Operating Procedures

10. **Board Goals**

11. **Budget Status Report**

12. **Negotiations**

12.A. Ratification of Negotiated Agreement

13. **Personnel**

13.A. Executive Session Regarding Personnel

13.B. Classified Staff Pay Increase

13.C. Paraprofessional Pay Increase

13.D. Classified Directors Pay Increase

13.E. Licensed Nurses Pay Increase

13.F. Special Education Related Services Staff Pay Increase

13.G. Administrators' Pay Increase

13.H. Annual Wage/Salary Review Schedule for 2026-2027

14. **Contracts/Approvals/Appointments**

14.A. Governmental Relations Network Appointee

14.B. 2026-2027 Handbook Approvals

Burlington Elementary School
Wildcats
2026 - 2027

Student Handbook

USD 244
706 NIAGARA STREET
BURLINGTON, KANSAS
66839-1799

PHONE: 620-364-8882
FAX: 620-364-2999

E-MAIL: bes@usd244ks.org
WEB SITE: www.usd244ks.org

Mrs. Darla Long, Principal

USD 244 MISSION STATEMENT

All students will be responsible citizens prepared to succeed in life and careers, contribute to the global community, and be lifelong learners.

BURLINGTON ELEMENTARY SCHOOL MISSION STATEMENT

- to PROVIDE a safe and caring environment for learning and working
- to ENABLE students to succeed as responsible citizens
- to ENCOURAGE a desire for excellence and life-long learning
- to INSPIRE self-reliance, involvement, commitment, and pride

BURLINGTON ELEMENTARY SCHOOL PLEDGE- The Wildcat Way

I promise to follow the Wildcat Way.
I will be safe.
I will be respectful.
I will be responsible.
I am a Wildcat.

BURLINGTON ELEMENTARY SCHOOL SONG

(Written by Jolene Stubby, Retired Vocal Music Teacher)

Hurrah we are from Burlington.
We strive to do our best. (*Our Best!!)*
We're respectful, we are positive.
We're proud of B.E.S. *(B.E.S.!!)*
To our school we pledge allegiance,
All praise to her is due.
B.E.S. we thank you, (*YES!)*
We'll be the best for you. (*For You !)*

USD 244 BOARD OF EDUCATION

Please see district web page: www.usd244ks.org

DISTRICT LEVEL STAFF

Donalyn Biehler	Superintendent
TBD	Special Education Director
Darla Long	Principal
TBD	Food Service Director
Margarito Solano	Maintenance Director
Brian Shank	Transportation Director
Camren Honn	District Resource Officer

FACULTY AND STAFF

Darla Dees	Secretary
Sally Finlayson	Secretary
Megan Sturm	Guidance Counselor
Laurie Hermon	School Nurse
Tabitha Mason	Nurse Para
Sarah Spring	Pre-School
Masie Totty	Pre-School
Amy Ditto	Kindergarten
Denise Garland	Kindergarten
Jessica Griffith	Kindergarten
Jordan Ford	First Grade
Macey Hegwald	First Grade
Katelyn Lawrence	First Grade
Valencia Higgins	Second Grade
Makayla Lundin	Second Grade
Jennifer Stukey	Second Grade
Chessa Fountain	Third Grade
Jennifer Rice	Third Grade
Trenna Whitmore	Third Grade
Lisa Kuhlmann	Fourth Grade
Samantha McVey	Fourth Grade
Sarah Racine	Fourth Grade
Stacy Heins	Title I Reading/Math
Cindy Doebele	Title I Reading/ Math
Kathy Freeman	Physical Education
Kimberly Dunaway	Music
Amanda Allen	Librarian
Nicki Kelley	Technology Specialist

SPECIAL EDUCATION

TBD	Interrelated Teacher
Julie Hawley	Interrelated Teacher
Trinity Pena	Interrelated Teacher
Amy Hind	Speech/Language
Emma Link	Speech/Language
Amy Birk	Early Childhood Special Education
Jason Bates	Extended Learning
Jared Browning	School Psychologist
Lori Garland	Social Worker
Rachel Belcher	Occupational Therapist
Jess Stice	Assistive Technology Para-professional

SCHOOL ADMISSION

State law requires that a child must be 5 years old on or before August 31 of the school year he or she enters kindergarten. First grade pupils entering Burlington Elementary must be 6 years on or before August 31 of the school year or must have completed kindergarten in another state/country.

Unless otherwise provided in board policy JBC or as stated herein, first time students enrolling in Burlington Elementary will need to bring the following to school prior to admittance:

1. Students enrolling in pre-school, kindergarten or first grade shall provide a certified copy of their birth certificate or a certified copy of the court order placing the child in the custody of the Secretary of the Department for Children and Families. Students enrolling in grades 2 and higher shall provide a certified transcript or similar pupil records or data.
2. K.S.A. 72-5214 states, every pupil up to the age of nine years who has not previously enrolled in any school in this state, prior to admission to and attendance in school, shall present to the appropriate school board the results of a health assessment. The assessment shall have been conducted within twelve months of school entry.
3. Proof of current immunizations as set forth by the State of Kansas. See immunization section.

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. The district shall work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary enrollment documentation.

SCHOOL HOURS

7:35 a.m.—First bell. Doors unlocked to students. Prior to this bell, students are not permitted to enter the building unless under the direct supervision of a staff member.

All buses will load and unload on 7th Street on the west side of the school. The east doors by the cafeteria will be open from 7:35 to 8:00 a.m. for parent drop-off of students. During any other time of the day, all students and visitors to BES should enter the building through the south entrance next to the office and immediately report to the office to sign into the building. Those will be the only doors that may be unlocked throughout the school day.

The 21st Century Community Learning Center is an after-school program that provides a safe, supervised environment where students can continue to learn, Monday – Thursday from 3:15 to 5:30. There are limited slots at each grade level and slots will be awarded with priority given to at-risk students followed by students with a commitment to attend the program regularly and for the entire length of the sessions. A waiting list will be formed if there is more interest than slots. Students may lose their slot due to late pick-up, lack of participation and behavioral/disciplinary issues.

DAILY SCHEDULE for K-4th Students

7:35*	**First Bell – Doors to Building are Unlocked for Entry**
7:40 – 7:55	**1st Breakfast, Students Report to Classrooms**
7:55*	**Warning Bell**
8:00*	**Start of School Day**
3:15*	**School Dismissal**

**Indicates when a bell rings*
PreK AM Session – 7:45 to 10:45
PreK PM Session – 12:10 – 3:10

LUNCH PERIODS

11:15-11:50	1st Grade Lunch
11:20-11:45	2nd Grade Lunch
11:50-12:15	3rd Grade Lunch
11:55-12:20	4th Grade Lunch
12:25-12:50	Kindergarten Lunch
12:30-12:55	PM PreK Lunch

BUILDING SECURITY

During the school day, all students and visitors to BES should enter the building through the south entrance next to the office, Door #E1, and immediately report to the office to sign into the building. Those will be the only doors that may be unlocked throughout the school day. All visitors to the building are expected to sign in at the office where they will receive a visitor's badge that is to be worn for the duration of their visit. Then visitors are asked to sign out at the office when leaving the building. The badge allows students and staff to recognize them as individuals who have been approved to move freely about the building.

All faculty and staff are required to wear identification badges, which identifies them to the student body and to visitors in the building as building employees.

The faculty, staff and student body at BES are serious about maintaining a safe and orderly learning and working environment. We cannot negotiate the safety of our students or employees. Violators of our security process will be turned over to local law enforcement as trespassers

ATTENDANCE POLICY

The success of every BES student depends on regular school attendance. Most subjects are taught in sequential format, requiring the completion of concepts in each stage. Persistent absenteeism produces poor study habits as well as a void in those concepts missed.

While parents may make the decision that their students will be absent from school, the determination as to whether or not an absence will be excused or unexcused rests with the building principal. In accordance with the laws of the State of Kansas and board policy JBD, the building principal has been designated as the attendance officer for the building. While in most cases, parental contact is all that is required to verify absences, the principal may choose to verify absences or require additional information before making a determination as to whether the absence is excused or unexcused.

A student missing three or more consecutive days for illness is asked to provide a doctor's note upon return. Any student who is absent more than 10 days cumulative (for the year) will need a doctor's note stating the reason for the excused absence on and for each absence after 10 days or absences beyond this time period may be unexcused. Parents or staff may request a conference with the principal to discuss attendance concerns.

It is the responsibility of parents/guardians to call the elementary school office or send a message verifying a student's absence. For absences in which the school is not notified of the reason within 48 hours, the absence will be permanently marked as unexcused. Any student absent for two or more days must bring a note from home or call the office to verify the absences had a valid excuse before the absences will be considered excused. **When arriving late to school, a parent/guardian must accompany the student into the office and sign him/her in for the day.**

A student is considered tardy if reporting to school between 8:00 a.m. and 8:15. Any student that is not in their designated classroom when the 8:00 bell rings is considered tardy and is required to stop in that that office to check in. An excused tardy will result from the student having an appointment, a family emergency, or due to the results of nature making travel perilous, i.e. snow. Reasons other than these will be considered unexcused. When a student reaches 10 excused tardies, all tardies beyond this point will be considered unexcused unless accompanied by a doctor's note. Tardies will accumulate by semester and will reset at the start of each new semester. The accumulation of eight unexcused tardies is equivalent to one unexcused absence and will be included in attendance calculations for possible referral to the district attorney under Kansas compulsory attendance law.

Daily attendance will be recorded in 4 quarter day sessions; 8:00 – 9:40, 9:40 – 11:20, 11:45 – 1:40 and 1:40 – 3:15. Students will be considered absent for 1/4 day if they miss 1 period, ½ day if they miss 2 periods of the day and absent for the full day if they miss 3 to 4 periods that day. 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.

Burlington Elementary School follows the Kansas State Statues on attendance. 1) After 3 consecutive school days of unexcused absences, a student shall be considered to be not attending school. 2) After 5 unexcused absences in one semester, or 7 unexcused absences in the school year, a student will be considered to be not attending school as required by law and will be reported to the proper authorities as described in board policy JBE.

Excused absences include: personal illness
health-related treatment, examination, or recuperation
serious illness or death of a member of the family
obligatory religious observances
absences prearranged by parents and approved by the principal; and students of active duty military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment.

Parent or guardian notification does not automatically make an absence excused.

Unexcused Absences: any absence not listed above.

HOMEWORK POLICY

The philosophy of homework at Burlington Elementary is for students to practice and develop skills as appropriate at each grade level. Homework is designed to help foster study skills and engage parents in the educational process as well. Each grade level may assign homework consistently throughout the week and it will be based on a skill that instruction has been provided on or an activity that is used to enhance student skill (reading fluency, math practice, etc).

Teachers recommend the following times for homework on a daily basis:

K-1: 10 to 15 minutes per day

2nd – 3rd: 15 to 20 minutes per day

4th: 30 minutes per day

More specific details regarding homework expectations and routines will be communicated in weekly notes from the grade level teachers. It is important to understand that additional work outside the "regular daily homework" may come home and add to the daily recommended time frame in the event that a student is not completing their work during class or has missed school.

Other voluntary participation activities such as "Book It" may also increase the time commitment.

MAKE-UP WORK

When students are ill or miss school for absences, they will be allowed to make up any missed work and receive credit for its completion. In grades K – 3, teachers will use their discretion on how make-up work is handled. For students in fourth grade, two school days are allowed for the completion of missed homework for one day absent. After this allowed time, a deduction in grade will occur at the following rate:

1 day late = 10% deduction

2 days late = 20% deduction

3 days late = 100% deduction and a 0 will be given for the assignment

This policy is put in place to help to prepare fourth grade students for the transition to the middle school. Parents are encouraged to check student progress regarding make up work by utilizing the on-line grade viewer for students in grades 1 - 4.

GRADING SCALES

1st– 4th grade students at BES receive traditional letter grades in the core academic subjects. Standards are listed below the subject area and are assigned academic performance levels. Kindergarten students have a mastery of standards grade card and progress is measured quarterly toward mastery. Students with disabilities are assessed according to their own goals, and these scores are documented on progress reports. Parents will receive progress reports at the end of each nine-week period. In addition, two parent-teacher conferences are held during the school year to help keep parents informed of their child's educational development.

GRADES 1st – 4th		**Standards Academic Performance Levels**
Grade	**Percentage**	
A	90 - 100	E = Exemplary (90 – 100%)
B	80 - 89	ES = Exceeds Standards (80 – 89%)
C	70 - 79	M = Meets Standards (70 – 79%)
D	60 – 69	AS = Approaches Standards (60 - 69%)
F	59 and below	AW = Academic Warning (59% and below)

SPECIALS (Library, Music and Physical Education)
E = Exceeds Standards
M = Meets Standards
U = Unsatisfactory

DRESS CODE GUIDELINES

Students must wear shoes, sandals, or boots. If your child is not wearing tennis shoes, these must be provided for daily P.E. instruction. Students must wear clothing that properly covers their body. Any student dressed in a manner that is a distraction to other students as determined by the teacher or administrator will result in the parent/guardian being notified and required to bring appropriate clothing for the student.

Articles which are not permissible in the classrooms:

1. Hats, gloves, bandannas, hoods, or sunglasses
2. Clothing with vulgar, obscene, or suggestive words, gestures, or symbols
3. Clothing which advertises or endorses items or activities illegal for minors (beer, alcohol, cigarettes, drugs, etc.)
4. Clothing that exposes the stomach or belly button
5. Tank tops with spaghetti straps, halter tops/dresses or open back style tops.
6. Cut off muscle shirts with oversized arm holes. Sleeveless t-shirts may only be worn if they have a hemmed edge, and do not expose body parts.
7. Shorts or skirts that are excessively short or revealing. These garments must be approximately fingertip to mid-thigh length and must provide appropriate coverage while standing, sitting and moving.
8. Costumes or costume style clothing except on school sponsored spirit days.

BEHAVIOR CODE

Guidelines for certain disciplinary infractions are outlined below. The following are the descriptions of the offenses and possible penalties that may be assigned for these infractions. Penalties for student behavior is assigned at the discretion of the building administrator.

Offense	**Potential Penalty**
Weapons Violation	Long term sus./expulsion
Setting a Fire	Long term sus./expulsion
Threat	Long term sus./expulsion
Selling or soliciting the sale of illegal drugs on school property	Long term sus./expulsion
Knowingly possessing or using illegal drugs	10 days suspension
Alcohol	1-5 days suspension
Fighting or provoking a fight	1-5 days suspension
Tobacco	1-5 days suspension
Theft	1-5 days suspension
Cell phone violation	Suspension
Disrespect & Insubordination	Detention/suspension
Destruction of Property	Detention/suspension
Intimidation of Student/ Harassment/Bullying	Detention/suspension
Disruptive Behavior	Detention
Skipping Class or School	Detention/suspension

Inappropriate Language	Detention
Bus Referral	Loss of bus riding privileges
Other Violations, such as:	
Display of affection	Loss of privileges/Detention
Computer network violation	
Lying/Cheating	
Cafeteria Violations	
Excessive Tardies	

The above penalties listed are examples only. Severe or repeated infractions or any activity that may jeopardize the safety of students or adults or disrupt the educational activities in the school may be dealt with through suspension, expulsion, and/or referral to law enforcement.

The accumulation of discipline infractions may lead to suspension from school. Such suspensions may be in-school suspension (ISS) or out-of-school suspension (OSS).

The building administration reserves the right to deviate from the system of discipline in specific instances where the severity of the offense warrants further or different action. The building principal will make such determination. In all cases, the system described herein is subject to the policies of the board of education and the laws of the State of Kansas.

BEHAVIORAL EXPECTATIONS

The Wildcat Way is a building wide system of expectations that focuses on safety, respect and responsibility. Across different settings in the school, it is outline what is appropriate behavior for students to be demonstrating. These expectations will be taught to our students. Students that violate the expectations will be addressed and as warranted will be referred to the behavior code for infractions as determined by school personnel.

THE WILDCAT WAY

	Events	Hallway	Lunchroom	Restroom	Playground	Digital	Classroom	Dismissal
I am . . . SAFE	• Walking feet • Enter and exit in line order • Keep hands, feet and objects to yourself • Remain in your seat	• Walking feet • Walk on the right, single file, line order • Face forward-body facing the direction you are moving • Keep hands, feet and objects to yourself	• Walking feet • Bottoms on seat • Wait to be dismissed • Keep hands, feet and food to yourself • Enter/exit in line order	• Walking feet • Keep water in sink • Keep your hands, feet and objects to self	• Walking feet • Use equipment properly • Be in control of your body • Down the slide feet 1st, up the stairs	• Bottoms in chairs • Report unusual activity to adult immediately	• Walking feet • Use materials as intended • Be in control of your body	• Walking feet • Walk out building to designated area • Walk to appropriate bus or loading area
I am . . . RESPECTFUL	• Voice Level = 0 • Give full attention to the presenter • Demonstrate positive school spirit • Applaud appropriately—2 claps • Quiet feet	• Voice Level = 0, 1 • Respect space, boundaries and property • Greet and respond to others with kindness—silent hellos	• Voice Level = 0-2 • Follow adult directions the 1st time • Respect others and their feelings	• Voice Level = 0-1 • Respect privacy • Stay in your own stall	• Play fair, share, include others and take turns • Respect personal boundaries • Follow adult directions • Use kind and appropriate language • Include others	• Voice Level = 0-2 • Follow adult directions • Clean up workspace • Put headphones away	• Voice Levels = 0-2 • Treat materials with care and appropriately • Use kind language • Follow directions	• Voice Levels = 1-2 • Wait respectfully in loading area • Follow adult directions • Respect others
I am . . . RESPONSIBLE	• Stay with your class or assigned group • Watch for quiet signal • Listen to your teacher's directions	• Walk with a purpose • Keep hallway clean and clear	• Take appropriate amount of food • Be in line order • Raise your hand for help • Raise your hand for water • Clean up your area	• Make sure the toilet flushes and tell someone if it didn't • Get paper towels in trash can • Use restroom and return quickly wash hands • Use appropriate amount of soap-1 pump, toilet paper and paper towels-2 paper towels	• Bring in what you take out • Line up in line order as soon as the whistle blows	• Take, use and return IPAD with care • Follow Acceptable Use Policy • Log off	• Participate in classroom activities and discussions • Keep area organized • Use time wisely and be prepared • Complete work with best effort	• Walk directly to your designated spot • Stay in Line • Allow younger students to load first

BUS POLICY

Students third grade and up can be let off at bus stops on their own. Students younger than third grade will need an adult present at the stop or can be accompanied off the bus with their sibling if the sibling is third grade and older.

Video cameras may be used on route buses. They are used for educational purposes and are private property of USD 244.

All students that utilize district transportation are expected for follow the conduct guidelines set forth on the transportation service form. Students that violate these expectations may face disciplinary actions.

RULES FOR STUDENTS ON DISTRICT SCHOOL BUSES

A. Passengers are to remain in their seats until the destination has been reached and the bus is stopped.

B. If seats are assigned by the driver, the assigned seat must be occupied until permission is given to make changes.

C. Passengers are to remain facing forward at all times while the bus is in motion.
D. No person will be permitted out of his seat while the bus is in motion.
E. Students are not to talk with the driver while the bus is in motion.
F. Talking is permitted in a low conversational voice to those in the same seat, but loud talking or calling to people in other sections of the bus is forbidden. Classroom-like conduct is to be observed at all times.
G. Obscene or vulgar talk is absolutely forbidden.
H. Paper is to be kept off the floor. The cleanliness of the bus depends upon the cooperation of every student riding the bus. Under no circumstances is anything to be thrown out of the bus windows.
I. For the safety of all concerned, students are not permitted to have their hands or heads out of the windows at any time.
J. Any person willfully damaging or marring a bus will be held responsible for such action.
K. Students will not be permitted to carry pets, animals, or live specimens of any kind on the bus.
L. Smoking, or the use of tobacco-type products inside a bus, shall be prohibited.
M. Intoxicating liquor, alcohol, or illegal drugs shall not be consumed or carried in a bus.
N. The bus driver is in charge at all times when students are on the bus.
O. In summary, students are expected to sit, talk quietly, and show respect.

Parents and students are encouraged to report any misbehavior on the bus to the bus driver, principal, director of transportation, or superintendent. Parents are also encouraged to inform the transportation director and/or superintendent of any reckless driving by any bus driver. The USD 244 Board of Education endeavors to obtain competent and careful drivers for all vehicles.

ACCEPTABLE USE OF COMPUTERS

Students shall have no expectation of privacy when using district e-mail, electronic devices, 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 on or in district electronic device or computer is subject to monitoring by the staff and/or administration. Similarly, student use of district internet services is subject to monitoring at any time. The school retains the right to duplicate any information created by students in a computer system or on any individual computer or electronic device. Students who violate these rules, or any other classroom rules relating to computer use, are subject to disciplinary action up to and including suspension and/or expulsion from school.

AI POLICY

Approved Use of AI

The superintendent or the superintendent's designee shall establish and maintain a list of approved AI tools permitted to be used throughout the district. Approved AI tools shall comply with all applicable and relevant laws including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), the Kansas Student Data Privacy Act, district policies, and the district's cybersecurity standards and requirements. Approved classroom and administrative uses of AI shall be consistent with district instructional goals, operational needs, and policies, including those regarding acceptable use, bullying, and harassment. No approved AI application used shall collect, store, or transmit personally identifiable information without appropriate authorization and vendor safeguards. While utilizing approved AI tools, staff and students shall comply with the following:

1. Demonstrate honesty, integrity, and responsibility in completing academic work, including only submitting and presenting work that represents the individual's own learning and understanding.
2. Use AI only to the extent that it supports learning without undermining the authenticity of an individual's efforts or the validity of the educational process.
3. Understand that AI technologies are only meant to supplement, not replace, human instruction, supervision, or judgment.
4. Use approved AI tools in a manner consistent with board policy, including Policy IIBF (Acceptable Use Guidelines), the Student Code of Conduct, and employee conduct requirements.
5. Properly cite or disclose the use of AI-generated content used in assignments, teaching materials, or official communications in accordance with this policy or risk disciplinary action or loss of credit for plagiarism.
6. Only use AI for idea generation, editing, or skill development when expressly permitted by the teacher or administration.

Prohibited Uses of AI

No staff member or student shall use AI in violation of board policy or applicable law, including, but not limited to, the following:
1. Violate academic integrity by generating or submitting work without appropriate authorization or citation.
2. Use AI to generate or substantially complete assignments, essays, or assessments without explicit authorization.
3. Use AI to fabricate sources, falsify data, or impersonate another individual.
4. Submit AI-generated work as a student's own or fail to cite or disclose the use of AI or AI-generated work.
5. Produce, alter, or distribute synthetic or manipulated content that misrepresents or harms individuals, commonly referred to as deepfakes.
6. Produce, alter or distribute synthetic or manipulated content that violates school rules; individual rights, such as privacy, safety, reputation; or applicable law.
7. Access or disclose confidential or personally identifiable information in violation of law or district policy.
8. Circumvent district security systems or established procedures.
9. Use AI tools in violation of instructions or directives from teachers or administrators, board policy, or applicable law.

10. Violations of this policy shall be addressed in accordance with district disciplinary procedures and/or applicable law.

Students and educators remain at the center of learning.

AI is a powerful tool — but learning, thinking, and growing still come first.
Using AI in Learning and Teaching

- Use AI to support, not replace, quality instruction, learning, and collaboration.
- Always use district-approved and vetted AI tools.
- Make sure AI use aligns with learning goals and standards.
- Keep a balance—use AI tools alongside traditional learning methods to deepen understanding and engagement.
- Set and follow clear expectations for how and when AI may be used in class.
- Understand that using AI comes with responsibilities—think critically, act ethically, and consider potential risks.
- Use the AI Acceptable Use Scale to decide when and how AI should be used during class activities.
- Talk about ethical use: be aware of plagiarism, copyright, and bias in AI-generated content.
- Use AI to enhance learning, not to take shortcuts. Teachers and students should model and practice responsible, age-appropriate use.

USD #244 Burlington Schools

Acceptable Artificial Intelligence Resources

Safe for Use by Staff and Students	Safe ONLY when Using Education Version	Avoid Using with Student Data
School AI MagicSchool Diffit Canva Education	ChatGPT for Education Microsoft Co-Pilot Google Gemini for Education	Grok CapCut Consensus AI Many others...
These tools are FERPA and COPPA Compliant for Education.	Personal Accounts are NOT Safe for School Use.	Most public AI tools do not meet K-12 Privacy Requirements.

Rule of Thumb:
If it is not district-approved, NO student names or data should be entered.

Protect Student Privacy - Follow FERPA and COPPA Laws!

Academic Integrity and Evaluation

- Do not rely solely on AI detectors (like Turnitin or GPTZero)—they aren't always accurate, especially for multilingual learners.
- Teachers should use their knowledge of students' writing styles and abilities when evaluating work.
- When AI is used to help complete an assignment, be transparent: include a disclosure (e.g., a note or screenshot showing how it was used).
- Stay curious and informed about AI. As the technology changes, so will how we use it in education.

These reminders are designed to help both students and educators use AI in ways that support critical thinking, ethical choices, and meaningful learning. When used responsibly, AI can be a powerful tool in education—not a replacement for it.

USD #244 BURLINGTON

LEVELS OF ALLOWED AI USE

1	**NO AI**	The assignment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI Must not be used at any point during the assignment.**
2	**AI-Assisted Idea Generation and Structuring**	AI can be used in the assignment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-Assisted Editing**	AI can be used to make improvements to the clarity or quality of student-created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI Task Completion, Human Evaluation**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output. **You will use AI to complete specified tasks in your assignment. Any AI-created content must be cited.**
5	**Full AI Use**	AI should be used as a "co-pilot" in order to meet the requirements of the assignment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assignment to support your own work and do not have to specify which content is AI generated. Certain AI citations may be needed.**

Any Time that AI is Used, The Final Product Should Always Be Reviewed and Overseen by Human Interaction.

MEDIA CENTER POLICY

The school library media center program plays a critical role in teaching and learning activities. The program provides for continuous instruction in media skills and teaches responsibility for loan procedure. It promotes good reading, listening, and viewing habits and encourages a lasting interest in authors and books. In order to build an appreciation for these purposes, the following procedures will be followed:

1. Books will be checked out for a period of two weeks.
2. Reference books and periodicals will be checked out for in-school use only.
3. Students must return books that are checked out before any others can be issued.
4. Each student must check out his/her own books. Students are not permitted to check out books for each other.
5. Students losing or damaging books will be required to pay for them. Check out privileges will be denied until said matter is resolved.

PLAYGROUND RULES

The playgrounds at Burlington Elementary School are not open for student play until the school day begins at 8:00. Students that are dropped off before the start of the day are expected to refrain from play and stay off of all equipment. Both playgrounds are closed to the public on days school is in session from 7:30 am to 5:30 pm to allow our students and programs full access to our equipment.

1. Safety and sportsmanship will be demonstrated at all times.
2. Use equipment as it is designed. Only school provided equipment will be allowed at recess.
3. At all times demonstrate responsible behavior.
4. Absolutely no profanity.
5. No student is to leave the playground without permission from a duty teacher.
6. No fighting or horseplay.
7. No climbing up slides.

OUTDOOR RECESS GUIDELINES

Outdoor recess will be held if:

- Outside air temperature and/or wind chill is 32 degrees (F) or greater
- There is no falling precipitation
- There is no heat index warning

Limited outdoor recess will be held if (5 to 10 min max)

- Outside air temperature and/or wind chill is between 25 degrees and 31 degrees (F)
- There is no falling precipitation
- There is a heat index warning

Indoor recess will be held if

- Outside air temperature and/or wind chill is lower than 24 degrees or there is falling precipitation

CAFETERIA RULES

1. Sit quietly at the table assigned by the cafeteria supervisor before and after getting your tray.
2. Talk quietly to your neighbors—raise your hand if you need help.
3. Keep food/paper off the floor—clean up after yourself.
4. No trading or sharing of food.
5. Parents are welcome to come and eat with their child. Please sign up in the office prior to 8:30 if you wish to purchase a school meal.

INCLEMENT WEATHER

In the event that school is dismissed due to inclement weather, the announcement will be made by 6:30 A.M. via Everbridge Alert; television station WIBW-Channel 13 (cable 12); and radio stations FM 94.5-Topeka, FM 101.7-Emporia, FM 104.9-Emporia, FM 97.7-Burlington, and AM 580-Topeka. If an announcement is not made via the Parent Square Alert System or television/radio stations, school will be in session and students should report to school at the regular starting time. If we should have to dismiss school during the school day due to the anticipation of weather conditions becoming more severe, an announcement will be made on the stations listed above and Parent Square one hour in advance of dismissal. If early dismissal becomes a possibility classroom teachers may contact parents/guardians to learn the after school plans of the children. Please respond as quickly as possible to the teacher request to ensure your child reaches the appropriate destination. There is no 21st Century After-School program when school is dismissed early.

MEDICAL ISSUES

Medication:
Generally, the only medication that will be available to a student and stored in the nurse's office is medication that is supplied by a parent and prescribed by a physician or other medical personnel authorized to prescribe medication. If there are any over-the-counter or prescription medications that your child might need to take during school hours throughout the school year, you will need to sign the Permission for Medication form. This form is available from the nurse's office or the building office. Medication should be brought to the school in its original container. In regard to prescription medications, please ask the pharmacist to label a bottle for home and a bottle for school. The nurse's office will accept a current labeled pharmacy bottle in lieu of a physician's signature on the Permission for Medication form. Any changes in the type of medication, dosage, and/or time of administration shall be accompanied by a new Permission for Medication form as well as a newly labeled pharmacy container.

Cough drops:

These are allowed to be kept in a student's backpack in the classroom, as long as the teacher is made aware that the cough drops are there and a student asks to get one out of the bag when needed. If a student is found to be misusing the cough drops (for example, sharing with other students or over-using them), the cough drops will be kept in the nurse's office.

Anaphylaxis treatment:
USD #244 needs to be equipped to treat anaphylaxis in children who have a history of allergies to a variety of agents (foods, bee stings, medications, etc.). To treat such a reaction if it should occur during school hours, epinephrine shall be made available to the school nurse by the parents of the child with the allergy. On occasions that the student leaves the building for any event (such as a field trip), the epinephrine will be sent with a staff member that has been trained on how to administer the medication and care for the child (per the child's anticipated health crisis plan) should an emergency situation occur.

Illness:
Regular attendance at school is important. However, for his/her own interest and to prevent the spread of contagious diseases, your child should be kept home if he/she shows any of the following symptoms: fever (defined by the Centers for Disease Control and Prevention as a temperature of ***100 degrees or greater***), earache, diarrhea, sore throat, nausea, rash, cough, headache, runny nose, or pink/watery eye(s). If your child is kept home due to a fever or is sent home from school because of a fever, the child should be ***fever-free for 24 hours without the use of a fever-reducing medication*** (per the flu guidelines published by the Centers for Disease Control and Prevention). The school does not diagnose disease. If your child develops any of the above symptoms after reaching school, you will be notified to come for him/her as soon as possible. If for any reason your child will be absent from school, the school office should be notified. This can be done by calling 620-364-8882, ext. 1002 or 1003. You may refer to the "School Attendance Policy" for additional information regarding absences. A student missing three or more consecutive days for illness is asked to provide a doctor's note upon return.

First Aid:
Only minimum first aid is given in case of injury. If illness or injury were to occur, the school nurse will be consulted and will make a determination concerning parent notification. Parents are asked to give the school an emergency telephone number. This should be the number of a relative or friend who might know where the parent can be reached in case of an emergency at school.

HEALTH ASSESSMENTS

K.S.A. 72-5214 states that on and after July 1, 1994, every pupil up to the age of nine years who has not previously enrolled in any school in this state, prior to admission to and attendance in school, shall present to the appropriate school board the results of a health assessment. The assessment shall have been conducted within twelve months of school entry.
As an alternative to the health assessment required, a pupil can present: 1. A written statement signed by one parent or guardian that the child is an adherent of a religious denomination whose religious teachings are opposed to such assessments, or #2 a written statement signed by one parent or guardian that such health assessment will be scheduled and completed within 90 days after admission to school. A pupil may be subject to exclusion from school attendance under this state law until such time as the pupil shall have complied with the requirements of K.S.A 72-

5214. Questions regarding this policy can be directed to the USD 244 school nurse at 620-364-8882, ext. 1350.

IMMUNIZATIONS

Unless provided otherwise herein, all students enrolling in any district school shall provide the building principal with proof of immunization of certain diseases or furnish documents to satisfy statutory requirements. Booster shots mandated by the Secretary of the Department of Health and Environment are also required.

Notice of this policy and the applicable state law shall be distributed to parents or guardians of current and prospective district students on or before May 15th of each school year. The superintendent shall issue a news release each August explaining the required inoculations and booster shots. Parents may delegate in writing their authority to consent to immunizations. At the beginning of a school year, school boards shall provide information on immunizations applicable to school age children to parents and guardians of students in grades six through 12.

The information on immunizations shall include:

(1) A list of sources for additional information; and
(2) related standards issued by the national centers for disease control and prevention.

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

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 documentation of inoculations.

Each principal shall forward evidence of compliance with the inoculation law to other schools or school districts when requested by the school or by the student's parents/guardians and shall work cooperatively with local, county, and state health agencies to disseminate materials related to the availability of inoculations.

MISCELLANEOUS INFORMATION

School Telephone Usage: The office and classroom telephones at school are for business purposes. Only in an emergency should students ask to use the office phone.

Cell Phones: Per Board Policy JCDC:

Students are prohibited from using or accessing personal electronic communication devices during the school day while on district owned or operated property, except as expressly permitted by this policy or by law. If you believe your student needs access to a personal electronic communication device during the school day for the implementation of an IEP or Section 504 plan; or due to a medical necessity approved by a licensed physician, please contact the building principal, Section 504 coordinator, or special education coordinator.

This policy does not apply to any virtual school, as defined by Kansas law.

When personal electronic communication device use is not permitted, students are allowed reasonable access to a school-provided telephone or communication device during the school day to contact a parent or person acting as a parent.

Device Storage

All student personal electronic communication devices shall be powered off and securely stored away from the student's person in an inaccessible location during the school day, unless an exception applies to this requirement as specified in this policy.

Students may choose not to bring personal electronic communication devices to school by leaving such devices at home or in a vehicle, including a vehicle located on school premises. As students will not have the ability to access or use such devices during the school day, students are encouraged to leave any personal electronic communication devices not necessary for the implementation of their Individualized Education Program (hereafter "IEP") or Section 504 accommodation plan (hereafter "504 plan"), communication during their commute to or from school, for work, or learning experience that is not located on the school premises at home. If students elect to leave such devices in their vehicle, students are encouraged to lock their vehicles to protect against theft of or damage to the devices.

Kansas law provides that the board, school district employees, and/or any agents thereof shall not be liable for any damage to personal electronic communication devices or for storage of such devices that are brought to school.

The superintendent or superintendent's designee(s) shall develop procedures to ensure all personal electronic communication devices are turned off and securely stored away from the student's person in an inaccessible location during the school day. Such procedures shall be included in student handbooks as adopted by the board and communicated to students and parents/guardians as deemed appropriate by district administration.

Definitions

For purposes of this policy, the following definitions apply:

· "Personal electronic communication device" is any wireless electronic communication device that both provides for voice, text, or video communication between two or more parties, including, but not limited to, a mobile or cellular phone, tablet, computer, watch, wireless

headphones or earbuds, text messaging device, or personal digital assistant; and is not owned or issued to students by the school district.

· "School day" is the time from the start of school until dismissal at the end of the day on the school premises, including, but not limited to, the time in any classroom, structured or unstructured learning setting, recess, lunch or passing period. The term "school day" excludes any time associated with a student's travel to or from a learning experience that is not located on the school premises, including any postsecondary educational course, career technical education course, work-based learning program, or other alternative educational opportunity.

Permitted Exception

A student may be permitted to use a personal electronic communication device during the school day under the following circumstances.

· Any student may use a personal electronic communication device during the school day if it is the intervention of last resort such that there is no other reasonable alternative option available for such student, and the use is either:

o Required for the implementation of a student's IEP or 504 plan; or

o Approved by a licensed physician as a medical necessity to support the health or well-being of the student.

Use During School-Sponsored Activities Before and After the School Day

Students may use or access personal electronic communication devices during school-sponsored activities, programs, or events occurring before and after the regular school day, subject to district-approved procedures, event-specific rules, and staff direction.

Enforcement and Disciplinary Action

Violations of this policy may result in disciplinary action in accordance with the district's student code of conduct. Disciplinary measures may include, but are not limited to, confiscation of the device through the end of the school day, referral to administration for determination of appropriate consequence, parental notification, or other appropriate disciplinary response, up to and including suspension and/or expulsion from school.

Discipline shall be applied in a nondiscriminatory manner and shall not interfere with rights provided under an IEP, 504 plan, or applicable law.

Administrative Procedures and Directives

The superintendent or designee(s) may develop administrative procedures and provide directives necessary to ensure consistent implementation of this policy and any board approved regulations and

handbooks across district buildings, so long as such procedures and directives are not in conflict with board approved policy, regulation, or handbook language.

At BES: Cell phones or other electronic devices will be checked into homeroom classroom teachers at the beginning of each school day. Teachers will house these devices in hanging storage system that will be kept in their classroom closets.

The following are the consequences for cell phone violations:

- ✓ First violation, the cell phone will be taken, and the parent/guardian may pick up at the end of the day in the office.
- ✓ Second violation, the cell phone will be taken, and the student's parent must pick it up from the office, one day ISS will be assigned.
- ✓ Third violation, the cell phone will be taken and the student's parent must pick it up from the office, one day out of school suspension will be assigned. Should the student bring it back to school it will need to be dropped off in the office in the morning and picked up after school.
- ✓ Violations that continue will be subject to the disciplinary process and administrator discretion.

Invitations to Parties: Invitations to private parties should not be distributed at school. Teachers are instructed to stop such distribution. Exception is if each child in a class receives an invitation.

Fundraising by Students at School: Students may only seek payments for fundraising or the selling of items after school hours, i.e. Boy/Girl Scouts, 4-H. etc.

Fire, Tornado, and Other Emergency Drills: Emergency tornado and fire drills at BES are conducted regularly. Intruder and Wolf Creek evacuation drills are conducted periodically. Staff and students are advised as to designated escape routes or areas of safety within the building.

Field Trips: Field trips shall be a part of the instructional program. Students are expected to travel to field trips on district provided transportation. Students may be checked out from the office prior to the field trip if the parent/guardian wishes to have his/her child leave at the end of the trip with him/her. Students that check out from the field trip to leave with parent/guardian will be counted as absent on their attendance record.

Bicycles: Students may ride bicycles to school. Students must walk their bikes as soon as they enter school property in the mornings and must walk their bikes until off of school property in the afternoon. Damage to other student's bicycles will result in suspending bicycle privileges.

Keeping Students after School: When it becomes necessary to detain a student after school, the parent will be notified.

Checking Out a Student: Any student leaving school between 8:00 and 3:15 must be signed out in the office. Parents will need to come by the office first. Teachers are instructed to not release a student until notified by the office that the parent or guardian has signed the student out.

Paper/Pencil Machines: The use of these machines is encouraged, but usage must be before 8:00 a.m. or after 3:15 p.m. Abuse of these machines will result in a forfeiture of privileges.

Personal Property: Personal belongings of students are not insured by the school district. It is recommended students pursue private insurance for personal items brought to school, as special coverage may be needed to cover items such as cell phones, tablets, or calculators which may be taken to school. Items that tend to disrupt classes, i.e. electronic devices, trading cards, toys, etc. are not allowed after the final bell (8:00) and may be confiscated. No trading of goods or exchange of money to purchase items is allowed between students.

Check Usage Information: The driver's license number of the person signing the check is required to be on file for the cashing of checks. This information is necessary to ensure the collection of checks cashed. Checks may be refused for payment unless the driver's license number is included on the check or is on file with the building office.

Parties: BES allows three classroom parties per year (Fall, Winter, Spring). Room parties begin at 2:30 in the afternoon. Students may celebrate their birthdays by bringing treats distributed at the discretion of the teacher. Please contact your child's classroom teacher prior to bringing birthday treats.

Gifts: No personal gifts, i.e. flowers, for sstudents,are to be delivered to the school.

Extra-curricular Activities: In order for a student to participate in extracurricular activities such as 21st Century after-school program, music programs or family night events, students must be in good standing and be in attendance on the day of the event for a minimum of a half day. Exceptions may be made due to extenuating circumstances with administrative approval.

USD #244
Burlington Schools
Bullying Policy Statements

- It is mandated by K.S.A. 72-8256 that every school district in Kansas develop a district policy on bullying prevention, create a bullying implementation plan, and train all staff and students in bullying prevention.
- Bullying is:
    - any **intentional** gesture or any **intentional** written, verbal, electronic or physical act or threat either by any student, staff member or parent towards a student or staff member that is **sufficiently severe**, **persistent or pervasive** that creates an intimidating, threatening or abusive educational environment for a **student or staff member** that a reasonable person, under the circumstances, **knows or should know** will have the effect of:
        - Harming a **student or staff member**, whether **physically** or **mentally**;
        - **Damaging** a student's or staff member's **property**;

- Placing a student or staff member in **reasonable fear of harm** to the student's or staff member's property; or

- Placing a student or staff member in reasonable **fear of damage** to the student's or staff member's **property**; or

- Cyberbullying; or

  Any form of **intimidation** or **harassment** prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205 and amendments thereto.

- Bullying can be **physical**, **emotional,** or **social** and may involve **verbal** or **nonverbal** behavior.

USD 244 will not tolerate these actions by students, staff, or parents. For the purposes of this plan and its authorizing policies, "parent" includes biological, adoptive, or step-parent; guardian; custodian; or other person with authority to act on behalf of a student. Similarly, a "staff member" means any person employed by the district.

Any act of bullying by either an individual or group of students towards a student or staff member of the district is prohibited on or while utilizing school property, in a school vehicle, or at school-sponsored activities, programs, and events. This policy applies to students who directly engage in an act of bullying, to students who, by their behavior, support another student's act of bullying, and to all staff members and parents who engage in similar behaviors.

Complaint Process:
Informal Process: Anyone may use informal procedures to report and resolve complaints of bullying. The district has established a program for receiving anonymous complaints. Individuals may use a smartphone to text a report to bullying@usd244ks.org, use a computer to send an e-mail report to bullying@usd244ks.org, or use a phone and call (620) 364-4700 to leave a voicemail with a report. Such complaints must be appropriately investigated and handled consistently with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complaints of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies may include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process: Anyone may initiate a formal complaint of bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint. The district will fully implement anti-retaliation provisions to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district initiated investigatory activities. The administrator may conclude that the district needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint.

False Reporting: USD #244 policy prohibits any person from falsely accusing another as a means of bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying shall be disciplined in accordance with district policies, procedures, and agreements.

Factors for Determining Consequences:

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Possible Consequences:

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination
- For parents, suspension of access to school, school activities, and/or communication channels with staff or students at school

ANNUAL NOTICE TO PARENTS AND STUDENTS OF NONDISCRIMINATION

Discriminatory Conduct and Harassment:
Conduct which discriminates against another individual in the school on the basis of sex, race, color, national origin, religion, or disability is strictly prohibited. Students engaging in discriminatory actions, including harassment on any of these grounds, will be subject to discipline, up to and including suspension or expulsion from school.

Sexual Harassment:
Sexual harassment will not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

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

Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student or a staff member when: (1) submission to such conduct is made, explicitly or implicitly, a term or condition of the individual's education; (2) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or (3) such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

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

Any student who believes that he or she has been subjected to sexual harassment should discuss the alleged harassment with the building principal or vice principal, the guidance counselor, or another certified staff member, and may file a written complaint under the school's discrimination grievance procedures. Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the superintendent.

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

When a complaint contains evidence of criminal activity or child abuse, the principal shall report such conduct to the appropriate law enforcement or Department for Children and Families

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

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

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

Racial and Disability Harassment:
Discrimination or harassment on the basis of race, color, or national origin ("racial harassment") or on the basis of disability ("disability harassment") shall not be tolerated in the school district. Racial or disability harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

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

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

- Affords a student different treatment, solely on the basis of race, color, national origin, or disability, in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school;

- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile academic environment; or

- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with a student's academic performance or ability to participate in or benefit from the services, activities or programs of the school.

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

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

Any student who believes he or she has been subject to racial or disability harassment or has witnessed an act of alleged racial or disability harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of racial or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial or disability harassment under the definition outlined above. Unacceptable student conduct may or may not constitute racial or disability harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct. The discipline of a student for violation of any provision of the code of student conduct may be enhanced if the conduct is racially or disability motivated.

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

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

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

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

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

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

About Discrimination or Discriminatory Harassment:
Complaints of discrimination or discriminatory harassment by an employee should be addressed to the employee's supervisor, the building principal, or the district compliance coordinator. Complaints by a student should be addressed to the building principal, another administrator, the

guidance counselor, or another certified staff member. Any school employee who receives a complaint of discrimination or harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. Complaints by any other person alleging discrimination should be addressed to the building principal or the district compliance coordinator.

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

Complaints about discrimination, including complaints of harassment, will be resolved through the following complaint procedures:

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

Formal Complaint Procedures:
A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. If an individual does not wish to file a written complaint and the matter has not been adequately resolved, the building principal may initiate the complaint. Forms for filing written complaints are available in each building office and the central office.

A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing. If appropriate, an investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by the building principal, the compliance coordinator or another individual appointed by the board. The investigation shall be informal but thorough. All interested persons, including the complainant and the person against whom the complaint is lodged, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

A written determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and a copy forwarded to the complainant no later than 30 days after the filing of the complaint. If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed. If the investigation results in a recommendation that an employee be suspended without pay or terminated, procedures outlined in board policy, the negotiated agreement or state law will be followed.

Records relating to complaints filed and their resolution shall be forwarded to and maintained in a confidential manner by the district compliance coordinator.

The complainant may appeal the determination of the complaint. Appeals shall be heard by the district compliance coordinator, a hearing officer appointed by the board, or by the board itself as determined by the board. The request to appeal the resolution shall be made within 20 days after the date of the written resolution of the complaint at the lower level. The appeal officer shall review the evidence gathered by the investigator and the investigator's report, and shall afford the complainant and the person against whom the complaint is filed an opportunity to submit further evidence, orally or in writing, within 10 days after the appeal is filed. The appeal officer will issue a written determination of the complaint's validity and a description of its resolution within 30 days after the appeal is filed.

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

Specific complaints of alleged discrimination under Title VI (race, color or national origin), Title IX (sex) and Section 504 (disability) should be referred to the school district's discrimination coordinator under each of these laws:

Mrs. Donalyn Biehler
Superintendent
301 Neosho St.
Burlington, KS 66839
620-364-8478

Title VI, Title IX and Section 504 complaints may also be filed with the Regional Office for Civil Rights, Address correspondence to:

United States Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106

ASBESTOS NOTIFICATION

Congress enacted the asbestos Hazard Emergency Response Act (AHERA), in 1986. AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos. USD #244 has had all its facilities inspected by a certified asbestos inspector as required by AHERA and has completed the mandatory 3-year re-inspections.

Asbestos-containing materials identified in the district were floor tiles. While some areas of floor tile were removed due to the possibility of damage to them (e.g. wood shop, auto body shop), other areas of floor tile continue to contain asbestos. The district custodial staff practices proper work practices, which are designed to refrain from disturbing the asbestos floor tiles. Since the asbestos fibers are not released unless the floor tile is damaged due to sanding, abrading or otherwise pulverizing it, no action to remove the floor tile is planned at this time.

A copy of the asbestos management plan, which has been implemented by USD #244, is available for inspection by contacting the asbestos program manager at the district administration office located at 301 Neosho Street in Burlington.

2026 BES Student handbook changes

Non-Policy Changes:

Page 3 and 30- Staff Updated

Page 4 – General information about the 21st Century After school Program updated (removed fee information)

Policy Changes:

1. **Attendance policy:**
    a. Page 6 – specified 10 days cumulative means for the year, not semester. Rationale: aligns with practices of other builidngs
    b. Page 6 Added language that if not notified of the reason for absence withing 48 hours, it will be permanently marked as unexcused. Rationale: have had parents in truancy cases try to submit notes for excusal outside of a reasonable time limit.
    c. Page 6 ; Added wording that after 10 tardies in a semester, all additional tardies will be unexcused and that after 8 unexcused tardies, this equals 1 unexcused absence. Rationale: aligning with BMS policies, wanting to reduce building level tardies.
2. **Grading scales:**
    a. Page 8 – changes to traditional 90-80-70-60 policy as discussed previously. Rationale: more traditional, aligns with other building practice.
3. **Dress Code:**
    a. Page 9- Updated non-permissible items with more specifics about articles that exposes stomach/belly button, eliminated spaghetti straps, removed guidelines for "boys" and "girls" and created unisex standards around muscle shirts and tank tops. Added language for length of shorts and skirts. Prohibited costumes except for spirit days. Rationale: These items were discussed at BES staff meeting and staff felt the need to address these issues.
4. **AI policy:**
    a. Added on page 13 as recommended by Craig Kuhlmann, technology director
5. **Playground Rules – page 16**
    a. Added specific language to edit to state that both playgrounds are closed to public while we are in session from 7:30 to 5:30. Rationale: language before was specific to east playground, but is needed for both playground areas.
6. **Miscellaneous Information – page 20**
    a. Cell phone policy- updated with board policy and specifics stated on our protocol as well as consequences for violations. Rationale: new law.
7. **Field trips – page 22**

a. Added a statement that transportation to the field trip is expected to be on district provided transportation. Rationale: adding this language so it is not an unwritten expectation.

Additional Update (7/8/2026) –

1. Student handbook removal of Craig's name and addition of Donalyn and a few other staff updates.
2. Addition of language from KASB regarding devices need for 504 or IEP information as given to us by Craig.

BURLINGTON ELEMENTARY SCHOOL

Staff Handbook

2026-2027

Burlington USD #244
706 NIAGARA STREET
BURLINGTON, KANSAS
66839-1799

PHONE: 620-364-8882
FAX: 620-364-2999
WEB SITE: www.usd244ks.org

Mrs. Darla Long, Principal

USD 244 MISSION STATEMENT

Students will be responsible citizens prepared to succeed in life and careers, contribute to the global community, and be lifelong learners.

BURLINGTON ELEMENTARY SCHOOL MISSION STATEMENT

- to PROVIDE a safe and caring environment for learning and working
- to ENABLE students to succeed as responsible citizens
- to ENCOURAGE a desire for excellence and life-long learning
- to INSPIRE self-reliance, involvement, commitment, and pride

BURLINGTON ELEMENTARY SCHOOL PLEDGE
'The Wildcat Way'

I promise to follow the Wildcat Way.
I will be safe.
I will be respectful.
I will be responsible.
I am a Wildcat.

Wildcat Way Building Wide Expectation Matrix

THE WILDCAT WAY

	Events	Hallway	Lunchroom	Restroom	Playground	Digital	Classroom	Dismissal
I am . . . SAFE	• Walking feet • Enter and exit in line order • Keep hands, feet and objects to yourself • Remain in your seat	• Walking feet • Walk on the right, single file, line order • Face forward-body facing the direction you are moving • Keep hands, feet and objects to yourself	• Walking feet • Bottoms on seat • Wait to be dismissed • Keep hands, feet and food to yourself • Enter/exit in line order	• Walking feet • Keep water in sink • Keep your hands, feet and objects to self	• Walking feet • Use equipment properly • Be in control of your body • Down the slide feet 1st, up the stairs	• Bottoms in chairs • Report unusual activity to adult immediately	• Walking feet • Use materials as intended • Be in control of your body	• Walking feet • Walk out building to designated area • Walk to appropriate bus or loading area
I am . . . RESPECTFUL	• Voice Level = 0 • Give full attention to the presenter • Demonstrate positive school spirit • Applaud appropriately—2 claps • Quiet feet	• Voice Level = 0, 1 • Respect space, boundaries and property • Greet and respond to others with kindness—silent hellos	• Voice Level = 0-2 • Follow adult directions the 1st time • Respect others and their feelings	• Voice Level = 0-1 • Respect privacy • Stay in your own stall	• Play fair, share, include others and take turns • Respect personal boundaries • Follow adult directions • Use kind and appropriate language • Include others	• Voice Level = 0-2 • Follow adult directions • Clean up workspace • Put headphones away	• Voice Levels = 0-2 • Treat materials with care and appropriately • Use kind language • Follow directions	• Voice Levels = 1-2 • Wait respectfully in loading area • Follow adult directions • Respect others
I am . . . RESPONSIBLE	• Stay with your class or assigned group • Watch for quiet signal • Listen to your teacher's directions	• Walk with a purpose • Keep hallway clean and clear	• Take appropriate amount of food • Be in line order • Raise your hand for help • Raise your hand for water • Clean up your area	• Make sure the toilet flushes and tell someone if it didn't • Get paper towels in trash can • Use restroom and return quickly wash hands • Use appropriate amount of soap-1 pump, toilet paper and paper towels-2 paper towels	• Bring in what you take out • Line up in line order as soon as the whistle blows	• Take, use and return IPAD with care • Follow Acceptable Use Policy • Log off	• Participate in classroom activities and discussions • Keep area organized • Use time wisely and be prepared • Complete work with best effort	• Walk directly to your designated spot • Stay in Line • Allow younger students to load first

BURLINGTON ELEMENTARY SCHOOL SONG
(Written by Jolene Stubby, Retired Vocal Music Teacher)

Hurrah we are from Burlington.
We strive to do our best. (Our Best!!) We're
respectful, we are positive.
We're proud of B.E.S. (B.E.S.!!)
To our school we pledge allegiance, All praise
to her is due.
B.E.S. we thank you, (YES!)
We'll be the best for you. (For You !)

Burlington Elementary School Equity Statement

The staff at Burlington Elementary School strives to provide quality education for all students.

INTRODUCTION

This faculty handbook has been prepared to assist Burlington Elementary School teachers to carry out their specific duties and responsibilities as contracted employees of USD 244. These procedures should provide a knowledge base from which to operate smoothly and with confidence.

Every attempt has been made to cover the items that contribute to the day-to-day operation of BES. If, however, an item is encountered which is not covered by this handbook, please contact the building administrator for guidance or advice.

BUILDING COMMITTEES

Building Leadership Team (BLT)	Student Improvement Team (SIT)	District Leadership Team (DLT)
Darla Long – Chair	Darla Long Building Administrator	Cindy Doebele
Megan Sturm	Megan Sturm Counselor	Lisa Kuhlmann
Cindy Doebele	Cindy Doebele Title 1 Teacher	Jennifer Stukey
Stacy Heins	Stacy Heins Title 1 Teacher	Darla Long
Denise Garland	Jared Browning School Psychologist	
Macey Barnhart	Julie Hawley Special Education Teacher	
Jennifer Stukey	Trinity Pena Special Education Teacher	
Samantha McVey	TBD Special Education Teacher	
Sarah Racine		
Kathy Freeman		

DAILY SCHEDULE:

Grades K-4

7:35*	First Bell – Doors to Building are Unlocked for Entry
7:35 – 7:55	1st Breakfast, Students Report to Classrooms
7:55*	Warning Bell
8:00*	Start of School Day
3:15*	School Dismissal

*Indicates when the bell rings

PreK AM Session 7:45 to 10:45 am

PreK PM Session 12:10 to 3:10 pm

LUNCH PERIODS

11:15-11:50	1st Grade Lunch
11:20-11:45	2nd Grade Lunch
11:50-12:15	3rd Grade Lunch
11:55-12:20	4th Grade Lunch
12:25-12:50	Kindergarten Lunch
12:30-12:55	PM PreK Lunch

POLICY TYPE: Results

Direct Mission

Students will be responsible citizens prepared to succeed in life, contribute to their community and continually learn.

Results Policies

The current Results policies are reprinted below. The indicators are shown in colored type.

Academic Skills R-1

Students will demonstrate a strong foundation in academic skills by working toward excellence in:

- Mathematics (KS Assessments, Benchmark assessments, ACT trends in Math, advanced math enrollment)
- Reading (KS Assessments, Benchmark assessments, ACT trends in Reading) Writing (ACT trends in English)
- Science (KS Assessments, advanced science enrollment)
- Social Studies (KS Assessments)
- Communication Skills (KS Assessment,)

To ensure academic success of our students, students must take responsibility for their own learning, evaluate personal progress toward learning goals, effectively solve problems, and apply academic knowledge to practical situations.

Development of Individual Talents R-2

Students will meet or exceed established standards in other curricular areas aligned with their individual talents, interests, and abilities including but not limited to:

- Vocational education (enrollment data)
- Foreign language (enrollment data)
- Physical education (enrollment data)
- Performing arts (enrollment data, participation data)
- Visual arts (enrollment data, participation data in art festivals and other public displays)
- Technology (Participation in TELC, data from Explorations in Technology, data from Computer Apps I, Technology enrollment data, technology assessments)
- Extra-curricular Programs (Participation data, Success data)

Life Management R-3

Students will demonstrate the personal characteristics and skills to lead successful lives.
Students will:

- Practice a healthy, balanced lifestyle
- Demonstrate organizational skills
- Demonstrate time management skills

Individuals who develop successful life management skills possess a strong desire to seek knowledge, the ability to acknowledge and learn from mistakes, a positive self-concept, and have positive interpersonal relationships.

Citizenship R-4

Students will be productive, contributing members of their communities.
Students will:

- Contribute to teams
- Respect law and authority
- Actively contribute to the school or community.

Productive, contributing citizens possess a strong work ethic, recognize and accept individual differences, and value integrity, honesty, respect and courage.

Teacher Expectations

- Teachers are responsible to submit daily attendance and lunch count to the office no later than 8:15 am.
- Grades must be updated weekly.

Staff Dress Code

Professional Dress – Appropriate professional dress demonstrates a high regard for education and the teaching profession and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the District's staff as motivated professionals working toward a common mission. In addition, it strengthens the community's perception toward the District, public schools, and the teaching profession.

The Board of Education encourages appropriate dress that adheres to commonly accepted business standards. Clothing should convey a professional image by being coordinated, modest, and appropriate for a classroom or educational setting. If a staff member will be representing the school during the school day in the community, that staff member is expected to dress professionally. For example, class trips should not be held on days the class has been awarded pajama days or other non-typical dress days.
Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the teacher or staff member in each activity (i.e., P.E. Teachers wearing athletic apparel; Vocational teachers wearing apparel appropriate for the shop; teacher planning and preparation days; Professional Development days).

Additionally, staff members are encouraged to participate in District Wide Spirit Days to show school spirit and build relationships with students.
An administrator concerned about an employee's appearance will address his/her concerns with the individual employee and may include a third party.

Certified Staff and Classified Staff:

Jeans without holes or tears may be worn. School spirit t-shirts, sweatshirts, and hoodies should be reserved for Fridays or designated spirit days. Tights, leggings, and yoga pants should only be worn as undergarments, and tops must cover to the thighs in the front and back.

REVISED 6-21-18

Staff Duty Day

- The school day for teachers shall be eight (8) hours, (Certified 7:35AM-3:40PM, Classified 7:35-3:20)
- All staff are encouraged to be here every day. All staff members are required to be here at their scheduled start time.
- Teachers are allotted a 25-minute duty free lunch daily. This lunch break is to be taken separate from students and is to be written into the teacher's daily schedule. Staff are to notify the office if they leave campus for their lunch break and when they return.
- All teachers who are not assigned duties away from their classrooms must greet students at their doors, and supervise hallways immediately outside their classrooms.
- Staff members are free to leave the building at 3:40 p.m. unless a faculty meeting has been scheduled.
- If it is necessary to leave before 3:40 p.m. please notify the office and Mrs. Long. Fridays, staff are dismissed once students have left the school/grounds.

Faculty Meetings

- Faculty meetings will be held as needed.
- Staff meetings time TBD – this will occur through a calendar invite.
- Location for meetings BES IDL.
- Staff members are required at these meetings unless excused by the principal in advance.
- If you have student, staff, building concerns or topics you would like covered or you feel warrant a building wide discussion, please share those with Mrs. Long.
- Staff meetings will be used for training in specific instructional areas, team meetings, organizing assessment administration, technology training, staff development, etc.
- As always if there are professional development needs you wish to be addressed, feel free to share those as well. Your ideas are always welcome!

Student Supervision

At BES, the philosophy of student supervision is one in which supervision is a priority in order to provide a safe learning environment for all learners. Students must be supervised at all times. When students are left alone in the room or hallway it is a liability issue. Contact the office if you need to leave the classroom.

Student supervision is critical in all areas of our school: classrooms, hallways, restrooms, recess ground, cafeteria, drop off and dismissal. Wildcat Way expectations are in place for all areas. Hold students accountable to the system that was created by teachers.

Assemblies

All teachers are expected to attend all assemblies and help maintain proper student behavior, unless they have been assigned a specific supervision duty. ALL STAFF ATTENDANCE IS EXPECTED IF YOU ARE IN THE BUILDING (even if it is your plan time)!!

Staff Mailboxes

- It is expected that you check your mailbox daily.
- No students are allowed in the mailroom or workroom areas.

Staff Meal Charge Policy

To ensure the financial integrity of the district's food service program, all staff members are expected to maintain a positive meal account balance.

- Staff may charge meals to their food service account; however, accounts may not exceed a negative balance of $10.00.
- Once an account reaches a negative balance of $10.00 or more, charging privileges will be suspended.
- Staff with suspended charging privileges must pay for meals at the time of service (cash or available account balance) until the account balance is brought above the negative $10.00 threshold.
- Charging privileges will be reinstated once the account balance is reduced to less than -$10.00.
- Account balances should be monitored regularly by staff through the district's meal payment system.
- The district encourages timely deposits to avoid interruptions in meal service.

The district reserves the right to take additional steps to collect unpaid meal charges in accordance with district procedures.

Supplies

- Each teacher has access to a variety of basic supplies. These are housed in the BES IMC room. Please take only what you need at the current time. Do not hoard supplies. Please take unused items back to the IMC and return things where you found them.
- Card stock paper will be stored and readily available in the office. If you need this, please ask. Regular paper supply is available in the teacher work room.
- If there are specialty items you need, please submit and e-req with Sally Finlayson.

Teachers Use of Telephones

Each teacher has a telephone in their classroom. Except in emergency situations, phones should not be allowed to ring while students are in class and engaged in studies. DND should be on at these times. When students are not in the room (teacher plan time), then the teacher can accept incoming calls. Give your extension #'s out at your discretion. Staff members are not to carry or access their cell phones unless authorized to do so by the building administrator or if they are on lunch break.

Emergency Drills

All emergency procedures and evacuation maps should be posted by the classroom door. Teachers should instruct their classes in the proper procedure for emergency drills. It is important to review the procedures throughout the school year. Hold up the green sheet of paper to communicate you have all your students and the red if you are missing a student or have non-assigned student(s).

FIRE DRILL PROCEDURES

1. Faculty, staff, and students will receive notice to evacuate the building by the fire alarms in the hallways. If the fire alarms fail to go off, the backup system will be to receive notification to evacuate by using the building intercom system.

2. Teachers will evacuate their students through one of two exits that they have determined and posted in their classroom.

3. Classroom teachers will take a copy of their class roster and the laminated green and red cards to the evacuation point.

4. The individual class rosters and the green and red cards should be carried with each class to special classes such as P.E., art, music, and library. In the event there is a fire drill while a classroom is in a special class, then the instructor in charge of the class at this time is responsible for evacuating the students through the evacuation exits for that particular special class.

5. Small groups of special classes such as, speech, Title I classes, Extended learning class, and guidance sessions will evacuate those students through the nearest building exit, and the teachers responsible for these small groups are responsible for getting the students back with their classroom group.

6. Once the building is evacuated, classroom teachers will check their rosters to make sure all students are accounted for. If all students are accounted for, then the teacher should show their green cards to the evacuation team. If a teacher is missing a student, then they should show their red card which is an indication that help is needed to find a missing student. The administrative evacuation team of Derie Guptill - west, Cindy Doebele- east Stacy Heins - south and Nicki Kelley - north will go to their designated areas outside of the building looking for red and green cards. Inside: Instructional aides will check bathrooms and respective hallways to ensure that all students are evacuated.

7. Faculty, staff, and students cannot reenter the building until an all-clear signal is given by the building principal or his/her designee.

BURLINGTON ELEMENTARY WOLF CREEK EVACUATION PLAN

Individual	Phone	Cell
Darla Long, Principal	364-8882x1001	620-203-1331
Megan Sturm, Counselor	364-8882x1640	

1. Receive order to evacuate building.

2. Principal or person in charge will announce over intercom (all stations) that all students are to return to their homerooms - announcer will state "WOLF CREEK EVACUATION", which informs all staff that the emergency evacuation plan has begun. All students return to their homerooms. Any high school aides in the building report immediately to the office.
   Students who are working at the elementary school AND who have permission to drive on file in the building where they are assigned may pick up red sheet from administrator in those buildings to drive to Neosho Rapids. In the event that the administrator does not have notification of permission to drive and/or the red sheet describing the evacuation procedure, these students must ride the bus leaving from that building. If students are released from the elementary school to drive, they may NOT take siblings but are to proceed directly to the relocation center.

3. Day custodian will turn all air intake units off. The head cook will shut kitchen down (ovens, fires, air handlers).The head cook will shut kitchen down (ovens, fires, air handlers).

4. The task force listed below will immediately report to the office. (Kim Dunaway, Tabitha Mason, Christy Monasmith and Rachel Belcher will report to the office if they are in the building during an evacuation.)

Sally Finlayson and Darla Dees will remain in the office throughout the evacuation to communicate with parents and to coordinate student checkout. Kathy Freeman will coordinate the loading of the buses. The principal, Darla Long, will be the contact with central office and emergency preparedness.

5. TASK FORCE ASSIGNMENT:

(#designates the Lead task force member at that grade level)

Library & SpEd (#Allen /Hind)	Pre-school
PE & SpEd (#Doebele/Para/Para)	Kindergarten
Title & Sped (#Heins/Para/Link)	1st Grade
SpEd (#/Hawley/Para/Para)	2nd Grade
Counselor (#Sturm/Para)	3rd Grade
Special Ed (#Pena/Para/Para)	4th Grade
SpEd (#Sped teacher)	SpEd Integrated Room

6. SPECIFIC STAFF TO STUDENT ASSIGNMENTS

* Assigned paras remain with one-on-one students

7. Freeman, Kelley, and Asst. Tech Para will check the building for students in restrooms, halls, empty rooms, sick room, and cafeteria. Following this they will report to the office.

8. Homeroom teachers will take roll and list students present and students absent. This list will be given to the lead task force member assigned to that grade before buses are loaded. The office should be contacted immediately by the classroom teacher if a student is missing from their classroom.

9. Teachers are to take the 'red classroom bag' with emergency materials/supplies with them during the evacuation.

10. Beginning with kindergarten/preschool and proceeding through 4th grade, each class will be called via intercom to load buses. Classroom teachers will supervise the loading, and a task force member assigned to that grade will aid each teacher with the loading. A task force member will check off each student that loads a bus and designate the bus number by each student's name. A task force member will maintain this checklist of students and bus assignments until the site designated by Coffey County Emergency Management is reached.

11. A task force member will also keep track of any student who is taken from school, bus, or safety destination by parent or guardian. Once the destination is reached, a task force member will again check off students as they leave the bus. This process serves as a double check system for accuracy for accounting for all students who loaded buses at the Burlington Elementary School.

12. Parents or guardians may pick their child/children up at school prior to bus loading by reporting to the office, receiving a checkout slip, and giving it to a task force member at the appropriate grade level. A task force member will have the only roster of names.

13. All USD #244 personnel will ride buses to the destination point for supervision purposes and their own personal safety. There should be task force members on every bus.

14. Task force members on each bus shall verify that the roster of students matches the students on the bus. Any changes will need to be made on the roster so that it is accurate upon arrival at the destination.

15. Task force members will ride bus with their student check sheets to the destination site. Students from each bus will stay together as a group with a task force member until picked up by parent/guardian or until other

instructions are given at the evacuation site. Classroom teachers will ride buses with their classes to aid the task force members.

16. Medical Information: If the school nurse is present during an evacuation, it is her responsibility to take essential student medication to the evacuation site. In her absence, the secretaries will transport essential medication.

17. Notify Superintendent when building has been evacuated.

Wolf Creek Evacuation

Student Roster

To Be Filled Out Immediately After Wolf eek Evacuation is announced

Teacher:

Name	Present	Absent	Bus Number
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

This roster should be given to task force member prior to bus loading.

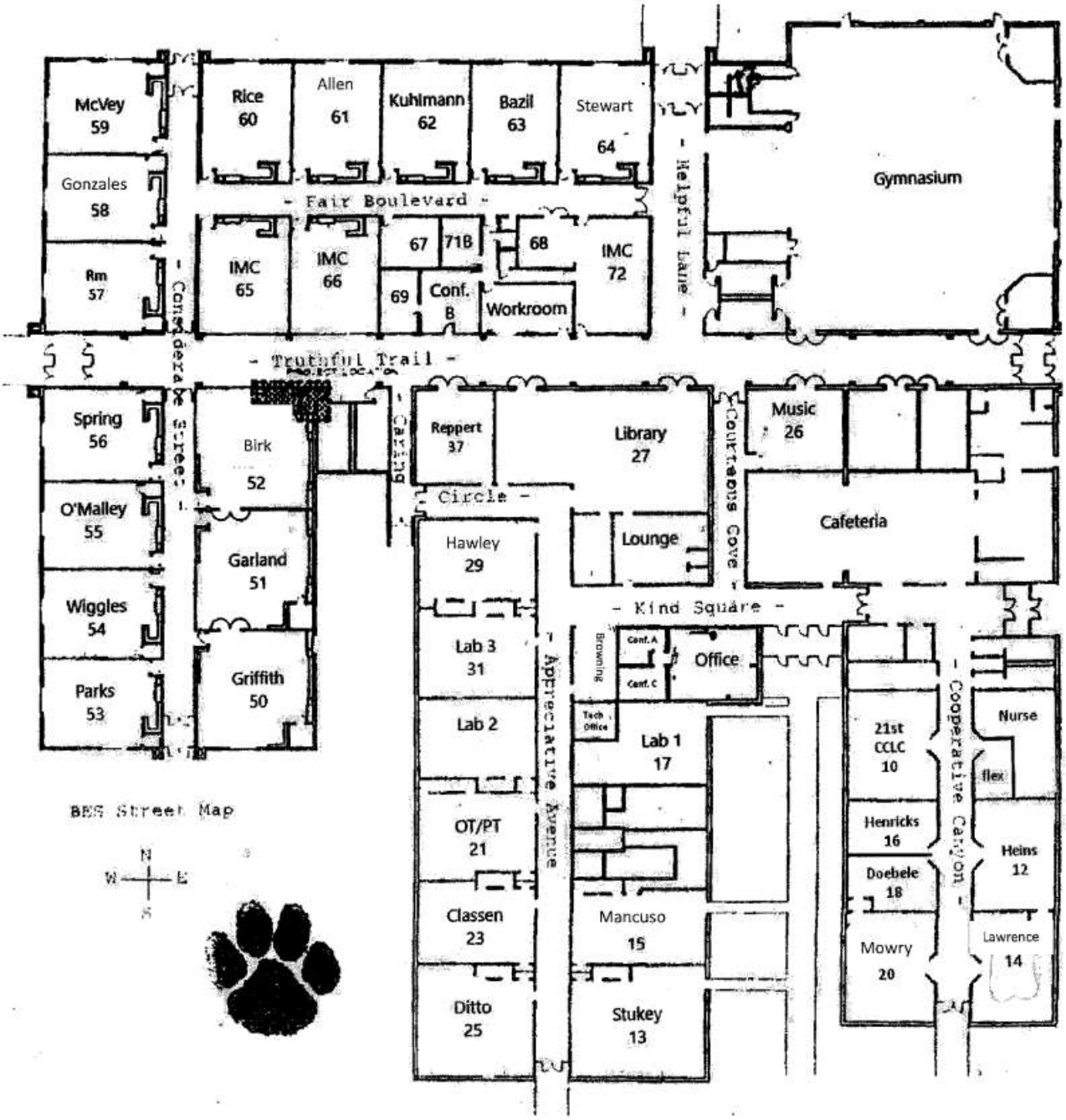
NOTE: #Outside Exits - Exit A, Exit B, etc.
Boys' and Girls' Restrooms between Rooms 15 and 17 will follow same fire and tornado exits as Room 15.
Showers by Room 47 will follow same fire and tornado exits as Room 47.

EGRESS PLAN

In the event of a tornado or fire, students with severe multiple disabilities will be escorted to a designated place of safety by the teacher or teacher designee assigned to the individual student. Such students include any student with physical or severe mental disabilities.

KEY TO FIRE & TORNADO DRILLS

1. Principal's Office	37. Link
3. Main Office	PE Office
5. Kitchen	Restroom
Storage & Bathroom	Restroom
Girl's Restroom	50. Griffith
Boy's Restroom	51. Garland
9. Cafeteria	52. Totty
10. 21st Century	53. A. Birk
Teachers' Lounge	54. Motor Lab
12. Hegwald	55. Ditto
13. Stukey	56. Spring
14. Lawrence	57. Pena-Special Education
15. TBD-Special Education	58. TBD
16. Heins	59. Whitmore
17. Computer Lab/Hernandez	60. Rice
18. Doebele	61. Racine
Computer Lab	62. L. Kuhlmann
20. Ford	63. McVey
21. Belcher	64. Sturm
L.Garland	65. IDL Lab
23. Lundin	66. IDL Lab
Food Service Storage	67. Hind
24A Janitor Room	68. Mechanical Room
25. Higgins	69. Extended Learning
26. Dunaway - Music	70. Conference Room B
27. Allen - Library	71. Teacher Workroom
Media Center Office	71B Sprague
29. Hawley- Special Education	72. IMC
31. Computer Lab	73. Gymnasium
Kelley– Tech Office	73A Gymnasium Storage
Browning	


McVey 59
Gonzales 58
Rm 57
Rice 60
Allen 61
Kuhlmann 62
Bazil 63
Stewart 64
- Fair Boulevard -
IMC 65
IMC 66
67
71B
68
IMC 72
69
Conf. B
Workroom
- Helpful Lane -
Gymnasium
- Truthful Trail -
- Conservation Street -
Spring 56
O'Malley 55
Wiggles 54
Parks 53
Birk 52
Garland 51
Griffith 50
Reppert 37
Library 27
Music 26
- Circle -
Courteous Cove
Cafeteria
Hawley 29
Lounge
- Kind Square -
Lab 3 31
Lab 2
OT/PT 21
Classen 23
Ditto 25
Browning
Conf. A
Conf. C
Office
Tech Office
Lab 1 17
Mancuso 15
Stukey 13
- Appreciative Avenue -
21st CCLC 10
Henricks 16
Doebele 18
Mowry 20
- Cooperative Canyon -
Nurse
flex
Heins 12
Lawrence 14
BES Street Map
N
W
E
S

Inclement Weather

In the event that school is dismissed due to inclement weather, the announcement will be made by 6:30 A.M. via Everbridge Alert, television station WIBW-Channel 13 (cable 12), and radio stations FM 94.5Topeka, FM 101.7-Emporia, FM 104.9-Emporia, FM 97.7-Burlington, and AM 580-Topeka. If an announcement is not made via the Everbridge Alert or television/radio stations, school will be in session, and students should report to school at the regular starting time. If we should have to dismiss school during the school day due to the anticipation of weather conditions becoming more severe, an announcement will be made on the stations listed above and Everbridge Alert one hour in advance of dismissal. If early dismissal becomes a possibility, classroom teachers may contact parents/guardians to learn the after-school plans of the children. Please respond as quickly as possible to the teacher request to ensure your child reaches the appropriate destination. There is no 21st Century After-School program when school is dismissed early.

Building Procedure for Early Release

During the past few school years, it has become necessary to release students from school one or two hours earlier than usual due to inclement weather conditions. Because it may be necessary, also, in the future to release students early, all building personnel and parents should know the procedure we will use for this situation.

Procedure

1. The Central Office will notify the building principal one hour in advance of the anticipated school closing.
2. Staff and students will be notified via public address system that school will be released early and the time for release.
3. A task force team consisting of the school counselor, technology staff and special education teachers will report to the office for preparation of the early release.
4. The teachers are to immediately review the emergency plans with the students to make sure that the information is current. Any student who has a question about what they are to do may use the phone in the classroom to contact a parent or guardian.
5. The task force team will assist the students in finding phone numbers and in making appropriate phone calls.
6. Every effort will be made to not release any students to a school bus or to walk home until we are sure that someone will be home when they get there, or that they have another place to go.
7. Students must assume some responsibility in letting their teachers know that someone may not be home following the early release. This will enable the classroom teacher to be sure that the student is sent to the office so that the task force team can help them make a contact with a parent, babysitter, relative, etc.

Release of Students for the School Day

The school acts as legal custodian of school children during the day, and custody of school children is released only to persons who are the child's legal custodians outside of school or to persons designated by the child's legal custodian.

Before approving request to release a student during the school day, the office must verify that such requests come from a legal custodian of the child. Once the relationship to the child has been verified, the office will notify the classroom teacher via the intercom, if the class is inside, or by providing a checkout/release slip, if the class is outside the school building.

School Nurse

If a student desires to see the school nurse, he/she must first report to class and ask his/her teacher for a nurse note in order to proceed to the nurse's office. Permission must be granted by the classroom teacher. Instruct students to report directly to class after they have been taken care of by the nurse.

Emergency Procedure for Students

If a student is injured or becomes ill during the school day, the following procedure will be followed:
1. Determine the nature of illness or injury.
2. If the student is able to move without risk, he or she should be sent to the nurse.
3. If the student cannot be moved, contact the school nurse.
4. Follow the directions of the school nurse in all cases.

Medical Issues

Medication:

Generally, the only medications that will be available to a student and stored in the nurse's office, is medication that is supplied by a parent and prescribed by a physician or other medical personnel authorized to prescribe medication. If there are any over-the-counter or prescription medications that children might need to take during school hours throughout the school year, a parent will need to sign the Permission for Medication form. This form is available from the nurse's office or the building office. Medication should be brought to the school in its original container. In regard to prescription medications, please ask the pharmacist to label a bottle for home and a bottle for school. The nurse's office will accept a current labeled pharmacy bottle in lieu of a physician's signature on the Permission for Medication form. Any changes in the type of medication, dosage, and/or time of administration shall be accompanied by a new Permission for Medication form as well as a newly labeled pharmacy container.

Cough drops:

These are allowed to be kept in a student's backpack in the classroom, as long as the teacher is made aware that the cough drops are there and a student asks to get one out of the bag when needed. If a student is found to be misusing the cough drops (for example, sharing with other students or over using them), the cough drops will be kept in the nurse's office.

Anaphylaxis treatment:

USD #244 needs to be equipped to treat anaphylaxis in children who have a history of allergies to a variety of agents (foods, bee stings, medications, etc.) To treat such a reaction, if it should occur during school hours, epinephrine shall be made available to the school nurse by the parents of the child with the allergy. On occasions that the student leaves the building for any event (such as a fieldtrip), the epinephrine will be sent with a staff member that has been trained on how to administer the medication and care for the child (per the child's anticipated health crisis plan) should an emergency situation occur.

Illness:

Regular attendance at school is important. However, for his/her own interest and to prevent the spread of contagious diseases, your child should be kept home if he/she shows any of the following symptoms: fever (defined by the Centers for Disease Control and Prevention as a temperature of 100 degrees or greater), earache, diarrhea, sore throat, nausea, rash, cough, headache, runny nose, or pink/watery eye(s). If your child is kept home due to a fever or is sent home from school because of a fever, the child should be fever-free for 24 hours without

the use of a fever-reducing medication (per the flu guidelines published by the Centers for Disease Control and Prevention). The school does not diagnose disease. If your child develops any of the above symptoms after reaching school, you will be notified to come for him/her as soon as possible. If for any reason your child will be absent from school, the school office should be notified. This can be done by calling 620-364-8882, ext 1002 or 1003. You may refer to the "School Attendance Policy" for additional information regarding absences.

First Aid:
Only minimum first aid is given in case of injury. If illness or injury were to occur, the school nurse will be consulted and will make a determination concerning parent notification. Parents are asked to give the school an emergency telephone number. This should be the number of a relative or friend who might know where the parent can be reached in case of an emergency at school.

Professionalism

It is about attitude, behavior, self-presentation; self-respect and dignity. It means not just knowing how to do your job, but demonstrating a willingness to learn, cooperating, and getting along with others, showing respect, and living up to your commitments. It also means avoiding many kinds of behaviors that cause trouble in the workplace. Set a positive example for our students in how you treat others.

Chain of Command: Always start with those directly involved and at the lowest level.
Student-Parent-Teacher-Building Principal-Superintendent-Board of Education

Confidentiality

Do not share information with others that are not directly involved. If confidentiality is broken, please inform me of the situation. Information will be shared on a need-to-know basis as able to be shared.

Staff Lounge

- Please clean up after yourself, especially dirty dishes, you used it/you clean it. Do NOT leave these items in the sink for others to do your work.
- Please only consume items that are yours for consumption. The staff lounge does not operate under the finders, keepers rule.

Planning Time

Teachers are expected to utilize personal plan time planning lessons, conferencing with parents, grading papers, team planning, or planning for future classroom/school activities. Teachers are expected to remain within the building during this time, but if there are special circumstances and you need to step out for some time, the office must be notified.

Daily Lesson Plans

Specific written lesson plans are required of all teachers. Lesson plans are expected to be available to the principal to access during any classroom observation. Principals are required to check lesson plans and grade books during observations, and adequacy of lesson plans will be reflected in formal teacher evaluations and observations. (See negotiated agreement.)

Lesson plans are to be written for a week at a time. All instructional lessons should have a clear measurable objective from the district curriculum. Lessons should be easily accessible should there be a substitute emergency.

Approved Use of AI

The superintendent or the superintendent's designee shall establish and maintain a list of approved AI tools permitted to be used throughout the district. Approved AI tools shall comply with all applicable and relevant laws including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), the Kansas Student Data Privacy Act, district policies, and the district's cybersecurity standards and requirements. Approved classroom and administrative uses of AI shall be consistent with district instructional goals, operational needs, and policies, including those regarding acceptable use, bullying, and harassment. No approved AI application used shall collect, store, or transmit personally identifiable information without appropriate authorization and vendor safeguards.

While utilizing approved AI tools, staff and students shall comply with the following: 1. Demonstrate honesty, integrity, and responsibility in completing academic work, including only submitting and presenting work that represents the individual's own learning and understanding.

2. Use AI only to the extent that it supports learning without undermining the authenticity of an individual's efforts or the validity of the educational process.

3. Understand that AI technologies are only meant to supplement, not replace, human instruction, supervision, or judgment.

4. Use approved AI tools in a manner consistent with board policy, including Policy IIBF (Acceptable Use Guidelines), the Student Code of Conduct, and employee conduct requirements.

5. Properly cite or disclose the use of AI-generated content used in assignments, teaching materials, or official communications in accordance with this policy or risk disciplinary action or loss of credit for plagiarism.

6. Only use AI for idea generation, editing, or skill development when expressly permitted by the teacher or administration.

Prohibited Uses of AI

No staff member or student shall use AI in violation of board policy or applicable law, including, but not limited to, the following:

1. Violate academic integrity by generating or submitting work without appropriate authorization or citation.

2. Use AI to generate or substantially complete assignments, essays, or assessments without explicit authorization.

3. Use AI to fabricate sources, falsify data, or impersonate another individual.

4. Submit AI-generated work as a student's own or fail to cite or disclose the use of AI or AI-generated work.

5. Produce, alter, or distribute synthetic or manipulated content that misrepresents or harms individuals, commonly referred to as deepfakes.

6. Produce, alter or distribute synthetic or manipulated content that violates school rules; individual rights, such as privacy, safety, reputation; or applicable law.

7. Access or disclose confidential or personally identifiable information in violation of law or district policy.

8. Circumvent district security systems or established procedures.

9. Use AI tools in violation of instructions or directives from teachers or administrators, board policy, or applicable law.

10. Violations of this policy shall be addressed in accordance with district disciplinary procedures and/or applicable law.

USD #244 Burlington Schools
Acceptable Artificial Intelligence Resources

Safe for Use by Staff and Students	Safe ONLY when Using Education Version	Avoid Using with Student Data
School AI MagicSchool Diffit Canva Education	ChatGPT for Education Microsoft Co-Pilot Google Gemini for Education	Grok CapCut Consensus AI Many others...
These tools are FERPA and COPPA Compliant for Education.	Personal Accounts are NOT Safe for School Use.	Most public AI tools do not meet K-12 Privacy Requirements.

Rule of Thumb:
If it is not district-approved, NO student names or data should be entered.

Protect Student Privacy - Follow FERPA and COPPA Laws!

USD #244 BURLINGTON

LEVELS OF ALLOWED AI USE

1	**NO AI**	The assignment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI Must not be used at any point during the assignment.**
2	**AI-Assisted Idea Generation and Structuring**	AI can be used in the assignment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-Assisted Editing**	AI can be used to make improvements to the clarity or quality of student-created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI Task Completion, Human Evaluation**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output. **You will use AI to complete specified tasks in your assignment. Any AI-created content must be cited.**
5	**Full AI Use**	AI should be used as a "co-pilot" in order to meet the requirements of the assignment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assignment to support your own work and do not have to specify which content is AI generated. Certain AI citations may be needed.**

Any Time that AI is Used, The Final Product Should Always Be Reviewed and Overseen by Human Interaction.

Students and educators remain at the center of learning.

AI is a powerful tool — *but learning, thinking, and growing still come first.*

Using AI in Learning and Teaching

- Use AI to support, not replace, quality instruction, learning, and collaboration.
- Always use district-approved and vetted AI tools.
- Make sure AI use aligns with learning goals and standards.
- Keep a balance—use AI tools alongside traditional learning methods to deepen understanding and engagement.
- Set and follow clear expectations for how and when AI may be used in class.

- Understand that using AI comes with responsibilities—think critically, act ethically, and consider potential risks.
- Use the AI Acceptable Use Scale to decide when and how AI should be used during class activities.
- Talk about ethical use: be aware of plagiarism, copyright, and bias in AI-generated content.
- Use AI to enhance learning, not to take shortcuts. Teachers and students should model and practice responsible, age-appropriate use.

Academic Integrity and Evaluation

- Do not rely solely on AI detectors (like Turnitin or GPTZero)—they aren't always accurate, especially for multilingual learners.
- Teachers should use their knowledge of students' writing styles and abilities when evaluating work.
- When AI is used to help complete an assignment, be transparent: include a disclosure (e.g., a note or screenshot showing how it was used).
- Stay curious and informed about AI. As the technology changes, so will how we use it in education.

These reminders are designed to help both students and educators use AI in ways that support critical thinking, ethical choices, and meaningful learning. When used responsibly, AI can be a powerful tool in education—not a replacement for it.

Cell Phone/Personal device Policy

Per Board Policy JCDC:

Students are prohibited from using or accessing personal electronic communication devices during the school day while on district owned or operated property, except as expressly permitted by this policy or by law. If you believe your student needs access to a personal electronic communication device during the school day for the implementation of an IEP or Section 504 plan; or due to a medical necessity approved by a licensed physician, please contact the building principal, Section 504 coordinator, or special education coordinator.

This policy does not apply to any virtual school, as defined by Kansas law.

When personal electronic communication device use is not permitted, students are allowed reasonable access to a school-provided telephone or communication device during the school day to contact a parent or person acting as a parent.

Device Storage

All student personal electronic communication devices shall be powered off and securely stored away from the student's person in an inaccessible location during the school day, unless an exception applies to this requirement as specified in this policy.

Students may choose not to bring personal electronic communication devices to school by leaving such devices at home or in a vehicle, including a vehicle located on school premises. As students will not have the ability to access or use such devices during the school day, students are encouraged to leave any personal electronic communication devices not necessary for the implementation of their Individualized Education Program (hereafter "IEP") or Section 504 accommodation plan (hereafter "504 plan"), communication during their commute to or from school, for work, or learning experience that is not located on the school premises at home. If students elect to leave such devices in their vehicle, students are encouraged to lock their vehicles to protect against theft of or damage to the devices.

Kansas law provides that the board, school district employees, and/or any agents thereof shall not be liable for any damage to personal electronic communication devices or for storage of such devices that are brought to school.

The superintendent or superintendent's designee(s) shall develop procedures to ensure all personal electronic communication devices are turned off and securely stored away from the student's person in an inaccessible location during the school day. Such procedures shall be included in student handbooks as adopted by the board and communicated to students and parents/guardians as deemed appropriate by district administration.

Definitions

For purposes of this policy, the following definitions apply:

· "Personal electronic communication device" is any wireless electronic communication device that both provides for voice, text, or video communication between two or more parties, including, but not limited to, a mobile or cellular phone, tablet, computer, watch, wireless

headphones or earbuds, text messaging device, or personal digital assistant; and is not owned or issued to students by the school district.

· "School day" is the time from the start of school until dismissal at the end of the day on the school premises, including, but not limited to, the time in any classroom, structured or unstructured learning setting, recess, lunch or passing period. The term "school day" excludes any time associated with a student's travel to or from a learning experience that is not located on the school premises, including any postsecondary educational course, career technical education course, work-based learning program, or other alternative educational opportunity.

Permitted Exception

A student may be permitted to use a personal electronic communication device during the school day under the following circumstances.

· Any student may use a personal electronic communication device during the school day if it is the intervention of last resort such that there is no other reasonable alternative option available for such student, and the use is either:

o Required for the implementation of a student's IEP or 504 plan; or

o Approved by a licensed physician as a medical necessity to support the health or well-being of the student.

Use During School-Sponsored Activities Before and After the School Day

Students may use or access personal electronic communication devices during school-sponsored activities, programs, or events occurring before and after the regular school day, subject to district-approved procedures, event-specific rules, and staff direction.

Enforcement and Disciplinary Action

Violations of this policy may result in disciplinary action in accordance with the district's student code of conduct. Disciplinary measures may include, but are not limited to, confiscation of the device through the

end of the school day, referral to administration for determination of appropriate consequence, parental notification, or other appropriate disciplinary response, up to and including suspension and/or expulsion from school.

Discipline shall be applied in a nondiscriminatory manner and shall not interfere with rights provided under an IEP, 504 plan, or applicable law.

Administrative Procedures and Directives

The superintendent or designee(s) may develop administrative procedures and provide directives necessary to ensure consistent implementation of this policy and any board approved regulations and

handbooks across district buildings, so long as such procedures and directives are not in conflict with board approved policy, regulation, or handbook language.

At BES: Cell phones or other electronic devices will be checked into homeroom classroom teachers at the beginning of each school day. Teachers will house these devices in hanging storage system that will be kept in their classroom closets.

The following are the consequences for cell phone violations:

- ✓ First violation, the cell phone will be taken, and the parent/guardian may pick up at the end of the day in the office.
- ✓ Second violation, the cell phone will be taken, and the student's parent must pick it up from the office, one day ISS will be assigned.
- ✓ Third violation, the cell phone will be taken and the student's parent must pick it up from the office, one day out of school suspension will be assigned. Should the student bring it back to school it will need to be dropped off in the office in the morning and picked up after school.
- ✓ Violations that continue will be subject to the disciplinary process and administrator discretion.

Staff Absences

- In case of illness, call or text Darla Long (620) 203-1331 to arrange for a substitute as early as possible (preferably the evening before, or at 6 am the morning of.) Do not wait until 7 am to notify the school of an absence. It is nearly impossible to locate a substitute on the morning of an absence.
- Arrangement for a substitute will be made upon approval of any request for leave via Red Rover.
- Leave Requests may be denied due to the lack of substitute availability.
- Teachers leaving the building during the duty day are to contact the office.

Substitute Folder Procedures

Serving as a substitute teacher is one of the most difficult, and demanding jobs in education. The experience they have in our building, and your classroom will be shared with many others be it positive or negative. It is in the best interest of our students to always give substitutes the best plan by being prepared so they may have a positive experience while in our school.

<u>Sub Folders Expectations</u>

Sub Folder Information

a) Should be readily available for either a planned or unplanned absence.

b) Class roster with descriptions of students with special circumstances, for example allergies, SIT, SPED, those leaving the room at different times for interventions of special services
c) Emergency Procedures and maps to where they are to go; refer them to the flip chart
d) List of classroom rules and how to progressively handle the discipline in your classroom
e) List of procedures for students to be successful in your classroom
f) Any extra duties you may be assigned
g) All schedules (regular, early release, etc..
a) Detailed daily lesson plans; students should not lose valuable instruction time because of an absence
b) Name of a "go to" staff member if they have questions
c) Where they will be able to find all the materials they will need

Burlington Elementary Field Trips

All field trips and activity trips shall be subject to the building administrator's approval. Field trips shall be a part of the instructional program. A pre-activity and post-activity shall be an integral part of each field trip. The principal shall review these activities, and all trips are subject to the principal's approval.

In-district field trips may be taken at any time with the approval of the principal and are subject to the same instructional guidelines as out of district field trips. After receiving approval from the building administrator, the secretary will arrange for any needed transportation. All students are expected to be transported to the field trip destination on district provided transportation.
Arrangement for buses shall be made for all field and activity trips at least 5 days in advance and will be arranged by the office.

REQUEST FOR FIELD TRIP

DATE_____

GRADE REQUESTING_____

FIELD TRIP DATE_____

WHERE_____

DEPARTURE TIME_____

SCHOOL ARRIVAL TIME_____

NUMBER STUDENTS_____

NUMBER TEACHERS_____

NUMBER PARAS_____

SPECIAL NEEDS:
TRANSPORTAATION_____

_____

MEDICAL:_____

_____

MEALS:_____

_____

OTHER:_____

_____

OFFICE USE ONLY:

APPROVED_____

TRANSPORTATION ARRANGED_____

KITCHEN NOTIFIED_____

Homework Policy

The philosophy of homework at Burlington Elementary is for students to practice and develop skills as appropriate at each grade level. Homework is designed to help foster study skills and engage parents in the educational process as well. Each grade level will assign homework consistently throughout the week, and it will be based on a skill that instruction has been provided on or an activity that is used to enhance student skill (reading fluency, math practice, etc).

Teachers recommend the following times for homework on a daily basis:

K-1: 10 to 15 minutes per day
2nd – 3rd: 15 to 20 minutes per day
4th: 30 minutes per day

More specific details regarding homework expectations and routines will be communicated in weekly notes from the grade level teachers. It is important to understand that additional work outside the "regular daily homework" may come home and add to the daily recommended time frame in the event that a student is not completing their work during class or has missed school.

Other voluntary participation activities such as "Book It" may also increase the time commitment.

Make-Up Work

When students are ill or miss school for absences, they will be allowed to make up any missed work and receive credit for its completion. In grades K – 3, teachers will use their discretion on how make-up work is handled. For students in fourth grade, two school days are allowed for the completion of missed homework for one day absent. After this allowed time, a deduction in grade will occur at the following rate:

1 day late = 10% deduction

2 days late = 20% deduction

3 days late = 100% deduction and a 0 will be given for the assignment

This policy is put in place to help to prepare fourth grade students for the transition to the middle school. Parents are encouraged to check student progress regarding make up work by utilizing the on-line grade viewer.

Grading Scales

K-2nd grade students receive student progress reports that contain a mastery of grade level objectives. The 3rd – 4th grade students at BES receive traditional letter grades in academic subjects. Students with disabilities are assessed according to their own goals, and these scores are documented on progress reports. Parents will receive progress reports at the end of each nine-week period. In addition, two parent-teacher conferences are held during the school year to help keep parents informed of their child's educational development.

GRADES 1st – 4th

Grade	**Percentage**
A	90 - 100
B	80 - 89
C	70 - 79
D	60 – 69
F	59 and below

Standards Academic Performance Levels

E = Exemplary (90 – 100%)
ES = Exceeds Standards (80 – 89%)
M = Meets Standards (70 – 79%)
AS = Approaches Standards (60 - 69%)
AW = Academic Warning (59% and below)

SPECIALS (Library, Music and Physical Education)
E = Exceeds Standards
M = Meets Standards
U = Unsatisfactory

Communication

Between School and Home

Be open to parents and communicate on a regular basis as to what is happening with their child. Build positive working relationships by communicating early and often, you can always find a positive to communicate to parents and/or guardians.

Communication at School

For an organization to be successful we must communicate effectively, with the understanding this is always an area of growth. Collectively, we together must be professional and honest, NO SURPRISES.

Student Aides

- High school aides in the elementary school are to sign in and out both in the high school and the elementary school office. The sign-out sheets are located on the counters in the offices of both schools.
- If a high school aide does not show up, notify high school staff to check the reason for the student's absence.
- Aides who have homework to complete are to work in your classroom. Do not let them return to the high school where they would be unsupervised.
- Do not allow students to return to the high school early.
- If you allow a student to aide for you, be sure that you have something to keep them busy. Aiding should involve regular work, not excessive free time.

- High school aides need to be made aware of our dress codes and codes of conduct, including confidentiality.

Building Security and Maintenance

- Teachers who work in the building during times when there are no custodians on duty are responsible for building security. Please be sure that the outside door through which you exit is securely locked before leaving.
- Do not give building access to anyone who is not a staff member at BES.
- Keep any building keys checked out in your name in a safe location. Do not give students access to your building keys without adequate supervision.
- Staff badges are to be worn at all times during the duty day. If you forget or misplace yours, please obtain a generic staff badge to wear on that day.

Acceptable Use of Computers

Teachers and students shall have no expectation of privacy when using district internet service, e-mail, computer systems, or electronic devices. 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, on district electronic devices, or in district 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 or electronic device. 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, and staff are subject to disciplinary action up to and including suspension and/or termination from employment.

Party Policy

FALL: Students will have a fall parade with a classroom party. Students will be allowed to change into their costumes and will parade down Neosho Street before having their party in the classroom.

WINTER: Students will have a winter classroom party in the classroom. This party will begin at 2:30 p.m. Morning preschoolers will begin their party at 10:30 a.m.

VALENTINE'S DAY: There will be a classroom party for Valentine's Day. Parties will begin at 2:30 p.m. Morning preschoolers will begin their party at 10:30 a.m.

BIRTHDAYS: Students may bring treats on their birthday. Parents must notify the teacher in advance of bringing the treats so that they can be sure nothing being brought will be a health risk to any of the students in the classroom.

GIFTS: No personal gifts are to be delivered to the school for any student. Since the students have no storage area in the classroom, such gifts cause a disruption to the classroom environment.

Media Center Policy

The school library media center program plays a critical role in teaching and learning activities. The program provides for continuous instruction in media skills and teaches responsibility for loan procedure. It promotes good reading, listening, and viewing habits and encourages a lasting interest in authors and books. In order to build an appreciation for these purposes the following procedures will be followed:

Books will be checked out for a period of two weeks.

1. Reference books and periodicals will be checked out for in-school use only.
2. Students must return books that are checked out before any others can be issued.
3. Each student must check out his/her own books. Students are not permitted to check out books for each other.
4. Students losing or damaging books will be required to pay for them. Check out privileges will be denied until said matter is resolved.

Playground Rules

The playgrounds at Burlington Elementary School are not open for student play until the school day begins at 8:00. Students that are dropped off before the start of the day are expected to refrain from play and stay off of all equipment. Both playgrounds are closed to the public on days school is in session from 7:30 am to 5:30 pm to allow our students and programs full access to our equipment.

1. Safety and sportsmanship will be demonstrated at all times.
2. Use equipment as it is designed. Only school provided equipment will be allowed at recess.
3. At all times demonstrate responsible behavior.
4. Absolutely no profanity.
5. No student is to leave the playground without permission from a duty teacher.
6. No fighting or horseplay.
7. No climbing up slides.

Outdoor Recess Guidelines

Outdoor recess will be held if:

- Outside air temperature and/or wind chill is 32 degrees (F) or greater
- There is no falling precipitation
- There is no heat index warning

Limited outdoor recess will be held if (5 to 10 min max)

- Outside air temperature and/or wind chill is between 25 degrees and 31 degrees (F)
- There is no falling precipitation
- There is a heat index warning

Indoor recess will be held if

- Outside air temperature and/or wind chill is lower than 24 degrees or there is falling precipitation

SIT Team Procedures

Classroom teachers refer students to the SIT team by following the process detailed below. Referrals may occur collaboration with support teachers. The referring party is responsible for getting permission (verbal or written) from parent/guardian for the team to discuss the student and have completed the form. Following the meeting, the teacher is expected to communicate follow-up and recommendations from the team back to the parents. Dates for SIT team meeting are determined at the start of the year and calendar invites are sent. Agendas are due 24 hours ahead of the meeting. (ex. Monday meetings means agendas are due on Friday) Students will not be discussed in any manner if they were not sent to the team on an agenda. If your team does not refer any students, teachers will need to be noticed so that services may resume.

Students that are receiving any type of intervention (Title Services, At- Risk support, Enrichment Services, Counseling services) should have these documented and have a file in place.

**Prior to bringing a student to SIT, certified staff must have parent/guardian consent on record. Prior to meeting, certified staff must complete the form in Educlimber.

**If a student is on the agenda, it is implied that consent has been granted and Educlimber form has been completed.

1. Login to educlimber (if you have trouble accessing, Contact Courtney)
2. Choose the student
3. On the left hand side, scroll to forms and click on it
4. If a form is already created, double click on it to fill in new information
5. If it is a new referral, Click on New Form at the top
6. Choose BES SIT form and Title the form with the Students name, Click Create
7. This will create a template, double click on the students name
8. Once in the form, complete all the necessary text boxes down to MEETING NOTES.
9. The section from MEETING NOTES and beyond will be filled out at the actual meeting
10. The form auto saves so when your form is complete just click on the X in the top right hand corner!

Behavior Code

Guidelines for certain disciplinary infractions are outlined below. The following are the descriptions of the offenses and possible penalties that may be assigned for these infractions. Penalties for student behavior is assigned at the discretion of the building administrator.

Offense	Potential Penalty
Weapons Violation	Long term sus./expulsion
Setting a Fire	Long term sus./expulsion
Threat	Long term sus./expulsion
Selling or soliciting the sale of illegal drugs on school property	Long term sus./expulsion
Knowingly possessing or using illegal drugs	10 days suspension
Alcohol	1-5 days suspension
Fighting or provoking a fight	1-5 days suspension
Tobacco	1-5 days suspension
Theft	1-5 days suspension
Cell phone/personal device violation	Suspension
Disrespect & Insubordination	Detention/suspension
Destruction of Property	Detention/suspension
Intimidation of Student/Harassment/Bullying	Detention/suspension
Disruptive Behavior	Detention
Skipping Class or School	Detention/suspension
Inappropriate Language	Detention
Bus Referral	Loss of bus riding privileges Other
Violations, such as:	
Display of affection	Loss of privileges/Detention
Computer network violation	
Lying/Cheating	
Cafeteria Violations	
Excessive Tardies	

The above penalties listed are examples only. Severe or repeated infractions or any activity that may jeopardize the safety of students or adults or disrupt the educational activities in the school may be dealt with through suspension, expulsion, and/or referral to law enforcement.

The accumulation of discipline infractions may lead to suspension from school. Such suspensions may be in-school suspension (ISS) or out-of-school suspension (OSS).

The building administration reserves the right to deviate from the above point system of discipline in specific instances where the severity of the offense warrants further or different action. The building principal will make such determination. In all cases, the point system described herein is subject to the policies of the board of education and the laws of the State of Kansas.

Detention

Should it be necessary for any teacher to detain a student after school hours, prior notice will be given to the parents.

Negotiations

The Burlington Unified Teacher Association is recognized as the bargaining agent for teachers in the Burlington schools. Under the laws of the state, teachers have the right to join the local teacher association or not to do so. The Board of Education offers the same rights and privileges to all teachers regardless of whether they are members of the local teachers association.

Parent/Teacher Conferences

Formal parent conferences are scheduled once each semester for grades PreK-4. Teachers need to learn the mechanics of planning and conducting effective parent conferences. A well-planned conference can be an effective means of gaining confidence and respect of parents. Please notify your principal at once if at any time during a conference a parent makes abusive or threatening remarks to you. Teachers are expected to stay on duty for the duration of the conference time scheduled. Per the negotiated agreement, leave cannot be taken on PT conference time unless approved by the superintendent.

Whenever you have contact with a parent, make sure you document it, if not it did not happen. Please take detailed notes regarding what is discussed.

Purpose of Conferences

1. To help parents develop an objective assessment of the student's abilities
2. To acquaint the parent with the student's present status in his education
3. To cooperatively establish specific objectives for the student's growth
4. To cooperatively make plans for the achievement of the established objectives
5. To give the student a sense of confidence through realization that home and school are working together
6. To provide a time for parents to share information with the teacher

Planning and Conducting the Conference

1. Review school records and consult with appropriate school personnel
2. Decide what needs to be discussed
3. Arrange a comfortable place for the conference
4. Plan for positive statements about the student. A good "rule of thumb" is three positives for every negative.
5. When planning for positive statements and the stating of concerns, be prepared with specifics that explain general statements.
6. Discuss the upcoming conference with the student giving as much information as appropriate
7. Determine if the student will be involved as a participant in the conference
8. Summarize the contents of the conference and place in the student's permanent folder after the conference is held. Use the conference forms in the office and make a copy available to the parents.
9. The building principal is always willing to participate in student conferences.
10. Optional parent conference training will be provided prior to student conferences.

Suggestions for a Successful Conference

1. Greet parents in a friendly way with a "warm-up" topic to start the conversation flowing.
2. Begin and end the conference with a positive encouraging statement to keep parents from becoming overwhelmed or defensive.
3. Try not to push your thinking onto a parent, but let any advice grow out of mutual discussion and a growing insight about the student. Direct advice may be considered by parents as a criticism.
4. Try to understand how a parent is feeling about the student. This will help you understand the student's actions.
5. Listen to the parents' concerns about school. Accept them as evidence of concern and suggestions to be considered.
6. Listen, listen, and listen.
7. Agree with the parents whenever possible. When the answer must be "no," word it thoughtfully and carefully.
8. Avoid discussing other children. If parents bring up another child in an inappropriate manner, tell them that you do not feel comfortable discussing other children with them, just as you would not discuss their child with someone else.
9. Do not criticize or blame past school experiences or teachers. Such comments have a negative effect on the entire school and destroy confidence.
10. Follow-up on the conference. Write down what was discussed. If you have promised to do something, be sure it gets done and let the parents know that you have followed up with your promise.

Child Abuse (Responsibilities for Reporting Suspected Abuse or Neglect)

When a teacher, school administrator, or any other employee of a school has reason to suspect physical abuse, mental abuse, emotional abuse, sexual abuse, or neglect, the employee must report the suspected abuse immediately.

The procedure for reporting suspected abuse is to immediately notify the PRINCIPAL and/or COUNSELOR of suspected abuse and confer with them regarding the process of reporting to DCF. If the principal and the counselor are not available, the employee is to report the suspected abuse immediately. Staff members need to document in writing all observations relating to this area.

Do not inform the parent that suspected abuse has been or will be reported. Discussing the matter with the parent when the parent is the suspected abuser may hamper the investigation or even endanger the child.

The school counselor or principal can help you access the phone number or web site to make a report. Make a note of the Case # assigned to your report. You are asked to share this information with your building principal.

Each individual who suspects child abuse has a legal responsibility to report to DCF.

Lactation Accommodations

The board recognizes that it is important for mothers to have the option and ability to express milk in the workplace and that Kansas and federal law encourages this practice. Therefore, the board directs the superintendent to take measures to ensure district employees who are nursing mothers be provided with an adequate location for the expression of milk and reasonable break times for doing so for at least one year after the birth of the employee's child.

The superintendent or the superintendent's designee shall see that the district makes a reasonable effort to provide a place, other than a restroom, which is shielded from view, free from intrusion from coworkers and the public, and may be used by the employee to express milk during this timeframe.

Employees must give their supervisor notice of the need for lactation accommodations, preferably prior to return to work following the birth of the employee's child(ren), to allow supervisors the opportunity to establish a location and to attempt to work out scheduling issues. Employees utilizing these accommodations are also responsible for maintaining the designated area by wiping utilized surfaces with disinfectant wipes after each use so the area is clean for the next user.

No employee shall be discriminated against for expressing milk during the work day, and reasonable effort will be made by the employee's supervisor to provide flexibility in the employee's work schedule in consideration of the requirements of the staff member's responsibilities and the availability of staff members to cover those duties, as necessary.

Employees shall use usual break and meal periods for expressing milk, when possible. If additional time is needed beyond the provided breaks, employees may use personal leave or may make up the time as negotiated with their supervisors. Federal law does not require the district to compensate non-exempt staff members for work time spent expressing milk.

KASB Optional Employee Handbook Recommendation – 6/17

Location-TBD with building admin (room 10, conference room C, etc)

NOTE: The location selected for this purpose should have an electrical outlet or access to electricity through the provision of extension cord(s); proximity to clean water; adequate lighting; a chair and a small table, counter, or other flat surface for the employee's use; and either a door equipped with a functional lock or a sign the employee may post on the exterior of the location advising that it is in use and not accessible.

Observation for Evaluation of Teachers

Teachers are to be thoroughly familiar with the district policy for evaluation of personnel. Classroom management skills, planning for instruction, and demonstrated ability to motivate students with challenging instructional material are highly important items to be evaluated.

As per the negotiated agreement:

- Employees in their first two consecutive years of employment in the district shall have at least one evaluation per semester. Each evaluation shall be within the first 60 days of the semester.
- Employees in their third and fourth years of employment in the district shall have at least one evaluation per year. This evaluation is to be completed by Feb. 15.
- After the fourth year of employment, employees shall be evaluated at least once every three years or as determined necessary by the board and/or administrators.

ES Teacher Evaluation Schedule		
26-27	**27-28**	**28-29**
Cindy Doebele	Amanda Allen	Amy Ditto
Kimberly Dunaway(2*)	Lanette Bazil	Kimberly Dunaway (4*)
Jordan Ford (2*)	Amy Birk	Jordan Ford (4*)
Chessa Fountain (1*)	Kimberly Dunaway (3*)	Chessa Fountain (3*)
Kathy Freeman	Chesa Fountain (2*)	Denise Garland
Julie Hawley (3*)	Jordan Ford (3*)	Jessica Griffith
Macey Hegwald (4*)	Megan Gonzales	Katelyn Lawrence
Stacy Heins	Julie Hawley (4*)	Samantha McVey
Makayla Lundin (4*)	Samantha Hoven (4*)	Trinity Pena (3*)
Trinity Pena (1*)	Lisa Kuhlmann	Sarah Racine (4*)
Sarah Racine (2*)	Trinity Pena (2*)	Sarah Spring
Megan Sturm (2*)	Sarah Racine (3*)	Megan Sturm (4*)
Masie Totty (2*)	Jennifer Rice	Masie Totty (4*)
Trenna Whitmore (1*)	Megan Sturm (3*)	Trenna Whitmore (3*)
	Masie Totty (3*)	
	Trenna Whitmore (2*)	
3rd and 4th year = one evaluation before **Feb. 15.**		
Every 3rd year thereafter staff will be evaluated before **Feb. 15.**		

Discriminatory Conduct and Harassment:

Conduct which discriminates against another individual in the school on the basis of sex, race, color, national origin, religion, or disability is strictly prohibited. Students engaging in discriminatory actions, including harassment on any of these grounds, will be subject to discipline, up to and including suspension or expulsion from school.

Sexual Harassment:

The board of education is committed to providing a positive and productive working and learning environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates and is prohibited by Title IX from engaging in such discrimination. Discrimination on the basis of sex, including sexual harassment, will not be tolerated in the school

district. Discrimination on the basis of sex of employees or students of the district by board members, administrators, licensed and classified personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

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

It shall be a violation of this regulation for any student, employee or third party (visitor, vendor, etc.) to sexually harass any student, employee, or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Violation of this policy by any employee shall result in disciplinary action, up to and including termination.

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

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

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

Donalyn Biehler, Superintendent, 200 S. 6th, Burlington, KS 66839, dbeihler@usd244ks.org, 620-364-8548 has been designated to coordinate compliance with nondiscrimination requirements contained in the Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1967, and the Kansas Act Against Discrimination. Information concerning the provisions of these Acts, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries about the application of the Title IX to the district may be referred to the Title IX Coordinator; to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800) 421-3481, or at OCR@ed.gove; or both.

Response to Harassment Complaints:

The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge. Employees who believe they have been subjected to sexual harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building administrator or the Title IX Coordinator. All employees receiving reports of alleged sexual harassment shall notify the Title IX Coordinator.

Definitions

The following definitions apply to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.

The "complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Supportive Measures

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

The Formal Complaint

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

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

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

Formal Complaint Notice Requirements

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

- Notice of the allegations of sexual harassment including sufficient details to prepare a response before any initial interview including:
- the identities of the parties involved, if known;

- the conduct allegedly constituting sexual harassment; and the date and location of the alleged incident, if known.
- The district's investigation procedures, including any informal resolution process;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
- Notice to the parties they may have an advisor of their choice and may inspect and review any evidence; and
- Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

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

Formal Complaint Investigation Procedures

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

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

Formal Complaint Investigation Report

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

Before completing the investigative report, the investigator must send each party and their advisors the investigative report for review and allow the parties 10 days to submit a written response for the investigator's consideration. The investigator's written report shall include an objective evaluation of all relevant evidence using a preponderance of the evidence standard to determine responsibility.

Decision-Maker's Determination

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

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

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

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

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

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

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

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

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

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

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

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

The appeal decision-maker shall:

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

Informal Resolution Process

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

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

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

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

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for

opposing discrimination, including harassment; for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or appeal.

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

Initiation of a complaint of sexual harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in any investigation, proceeding, or hearing involving sex discrimination including sexual harassment is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including termination of employment.

To the extent possible while still following the above procedures, confidentiality will be maintained throughout the investigation and resolution of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to provide supportive measures to both parties, to take appropriate corrective action, and to provide due process to the complainant and the respondent.

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

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

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

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination.
Disability
harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial and disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events.

Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

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

Violations of this policy by any employee shall result in disciplinary action, up to and including termination.

Harassment prohibited by this policy includes racially or disability-motivated conduct which:

- Affords an employee different treatment, solely on the basis of race, color, national origin, or disability, in a manner which interferes with or limits the ability of the employee to participate in or benefit from the services, activities or programs of the school;

- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile working environment;

  Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with an individual's work performance or employment opportunities.

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

The district encourages all victims of racial or disability harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of racial or disability harassment will be promptly investigated and resolved.

Employees who believe they have been subjected to racial or dis-ability harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building principal or the district compliance coordinator. Employees who do not believe the matter is appropriately resolved through this meeting may file a formal complaint under the district's discrimination complaint procedure in policy KN.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial or disability harassment under the definition outlined above. Unacceptable conduct may or may not constitute racial or disability harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may also result in employee discipline.

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

Any employee who witnesses an act of racial or disability harassment or receives a complaint of harassment from another employee or a student shall report the complaint to the building principal. Employees who fail to report complaints or incidents of racial or disability harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take

appropriate corrective action in response to complaints of racial or disability harassment may also face disciplinary action, up to and including termination.

Initiation of a complaint of racial or disability harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in any investigation, proceeding, or hearing involving a racial or disability harassment complaint is prohibited. Any per-son who retaliates is subject to immediate disciplinary action, up to and including termination from employment.

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

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

About Discrimination or Discriminatory Harassment:
Complaints of discrimination or discriminatory harassment by an employee should be addressed to the employee's supervisor, the building principal, or the district compliance coordinator. Complaints by a student should be addressed to the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of discrimination or harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. Complaints by any other person alleging discrimination should be addressed to the building principal or the district compliance coordinator.

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

Complaints about discrimination, including complaints of harassment, will be resolved through the following complaint procedures:

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

Formal Complaint Procedures:
A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. If an individual does not wish to file a written complaint and the matter has not been adequately resolved, the building principal may initiate the complaint. Forms for filing written complaints are available in each building office and the central office.

A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing. If appropriate, an investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by the building principal, the compliance coordinator or another individual appointed by the board. The investigation shall be informal but thorough. All interested persons, including the complainant and the person against whom the complaint is lodged, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

A written determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and a copy forwarded to the complainant no later than 30 days after the filing of the complaint. If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed. If the investigation results in a recommendation that an employee be suspended without pay or terminated, procedures outlined in board policy, the negotiated agreement or state law will be followed.

Records relating to complaints filed and their resolution shall be forwarded to and maintained in a confidential manner by the district compliance coordinator.

The complainant may appeal the determination of the complaint. Appeals shall be heard by the district compliance coordinator, a hearing officer appointed by the board, or by the board itself as determined by the board. The request to appeal the resolution shall be made within 20 days after the date of the written resolution of the complaint at the lower level. The appeal officer shall review the evidence gathered by the investigator and the investigator's report, and shall afford the complainant and the person against whom the complaint is filed an opportunity to submit further evidence, orally or in writing, within 10 days after the appeal is filed. The appeal officer will issue a written determination of the complaint's validity and a description of its resolution within 30 days after the appeal is filed.

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

Specific complaints of alleged discrimination under Title VI (race, color or national origin), Title IX (sex) and Section 504 (disability) should be referred to the school district's discrimination coordinator under each of these laws:

Mrs. Donalyn Biehler
Superintendent
200 South Sixth St.
Burlington, KS 66839
620-364-8478

Title VI, Title IX and Section 504 complaints may also be filed with the Regional Office for Civil Rights, Address correspondence to:

United States Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106

USD 244 Burlington Schools Bullying Policy Statements

It is mandated by K.S.A. 72-8256 that every school district in Kansas develop a district policy on bullying prevention, create a bullying implementation plan, and train all staff and students in bullying prevention.

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

  - Harming a student or staff member, whether physically or mentally; o Damaging a student's or staff member's property;
  - Placing a student or staff member in reasonable fear of harm to the student's or staff member's property; or
  - Placing a student or staff member in reasonable fear of damage to the student's or staff member's property; or
  - Cyber-bullying, which means bullying by use of any electronic communications device through means including but not limited to: email, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites; or
  - Any form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205 and amendments thereto.
- Bullying can be physical, emotional or social and may involve verbal or nonverbal behavior.

Bullying Prevention Implementation Plan

In order to comply with the mandates of K.S.A. 72-8256, a plan that specifically addresses bullying prevention in the Burlington schools will include:

1. Assessing the awareness and the scope of bullying in the Burlington schools through:

a. Anonymous student and staff questionnaires to assess the nature, extent, and location of bullying problems in the schools;

b. Use of the resulting data from the questionnaires to determine the "hot spots" where bullying occurs and assigning appropriate supervision to minimize the opportunity for bullying;
c. Auditing the number of office referrals concerning bullying behaviors.
2. Training students and staff on procedures to identify, report, and stop bullying.
3. Training non-instructional staff on procedures to intervene.
4. Establishing a confidential reporting system that allows students to report victimization and that records details of bullying incidents.
5. Identifying the procedures that the school will follow in response to reports of bullying.
6. Developing a statement regarding false reporting and the prohibition of retaliation.
7. Publishing the anti-bullying policy and grievance procedures in the student and staff handbooks, on the district website, or in some format that is easily accessible to all persons who may be affected by the policy (students, staff, parents, community).
8. Providing the plan in different languages based on the need within the school community.
9. Disseminating abbreviated forms of the policy on a regular basis through newsletters or other communications with reference to the complete document.

Bullying Prevention Training Plan

Training of Staff:

- Online completion of bullying prevention modules via Kansas Bullying Prevention Program
- In-service at departmental meetings for non-instructional staff on procedures to identify, intervene, report, and prevent bullying

Training of Students:

BES

- K – 4 anti-bullying curriculum in counseling classes
- All school assembly TBA
- Anti-bullying classroom curriculum/activities K-4

Bullying Reporting Procedures

Complaint Process

Informal Process:
Anyone may use informal procedures to report and resolve complaints of bullying. The district has established a program for receiving anonymous complaints. Individuals may use a smartphone to text a report to bullying@usd244ks.org, use a computer to send an e-mail report to bullying@usd244ks.org, or use a phone and call (620) 364-4700 to leave a voice mail with a report. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complaints of their right to, and the

process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complaint can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies may include an opportunity for the complainant(s) to explain the to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process:

Anyone may initiate a formal complaint of bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint. The district will fully implement anti-retaliation provisions to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district initiated investigatory activities. The administrator may conclude that the district needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint.

False Reporting:

USD #244 policy prohibits any person from falsely accusing another as a means of bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying shall be disciplined in accordance with district policies, procedures, and agreements.

Bullying Discipline Protocol

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Possible Consequences

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention

- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination
- For parents, suspension of access to school, school activities, and/or communication channels with staff or students at school

Asbestos Notification

Congress enacted the asbestos Hazard Emergency Response Act (AHERA), in 1986. AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos. USD #244 has had all its facilities inspected by a certified asbestos inspector as required by AHERA and has completed the mandatory 3-year re-inspections.

Asbestos-containing materials identified in the district were floor tiles. While some areas of floor tile were removed due to the possibility of damage to them (e.g. wood shop, auto body shop), other areas of floor tile continue to contain asbestos. The district custodial staff practices proper work practices, which are designed to refrain from disturbing the asbestos floor tiles. Since the asbestos fibers are not released unless the floor tile is damaged due to sanding, abrading or otherwise pulverizing it, no action to remove the floor tile is planned at this time.

A copy of the asbestos management plan, which has been implemented by USD #244, is available for inspection by contacting the asbestos program manager at the district administration office located at 200 South Sixth Street in Burlington.

Hazardous Waste

When hazardous waste material is produced in a class, or otherwise located in the district, its disposal shall be in accordance with state and federal laws, rules and regulations. No employee shall bring hazardous material to school without the prior approval of the supervisor. Such material shall be in an appropriate container and properly labeled. If an employee discovers waste material, which is or may be hazardous, he/she should notify his/her supervisor immediately.

Hazardous wastes include, but are not limited to, wastes that are flammable, corrosive, infectious, highly reactive, or toxic.

Hazardous waste must be placed in an appropriate container affixed with a hazardous waste label that lists the specific contents.

Unlabeled containers whose contents are undetermined and that may contain hazardous substances shall not be put in trash containers.

All hazardous wastes must be properly labeled and stored appropriately until they can be disposed of properly. Placing them in trash containers or the sewer system is not an acceptable disposal method.

2026 BES Staff handbook changes

The following list of items was added or changed in parallel to the changes made in the student handbooks.

1. **Staff Meal Charging policy ***
2. **AI policy**
3. **Grading Scale updates**
4. **Playground rules**
5. **Cell phone/personal device policy**
6. **Field trip expectation**

*this policy was not included in the student handbook, as it is a staff policy only.

Additional Update (7/8/2026) –

1. Student handbook removal of Craig's name and addition of Donalyn and a few other staff updates.
2. Addition of language from KASB regarding devices need for 504 or IEP information as given to us by Craig.

STAFF HANDBOOK
Burlington High School
2026-2027

830 Cross Street, Burlington, KS 66839
620-364-8672

The items in this handbook are subject to change by the U.S.D. No. 244 Board of Education and Administration without specific notification.

The Board of Education of U.S.D. No. 491 generally meets the second Monday of each month at 7:00PM at the District Office- 301 Neosho Street, Burlington, KS.

Burlington High School USD #244

Mission Statement

All students will be responsible citizens prepared to succeed in life and careers, contribute to the global community, and be lifelong learners.

District Exit Outcomes

- Effective Learners
- Creative Problem Solvers
- Competent Communicators
- Productive Workers
- Community Contributors
- Well-Rounded Persons

Administrative Expectations

- Motivate them to work. Lofty expectations and accountability.
- Treat students with respect. DISCIPLINE WITH DIGNITY
- Even in the inconvenient situations
- Disciplined/structured environment
- ALWAYS work together with the best interests of the students.
- First and foremost- STUDENT SAFETY and SUPERVISION!

Purpose of Collaboration and Expectations

What is Collaboration: A systematic process in which we work together, interdependently, to analyze and affect professional practice to improve our individual and collective results.

- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices considering their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through the development of high performing teams.
- We assess our effectiveness on results rather than intentions. Individuals, teams, and schools seek relevant data and use it to promote continuous improvement.

Skyward/Lunch Count

- Attendance: Must be completed at the beginning of every period **(within 5 minutes after the class starts during Bell Work)**
- Grades: Must be updated weekly by Friday prior to the weekly eligibility list by 12:00 PM.
- Lunch Count: Must be collected per administrator's instructions within the first 5 minutes of 1st hour.

Staff Attire

- Teachers and staff members are expected to dress in a professional manner, if in question please ask. BHS and USD#244 gear with jeans are proper on Fridays and other designated days.

Staff Arrival and Departure

- The school day for teachers shall be eight (8) hours, ***(Certified 7:25AM-3:30PM, Classified 7:25-3:10)***
- All staff members must be here at their scheduled start time.
- All teachers who are not assigned duties away from their classrooms must greet students at their doors and supervise hallways at once outside their classrooms.
- On Fridays, staff are dismissed once students leave school/grounds.

Flower Fund

- If possible, please provide $10 if you are here full time and $5 if part time to either Kasey or Monica in the office

Faculty Meetings

- Faculty meetings will be held monthly.
- Staff meetings will be held in the MMR.
- Staff members are needed at these meetings unless excused by the principal in advance.
- Please email Mr. Baldwin if you have students, staff, building concerns, or topics you want to cover.
- Staff meetings will be used for training in specific instructional areas, team meetings, organizing assessment administration, technology training, staff development, etc.
- As always, if there are professional development needs you wish to be addressed, feel free to share those as well. Your ideas are always welcome!

Student Supervision:

At BHS, our philosophy of student supervision is one in which we strive to reach an environment that is orderly without being rigid, quiet without being oppressive, and conducive to a positive learning environment. Students must always be supervised. **When students are left alone in the room or hallway, it is a liability issue**. Contact the office if you need to leave the classroom.

- Staff Duty is 25 minutes before and after a student's arrival and dismissal. This means being ready, not walking on the door.
- Restrooms
    - Students have six (4) minute passing periods between classes. Students will use this time for restroom breaks prior to arriving at class.
    - Students need to use the restroom quickly and quietly. This is NOT a meeting place.
    - Throw ALL trash in the trash cans
    - If the bathroom becomes a disruption, students need to make the time up before/after school.
- Hallways
    - Halls are busy between classes, and teachers will supervise hallways before and after school, and between each class. Students should not block traffic by standing in groups.
    - Students may only enter the front office with a call from the office or a pass.
    - Keep students out of the hallways during instructional time
- Any student assigned to you during a class period is your responsibility; make sure you have the copies and materials you need prepared the day before.
- Be available to aid students or re-teach; time is valuable, and we do not have time to waste.
- You are in control of creating a student-friendly environment and engaging students in the learning process.
- Dismissal
    - Teachers will check hallways outside their classroom during bus calls

Assemblies

- All teachers and paraprofessionals are expected to attend assemblies and help keep proper student behavior, unless assigned a specific supervision duty.

Supplies

- Each teacher is supplied with basic items such as a stapler, tape dispenser, and scissors. You will need to contact the office for added non-expendable items of this nature. Teachers are also given a supply of expendable items such as thumb tacks, paper clips, glue, staples, and rubber bands. Although these items should be used with some discretion, we will provide all you need. Paper will be stored and readily available in the teacher's workroom. If you have special paper needs, please tell me the office, and we will work to get it for you.

Telephones

- Teachers should not be on the phone during instructional times. Certified and classified staff should not have their personal phones out or in use when working with students.

Emergency Drills

- All emergency procedures and evacuation maps should be posted by the classroom door. Teachers should instruct their classes in the proper procedure for emergency drills. It is important to review the procedures throughout the school year. Use your binder for fire and tornado drills. Intruder drills we will use Parent Square

Attendance Records

- All classroom attendance will be recorded via Skyward.
- This is to be completed within the **first 5 minutes after the bell rings.**

- Notify the office each morning of any requests for special student dismissal and give all written requests in the AM. Hold the student to be dismissed in the classroom until called for from the office.
- Any student being released from school must report to the office. If the student returns the same day, he must check in at the office before reporting to the classroom.
- Students arriving late to school must check in with the office upon arrival and ***must have a tardy slip before entering the classroom.***

School Nurse

- If a student wants to see the school nurse, they must first report to class and ask their teacher for a pass to the nurse's office. Permission must be granted by the classroom teacher. Instruct students to report directly to class after they have been taken care of by the nurse.

Drinks/Food

- Excluding 2nd breakfast grab-n-go). Students will not to be allowed to eat in the classroom. Drinks will be limited to water with a lid during class.

Classroom Care

- Make sure the room is left the way you entered on the first day of school; the custodial staff worked hard to get it ready for you and your students! Students need to help pick up the room and stack chairs on top of desks/tables during your last period of the day.

Classroom Procedures

Students need to be informed of what is expected of them, both in terms of behavior and academic performance. We will adhere to the same policies across the board:

- Greeting students at the door
- Tardies – 3 in class tardies.
- Discipline referrals- must be submitted.
- Bathroom permission
- Before/after school detentions
- Timely grading- one none participation grade per week.
- Bell work/exit ticket
- Appropriate lesson plans
- Make up work and test corrections-

Bullying/Harassment

- Zero Tolerance! Report all cases to building administration

Staff Meal Charge Policy

To ensure the financial integrity of the district's food service program, all staff members are expected to support a positive meal account balance.

- Staff may charge meals to their food service account; however, accounts may not exceed a negative balance of **$10.00**.
- Once an account reaches a negative balance of **$10.00 or more**, charging privileges will be suspended.
- Staff with suspended charging privileges must pay for meals at the time of service (cash or available account balance) until the account balance is brought above the negative $10.00 threshold.
- Charging privileges will be reinstated once the account balance is reduced to less than **-$10.00**.
- Account balances should be watched regularly by staff through the district's meal payment system.
- The district encourages prompt deposits to avoid interruptions in meal service.

The district reserves the right to take added steps to collect unpaid meal charges following district procedures.

Professionalism

- It is about attitude, behavior, self-presentation, self-respect, and dignity. It means not just knowing how to do your job, but proving a willingness to learn, cooperate and get along with others, showing respect, and living up to your commitments.
- It also means avoiding many kinds of behaviors that cause trouble in the workplace. Staff members must dress and speak professionally.

Chain of Command:

Always start with those directly involved and at the lowest level. If you are not sure, always contact the building administration.

Confidentiality

- Do not share information with others that are not directly involved.
- If confidentiality is broken, please inform the administration of the situation.
- The administration will always share information that I am able to share.

Staff Lounge

- Please clean up after yourself, especially dirty dishes. You used it/you cleaned it.
- Do NOT leave these items in the sink for others to do your work.

Staff Absences

- In case of illness, call **Kasey Raymer (620) 364-6131** to arrange for a substitute as early as possible. You handle documenting your absence in Red Rover. Do not wait until normal school hours, or it may be impossible to find a substitute.
- Arrangement for a substitute will be made upon approval of any request for personal leave.
- Teachers need to provide lesson plans electronically to Kasey Raymer and one added staff member (preferably in the same department).
- Teachers leaving the building during the duty day are to contact the office.
- When extra duty assignments require that a teacher leave the building before the end of the school day, class coverage arrangements must be made in advance with Kasey Raymer.
- Blackout days will be emailed out by building administration

Substitute Folder Procedures

Serving as a substitute teacher is one of the most difficult and demanding jobs in education. The experience they have in our building, and your classroom will be shared with many others be it is positive or negative. It is in the best interest of our students to always give substitutes the best plan by being prepared so they may have a positive experience while in our school. Each substitute will fill out a daily form reviewing their successes and challenges during the day. This is to help teachers leave valuable lessons in their absence.

Sub Folders Expectations

a) Turned into Kasey Raymer by **September 2, 2026, by 3:30 P.M.**
b) Class roster with descriptions of students with exceptional circumstances, for example allergies, SIT, SPED, those leaving the room at various times for interventions of special services
c) Emergency Procedures and maps to where they are to go; refer them to the flip chart
d) List of classroom rules and how to progressively handle the discipline in your classroom
e) List of procedures for students to be successful in your classroom
f) Any extra duties you may be assigned
g) All schedules (regular, advance release, etc.)
h) Instructions on access lesson plans through Plan book (if used)
i) Passwords needed to access any programs used in class.
j) Staff phone list

Planned Sub Folder

a) Class roster with descriptions of students with unusual circumstances, for example allergies, SIT, SPED, those leaving the room at various times for interventions of special services
b) Emergency Procedures and maps to where they are to go; refer them to the flip chart
c) List of classroom rules and how to progressively handle the discipline in your classroom
d) List of procedures for students to be successful in your classroom
e) Any extra duties you may be assigned
f) All schedules (regular, initial release, etc.
g) Passwords needed to access any programs used in class.
h) Staff phone list
i) Detailed daily lesson plans; students should not lose valuable instruction time because of an absence

Field Trips

Contact administration prior to scheduling a field trip. Transportation and food service, kitchen manager, will need two weeks' notice for all field trips.

Homework

Homework should only be assigned when necessary. If homework is assigned, it must be communicated with stakeholders, assigned a valuable point total, and graded within two class periods.

The following statements are guidelines for assigning homework:

- The work assigned should be of real benefit to the child through helping them develop a skill they already understand or increasing his or her knowledge of a pertinent topic. It does not help a child to drill what they do not understand.
- A homework assignment should be given only if it is known that the necessary resources are readily available to the child.
- A homework assignment must be clearly understood by the student. This is even more crucial than with in-school assignments because there is no opportunity for the teacher to correct misunderstandings. Most assignments which are to be completed at home should be presented carefully, discussed with students, and the actual work begun in class. Asking children if they understand the assignment is of little value. Utilize Microsoft Teams to add lecture videos, added instructions, etc. Email parents as much information as possible for project to diminish any question on directions and deadlines.

Parent Communication

Be open to parents and communicate on a regular basis as to what is happening with their child. Build positive working relationships by communicating early and often; you can always find a positive way to communicate with parents and/or guardians.

Communication at School

For an organization to be successful, we must communicate effectively, with the understanding that this is always an area of growth. Collectively, together we must be professional and honest, **NO SUPRISES.**

Building Security and Maintenance

- Teachers who work in the building during times when there are no custodians on duty handle building security. Please be sure that the outside door through which you exit is securely locked before leaving.
- Do not give building access to anyone who is not a staff member at BHS.
- Keep any building keys checked out in your name in a safe location. Do not give students access to your building keys without adequate supervision.
- Do not let students go outside unsupervised.

Student Improvement Team (SIT)

SIT is the first step and not the last resort to support students in the classroom and school. The TEAM will brainstorm and find the strategies and resources needed to help students be successful. SIT forms are provided online and should be used when a student is struggling academically or socially or needs academic enrichment. These documents strategies we are using to meet a student's needs and as a guide when we meet as a team to plan interventions. The building counselor will add information to the SIT form during TLTs when right. If you cannot attend, please send concerns to the counseling staff.

Child Abuse (Responsibilities for Reporting Suspected Abuse or Neglect)

When a teacher, school administrator, or any other employee of a school has reason to suspect physical, mental, emotional, sexual, or neglect, the employee must report the suspected abuse at once.

The procedure for reporting suspected abuse is to at once notify the PRINCIPAL and/or COUNSELOR of suspected abuse and confer with them about the process of reporting to DCF. If the principal and the counselor are not available, *the employee is to report the suspected abuse at once*. Staff members need to document all observations relating to this area.

Do not inform the parent that suspected abuse has been reported or will be reported. Discussing the matter with the parent when the parent is the suspected abuser may hamper the investigation or even endanger the child.

When an employee report suspected child abuse to the principal and/or counselor, the principal, the counselor, and the reporting employee are to all be together when the call is made. Make a note of the name of the person you speak to at the center. A summary of the call should be written at the time of the call as well as dated and signed by everyone present. *The documentation forms and the DCF phone number are in the counselor's office*

Approved Use of AI

The superintendent or the superintendent's designee shall prove and support a list of approved AI tools allowed to be used throughout

the district. Approved AI tools shall comply with all applicable and relevant laws including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), the Kansas Student Data Privacy Act, district policies, and the district's cybersecurity standards and requirements. Approved classroom and administrative uses of AI shall be consistent with district instructional goals, operational needs, and policies, including those about acceptable use, bullying, and harassment. No approved AI application used shall collect, store, or send personally identifiable information without right authorization and vendor safeguards.

While using approved AI tools, staff and students shall follow the following:

1. Show honesty, integrity, and responsibility in completing academic work, including only submitting and presenting work that stands for the individual's own learning and understanding.
2. Use AI only to the extent that it supports learning without undermining the authenticity of an individual's efforts or the validity of the educational process.
3. Understand that AI technologies are only meant to supplement, not replace, human instruction, supervision, or judgment.
4. Use approved AI tools in a manner consistent with board policy, including Policy IIBF (Acceptable Use Guidelines), the Student Code of Conduct, and employee conduct requirements.
5. Properly cite or show the use of AI-generated content used in assignments, teaching materials, or official communications following this policy or risk of disciplinary action or loss of credit for plagiarism.
6. Only use AI for idea generation, editing, or skill development when expressly allowed by the teacher or administration.

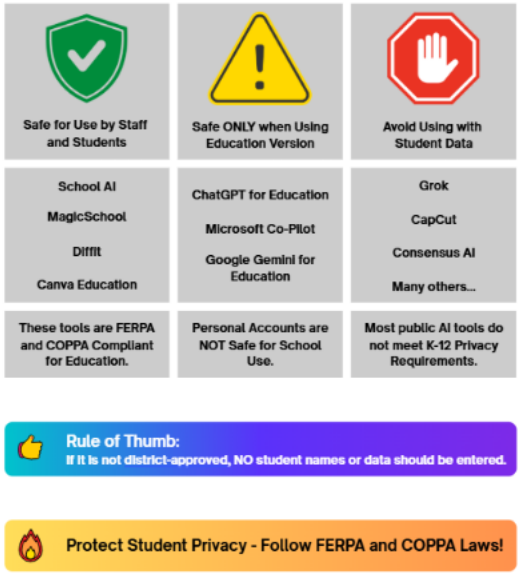
Prohibited Uses of AI

No staff member or student shall use AI in violation of board policy or applicable law, including, but not limited to, the following:

1. Violate academic integrity by generating or sending work without right authorization or citation.
2. Use AI to generate or complete assignments, essays, or assessments without authorization.
3. Use AI to fabricate sources, falsify data, or impersonate another individual.
4. Send AI-generated work as a student's own or do not cite or show the use of AI or AI-generated work.
5. Produce, alter, or distribute synthetic or manipulated content that misrepresents or harms individuals, commonly referred to as deepfakes.
6. Produce, alter or distribute synthetic or manipulated content that violates school rules; individual rights, such as privacy, safety, reputation; or applicable law.
7. Access or show confidential or personally identifiable information in violation of law or district policy.
8. Circumvent district security systems or established procedures.
9. Use AI tools in violation of instructions from teachers or administrators, board policy, or applicable law.
10. Violations of this policy shall be addressed following district disciplinary procedures and/or applicable law.

USD #244 Burlington Schools

Acceptable Artificial Intelligence Resources



USD #244 BURLINGTON

LEVELS OF ALLOWED AI USE

1	NO AI	The assignment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI Must not be used at any point during the assignment.**
2	AI-Assisted Idea Generation and Structuring	AI can be used in the assignment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	AI-Assisted Editing	AI can be used to make improvements to the clarity or quality of student-created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	AI Task Completion, Human Evaluation	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output. **You will use AI to complete specified tasks in your assignment. Any AI-created content must be cited.**
5	Full AI Use	AI should be used as a "co-pilot" in order to meet the requirements of the assignment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assignment to support your own work and do not have to specify which content is AI generated. Certain AI citations may be needed.**

Any Time that AI Is Used, The Final Product Should Always Be Reviewed and Overseen by Human Interaction.

Academic Integrity and Evaluation

- Do not rely solely on AI detectors (like Turnitin or GPTZero)—they aren't always correct, especially for multilingual learners.
- Teachers should use their knowledge of students' writing styles and abilities when evaluating work.
- When AI is used to help complete an assignment, be transparent: include a disclosure (e.g., a note or screenshot showing how it was used).

These reminders are designed to help both students and educators use AI in ways that support critical thinking, ethical choices, and meaningful learning. When used responsibly, AI can be a powerful tool in education—not a replacement for it.

STUDENT HANDBOOK

Burlington High School

2026-2027

Burlington High School
830 Cross Street, Burlington, KS 66839
620-364-8672

The items in this handbook are subject to change by the U.S.D. No. 244 Board of Education and Administration without specific notification.

The Board of Education of U.S.D. No. 244 generally meets the second Monday of each month at 7:00PM at the District Office- 301 Neosho Street, Burlington, KS.

USD 244 BOARD OF EDUCATION AND SUPERINTENDENT

James Higgins- President	Lucas Allen-Vice-President
Nolan Strawder	Johnny Hernandez
Ron Hess	Selena King
Bob Plummer	Donalyn Biehler- Superintendent

MISSION STATEMENT

All students will be responsible citizens prepared to succeed in life and careers, contribute to the global community, and be lifelong learners.

SCHOOL HOURS

Regular school hours are 7:50AM to 3:05PM, Monday- Friday for all students. Students may be dismissed during school hours to meet a medical or dental appointment or for personal reasons of the parent. To safeguard your child, request dismissal to anyone, but the parent must be by phone or in writing and submitted to the principal. If possible, send this request to the office one day in advance. Once a student arrives at school, they may not leave without permission from the office. Before the student is released, the parent must come to the office and sign the student out.

ARRIVAL TO SCHOOL

Students should not arrive at school earlier than 7:25AM, when our responsibility for supervision of students begins. Staff will monitor the students' arrival and supervise breakfast and morning activities. We ask for your cooperation by not bringing or sending students to school any earlier than necessary. Students eating breakfast may enter the building and proceed to the food service area at 7:25AM **Front Foyer Doors may open at 7:20AM for students that need a warm, dry place to wait for the commons doors to open, parents need to be aware that this is not closely supervised.

2026-2027 BELL SCHEDULE

1st Hour – 7:50 – 8:41	8:41-8:45 - Passing period - 2nd breakfast
2nd Hour- 8:45-9:35	9:35-9:39 - Passing period
3rd Hour – 9:39-10:29	10:29-10:33 - Passing period
4th Hour – 10:33 – 11:23	11:23-11:27 - Passing period
	11:23 AM – 11:53 AM – 1st Lunch
LUNCH	**11:53 AM – 12:23 PM – 2nd Lunch**
5th Hour	
6th Hour – 12:27 – 1:17	1:17-1:21 - Passing period
7th Hour – 1:21 – 2:11	2:11-2:15 – Passing period
8th Hour – 2:15 – 3:05	

VISION

To provide each student with:

- A highly personalized learning experience defined by an Individual Plan of Study (IPS), daily advising, internship mentoring, and rigorous academics based on student interests.
- A guiding partnership among students, parents, advisors, mentors, colleagues, and the community that provides a learning context appropriate to student interests.
- Opportunities for students to participate in real-world learning through internships and training related to their interests and goals.
- Graduation with a high school diploma, a post-high school plan, and the skills needed for success throughout college and in real-world careers

SCHOOL ATTENDANCE

Student attendance at school is an obligation of the student and the parent. While a parent may decide that their student will be absent from school, the determination as to whether that absence will be excused or unexcused rests with the building principal. In accordance with the laws of the State of Kansas, the building principal has been designated as the attendance officer for the building. While in most cases, parental contact is all that is required to verify absence; the principal may choose to verify absence or require additional information before deciding whether the absence is excused or unexcused

a) The primary purpose of leave is for personal illness, death or an emergency within the family.
b) Any unexcused absence without parent permission will be dealt with as Truancy.
c) A student missing three or more consecutive days of illness must provide a doctor's note upon return.
d) A student who misses 4 periods will be counted as a ½ day absence.
e) A student who misses 2 periods will be counted as a ¼ day absence
f) When a student has 5 absences during the year, the parent will receive a warning letter alerting them to the number of absences and encouraging attendance at school.
g) Absences (excused or unexcused) after 10 days (about 1 and a half weeks) that do not have a signed doctor's note may result in alternative classroom placement, a schedule change to focus on core subjects, loss of school-related activities upon administrators' discretion, and/or a consideration of retention.

When a student has 10 absences in a year, the parent will receive a letter from the principal, the student will be referred to the SIT team, DCF may be notified, and educational neglect will be considered.

1. Excessive absences unrelated to medical or emergency events will be turned over to the Coffey County Attorney's Office for educational neglect.
2. Parental approval of an absence does not necessarily make the absence an excused absence. Any absence not verified by a parent within **48 hours** will be permanently recorded unexcused.
3. If a student is absent from school on a sponsored activity and does not return to school during the regular school hours, he or she will be allowed one extra day to do any work assigned on the day of the activity.
4. A student must check in at the office by 12:00 noon on the day of a contest if he/she wants to participate in any school activity (games and/or practices) unless other arrangements have been made.

Students absent from school for reasons other than school sponsored or school approved activities should not attend or participate in any school activities which occur on that day. This includes late afternoon and evening events. The parents of any student having an irregular attendance will be notified.

TARDIES

Arrival to school for those who do not ride the school bus should coincide with the arrival time of buses. The school day is defined in individual periods. Students arriving within the first period will be counted as tardy. Students arriving in subsequent periods will be marked absent for the periods missed and tardy for the period in which they arrive. **8 tardies to first hour will constitute one unexcused absence.**

Students need to be in class prior to the bell ringing. The accumulation of tardies is for a semester. Students start fresh with a new semester. The following consequences will be enforced for in school tardies:
1. After 3 Tardies – Lunch detention
2. After 5 Tardies – Lunch detention
3. After 7 Tardies – Two lunch detentions and administrator parental contact
4. 10 or more Tardies – BHS Principal determines consequences

EXCUSED ABSENCES

All high school students will have a total of **5 days of parent-excused leave** (no doctor's note required) from school each semester. After those 5 days of parent-excused absences have been used, a student must bring a note for any additional absence, or it will be marked as unexcused. Parents will receive a letter from the principal or assistant principal when a student has reached the maximum number of parent-excused absences for a semester.

Examples of excused absences include illness, medical appointments, death in the family, court appearances, health-related treatment, examination or recuperation, obligatory religious observances, participation in district approved or school sponsored activity, absences pre-arranged by parents and approved by administration. Students of active military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment.

UNEXCUSED ABSENCES

Absences that do not qualify as excused absences will be classified as unexcused. If an absence is unexcused, the student may be given an opportunity to make up for the work and time missed before or after school. Examples of unexcused absences: haircuts, tanning sessions, manicures and other errands that could be taken care of after school or on weekends, etc. Failure to complete all make up within the time limits set by the teacher and or principal will result in loss of credit for the work missed. **8 tardies to first hour will constitute one unexcused absence.**

EXCESSIVE ABSENCES

Excessive absences will be examined on an hour-by-hour and course-by-course basis, in addition to a daily absence total. If a student records excessive absences in each hour (10+ absences in a course for a semester, excused or unexcused), a loss of credit for that course may occur. A meeting will be held with the principal, student, and parent/guardian of the student regarding credit for a given course in these circumstances. The final decision on a loss of credit will be made by the principal.

TRUANCY

A student will be considered truant after three consecutive unexcused absences for all or a significant part of the school day, five unexcused absences in one semester, or seven unexcused absences in a school year. Students 13 and over will be reported truant to the County Attorney, and students under the age of 13 will be reported to the Department for Social and Rehabilitation Services.

DETENTION POLICY

Detention will be held Monday through Friday from 11:23 am to 12:23 pm (during Power Hour) or if assigned by a teacher, student may be assigned a 7:25-7:50 am or 3:10-3:30 pm detention. Detention will last for an hour. Students may get their lunch at the beginning of the hour and proceed immediately to the detention room, where they will be able to eat their lunch while serving the detention. Detention time is not intended to be convenient. It is intended to be a corrective action and should be an incentive to avoid future problems of a similar nature. Students required to serve detention before or after school are responsible for arranging their own transportation.

FLOWERS AND GIFT DELIVERIES

Deliveries for students will not be handed out during the school day.

PERMIT TO LEAVE CAMPUS

Students leaving school for doctors, dental, or other necessary personal appointments must bring a parental request for dismissal. This request should include name, date and time, and reason for request. This written request must be brought to the principal's office before school on the day it is needed. The student will be given a "pass" to leave the campus, after the note has been verified by telephone call to the parent. The student will leave at the designated time, by showing the permit to the teacher in charge at the time of leaving. The pass will be returned to the office upon returning to school. Any leaving of school campus without the permit shall be considered an unexcused absence and handled accordingly. Violations may result in suspension or expulsion. Teachers are not authorized to give students permission to leave the school campus during the day.

ADMIT SLIPS

Students should pick up admit slips immediately after the 7:55 a.m. bell rings.

18-YEAR-OLD WAIVER

For 18-year-old students to sign their own notes, a parent waiver must be on file in the high school office.

FOREIGN EXCHANGE STUDENTS

Students can and will be accepted on a case-by-case basis through administrative approval

CLASS DUES

Students in freshman, sophomore, and junior classes will each be expected to pay $20 for class dues. The class funds are bought through their junior year and are used toward the junior/senior prom, in addition to buying caps/gowns for graduation.

FUNDS LEFT AFTER GRADUATION

Funds left in the school accounts after the class has graduated may be transferred to other classes still in school or dispersed appropriately by administration.

STUDENT DRIVERS

Students driving cars to school must follow the safety precautions set up by the school for the protection of students and the maintenance of orderly procedures.

1. Student parking will be limited to the **West** Location. All vehicles must be parked within designated parking stalls. Students who park vehicles across multiple stalls may lose their right to park on school property, be subject to disciplinary action, or may have their vehicle towed.
2. Student cars are not to be parked in front of the high school. This area is to be left open to visitors.
3. Motor scooters and motorcycles are to be parked in the area appointed for them in the lot west of the high school.
4. There are to be no fast starts or fast stops.
5. The speed on campus shall not exceed 15 miles per hour.
6. Pedestrians shall have the right of way.
7. Students are not allowed to ride outside of cars.

Violations of driving and parking regulations will bring about disciplinary actions which can result in loss of parking privilege, suspension from school, and /or expulsion from school.

DRIVER'S LICENSE REVOCATION

Unless otherwise provided by a memorandum of understanding between the district and local law enforcement, whenever a student 13 years or older has been expelled from school or suspended for an extended term for certain disciplinary infractions, the school must notify law enforcement authorities and the student's driver's license or ability to acquire a driver's license shall be revoked for a period of up to one year. Violations of the student conduct code that may result in suspension of your driver's license include:

- Possession of a weapon at school, on school property, or at a school-supervised activity.
- Possession, use, sale or distribution of an illegal drug or a controlled substance at school, upon school property, or at a school-supervised activity, which resulted in or was substantially likely to have resulted in serious bodily injury to others.
- Behavior at school, on school property, or at a school supervised activity which resulted in or was substantially likely to have resulted in serious bodily injury to others.

DRESS CODE GUIDELINES

Primary responsibility for proper dress and appearance rests with the student and his/her parent/guardian/legal custodian. Students should wear clothing that supports a working environment focused on learning. Student dress, which is obscene, immodest, indecent, or lewd, shall not be tolerated. In the interest of keeping a positive learning environment, the following regulation of student dress shall be in effect: Students must wear shoes, sandals, or boots. Students must wear clothing that properly covers their body. Any student dressed in a manner that disrupts the academic environment will be sent to the office and asked to call home to get proper clothing or wear their PE clothes.

Articles which are not permissible:

1. Spaghetti straps
2. Reveal stomach, belly button, or bottom

3. Hats, bandanas, or sunglasses
4. Reveal undergarments (bra straps, sports bras and tank tops)
5. Clothing with vulgar, obscene or suggestive words or gestures
6. Clothing which advertises or endorses items or activities illegal for minors (beer, alcohol, cigarettes, drugs, sex, etc.)

Any student dressed inappropriately will be asked to wear PE clothes, items in lost and found or call home to have clothes brought to school. The Administration will make a final decision on whether clothing is appropriate/inappropriate.

CLASSROOM FOOD AND DRINK

Excluding a 2nd breakfast, food will not be allowed in the class. Special events will be permitted by the classroom teacher. No food can be taken out of the classroom and is seen as a luxury item. Students could lose this opportunity based on poor judgement and the evaluation of the classroom teacher.

Classroom drinks will be water only. No drink can be taken out of the classroom except to fill up a water bottle. Students could lose this opportunity based on poor judgement and the evaluation of the classroom teacher.

ACCEPTABLE USE OF COMPUTER/TECHNOLOGY

Use of the district computers and electronic devices for programs, software, e-mail, and to access telecommunications resources is a privilege, not a right. Computers and electronic devices are the school's property and can be accessed by the school at any time. Individuals have no expectation of privacy in whatever they put on the computer or electronic device. Violations of the Acceptable Use Policy will result in disciplinary action. The expectations for acceptable use are as follows:

1. Users will respect the privacy of others' login name, password and data.
2. Users will access and create information that is proper for the educational environment.
3. Users will respect software developer's copyright on software, CD-ROM's and manuals.
4. Users will use hardware and peripherals for their intended purposes.
5. No software, including freeware or shareware, may be installed on any district computer unless approved by the network administrator.
6. Students shall have no expectation of privacy when using the school computers. Any e-mail or information stored in the district of computers is subject to monitoring by the administration.

Students shall have no expectations of privacy when using district e-mail, computer systems, or electronic devices. E-mail messages shall be used only for approved educational purposes. Students must use proper 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 stored in the district of computers, computer systems, or electronic devices is subject to monitoring by the staff and/or administration. The district keeps the right to duplicate any information created by students in a computer system, on any individual computer, or on any electronic device. Students who violate these rules or any other classroom rules relating to computer or electronic device use are subject to disciplinary action up to and including suspension or expulsion from school.

APPROVED USE OF ARTIFICIAL INTELLIGENCE

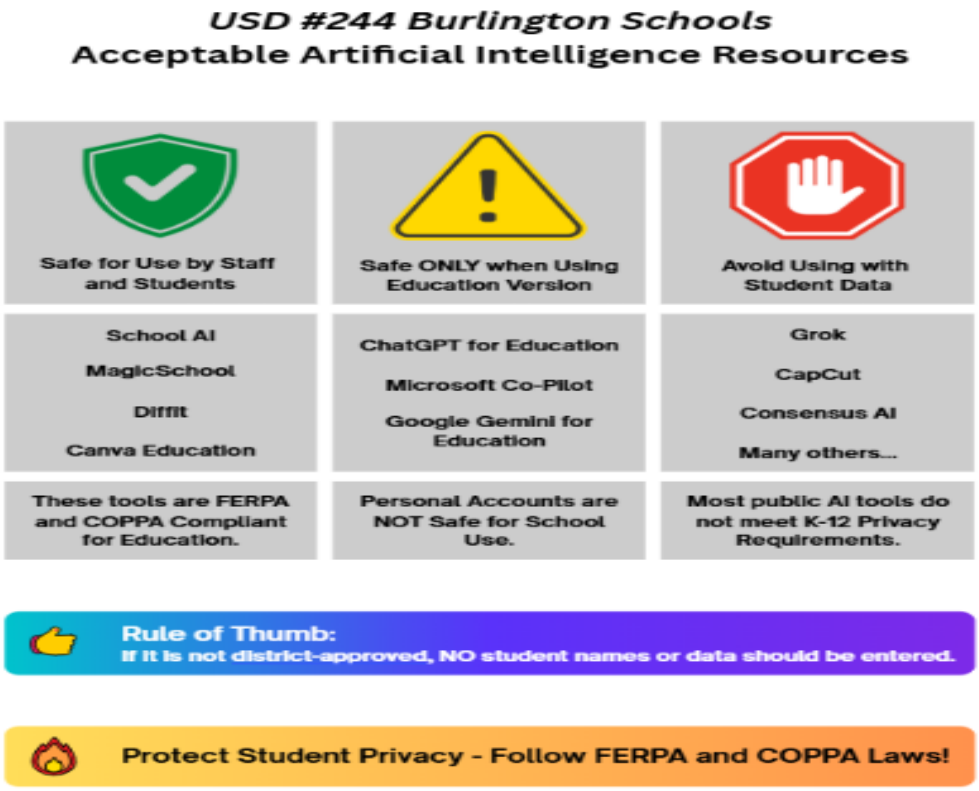
The superintendent or the superintendent's designee shall set up and support a list of approved AI tools allowed to be used throughout the district. Approved AI tools shall comply with all applicable and relevant laws including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), the Kansas Student Data Privacy Act, district policies, and the district's cybersecurity standards and requirements. Approved classroom and administrative uses of AI shall be consistent with district instructional goals, operational needs, and policies, including those about acceptable use, bullying, and harassment. No approved AI application used shall collect, store, or send personally identifiable information without authorization and vendor safeguards.
While using approved AI tools, staff and students shall follow the following:

1. Show honesty, integrity, and responsibility in completing academic work, including only submitting and presenting work that stands for the individual's own learning and understanding.
2. Use AI only to the extent that it supports learning without undermining the authenticity of an individual's efforts or the validity of the educational process.
3. Understand that AI technologies are only meant to supplement, not replace, human instruction, supervision, or judgment.

4. Use approved AI tools in a manner consistent with board policy, including Policy IIBF (Acceptable Use Guidelines), the Student Code of Conduct, and employee conduct requirements.
5. Properly cite or show the use of AI-generated content used in assignments, teaching materials, or official communications per this policy or risk of disciplinary action or loss of credit for plagiarism.
6. Only use AI for idea generation, editing, or skill development when expressly allowed by the teacher or administration.

Prohibited Uses of AI

No staff member or student shall use AI in violation of board policy or applicable law, including, but not limited to, the following:
1. Violate academic integrity by generating or giving work without right authorization or citation.
2. Use AI to generate or substantially complete assignments, essays, or assessments without explicit authorization.
3. Use AI to fabricate sources, falsify data, or impersonate another individual.
4. Give AI-generated work as a student's own or do not cite or show the use of AI or AI-generated work.
5. Produce, alter, or distribute synthetic or manipulated content that misrepresents or harms individuals, commonly referred to as deepfakes.
6. Produce, alter or distribute synthetic or manipulated content that violates school rules; individual rights, such as privacy, safety, reputation; or applicable law.
7. Access or show confidential or personally identifiable information in violation of law or district policy.
8. Circumvent district security systems or established procedures.
9. Use AI tools in violation of instructions or directives from teachers or administrators, board policy, or applicable law.
10. Violations of this policy shall be addressed by district disciplinary procedures and/or applicable law.



USD #244 BURLINGTON

LEVELS OF ALLOWED AI USE

1	**NO AI**	The assignment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI Must not be used at any point during the assignment.**
2	**AI-Assisted Idea Generation and Structuring**	AI can be used in the assignment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-Assisted Editing**	AI can be used to make improvements to the clarity or quality of student-created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI Task Completion, Human Evaluation**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output. **You will use AI to complete specified tasks in your assignment. Any AI-created content must be cited.**
5	**Full AI Use**	AI should be used as a "co-pilot" in order to meet the requirements of the assignment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assignment to support your own work and do not have to specify which content is AI generated. Certain AI citations may be needed.**

Any Time that AI is Used, The Final Product Should Always Be Reviewed and Overseen by Human Interaction.

Using AI in Learning and Teaching

- Use AI to support, not replace, quality instruction, learning, and collaboration.
- Always use district-approved and vetted AI tools.
- Make sure AI aligns with learning goals and standards.
- Keep a balance—use AI tools alongside traditional learning methods to deepen understanding and engagement.
- Set and follow clear expectations for how and when AI may be used in class.
- Understand that using AI comes with responsibilities—think critically, act ethically, and consider potential risks.
- Use the AI Acceptable Use Scale to decide when and how AI should be used during class activities.
- Talk about ethical use be aware of plagiarism, copyright, and bias in AI-generated content.
- Use AI to enhance learning, not to take shortcuts. Teachers and students should model and practice responsible, age-appropriate use.

Academic Integrity and Evaluation

- Do not rely solely on AI detectors (like Turnitin or GPTZero)—they aren't always correct, especially for multilingual learners.
- Teachers should use their knowledge of students' writing styles and abilities when evaluating work.
- When AI is used to help complete an assignment, be transparent: include a disclosure (e.g., a note or screenshot showing how it was used).
- Stay curious and inform about AI. As technology changes, we will use it in education.

These reminders are designed to help both students and educators use AI in ways that support critical thinking, ethical choices, and meaningful learning. When used responsibly, AI can be a powerful tool in education—not a replacement for it.

ACADEMICS

Burlington High School defines "**Good Standing**" as a combination of good academic performance, good citizenship, and a satisfactory attendance status. Unless time is owed from a previous semester, all students will start a school year as being in "Good Standing". Students maintain their "Good Standing" status by meeting the school's expectations in terms of satisfactory academic progress, proper behavior reports, and regular school attendance records.

MAKE UP WORK

Students handle work missed when absent and should contact teachers before or after school to discuss make-up assignments. Students will get one day for every day they are absent to turn their work in. For example: Missing three days, students get three days to make the work up. In laboratory classes, special arrangements may be made for making up a laboratory activity. Some work cannot be done because of its nature: guest speakers, demonstrations, or performances.

LATE WORK

Learning is the fundamental purpose of BHS. Students will have until the end of each unit to complete late work up to a **50% grade and no higher.** Students have one week after completing an exam to contact the teacher to arrange a possible make-up exam. Make up exams are intended for reteaching purposes and honoring students who have given satisfactory effort to achieve success during a specific unit.

CHEATING

Whenever a student is guilty of cheating, the teacher shall collect the student's paper, mark a zero for the work, and notify the parent(s) and the office immediately as to the action taken. All students involved are subject to consequences (minor or major).
PLAGIARISM

PLAGARISM

1. Intent to plagiarize is irrelevant. "I thought these were my own words; I didn't mean to" is not an excuse. It is still plagiarized.
2. Only copying a sentence here or there is still plagiarism.
3. "But I put it in my own words" is still plagiarism. You are still using someone's thoughts other than your own.
4. Every appearance of borrowed material must be acknowledged.
5. Copying from another student's paper is plagiarism. All students involved are subject to consequences (minor or major).

COLLEGE VISITS

Colleges are heavily recruiting students more so now than ever before. Your counselor also encourages you to make campus visits as needed if you meet two conditions:

1. You must complete a Campus Visit Form and have it on file in the Guidance Office **PRIOR** for your college visit.
2. You must bring in proof of your visit within two school days of the visit; agenda from a special event, admission rep business card signed by the admission rep, note from the admission rep, etc.

These visitations should occur during the junior and senior year and are limited to **3 visits per semester.** Other visits may be granted by administrative approval. Not meeting these two conditions will result in the absence counting against your attendance. Also remember that it is YOUR responsibility to make up all work missed due to making a college campus visit. The administration at BHS reserves the right to change this policy on an individual basis as needed.

FHTC/NCCC GUIDELINES

1. Only students in Grades 11 and 12 are eligible to attend Flint Hills Tech.
2. Students handle tuition, fees, supplies, etc. All are paid directly to FHTC.
3. Students will attend FHTC periods 1 – 5 and will return to BHS for periods 6, 7 and CAP time.
4. Students attending FHTC must ride the district-provided transportation; it will either be a van or a bus depending on the number of students involved.
5. The "FHTC" will be recorded on the student's transcript for a letter of grade issued, depending on their FHTC grades. The higher of the semester GPA and the cumulative GPA will decide the grade used. Depending on the FHTC program the student is enrolled in, he/she could earn Technical English, Technical Math, and/or Technical Science credit.
6. If you fail FHTC courses, you will possibly not graduate from BHS depending on the number of credits you have at the end of your senior year.
7. There is a signature page for both Student/Parent.

CREDIT RECOVERY GUIDELINES

1. Credit recovery can only be approved by the administration.
2. Credit Recovery will only be available for core classes.
3. The Credit Recovery classes will be done on a computer through a certified program by the State of Kansas.
4. The curriculum is self-paced and once the course is completed, the student will be finished with the class. If it was a semester/year course, it must be completed in a semester/year.
5. Students will need to pay full prices for the Credit Recovery Class. When they successfully complete the class, they will be reimbursed for the following amounts. A=75% of the cost, B=65% of the cost, C=60% of the cost, D=50% of the cost. No reimbursement for failing the class.
6. Credit Recovery classes will be held in the technology lab with a certified instructor. Students can enroll in only 1 Credit Recovery class at a time.
7. There is a signature page/contract for students/parents.

8. All exams must be taken in front of the supervisor at SCHOOL.

HONORS PROGRAM:

The BHS honors program will include completing at least 26 credits of graded class work (pass/fail or credit/no credit classes will not meet the requirements for elective credit). More emphasis will be placed on requiring students to take a variety of elective courses before graduation. Grade point averages (GPA) will remain the same in the new program.

CUM LAUDE:

The student must have completed all BHS course requirements with a minimum of 26 credits and a GPA of 3.2 or above. This student must also complete the following courses:

Cum Laude:
4 units of English
3 units of math
3 units of science
16 units of electives

MAGNA CUM LAUDE:

The student must have completed all BHS courses requirements and a minimum of 26 credits with a grade point average of 3.5 or above. These students must also have completed the following courses:

Magna Cum Laude:
4 units of English
3 units of math
3 units of science
16 units of electives

SUMMA CUM LAUDE:

The student must have completed all BHS course requirements with a minimum of 26 credits and a grade point average of 3.8 or above. This student must also have completed the following courses:

Summa Cum Laude:
4 units of English
3 units of math
3 units of science
16 units of electives

GRADING SCALE

90-100:	A
80-89:	B
70-79:	C
60-69:	D
59 and below:	F

GRADUATION REQUIREMENTS

Class of 2024-2027

23 Units of Credit is a minimum for Graduation

4 credits English/Language Arts	3 credits Science
3 credits Math	3 credits Social Science
1 credit Physical Education/Health Education	1 credit Interactive Media
1 credit Fine Arts	7 credits Electives

Credits from Math, science, English and Social science are also counted as electives after the required courses have been successfully completed.

In the event the principal recommends any of the required courses be waived and a student be allowed to graduate, such recommendation will be made to the Board of Education prior to the beginning of the second semester, or in the case of transfer of a pupil, prior to the May meeting of the Board.

Class of 2028 and Beyond
25 Units of Credits is a minimum for Graduation

4 credits English/Language Arts	3 credits Science
3 credits Math	3 credits Social Science
1 credit Physical Education/Health Education	1 credit Principals of Marketing
1 credit Fine Arts	1 credit STEM (computer science, advanced math/science/technology/ag)
½ credit of Financial Literacy	7.5 credit Electives

Burlington High School will track students' acquisition of postsecondary assets.

At least two of these assets will need to be met for BHS graduation requirements.

Youth apprenticeships	SAT score (1200 or higher)
40 or more community service hours	Completing the Board of Regents Curriculum
Client-centered Projects	International Baccalaureate Exam (4+)
Workplace learning experience related to a student's IPS	Advanced Placement Exam (3+)
Industry-recognized certifications	CTE Scholar
Seal of Biliteracy	Eagle Scout or Gold Scout
ACT Composite (score of 21 or higher)	4-H Kansas Key Award
WorkKeys Level (Silver or higher)	Two or more high school athletics/activities
9+ college hours	JROTC
State assessment scores of 3 or 4 for math, ELA, science (showing College Readiness)	95% attendance in high school
ASVAB per the requirements of the military branch selected	Senior exit interview/senior projects
CTSO officers - state level only	

GRADUATION POLICY

- Students may not display items on their caps and gowns during the graduation ceremony.
- Only the following graduation cords may be worn during the graduation ceremony:
    - Cords given to students by BHS school-based organizations, honors programs, and clubs
        - Cords that are bought by Burlington High School, not the student
    - Concurrent/post-secondary cords (given to students from the individual institutions)
        - Allen County Community College
        - Flint Hills Tech
    - Outside organizations that meet KSDE graduation assets will be allowed:
        - 4-H Honor Cord and Kansas 4-H Key Award Recipient
        - Eagle Scout or Gold Scout
- Students will prove their behavior during the ceremony. This is a formal event that we want to be nice to all students.
- No horns or confetti of any kind will be allowed during the ceremony.
- All fees MUST be paid in full prior to taking part in graduation exercises/activities. Enrollment fees, sports fees, lunch fees, laptop fees, shop fees, property damage fees, etc.
- Exemptions under K.S.A. 60-5321

Any individual not following the rules set forth by the Board of Education and Administration will not be allowed to take part in graduation. Students will be asked to leave the premises if they do not follow the guidelines. They can pick up their diploma at the front office at the high school next week.

STUDENT DEBT/GRADUATION

Graduation exercises will be under the control and direction of the building principal. Students who are found to be in good standing will be allowed to take part in graduation activities. **Good standing is defined to be no disciplinary action pending, academically eligible, and all district debts paid.**

POWER CAP (Career & Academic Planning) ADVISORY CLASS

The class is for a quarter of credit for each semester. A student may receive two credits over 4 years. The class is not counting towards eligibility requirements for athletics purposes, but it will be counted in their GPA.

HIGH HONOR ROLL

A student must earn a minimum grade point average of 3.6**.** A student may not have an "incomplete," "non-credit" or "failing" in any class to be eligible for honors. All subjects will receive equal weight, regardless of time spent in class, or lab, non-lab status. A student must be enrolled in at least 5 class periods to be eligible for honors.

HONOR ROLL

A student must earn a minimum grade point average of 3.1. A student may not have an "incomplete", "non-credit" or "failing" in any class to be eligible for honors. All subjects will receive equal weight, regardless of time spent in class, or lab, non-lab status. A student must be enrolled in at least 5 class periods to be eligible for honors.

TRANSFER/ACCEPTANCE OF CREDIT

Burlington High School will accept all credit issued by a K-12 educational institution accredited by the Kansas Department of Education at the time of the student's enrollment in the school district. All credits will be converted to semester credit if it is earned in an alternative manner.

Burlington High School may accept all credits issued by a K-12 educational institution accredited by the State Department of Education of other states or territories of the United States at the time of the student's enrollment in the school district. All credits will be converted to semester credit if it is earned in an alternative manner. The principal will decide what credit is to be accepted.

Students transferring from non-accredited schools or entering with credits from schools, agencies or organizations not accredited by the Kansas Department of Education will be placed in grades/classes 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 decide grade level placement. Any credit awarded by the principal shall be recorded on the student's transcript as credit earned but shall not have a grade assigned to such credit.

Burlington High School will not accept credit from other schools, agencies or organizations for courses taught in the high school curriculum for students who are enrolled at Burlington High School unless prior permission to take the outside course is granted by the principal.

No credit will be allowed for courses constituting the graduation requirements of this school district earned in other schools, agencies or organizations after enrollment of the student in Burlington High School without the recommendation of the principal and the written approval of the superintendent.

HEALTH TESTS AND INOCULATIONS OF PUPILS

Unless provided otherwise here, all students enrolling in any district school shall provide the building principal with proof of immunization of certain diseases or give documents to satisfy state requirements. Booster shots mandated by the Secretary of the Department of Health and Environment are also needed.

Notice of this policy and the applicable state law shall be distributed to parents or guardians of current and prospective district students on or before May 15th of each school year. The superintendent shall issue a news release each August explaining the required inoculations and booster shots. Parents may delegate in writing their authority to consent to immunizations. At the beginning of a school year, school boards shall provide immunization information applicable to school age children to parents and guardians of students from six through 12.

The information on immunizations shall include:

1. A list of sources for more information; and

2. Related standards issued by the national center of disease control and prevention.

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

The above requirements are not to serve as barriers to immediate enrollment of students appointed as homeless or foster children as required by 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 documentation of inoculations.

Each principal shall send evidence of compliance with the inoculation law to other schools or school districts when requested by the school or by the student's parents/guardians and shall work cooperatively with local, county, and state health agencies to issue materials related to the availability of inoculation.

LUNCH

Burlington High School works during a closed lunch period. Students are to eat in the cafeteria each day.

- Students must stay on campus for lunch. They may buy food from the school cafeteria or may bring their lunch from home. Students may be allowed to leave school for lunch **ONLY** if there is a medical need or a special diet required by a doctor. A doctor's note is needed for these circumstances. Failure to bring a doctor's note will result in an unexcused absence.
- Students may not go to the parking lot. The parking lot is off-limits to students during lunch.

MEALS

All lunch lines offer a main entrée, bread, fruit, vegetables, milk and condiments. Students must take the main entrée plus 1 other item. Prices are to be announced.
A lunch count will not be taken. The cafeteria staff will estimate the amount of food needed. Be understanding if some food items run out, especially a second lunch.

SCHOOL BREAKFAST

School breakfast consists of:

2 oz (about 59.15 ml). bread OR 2 oz (about 56.7 g). Meat OR 1 oz (about 29.57 ml). bread and 1 oz (about 29.57 ml). meat
¾ cup juice and/or 1 cup fruit/vegetable
½ pint milk

Students must select at least 2 items.

Charging meals is discouraged. No extra portions, juice or milk may be bought unless there is money in the meal account. Students can charge 2 meals only before they are refused service. If a student or family needs to plan for payment, call the school office.

CAFETERIAL RULES

1. Be respectful to others and staff
2. Refrain from shouting, screaming, and talking loudly
3. Be in designated area
4. Keep food/paper off the floor—clean up after yourself
5. Help in stacking chairs at the end of lunch

FOOD DELIVERIES

Deliveries of food from local restaurants or fast-food businesses will not be delivered to school during school hours.

POWER HOUR

A one-hour lunch period in the middle of the day during which time all students will eat. This program creates opportunities to increase the instructional and extracurricular offerings available to Burlington High School students.

During FLEX Lunch, students will be able to:

- Take advantage of academic programs, such as tutoring, remediation, and instructional enrichment activities.
- Study and complete homework assignments, make-up quizzes, and tests.
- Join extracurricular programs and attend club meetings.
- Participate in leadership skills building opportunities.
- Utilize computer labs and the media center to complete research, type papers, or use the Internet.

Foster positive relationships with administrators, teachers, and other students.

UNAUTHORIZED USE OF ELECTRONIC DEVICES

Students are prohibited from using or accessing personal electronic communication devices during the school day while on district owned or operated property, except as expressly permitted by this policy or by law. This policy does not apply to any virtual school, as defined by Kansas law. When personal electronic communication device use is not permitted, students are allowed reasonable access to a school-provided telephone or communication device during the school day to contact a parent or person acting as a parent.

Device Storage

All student personal electronic communication devices shall be powered off and securely stored away from the student person in an inaccessible location during the school day, unless an exception applies to this requirement as specified in this policy. Students will have the option to store all devices in an assigned space, such as a school-issued locker.

Students may choose not to bring personal electronic communication devices to school by leaving such devices at home or in a vehicle, including a vehicle located on school premises. As students will not have the ability to access or use such devices during the school day, students are encouraged to leave any personal electronic communication devices not necessary for the implementation of their Individualized Education Program (hereafter "IEP") or Section 504 accommodation plan (hereafter "504 plan"), communication during their commute to or from school, for work, or learning experience that is not located on the school premises at home. If students elect to leave such devices in their vehicle, students are encouraged to lock their vehicles to protect against theft of or damage to the devices. Kansas law provides that the board, school district employees, and/or any agents thereof shall not be liable for any damage to personal electronic communication devices or for storage of such devices that are brought to school.

The superintendent or superintendent's designee(s) shall develop procedures to ensure all personal electronic communication devices are turned off and securely stored away from the student's person in an inaccessible location during the school day. Such procedures shall be included in student handbooks as adopted by the board and communicated to students and parents/guardians as deemed appropriate by district administration.

Definitions

For purposes of this policy, the following definitions apply:

"Personal electronic communication device" is any wireless electronic communication device that both provides for voice, text, or video communication between two or more parties, including, but not limited to, a mobile or cellular phone, tablet, computer, watch, wireless headphones or earbuds, text messaging device, or personal digital assistant; and is not owned or issued to students by the school district.

"School day" is the time from the start of school until dismissal at the end of the day on the school premises, including, but not limited to, the time in any classroom, structured or unstructured learning setting, recess, lunch or passing period. The term "**school day**" excludes any time associated with a student's travel to or from a learning experience that is not located on the school premises, including any postsecondary educational course, career technical education course, work-based learning program, or other alternative educational opportunity.

Permitted Exception

A student may be permitted to use a personal electronic communication device during the school day under the following circumstances.

Any student may use a personal electronic communication device during the school day if it is the intervention of last resort such that there is no other reasonable alternative option available for such student, and the use is either:

- Required for the implementation of a student's IEP or 504 plan; or
- Approved by a licensed physician as a medical necessity to support the health or well-being of the student.

Use During School-Sponsored Activities Before and After the School Day

Students will use or access personal electronic communication devices during school-sponsored activities, programs, or events occurring before and after the regular school day, subject to district-approved procedures, event-specific rules, and staff direction.

Enforcement and Disciplinary Action

Violations of this policy will result in disciplinary action in accordance with the district's student code of conduct. Disciplinary measures may include, but are not limited to, confiscation of the device through the end of the school day, referral to administration for determination of appropriate consequence, parental notification, or other appropriate disciplinary response, up to and including suspension and/or expulsion from school.

Discipline shall be applied in a nondiscriminatory manner and shall not interfere with rights provided under an IEP, 504 plan, or applicable law.

Administrative Procedures, Directives and Approvals

The superintendent or designee(s) may develop administrative procedures and provide directives necessary to ensure consistent implementation of this policy and any board approved regulations and handbooks across district buildings, so long as such procedures and directives are not in conflict with board approved policy, regulation, or handbook language.

If you believe your student needs access to a personal electronic communication device during the school day for the implementation of an IEP or Section 504 plan; or due to a medical necessity approved by a licensed physician, please contact the building principal, Section 504 coordinator, or special education coordinator.

UNAUTHORIZED USE OF ELECTRONIC DEVICES CONSEQUENCES

- First Offense- **1 Point**
  - Warning
  - Parents notified
  - Parent must pick up the device
- Second Offense- **2 Points**
  - Cell phone turned into the office
  - Parent must pick up the device
  - One day of ISS
- Third Offense- **3 Points**
  - Cell phone turned into the office
  - Parent must pick up the device
  - One day of OSS
- Fourth Offense-
  - Device(s) no longer allowed in school
  - Potential long-term OSS
  - Parent meeting

No videoing or taking pictures will be allowed at any time during the school day without prior approval.

Personal cell phones and other electronic devices brought to school are subject to search without warning when the administration has reasonable suspicion that the general welfare or safety of students is threatened by the information contained on the device. To bring personal electronic devices to school, consent must be given to seize and search for the device for content that is prohibited by school or district policy. Refusal to give a search may result in disciplinary action and referral to law enforcement.

SEARCH AND SEIZURE

To maintain order, discipline, and safety within the school environment, school officials are authorized to conduct searches of students and school property when reasonable suspicion exists.
Students who bring contraband onto school property or to school-sponsored activities may be subject to searches to:

- Protect the safety of students, staff, and visitors
- Preserve an environment conducive to learning
- Prevent harmful or disruptive behavior related to contraband

The administration may use:

- Reasonable suspicion searches
- Metal detectors
- Trained canines

as necessary to support the objectives of this policy.
A student's refusal to submit a lawful search or seizure under this policy may result in disciplinary action up to and including expulsion.

MINOR & MAJOR POINTS INFORMATION

Burlington High School will promote expected behaviors. Students who are unable to follow the behavior expectations of the school will be issued by Minors and Majors.

A Minor is a report given to the office by a teacher describing a student's inappropriate behavior. Teachers will communicate with students about their behavior, provide corrective expectations, and tell parents about the incident. If a Major is issued by a teacher, the student will discuss their behavior with an administrator and may receive behavior points and detention based on the actions. Three minors in a three-week time will result in office-issued detention.

BHS BEHAVIOR CODE AND POINT SYSTEM
- If a student accumulates 7 or more points, he/she will be given an in-school suspension (ISS) for 1-2 days and a conference with the parent and student will be arranged.
- If a student accumulates 12 points, he/she will be given an out-of-school suspension (OSS) for 2-3 days.
- If a student accumulates 15 or more points, he/she will be given an out-of-school suspension (OSS) for 3-5 days and recommended for long-term suspension or expulsion.

*To promote student accountability and responsibility, students are given an opportunity to earn back points through community service. The principal will approve/assign all community service. One hour of service will be equivalent to one point. All quality and quantity of service will be verified. ***A maximum of 7 points of service can be done per year.*** Once a student reaches fifteen points, they are not eligible to make up points.

Administrative Management Behavior Burlington High School	**Guidelines for Consequences**
Weapons violation	Long term suspension/expulsion
Setting a fire	Long term suspension/expulsion
Terroristic threat	Long term suspension/expulsion
Selling or asking for the sale of illegal drugs on school property	Long term suspension/expulsion
Knowingly having or using illegal drugs	Suspension/ Long term suspension / expulsion
Alcohol use/distribution	Suspension/long term suspension

Alcohol use/possession	Suspension/long term suspension
Fighting or provoking a fight	Suspension
Tobacco/Electronic or Vaping devices	Suspension
Theft	Suspension
Threat	Suspension
Disrespect & Insubordination	Detention/suspension
Destruction of Property/Vandalism	Detention/suspension
Intimidation of Student/Harassment/Bullying	Detention/suspension
Disruptive Behavior	Detention/suspension
Skipping Class or School	Detention/suspension
Hazardous Driving	Detention/suspension
Inappropriate Language	Detention/suspension
Failure to follow reasonable request from administrator	Detention/suspension
Failure to follow reasonable request from teacher or other staff member	Detention/suspension
Repeated violations of school regulations	Detention/suspension
Parking Violation	Detention/suspension
Bus Referral	Detention/suspension
Other Violations, such as:	Detention/suspension
Display of Affection	Detention/suspension
No materials or homework	Detention/suspension
Computer network violation	Detention/suspension
Lying	Detention/suspension
Cheating	Detention/suspension
Excessive tardies	Detention/suspension
Food/Drink Violations	Detention/suspension
Cellular Phones	Detention/suspension

Level	Interaction	Description of Offense	1st Referral	2nd Referral	3rd Referral	4th Referral	5th Referral
Minor 1pts	Hits/Touches Other (Horseplay)	One or more students making physical contact such as light tapping or pushing that does not harm or injury to each other or the school environment	Warning[1]	Teacher Calls or Meets with Parents (24hr. notice)	One week of lunch detention	Two weeks of lunch detention	Admin
Minor 1pt	Failure to Comply	Failure to respond to schoolwide and classroom expectations and/or direction of an adult	Warning[1]	Teacher Calls or Meets with Parents (24hr. notice)	One week of lunch detention	Two weeks of lunch detention	Admin
Minor to Major 1-5pts	PDA (Public Display of Affection	Students take part in kissing, inappropriate touching, or suggestive dancing after a first warning. Majors can be assigned without warning if it is considered severe.					
Minor* 1-5pts	Property Misuse/Abuse (School/Personal)	Willful destruction or defacement of property Includes vandalism. Include cell phone usage in the classroom.	Teacher/ Administration Calls or Meets with Parents (24hr. notice)	Teacher Calls or Meets with Parents (24hr. notice)	One week of lunch detention	Two weeks of lunch detention	Admin
Major* 1-5pts	Willful destruction or defacement of property. Includes vandalism. More significant than minor- Administrative Discretion	Call to Office/ Parent Contact/ Administrative Referral					
Minor* 1-5pts	Inappropriate Language or Obscene Gesture (Profanity or Slander)	A verbal message or using words in an inappropriate way or in such a manner that doesn't positively affect the student environment.	Teacher/ Administration Calls or Meets with Parents (24hr. notice)	Classroom Detention[2]	One week of lunch detention	Two weeks of lunch detention	Admin
Major* 1-5Pts	Intentional Inappropriate Language or Obscene Gesture (Profanity or Slander) that is directed at an individual/group	A verbal message or using Words in an inappropriate way or in such a manner that doesn't positively affect student environment that is directed at an individual or group	Call to office/ Parent Contact/ Administrative Referral				

Minor* 1pt	Disrupting the Learning of Others	Behavior causes an interruption of class activities.	Warning[1]	Teacher Calls or Meets with Parents	One week of lunch detention	Two weeks of lunch detention	Admin
Major* 2-5pts	Disrespect	Intense spoken, written, or non-verbal communication that insults, mocks, belittles or slanders another person. Excessively argumentative after redirection and lying.	Call to Office/ Parent Contact/ Administrative Referral				
Minor 1pt	Computer/Network Violation	Inappropriate use of the school computer, network system, email, etc.	Warning[1]	Teacher Calls or Meets with Parents (24hr. notice)	One week of lunch detention	Two weeks of lunch detention	Admin
Major* 2-5pts	Computer/Network Violations		Call to Office/ Parent Contact/ Administrative Referral				
Minor* 1pt	Cheating/Plagiarism	Cheating on classroom assignments- copying answers, providing answers, changing answers while grading or claiming someone else's work as your own.	Teacher Calls or Meets with Parents (24 hr. notice) Assignment redone at time arranged by teacher Classroom Referral	One week of lunch detention	Admin		
Major* 1-5pts	Any type of cheating that occurs in relation to a formal academic exercise. It can include plagiarism, deception, bribery, or sabotage	Call to Office/ Parent Contact/ Administrative Referral					
Major 1-15pts	Theft	Intentionally taking someone else's property for personal gain.	Call to Office/ Parent Contact/				

			Administrative Referral				
Major 1pt	Leaving the classroom, building, or campus without permission	Leaving (or not returning to) class or campus without permission of teacher/administration	Call to Office/ Parent Contact/ Administrative Referral				
Major 3-5pts	Fighting	An unwanted physical altercation between two or more parties in which physical harm is intended.	Call to Office/ Parent Contact/ Administrative Referral				
Major 1-15pts	Threat	Threatening/blackmailing/bullying another student or staff member. (may include social media or technology)	Call to Office/ Parent Contact/ Administrative Referral SRO Notified				
Major 1-15pts	Intimidation/Bullying/Harassment		Call to Office/ Parent Contact/ Administrative Referral/ SRO Notified				
Major 3-5pts	Possession of Tobacco Product including vapes	Possession of illegal contraband.	Call to Office/ Parent Contact/ SRO Notified 2 OSS	Call to Office/ Parent Contact/ SRO Notified 4 OSS (ticket)	Call to Office/ Parent Contact/ SRO Notified DPH (ticket)		
Major 5-15pts	Alcohol	Possession of or under the influence	Call to Office/ Parent Contact/ SRO Notified 3 OSS	Call to Office/ Parent Contact/	Call to Office/ Parent Contact/ SRO Notified DPH (ticket)		

				SRO Notified 5 OSS (ticket)			
Major 5-15pts	Drugs	Selling, Possession, or under the influence of illegal drugs	Call to Office/ Parent Contact/ SRO Notified 5 OSS	Call to Office/ Parent Contact/ SRO Notified DPH (ticket)			
Major 10-15pts	Extreme Misconduct		Call to Office/ Parent Contact/ SRO Notified 5 OSS				
Major 15pts	Weapons	Possession of a Weapon	Call to Office/ Parent Contact/ Administrative Referral SRO Notified				

OTHER BEHAVIOR THAT MAY RESULT IN SUSPENSION/EXPULSION

In addition to the point of system, the following behaviors are specifically addressed and may be grounds for discipline up to and including suspension or expulsion from school and/or referral to law enforcement.

A. Disruptive Behavior

Any behavior that substantially disrupts or obstructs the lawful mission, process or function of the school is prohibited.

B. Damage To/Or Destruction of School Property

A student shall not intentionally cause or try to damage or steal school property.

C. Damage To/Or Destruction of Private Property

A student shall not intentionally cause or try to cause damage to private property or steal or try to steal private property either on the school grounds or during a school activity, function or event off school grounds.

D. Weapons and Dangerous Instruments

A student shall not knowingly own, handle, use or send any object that can reasonably be considered a weapon on the school grounds or off the school grounds at a school activity, function or event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon. Possession of the following weapons will result in expulsion from school for a period of one calendar year:

- Firearms. For purposes of this policy, the term "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or silencer, or any destructive device.
- Destructive Devices. For this policy's purposes, the term "destructive device" means any explosive, incendiary or poison gas: bomb, grenade, rocket, or missile with a propellant, explosive or incendiary charge, mine or another device like these devices.
- Any bludgeon, sand club, metal knuckles, or throwing star; and
- any knife, commonly referred to as a (switch-blade), which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement; (**Any knife that opens automatically by pressure applied to a button (switchblade) or any knife that opens, falls or is ejected into position by force of gravity.)**
- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a "stun gun"

The superintendent may recommend that the one calendar year expulsion requirement be changed on a case-by-case basis.

E. Narcotics, Alcohol, Beverages and Intoxicant Drugs

A student shall not have, sell, use, distribute or be under the influence of any illicit drug, controlled substance, alcoholic beverage or intoxicant of any kind

1. On the school grounds during, before or after school hours.
2. On school grounds at any other time when the school is being used by any school group; or
3. Off the school grounds at a school activity, function or event

Possession, use and or being under the influence of a controlled substance by a student shall only be allowed if such substance was:

1. Obtained directly from or per a valid prescription order, issued to such student from a person licensed by the state to dispense, prescribe or administer controlled substances.
2. In the case of use or possession, approved and administered at all, following board policy JGFGB and or JGFGBA
3. Used, if at all following label directions
4. In the case of use or possession, approved and administered at all, following board policy JGFGB and or JGFGBA
5. Used, if at all by label directions

F. Other Items Not Allowed in School

1. Items that tend to disrupt classes, i.e., electronic devices; cellular telephones, mobile tablets, skateboards, water guns, toys, fidget devices, etc. (items will be confiscated)

2. Tobacco, vaping devices, nicotine delivery devices, and electronic cigarettes.
3. Laser pointers (unless approved for a presentation).

Possession of these items without express prior approval may result in confiscation of the item and/or other disciplinary measures such as suspension/expulsion.

The use of personal digital electronic devices may be allowed for instructional support purposes. Failure to follow reasonable use as defined by the school will result in failure of the privilege to use such a device.

G. Discriminatory Conduct and Harassment

Conduct which discriminates against another individual in the school based on sex, race, color, national origin, religion, sexual orientation or disability is strictly prohibited. A copy of specific regulations concerning sexual harassment and racial harassment is found elsewhere in this handbook and should be carefully reviewed by students.

SUSPENSION AND EXPULSION PROCEDURES

Kansas Statutes find reasons for the long-term suspension or expulsion of pupils as well as certain procedural safeguards in the implementation of long-term suspensions or expulsions.

Reasons for Suspension or Expulsion

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

- Willful violation of any published, adopted student conduct regulations.
- Conduct that substantially disrupts, impedes, or interferes with school operation.
- Conduct which endangers the safety or substantially impinges or invades the rights of others.
- Conduct that is the commission of a felony.
- Conduct that is the commission of a misdemeanor, at school, on school property, or at a school event:
- Disobedience of an order of a school authority if the disobedience may result in disorder, disruption, or interference with school operation.
- Possession of a weapon at school, on school property, or at a school-sponsored event,

Rules Which Apply in all Cases When a Student May be Suspended or Expelled

- Refusal or failure of the student and/or the student's parents to attend the hearing shall result in a waiver of the student's opportunity for the hearing.
- Students who are suspended for more than 10 days (about 1 and a half weeks) or expelled from school may appeal to the Board within 10 calendar days of receiving written notice of the hearing results.
- A student suspended for more than 10 school days or expelled from school shall be provided with information concerning services or programs offered by public and private agencies which provide services to improve the student's attitude and behavior.
- A student who has been suspended or expelled shall be notified of the day the student can return to school.
- If the suspension or expulsion is not related to a weapons violation, the principal may set up requirements relating to the student's future behavior at school and may place the student on probation.
- If the expulsion is related to a weapons violation, the superintendent may prove right requirements relating to the student's future behavior at school and may place the student on probation.
- The days a student is suspended or expelled are not subject to the compulsory attendance law.
- Only schools day in session count toward serving suspension days.
- During the time a student is suspended or expelled from school, the student may not:
    - ***Be on school property or in any school building without the permission of the principal.***
    - ***Attend any school activity as a spectator, participant or observer.***

SUBSTANCE ABUSE POLICY

The use or possession of intoxicating beverages, tobacco in any form including electronic nicotine or other substance delivery devices, vaping in any form, illegal drugs, or prescription drugs without correct medical prescription while participating in interscholastic sports and/or KSHSAA sponsored activities, or other intra-curricular (FCCLA, FBLA, FCA, FFA etc.) activities is prohibited. Extra and Intra - Curricular activities are a privilege to take part in, and if a student chooses to abstain from the following policy, they relinquish their ability to take part in any extra-curricular events. This includes, but is not limited to, taking part in sports as an athlete or spectator, theatre performances, school dances, including prom, and school clubs. The Burlington High School policy for drug (controlled substances), alcohol, tobacco, or any other substance listed above prohibits:

- The possession, use, consumption or sale of drug, alcohol, and tobacco or their affiliated paraphernalia on school property or at school activities.
- Any student who comes onto school property or attends school activities under the influence of controlled substances as defined above.
- Any student who has substances, residue or paraphernalia in their vehicle, on their person or in their belongings while at school or on school grounds.

DRUG TESTING PROCESS

The purpose behind USD 244 Random Drug Testing is to provide a safe and drug-free educational setting for all students. This testing policy is designed to help students manage social and peer pressure that may lead to the use of illegal substances. Our Mission is to help guide students in positive decisions and provide a proactive platform in the battle against substance abuse.

1. Kansas Drug Testing Facility will randomly select students for testing throughout the school year. Hair samples will be the testing method used for all tests started through this program. All individuals taking part in any intra, or extra-curricular activity must be signed up for testing process by 1st day of attendance each year.

2. Kansas Drug Testing will be on-site on the day of sampling to conduct all sampling procedures. Kansas Drug Testing will collect, seal and transport all samples to the lab testing facility. USD 244/BHS administration or employee designees will NOT be involved in any process in the sampling procedure. Parents/Guardians who have requested notification of testing of their student will be given no less than twenty-four hours (24) notice that a sample will be collected from the student. Parents/Guardians who wish to see the collection of the sample may do so by informing the Principal, Assistant Principal, or their designees of their intent to see sample collection no less than four hours before the designated collection time. Parents/Guardians who attend the testing shall not be permitted to participate in the sample collection and may only observe the collection.
3. The collected samples will be the responsibility of Kansas Drug Testing and will be sent to the lab by Kansas Drug Testing. BHS/USD 244 will not be involved in any process involving the sample. No other lab will be used.
4. Parents/Guardians will be contacted by the Assistant Principal by phone for any positive test results.
5. Students who test positive will meet with their parents/guardians and the Principal or Assistant Principal to review results and policy implementation.
6. A FIRST positive test result will result in the following consequences:
    a. Suspension for 14 consecutive calendar days from all districts for extra-curricular activities. Students are expected to continue practicing with the team/organization but will not attend competitions/activities outside of practice during this time.
    b. Burlington High School will cooperate with the student and the parents/guardians by providing information regarding drug education and/or treatment program options.
    c. Students must complete Alcohol/Drug Information Session or Drug Evaluation Assessment or produce verified enrollment.
    d. All requirements must be accompanied with proof of completion or enrollment prior to being reinstated to activity participation.
    e. Follow up drug test(s) will occur in 90–100-day increments.
7. A SECOND positive test result will result in the following consequences:
    a. A one calendar year suspension, either as a participant or as a spectator from all district activities. To be reinstated after serving the one calendar year's suspension, the student must successfully pass a drug test administered by the school.
    b. The student will also be required to complete an additional, mandatory drug awareness course through the judicial court system and/or drug rehabilitation program. This course must be completed prior to being reinstated.
8. A THIRD cumulative positive test result will result in the following consequences:
    a. Elimination from all activities for the remainder of their school career
    b. Student will be required to enroll in full substance abuse counseling treatment program

c. Upon completion of the full program, student / parent can petition USD 244 BOE for reinstatement of activity programs. Proof of program completion must be submitted for evaluation of BOE for reinstatement.
d. If reinstated, students will be subject to testing at any time.
e. Any future positive test results will result in the elimination of all activity participation without the possibility of reinstatement.

9. Burlington High School/USD 244 will work with students and parents to secure a suitable program for rehabilitation services.
10. Positive test results are considered cumulative for a student's high school career.
11. Failure to comply with any of the above interventions will result in the student losing his/her privilege of participating in extracurricular athletics/activities, participating in school organizations, attending school functions and attending school field trips while a student at Burlington High School.
12. Test results will be available only to the student, the parents/guardians, and to school officials who have a legitimate need to know.
13. Once a student has been tested and the results have been returned negative, his/her number is placed in the random pool for further testing. Therefore, it is possible that a student may be tested more than once during the school year and several times during their four years at Burlington High School.
14. If parents/guardians question the validity of the test results, they may request a second test to be administered on the same specimen at their own expense, provided there is sufficient hair remaining from the first sample. If not, a new sample will be collected within 5 days of the written challenge to the original test results. Test results may be challenged in writing by parent/guardian within 72 hours (about 6 days) of notification of failed test results.
15. Refusal, after being randomly selected, by any student to submit to a drug test will constitute a failed drug test, and the listed consequence will be enforced.

Use, consumption of, and/or possession of any drug, alcohol and/or tobacco on school property is prohibited and is subject to the disciplinary actions outlined in this handbook.

This policy does not supersede the BHS discipline code. Students in violation of Discipline Code policy, specifically violations at school, are subject to school discipline code and substance abuse policy. i.e., Students found in possession of drug/alcohol/tobacco etc. – are subject to suspension/expulsion under BHS discipline code and are subject to suspension from extra – curricular activity suspension based on substance abuse policy (1st, 2nd or 3rd offense). Each discipline occurrence will be served independently.

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 about educational records which are kept and maintained by Unified School District No. 244. In accordance with FERPA, you are required to be notified of those rights which include:

1. The right to review and inspect all your educational records except those which are specifically exempt. Records will be available within 45 days (about 1 and a half months) of the day the district receives a 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 other persons will occur only if:
3. We have your prior written consent for disclosure.
4. the information is considered "directory information" and you have not objected to the release of such information; or
5. Disclosure without your prior consent is permitted by law. The district may disclose personally identifiable record information without your consent as follows:
6. 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 to fulfill his or her professional responsibility.
7. To officials of another school district in which your child seeks to enroll or intends to enroll. The district will forward the records to officials of other schools or school systems in which the student intends to enroll without further notice.
8. To authorized persons to whom a student has applied for or from whom a student has received financial aid
9. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statutes

10. To organizations conducting studies for educational agencies for the purpose of developing, validating or administering student tests or programs
11. To accrediting organizations
12. To parents of a student 18 years of age if parents claim the student as a dependent for income tax purposes
13. To appropriate persons if knowledge of any information is necessary to protect the health or safety of the student or other persons in an emergency
14. To an agency caseworker or representative of a state or local child welfare agency or tribal organization who the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student and when any further disclosure of such information thereby will be limited in accordance with the law
15. In compliance with a lawfully issued subpoena or judicial order

Photography at school: School staff will discourage digital and other photos or videos being taken in school by students or staff, due to privacy concerns. Students and staff should not photograph, film, or participate in being photographed or filmed at school unless the photographs are for official or authorized school publications, school designated projects or broadcasts. Students and staff who choose to ignore this guidance could face legal or disciplinary consequences.

DIRECTORY INFORMATION

For purposes of FERPA, Unified School District No. 244 has designated certain information contained in educational records as directory information which may be disclosed for any purpose without your consent. This information 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, photographs, and parent or guardian.

You have a right to refuse to permit the designation of any or all the above information as directory of information. If you refuse, you must file written notification to this effect with Unified School District No. 244 at the building office on or before August 15, of the current year. If a refusal is not filed, Unified School District No. 244 assumes you have no objection to the release of the directory of information designated.

STUDENTS WITH DISABILITIES

It is the policy of the Board of Education to provide a free and appropriate public education to each student with a disability within its jurisdiction, regardless of the nature or severity of the disability.

It is the intent of the district to ensure that students with a disability within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Act (IDEA) are identified, evaluated and provided with appropriate educational services.
Students with disabilities and their parents may have a right to a due process hearing to challenge decisions of the school. For questions about these rights, contact the Superintendent, coordinator of Section 504 activities or the Director of Special Education.

REFERRAL PROCESS

A referral for a comprehensive evaluation shall be made whenever screening or pre-assessment indicates a child may be exceptional. In addition, the 90-day notice from an infant and toddler program under Part H of the federal Individuals with Disabilities Education Act (IDEA) shall constitute a referral for a comprehensive evaluation. For obtaining a comprehensive evaluation under IDEA, contact the Special Education Director, Lindsey Graf, at 301 Neosho, Burlington, KS. 66839 Phone: (620) 364-5151.

DISCRIMINATION PROCESS

In compliance with the federal and state regulations, school policies and administrative regulation, all students, parents, and employees are informed that the Burlington Unified School District No. 244, located at 301 Neosho, Burlington, Kansas 66839, shall not discriminate based on sex, race, color, national origin, sexual orientation or disability in the educational programs or activities which it operates. Specific regulations concerning Sexual Harassment and Racial Harassment are identified as follows:

Sexual Harassment-ALL Specific information is found in the KSDE Policy manual under JGEC (Place refer to the state manual).

RACIAL AND DISABILITY HARRASSMENT

Discrimination or harassment based on race, color, or national origin ("racial harassment") or based on disability ("disability harassment") shall not be tolerated in the school district. Racial or disability harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Racial harassment is unlawful against discrimination because of race, color, or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination based on disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee, or third party (visitor, vendor, etc.) to harass any student, employee or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to not investigate or refer for investigation; any complaint lodged under this policy.

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

Affords a student with different treatment, solely based on race, color, national origin, or disability, in a manner which interferes with or limits the ability of the student to take part in or benefit from the services, activities or programs of the school.

Is sufficiently severe, pervasive, or persistent to have the purpose or effect of creating a hostile academic environment; or

Is sufficiently severe, pervasive, or persistent to have the purpose or effect of interfering with a student's academic performance or ability to take part in or benefit from the services, activities, or programs of the school.

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

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

Any student who believes he or she has been subject to racial or disability harassment or has seen an act of alleged racial or disability harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of racial or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building's principal is the alleged harasser, the complaint shall be reported to the district's compliance coordinator. The building principal shall discuss the complaint with the student to find out if it can be resolved. If the matter is not resolved to the satisfaction of the student in this

meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial or disability of harassment under the definition outlined above. Unacceptable student conduct may or may not constitute racial or disability of harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct. The discipline of a student for violation of any provision of the code of student conduct may be enhanced if the conduct is racially or disability motivated.

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

An employee who witnesses an act of racial or disability harassment shall report the incident to the building principal. Employees who do not report complaints or incidents of racial or disability harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of racial or disability harassment may also face disciplinary action.

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

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

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

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

USD #244 BURLINGTON SCHOOLS BULLYING POLICY STATEMENTS

Bullying Policy Statements

- It is mandated by K.S.A. 72-8256 that every school district in Kansas develop a district policy on bullying prevention, create a bullying implementation plan, and train all staff and students in bullying prevention.

- Any form of **intimidation** or **harassment** prohibited by the Board of Education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205 and amendments thereto.

Bullying Definition: A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other people, and he or she has difficulty defending himself or herself.

This definition includes three important components:

1. Bullying is an aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Forms of bullying

- **Physical:** Physical bullying involves harmful actions against another person's body. Examples include biting, kicking, pushing, pinching, hitting, tripping, pulling hair, any form of violence or intimidation. Physical bullying also involves interference with another person's property. Examples include damaging or stealing.
- **Verbal bullying involves speaking to or about a person in an unkind way.** Examples include sarcasm, teasing, put-downs, name-calling, phone calls, spreading rumors, or hurtful gossip.
- **Emotional:** Emotional bullying involves behaviors that upset, exclude, or embarrass a person. Examples include nasty notes, saying mean things using technology (e.g., cyberbullying using emails, instant messaging), chat rooms, tormenting threats, humiliation, or social embarrassment.
- **Sexual:** Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behavior. Examples include sexual comments, abusive comments, and unwanted physical contact.
- **Racial:** Racial bullying involves rejection or isolation of a person because of ethnicity. Examples include gestures, racial slurs or taunts, name-calling, making fun of customs/skin color/accent/food choices.

PARENT RESPONSIBILITY

Make sure that you or your student contacts the building principal in a timely manner. If bullying occurs all year long and it is reported in May, it is difficult to assign consequences.

- Encourage your students to have open communication with you, so that if they are too intimidated to make a report, you will help them use one of the available methods below.
- Remember that bullying is a pattern, and documentation must be present to find a solution.
- Review the School Responsibilities section on this page, so you will know what to expect in the way of action from the school.
- Work with your building principal. Bullying our children is a frustrating matter. The more documentation and teamwork applied, the sooner the student will have desired results.

STUDENT RESPONSIBILITY

- Ask the individual to stop the behavior
- Tell an adult, preferably your parent, your teacher, your principal, or the school counselor, preferably within 48 hours (about 4 days) or less
- Make sure to provide all the details of the situation
- **I am too afraid to report because the situation may get worse;** it is important to remember to stop bullying. Retaliation is not permitted and carries severe consequences for someone who has been disciplined for bullying.

SCHOOL RESPONSIBILITY

We want to partner with parents and the community to stop bullying our children. It is important to remember that while we take all bullying complaints seriously, sometimes it takes time to get the desired result. Communication with the building principal and documentation is key to stopping this behavior.

Staff Members- Any district staff member that receives a report or witnesses of bullying needs to be sure that it is documented on the district form and send that form to the building principal.

Building Principal- Building principal will perform the following duties upon receiving a report of bullying from a student, staff member, or parent:

- Ensure that the proper documentation has taken place such as the bullying form
- Investigate the incident and document further findings
- Discuss with the involved students individually
- Interview any witnesses
- Interview the involved students together (only if appropriate)
- Review the definition of bullying and assign consequences according to the handbook if bullying is found to have taken place
- Discuss with students that retaliation is not tolerated
- Set up counseling with one or all students as needed
- The building principal will review the bullying policy and the duty of staff to report on a regular basis with all staff
- The building principal will pass on written reports of bullying to the next building level principal, to ensure that problems that exist for years between students are always documented

REPORTING BULLYING

- Tell school personnel, preferably the principal, but if not, an adult you trust
- Ask to fill out a bullying form in the office, or with the counselor or download it from this site and fill out with your parents. It should be returned to the principal via email, or hand delivery
- Parents can set up an appointment with the principal, by calling the school office
- Report bullying by texting your report to bullying@usd244ks (about 6 days).org, emailing your report to bullying@usd244ks (about 6 days).org, or leaving a message at 620-364-4700.
- Principals will use the definition of bullying to determine whether an incident qualifies as bullying
- Timeliness is critical when reporting bullying. If one incident happens in August and is not reported until January, it is difficult to establish a bullying pattern and assign consequences
- Save any physical evidence of bullying including any forms of communication where bullying is taking place
- If you have any questions, please contact the building administrator.

PUBLIC CONDUCT ON SCHOOL PROPERTY KGDA

The superintendent or the superintendent's designee may deny access to the school buildings, facilities, and/or grounds of the district to persons who have no lawful business to pursue at the school, persons who are acting in a manner disruptive or disturbing to the normal educational functions of the school, or persons who are on school property in violation of Board and/or building policy. Administrative personnel may demand identification and evidence of qualification for access to anyone desiring to use or come upon the premises of the school or facility.

Persons, including parents or persons acting as parents, who have legitimate reasons for being on school property must nevertheless abide by policies adopted by the board and building policies specifically applicable to each school. Such building policies shall be published annually in the school handbook and shall be posted at the school in a conspicuous place visible to all who enter the premises. Visitors must secure and wear a visitor pass to enter school buildings during the school day.

Anyone who refuses or fails to leave district buildings, facilities, and/or grounds after being requested to do so by an authorized district employee shall be trespassing in violation of Kansas law. In such a case, the police will be contacted, and arrest and criminal charges may result in an accident.

The administration will determine if the individual who has been asked to leave a district building, facility, or grounds is allowed to return in the future. If the individual is not returning in the future, the appropriate "Trespass Notification" is to be sent to the individual.

Approved: 7/10/17

HAZARDOUS WASTE

- When hazardous waste material is produced in a class, or otherwise located in the district, its disposal shall be in accordance with state and federal laws, rules and regulations.
- No employee shall bring hazardous material to school without the prior approval of the supervisor. Such material shall be in an appropriate container and properly labeled.
- If an employee discovers waste material, which is or may be hazardous, he/she should notify his/her supervisor immediately.
- Hazardous wastes include, but are not limited to, wastes that are flammable, corrosive, infectious, highly reactive or toxic.
- Hazardous waste must be placed in an appropriate container affixed with a hazardous waste label that lists the specific contents.

- Unlabeled containers whose contents are undetermined, and that may contain hazardous substances shall not be put in trash containers.
- All hazardous waste must be properly labeled and stored appropriately until it can be disposed of properly. Placing them in trash containers or the sewer system is not an acceptable disposal method.

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. 72–8222, 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

GAAF Emergency Safety Interventions GAAF-2

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. 72-1046(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 of 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

GAAF Emergency Safety Interventions GAAF-3

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 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.

GAAF Emergency Safety Interventions GAAF-4

  - 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 affect 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 because of ESI. The existence of such a 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

GAAF Emergency Safety Interventions GAAF-5

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 always hear them.
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 a room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.
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. The district and building administration shall make the determination of the intensity of training required by each position.

GAAF Emergency Safety Interventions GAAF-6

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 designer shall notify the parents on 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 contact method 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

GAAF Emergency Safety Interventions GAAF-7

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 on 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

GAAF Emergency Safety Interventions GAAF-8

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 regarding law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all 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 designer shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

GAAF Emergency Safety Interventions GAAF-9

Reporting Data

The 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 it. A parent may request such a 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 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, the team shall discuss and consider 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 for team meetings, the private school shall help facilitate such meetings.

GAAF Emergency Safety Interventions GAAF-10

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 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. If 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.

GAAF Emergency Safety Interventions GAAF-11

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. Such investigators 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 (about 4 and a half weeks) 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.

ABOUT POLICY

The superintendent shall report any unresolved complaints about policies to the board at the next regularly scheduled board meeting.

ABOUT CURRICULUM

The superintendent shall report a failure to resolve any complaint about curriculum to the board at the next regularly scheduled board meeting.

ABOUT INSTRUCTIONAL MATERIALS

The building principal shall report any unresolved complaint about instructional materials to the superintendent immediately after receiving the complaint.

ABOUT FACILITIES AND SERVICES

The superintendent shall report any unresolved complaint about facilities and services to the board at the next regularly scheduled board meeting.

ABOUT PERSONNEL

The superintendent or the building principal involved shall report any unresolved complaint about personnel to the board at the next regularly scheduled board meeting.

Specific complaints of alleged discrimination under Title VI (race, color or national origin), Title IX (sex) and Section 504 (disability) should be referred to the school district's discrimination coordinator under each of these laws:

Donalyn Biehler
Superintendent
301 Neosho

Burlington, KS 66839
620-364-8478

Title VI, Title IX and Section 504 complaints may also be filed with the Regional Office for Civil Rights, Address correspondence to:
U.S. Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320.
Kansas City, MO 64106

ASBESTOS NOTIFICATION

Congress enacted the asbestos Hazard Emergency Response Act (AHERA), in 1986, AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos. USD #244 has had all its facilities inspected by a certified asbestos inspector as required by AHERA and has completed the mandatory 3-year re-inspections, the most recent being completed in 2015.

Asbestos containing materials identified in the district were floor tiles. While some areas of floor tile were removed due to the possibility of damage to them (e.g., wood shop, auto body shop), other areas of floor tile continue to contain asbestos. The district custodial staff practices proper work practices, which are designed to refrain from disturbing the asbestos floor tiles. Since the asbestos fibers are not released unless the floor tile is damaged by sanding, abrading or pulverizing it, no action to remove the floor tile is planned.

Adopted by USD 244 Board of Education June 2026

BHS ACTIVITIES HANDBOOK 2026-27

Burlington High School

All interscholastic athletic/activity programs conducted in the Burlington school system shall be in accordance with the rules and regulations prescribed by the National Federation of State High School Associations or those approved by that organization. Policies and guidelines set forth in the Kansas State High School Activities Association Handbook will be diligently adhered to and strictly enforced.

Welcome from the Activities Director

Welcome to BHS Activities! We love our Wildcats and Ladycats, our coaches, our sponsors, and everyone involved in creating an incredible athletics experience for our students at Burlington High School. Our goal is to encourage as many of our students as possible to be involved in extracurricular activities while still maintaining excellence in the classroom.

BHS Activities Handbook is meant to serve as a guide and resource for anyone involved in Activities at BHS. It is a privilege to compete at BHS, to be Wildcat, and to represent our school and our community. As such, we hold our student athletes to high expectations in school and in competition. We encourage parent involvement as much as possible – the more support we have, the better! Trust us to coach and mentor your student-athletes and we will do everything in our power to help each kid reach his or her potential. The more we support each other as leaders, coaches, parents, and athletes, the more success we will have as an Athletics program.

Our goal is for our athletes to be successful in the following 4 areas: Academics, Leadership, Service, and Championship Athletics. All teams should be structured to allow students to be successful in the classroom, develop as leaders, serve their community, and ultimately WIN in their respective competitions. We want to create well rounded young men and women, and by abiding to these four pillars, we are confident we can be successful.

The expectations in this handbook are for all students and our school. Please read through them carefully and don't hesitate to ask questions where those may arise. We are a community and need to be on the same page about everything!

It's a Great Day to be a Wildcat!

Community & School Pride

Competing at Burlington High School means more than competing for yourself or even in your team. It means representing the entire community. If we want to WIN, we must develop pride for ourselves, our school, and our community. If we are truly proud of our school, we should know our school song and sing it with energy and enthusiasm. Moving forward, it is the expectation that every Burlington athlete knows the school song:

School Song

Hail Alma Mater

Hail Alma Mater. Hats off to you.

Ever you'll find us. Loyal and true.

Firm and undaunted always we'll be.

Hail to the school we love.

Here's a toast to thee.

School Pride

It is also an expectation that our athletes truly embody a desire to represent the community and school with their best efforts possible. Our athletes should be the leaders at every Pep Rally, Community Event, etc. with the following BHS Athletics Mantra:

It's a Great Day to be a Wildcat!

We Love to Wear the Red & Grey!

Student-Athlete and Coach Communication Guidelines

Appropriate and approved forms of communication between coaches and student-athletes are verbal at practice, paper handouts, school emails, and Parent Square. No other digital platforms or texting to personal phone numbers is permitted.

Parent and Coach Communication Guidelines

Research has shown that students involved in extracurricular activities have greater chances for success during adulthood. That is the premise for the creation and continued existence of athletic and activity programs in secondary schools. The character traits required to be a successful participant will promote a successful life after high school.

The parent/coach relationship: Parenting and coaching are both very difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to children. As parents, when your children become involved in our program, you have a right to understand what specific expectations are placed on your child. The process begins with clear communication from the coach of your child's program.

Communication you should expect from your child's coach: Philosophy of the coach. Expectations the coach has for your child as well as all the players on the team. Locations and times of all practices and contests. Team requirements such as substance abuse policies, transportation policies, attendance policies, special equipment needs, off-season conditioning expectations, etc. Procedures to follow should your child be injured during participation. Team or school discipline that results in denial of your child's participation

Communication coaches expect from parents: Concerns to be expressed directly to the coach. Notification of any schedule conflict well before the event date. Involvement in athletic/activity programs at school can be one of the most rewarding experiences of your child's life. It is important to remember that there may be times when things do not go the way you or your child wishes. At those times, discussion with the coach is encouraged.

Appropriate concerns to discuss with a coach: The physical, emotional, and/or the mental treatment of your child. Ways to help your child improve. Concerns about your child's behavior It can be very difficult to accept your child's role and playing time on the team. Coaches are professionals. They make judgments and decisions based on what they believe are the best interests of the team as a whole. The Burlington School District administration believes those specific issues must be left to the discretion of the coach.

Issues not appropriate to discuss with the coach: Playing time. Starting line-up. Coaching philosophy or strategy. Other student athletes. We believe your child will have a positive experience and gain valuable tools to help them become successful and productive adults through participation in athletics and activities.

If you have a concern to discuss with a coach, this is the proper procedure to follow: Call or email the coach to set an appointment with the coach. If the coach cannot be reached, please leave a message for the coach to return your call. If the coach does not return your call or you cannot reach an agreement on a time to meet, call the school office and ask for the athletic director who will take responsibility for scheduling a meeting. Please do not attempt to confront a coach before or after a practice or contest. These can be emotional times. Adhere to the 24-hour rule, contact can be made 24 hours after a game. Always follow the appropriate chain of command when contacting coaches with concerns (coach first, then athletic director). If the issue cannot be resolved through the coach and/or athletic director, the principal and/or superintendent will get involved at that time.

USD 244 Athletics Updates: As an athletics department, we will also strive to keep the community informed of any schedule or event changes, upcoming special events, etc. The primary place to get information regarding BHS Athletics will be through Everbridge and Facebook. We also have the cumulative schedule posted to our website and will keep our school calendar updated as any changes occur.

Parent/Guardian Information Meetings

All Athletics programs at Burlington High School will have a parent meeting following the first day of practice. There will be an evening of parent meetings for Fall, Winter, and Spring sports. The Athletic Director will speak at the beginning of each meeting before splitting into individual team meetings. Parents/guardians and student-athletes are encouraged to attend.

Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by KSHSSA for a lack of good sportsmanship at KSHSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed. Responsibilities of Spectators Attending Interscholastic

Athletics and Other Extracurricular Activities. Burlington High School supports KSHSAA Rule 52 and requires that all spectators, including students, meet the guidelines outlined per KSHSAA.

● Show interest in the contest by enthusiastically cheering and applauding the performance of the competing teams (both).

● Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.

● Do not "boo," stamp feet or make disrespectful remarks toward players or officials.

● Learn the rules of the game, so that you may understand and appreciate why certain situations take place.

● Know that noisemakers of any kind are not proper for indoor events.

● Obey and respect officials and faculty supervisors who are responsible for keeping order.

● Respect the integrity and judgment of game officials.

● Stay off the playing area at all times.

● Do not disturb others by throwing material into the playing area.

● Show respect for officials, coaches, cheerleaders, and student-athletes.

● Respect public property by not damaging the equipment or the facility.

● Know that the school officials reserve the right to refuse the attendance of individuals whose conduct is not proper.

● The use of alcohol and drugs is never permitted on the site of the contest.

Single Sport Specialization

Single sport specialization is one of the strongest trends that have developed in athletics in recent years. Many student athletes and parents are seeking input from our coaches so that they can make the "best" decision for their child when deciding between specializing in one sport or continuing to participate in multiple sports during a single school year. To ensure that we are giving them a consistent message we are going to use the following protocol:

1. Encouragement of specialization in a single sport is not a part of the philosophy of our athletic department.

2. Coaches CAN NOT encourage student-athletes to participate in club sports or camps during another high school sports season when they know that it could interfere with their participation on the BHS team. It is not fair to the student to feel "pressured" by any of our coaches to choose one sport over another. Remember that asking a student to play a club sport or attend a camp in their eyes often means they need to do it because their coach is "asking them to."

3. If a student/parent seeks information regarding a club sport or camp that runs concurrently with another sports season, that will interfere with a BHS sport, coaches can share this information with them, but coaches CAN NOT promote these events on their own before such information is solicited.

4. Students SHOULD BE encouraged to participate in club sports or camps when they will not interfere with the high school sport in season. By encouraging our student athletes to specialize in a single sport we are doing them a major disservice. Factors such as burnout, missing developmental time in another sport that they may later have interest in, and discovery of hidden talents are just a few reasons for discouraging sports specialization. The best stance for both the athletes involved and the BHS Athletic Department is to encourage students to become involved in many sports/activities throughout their high school career. The choice to specialize in one sport should be a family decision not encouraged or promoted by BHS coaches.

Dual Sport Athletes

Any athlete that is interested in Dual Sporting during a given season must meet with the Athletic Director prior to the start of that sports season. The Athletic Director will consider grades, attendance, and any disciplinary issues when determining if the dual sport process should move forward. If it is determined the student-athlete is in good standing and can pursue a dual sport option, they will get a form that will need to be signed and approved by the head coaches of both sports, before being turned into the athletic director for final approval.

All athletes must designate a primary sport and give that sport priority any time there is a conflict. Athletes must create a schedule with the coaches in advance to ensure a successful season. Athletes must be committed to completing both sports seasons in their entirety.

Individual Sports Handbooks

Every Athletics program at Burlington High School is expected to have a Handbook and/or expectations/calendar given to each parent/guardian and athlete at the beginning of that season. The handbooks will be distributed before or during the parent meeting at the start of the season. Each handbook will support the information found in this Athletics Handbook, while also including sport-specific expectations in terms of practice times, schedules, meetings, etc. Parents/guardians and student-athletes should read through the handbook it its entirety and ask any questions to the head coach as soon as possible after the parent meeting.

Handbooks will also include the best method to contact the Head Coach and Assistant Coaches, and how to sign up to receive activity-specific information. Communication within each individual activity is expected to be clear and easy for all parents/guardians and athletes. Head coaches will use the Remind app to communicate whole team information and should reply to inquiries within 24 hours.

Athletic Program Image

Burlington High School is now officially a Nike-sponsored school. As such, all coaches will be provided with and expected to wear Nike apparel to all athletic contests. Coaches may also wear

professional/neutral attire (example: a shirt and tie) to games in lieu of Nike apparel. Teams will have Nike uniforms as their spot in the uniform rotation comes up.

All athletes on each team will be provided with a team uniform and will be expected to represent the Red & Grey when competing as a part of Burlington Athletics. Athletes should look professional and united when representing our community, and the Head Coaches of each sport expect to ensure this is the case at all competitions.

Team Nike/BSN stores may be opened by each team prior to their respective seasons. These stores will be fan gear only, and no student-athletes will be required to purchase any gear to participate. Stores will be open and closed as early and quickly as possible, as delivery dates are out of the control of BHS Athletics, and we want to do our best to get everyone their Red & Grey gear as efficiently as possible.

Team shirts must be approved in advance by the Activities Director. Both the design and the color must be approved before being ordered.

Eligibility

1. This regulation pertains to all students participating in extracurricular activities/athletics.
2. In order to be eligible for extracurricular activities/athletics, a student must have passed at least five new subjects of unit weight the previous semester and must be currently enrolled in at least five new subjects of unit weight.
3. A student shall not be permitted to make up work after the close of the semester for the purpose of becoming eligible. An "incomplete" or "in progress" shall count as a failure. However, should a student have an excused absence for days missed, completing such work per school policy would not be considered as "make up" work per se. Summer school is not to be used for making up credit deficiencies for the purpose of becoming eligible.
4. All extracurricular participants shall comply with KSHSAA eligibility policies.
5. In addition to following the KSHSAA guidelines, a weekly grade review will be made of students participating in extracurricular activities/athletics each semester. **A student earning two F's will be ineligible for one week**. Ineligible students may participate in practice but not competition. The ineligible period will be 6 days. The high school ineligible period will be Monday through Saturday. The Athletic Director and/or principal will review all students participating in extracurricular activities/athletics weekly and each semester.
6. In the event that the student qualifies for one or more special programs offered in the school, including an individual educational plan (IEP), or qualifies for an accommodation plan under Section 504 of the Rehabilitation act of 1973, a staff committee will review the eligibility status of the student. In all cases, the student must meet the KSHSAA guidelines in order to participate. The following middle school activities/athletics include: football, basketball, wrestling, track, and any music contests sponsored by KSHSAA. Additional activities students would be ineligible for include: reward days, end of year activities, special fieldtrips, school dances, and/or any other activity deemed a privilege by the administration.

7. In addition, **should a student receive an office referral the day of an activity, he or she will not be eligible for that day's competition**.
8. The eligibility policy applies to not only athletics, but all activities extracurricular activities to include dances, band/choir, all clubs/organizations, any off campus school-sponsored activities, etc. Please see information regarding "Student in Good Standing" below.

Student in Good Standing

KSHSAA Rule 14 "Bona Fide Student"

1. In order to be eligible for participation, the student must be a bona fide undergraduate member of that school and in good standing
    a. **A student who is under penalty of suspension or whose character or conduct bring discredit to the school or student, as determined by administration, is not in good standing and is ineligible for a period of time as specified by the administration.**
    b. Burlington Schools' Administration with cooperation from coaching / sponsors has the final determination of a bona fide student in good standing.
2. Community and Law Enforcement Authorities

Burlington High School defines a Student in Good Standing utilizing the following 3 metrics: Academics, Attendance, and Behavior.

Academics: Students must both be passing 5 classes AND not have more than 2 failing grades in order to meet the BHS Academic Standard for Good Standing.

Attendance: Students must meet the Attendance requirements outlined in the BHS Student Handbook. Any students that are truant are not in Good Standing.

Behavior: Students in violated of USD 244 expectations regarding behavior may not be in good standing until those instances are resolved. If students have been involved with continued behavior violations, it is up to the discretion of the BHS Administration as to the good standing of that individual.

Any students that are not in Good Standing with reference to the above requirements will NOT be permitted to participate in extracurricular activities. This includes all dances, prom, athletics, etc.

Any student who has been convicted of a misdemeanor or felony crime or been adjudicated a juvenile offender shall not be allowed to participate in and represent the school in any interscholastic activity until they have completed and complied with all orders of the court. Probation is not considered as part of nor does it pertain to this policy.

Activity Participation

A student participating in an activity is expected to complete the full season of that activity. If circumstances arise causing the student to be unable to finish the season, the student must schedule an in-person meeting with the Head Coach of that activity to discuss the decision and to turn in all

equipment. Student will also meet with the Athletic Director to finish the process. Head Coach and AD meeting, as well as the turning in of equipment, must be done prior to starting another activity.

If a student wishes to switch sports, they must have the approval of both coaches and the Athletic Director. A student cannot switch sports after a contest (meet, game, tournament, jamboree) has occurred.

Activity Transportation

Head Coaches and Lead Sponsors are responsible for submitting all transportation requests to the BHS Activities Director. Transportation requests should be submitted at least 2 weeks prior to the event, with exceptions made for rescheduled events, postseason events, etc.

Students are expected to ride to and from any activity in a school vehicle. Sponsors and/or coaches have the flexibility to allow students/athletes to ride home from events with their own parents if the following guidelines are met:

1. The parent talks directly to the sponsor, ask to have the parent's "own" child dismissed, and sign the student out at the conclusion of the activity.

2. In the event a parent needs to request someone else (grandparent, another adult, etc) take a child home at the conclusion of an activity, plans must be made in advance of the activity with the office and provide a signed note by the parent of whom their child will be going with.

3. The guidelines of each individual coach or sponsor of a specific organization must also be followed.

Activity Forms

<u>No student will be allowed to participate in an organized practice until the following is on file with the school:</u>

All forms must be signed by a parent or legal guardian. Forms are posted on the USD 244 website.

1. Current physical examination form
2. Medical consent form
3. Assumption of risk form
4. Concussion & head injury release form
5. Random drug testing consent form

Medical Policy

The school shall make available school accident insurance forms so students can purchase coverage for accidents if they so desire. **(This insurance policy is a secondary type policy. It does not cover treatment services when benefits are payable under any other insurance or medical plan.)**

Please note the school insurance is a catastrophic insurance plan. We cannot make any commitment as to when/if the KSHSAA catastrophic will cover.

Practice

Participants are expected to attend all practice sessions. Unexcused absence from (one or more practices) could result in suspension for one contest. Persistent violations (two or more absences) will result in the offender being dropped from the squad. The head coach will determine if an absence is excused or unexcused. Unexcused absence from school on the day of a contest will prohibit an individual from participation in that contest. A student must check in at the office by 12:00 noon on the day of a contest if he/she wants to participate in any after-school activity (games and/or practices) unless other arrangements have been made. A student is required to be in school on time the day after an activity.

Part of commitment to a program is commitment from the start of the season to the end. Fall practices start before school begins, winter sports have practices over Winter Break, and spring sports have practices over Spring Break. Each Head Coach will have a schedule in advance of the season of when those practices are, what is required over breaks, etc. Please communicate with the sport Head Coach with questions, but the general expectation is that athletes are present for all required practices, including during breaks.

Coaches

All our coaches are identified as faculty members, not as separate. They must support school policy and never advocate or overemphasize athletics to the total purpose of the school. All coaches, by accepting the position of teachers in the classroom, are also teachers on the field of play through the medium of athletic participation. Their position is unique in the fact that their association with youth on the field of play places them automatically in a position for tremendous influence upon the athletes and the whole student body. This distinction is thus accompanied by tremendous responsibility for what the coaches do and what he says is reflected in the attitudes of young people.

Head Coaches

1. The head coach shall always operate within the scope of our school's general and specific educational philosophy. 2. The head coach is to give each student athlete a written copy of the training rules, lettering policy, grade requirements, rules of behavior, etc. 3. Coach his/her sport. 4. The head coach will cooperate with and uphold all policies adopted by the Athletic Department of Burlington Public Schools. 5. The head coach will assign clearly the duties of the assistant coaches. 6. Be responsible for team and/or individual player discipline. 7. Submit a complete team roster to the Activities Director ten days prior to the first contest. The following items should be included: player's name, year in school, height, weight, and numbers of uniforms, where applicable. 8. The head coach will be alert to the health and safety of all participants. 9. The head coach will always have staff supervising participants on the field in conditioning, locker and shower rooms. 10. The head coach will exemplify good behavior and demand sportsmanship. 11. Be responsible for all equipment assigned to his/her sport, including the laundering of uniforms. (May be delegated to the managers.) 12. The head coach will be responsible for having the results of contests published in the area newspaper and reported to area radio and television

stations. 13. At the close of each season or sport, submit a written report of the team's record and a boy or girls' letter to the Activities Director. 14. The head coach will develop boys and girls to the highest degree of skill possible and mold them into an efficient team. 15. Be responsible for players' conduct when directly under his/her supervision. 16. Report all major injuries incurred during practice sessions or competition to the Activities Director and Principal. 17. The head coach will be responsible for ensuring proper signatures are on physical forms. Physical forms and all permission forms are to be filed in the activity director's office. 18. Be directly responsible to the Activities Director/principal for all things concerning the sport he/she coaches. 19. The head coach will submit requisition requests to Athletic Director for all needed equipment, supplies, and expenditures of funds for proper approval. 20. Work with the activities director when transportation is needed. 21. The head coach will work with the activity director in scheduling of contests and officials 22. Submit an inventory of equipment to the activity director at the close of the season. 23. Fulfill any other responsibilities as may be deemed necessary by the principal or activities director. It is a demand that the entire coaching staff, guided by the respective head coaches, adhere to the Rules and Regulations prescribed by the KSHSAA. The Activities Director will be responsible for informing the coaches and having this updated yearly.

Assistant Coaches

Assistant coaches are expected to follow the lead of the head coach and support the program in all the above ways as assigned by the head coach. Assistant coaches will be evaluated by the head coach, and renewal in that position depends on that. Assistant coaches should always represent the program positively and directly represent the head coach and program at large.

Assistant coaches are expected to be prepared, professional, and present each day at practice. Assistant coaches should follow the head coach's guidelines and help prepare for practices and games in all necessary ways.

All the above head coach responsibilities also apply to the assistant coaches as assigned.

Volunteers/Non-Coaches

No one not hired by USD 244 may coach a Burlington High School team during the season. This includes during practices and games. Violations of this rule will be self-reported by the AD and will result in the forfeiture of games and disciplinary action for the head coach.

Number of Coaches

Sports Requirements/Number of Coaches:

- Cross Country – 3 coaches for BMS/BHS combined programs
- Football – 5 coaches with Varsity/JV.
- Volleyball – 4 coaches with Varsity/JV/C.
- Basketball – 3 coaches with Varsity/JV/C.
- Wrestling – 4 coaches (2 boys, 2 girls).
- Baseball – 3 coaches with Varsity/JV.
- Softball – 3 coaches with Varsity/JV.

- Track – 4 coaches with 2 programs (boys/girls).
- Golf – 2 coaches with a Varsity/JV.
- Adding Coaches: The above standard is what is currently set in the USD #244 negotiated agreement. Additional coaches can only be added if significant participation requires it for the program's safety/proper instruction. This determination will begin with the Head Coach documenting it with the Activities Director, who will then communicate with the Principal and Superintendent and is not guaranteed regardless of high participation. If a coach wishes to permanently grow the staff and have it added to the negotiated agreement, it must be presented to the supplemental committee and go through negotiations.
- All programs will strive to maintain at least 2 coaches if a full varsity team is being fielded.
- Removing coaches from a staff: The following can result in a program decreasing in the number of coaches:
    - Not fielding a sub-varsity team(s). If a program does not field the number of teams listed above, it risks losing a minimum of 1 coach from its staff for that season.
    - Individual Sport Number Decreases: If participation in an individual sport drops to a low coach: athlete ratio based on the sport, the coaching staff could be reduced.
- If a program has fewer coaches than the number listed above during the preceding season, it will stay at the lower number until the head coach can ensure that the sub-varsity team/overall participation will be increased for the upcoming year. Head coaches should strive to make this determination at least 1 month prior to the start of the season with interest meetings and setting preliminary rosters. This will allow the program to reach the available number of coaches by the time a season starts.

<u>Professionalism</u>

Coaching is a profession. All coaches are required to be professional in all ways with regards to leading our young people, representing our community, and representing our Activities program. Items to note with regards to professionalism:

- Language: Coaches should always use appropriate language. Profanity is not permitted, from coaches, athletes, or music. Coach positively and correct athletes when/if students are using profanity.
- Dress: Both at practice and at events, coaches should dress professionally and represent our school and community in the best possible way. Each activity requires a different level of dress (i.e. a cross-country meet is different than a varsity football game). At practice, coaches should dress appropriately and strive to wear school or neutral colors where possible.
- Coach-Athlete Relationship: All our coaches should have strong relationships with our athletes, but it should be very specifically a Coach/Sponsor-Athlete. Coaches should be referred to as “Coach ...” or “Mr./Ms./Mrs. ...” in the same fashion as teachers. There must

be an appropriate boundary set up between coaches and athletes while also maintaining and building a strong positive relationship.

Chain of Command

Coaches and sponsors should work through the appropriate chain of command when dealing with any issues. Assistant coaches/sponsors should report to head coaches/sponsors with any issues, discussions, etc. Head coaches and Lead Sponsors report to the Activities Director. The Activities Director will communicate with the Principal and Superintendent.

Rules Meetings

Head Coaches will be required to attend appropriate rules meetings sponsored by the KSHSAA. Assistant Coaches are encouraged to attend. Head Coaches and Assistant Coaches are expected to work together on the annual KSHSAA rules examinations and should be those submitted before the deadline. A passing score is expected.

Practices

Practices will normally be held as soon after school as possible each school day. Practice cannot be required on days when school has been dismissed because of bad weather. If a coach needs to hold a Sunday practice, prior permission must be obtained from the building administrator. If approved, practice should not start before 1:00 pm and should be completed by 5:00 pm. Wednesday night practices are to be finished by 6:00 p.m. The first practice date for each squad will be determined by the KSHSAA.

Training Rules

We believe that all participants should experience an adequate conditioning program before entering game-like situations. Coaches should ensure their athletes are prepared for competition by using training rules and a conditioning program. Each coach has the authority and duty to establish rules and regulations regarding the following items and any others they deem pertinent to their sport as approved by the Activities Director and Principal:

1. Use of tobacco or electronic inhalants 2. Use of intoxicating beverages 3. Use of drugs 4. Diet 5. Hours of rest and sleep

Discipline within Athletics

From the position as coach, you may provide one of the greatest opportunities to understand the need for discipline that a student may encounter in the total educational experience. Your turnout procedures, attendance regulations and game tactics, and how you deal with rule violations will reflect your disciplinary abilities and greatly determine your effectiveness as a coach. The head coach is usually the judge of what shall be done when rules are violated, but the Principal and Activities Director should be kept informed when any serious violation occurs. Some standard guidelines might help to be more consistent when major infractions do occur: 1. We want to be firm, but to ensure that justice prevails. 2. We are concerned first with what is best for all athletes

and second with what is best for the individual. 3. Suspension is usually the best device where major discipline is needed because it is felt most strongly by the athlete and makes clear that the team will do without him or her if he or she does not live up to standards set. a. It is here that parents, teachers, and community may not always understand your actions (the athlete almost always understands quite clearly) and you must take care to fully explain. b. A suspension may be for a definite time (day, week, game, etc.) or maybe for an indefinite time - until in your opinion a specific purpose has been realized. It is around discipline that coaching efforts come to be taken seriously by administration, teachers, community, and most importantly the athletes.

Violations of the Random Drug Testing Policy for BHS will be handled by the Athletic Director. See BHS Student Handbook for more details.

Fundraising and Purchasing

Fundraising – All fundraisers must be approved in advance by AD. All coaches and sponsors that are holding a fundraiser must complete two forms that will be on file prior to holding a fundraiser. No fundraiser should begin until forms have been completed and approved by AD. Forms are the shared OneDrive folder, also accessible in the BHS front office. This includes all youth camps that require an admission fee.

Purchasing – All purchases must be approved by the AD prior to the purchase being made. Coaches should get a quote, send the quote to the AD and the AD secretary, and wait for approval before ordering. This includes uniforms, equipment, and anything that will be coming to BHS or to our programs that will be used by our students. This includes items that are purchased through any outside booster clubs or foundations that will be given to the school that you are aware are being purchased (example: if Catbackers wants to purchase an inflatable tunnel, it would need to be approved by AD prior to purchase). Any items that are purchased without knowledge of the AD and AD Secretary will be subject to immediate return upon delivery. If items are customized and can't be returned, it will be a significant issue for the program head coach that approved the order.

Charging – Only approved purchases may be made at locations where we have accounts (Hoovers, Chrismans). Must get approval from AD prior to charging any items at these locations.

Reimbursement – Any reimbursements requests must be approved prior to the purchase being made. If purchase is not approved prior to payment, reimbursement is not guaranteed. Please use the tax-exempt form whenever possible. Forms available in BHS front office.

Meal Money & Hotels for State Competitions

All student-athletes and coaches attending State competitions will be permitted $22 per day ($10 lunch, $12 dinner).

Teams and individuals qualifying for State Competitions will be given appropriate lodging reserved by the Activities Director. The number of nights in a hotel will be determined by the location of the state event and the time the competition starts. State events are not field trips but are an opportunity to go bring home championships to Burlington. Teams that have open access

to utilize the facilities the night prior to competition (ex: golf, track, wrestling) will have that considered when determining the number of nights stay. If advancing in a team sport and a game starts after 12:00PM and travel is within a reasonable distance (2 hours) to Burlington High School, the team will not stay the night prior to the game unless there are extenuating circumstances.

Competing athletes and coaches will have a maximum of 2 individuals per hotel room.

Hotels are reserved only for State events, not Regional or regular season games.

Student-Athletes and Coaches Attending State Events

When an athlete or team qualifies for a State event, we celebrate is as a community and want everyone to be successful. The below guidelines outline how many athletes/coaches the district will pay for to attend any state events in which we have a team or individual qualifying:

Team Qualifying (Football, Volleyball, Basketball, Baseball, Softball)

- All qualifying team members on the Varsity squad per the KSHSAA team pass list. The number of athletes paid for and covered by the district will be determined by the number of athletes permitted by KSHSAA. For example, if KSHSAA allows 12 basketball players to be listed as players (not managers, added personnel, etc.), then USD 244 will pay for that number of players.
- Each team will be permitted 2 managers per the KSHSAA pass list. Managers must have been active managers throughout the full season in order to qualify to attend a State event as a manager.
- Coaching Staff
- Varsity Cheer Squad with a maximum of 10 cheerleaders per KSHSAA pass list.
- Cheer Sponsor.

Individual Qualifying (Cross Country, Wrestling, Track, Golf)

- All qualifying athletes
- Coaching staff
- Each team will be permitted 2 managers per the KSHSAA pass list. Managers must have been active managers throughout the full season. If 5 or fewer athletes qualify, only one manager will be sent.
- Wrestling: 1 wrestling partner per qualifier. If the individuals qualifying can be their own wrestling partners due to similar weight classes, no additional wrestling partners will be required.
- Track: 1 alternate per relay.
- All Sports: If an individual qualifies and is the only qualifier in that sport, an additional member of the team in good standing will be paid for as well. (example: if we have 1 cross country athlete qualify, the district will pay for a second cross country teammate to attend with that qualifier).
- In sports with a full team qualifying option (Cross Country, Golf), all qualifying athletes + one additional team member will be covered by USD 244.

Non-Athletics KSHSAA Events State Qualifiers

- Meal money and hotel above information applies.
- All qualifying students will receive hotel rooms and meal money
- Sponsors will attend and will be covered for meals and hotels by USD 244. If numbers of qualifiers require, an additional USD 244 staff member will be paid in addition to the school sponsor.

State Send-Offs and Returns

- Any student that qualifies for state in a KSHSAA event will receive a send-off at the school depending on the head coach/sponsor's requests and the event date/time. For activities that occur while school is still in session, students will get send-offs in the form of an assembly, hallway send-off, or other options if presented by coach. These will occur during the school day.
- For state activities that occur after school lets out, the head coach is responsible for organizing the send-off with the Athletic Director.
- If an activity produces a KSHSAA State Champion, it is the responsibility of the head coach/sponsor to organize a reception for that individual upon returning from the event. Please work with the Athletic Director to get this organized so excellence can be recognized.

Training Room

The training room is to be used as a training room. It is to remain organized, clean, and well-kept by all athletic programs. If kids are sent in there alone, it is the expectation they maintain the training room at the standard expected of the coaching staff.

Every program will maintain a training bag that they will take with them to games throughout the season. When the season is finished, all unused items should be returned to their spots in the training room, and the empty bag stored in the smaller cabinet near the other empty training bags.

BHS has three portable AEDs. One is currently stored in the training room small cabinet , one in the boys football locker room, and one in the coach's office in the girls locker room. During baseball/softball the one in the training room is in the concession stand. Teams may take a portable AED with them on road trips and should return it to its previous location when getting back to the school. Permanent AEDs are located near the nurse's office and near the track record boards in the commons area.

BHS will have a trainer at all large events that we host. These include, but are not limited to, cross country and track meets, volleyball tournaments, wrestling tournaments, basketball tournaments, and any sub-state or regional events. EMS will also be present at large events.

All Medical Consent forms will be housed digitally on OneDrive. A minimum of one coach on each staff should have the OneDrive app on their phone and access to the digital forms. This should be established prior to the first contest.

If you have an athlete in your program with specific medical needs, assign a coach to meet with the school nurse and secure medicine prior to the first contest.

Emergency Action Plans will vary by sport and will be sent to all parties involved before the beginning of each season.

Athlete Injuries

DIRECTIONS FOR CALLING PARAMEDICS/AMBULANCE

1. Call paramedics: A. State your name and position B. Describe nature of injury C. Describe location of injured athlete D. Give present phone number

2. Send responsible person(s) to meet and direct paramedics to injured athletes.

3. Assist paramedics with injury information if needed. * Outdoor sports practicing on track, baseball and softball fields, football field, may send an assistant coach or responsible person to meet the ambulance, be sure to open appropriate gates to allow access.

GENERAL EMERGENCY PROCEDURES ACTIONS TO BE TAKEN

1. Administer necessary and possible first aid.

2. Call paramedics if necessary.

3. Contact parents as soon as possible.

4. Assist emergency personnel by providing pertinent information about the athlete's injury and medical history.

5. Accompany athlete to hospital if possible.

6. Arrange for transportation from hospital for staff and family of athlete, if necessary.

7. No medications may be administered without parental consent.

Reporting Injuries: All injuries sustained during a practice/contest must be reported to the Activities Director and School Nurse using the Injury Form that can be accessed in the Front Office. All Concussions must be reported to the KSHSAA.

Banquets

Banquets are the responsibility of the individual program and program coaching staff. Funding for a banquet will not be provided by the BHS General Activity Fund. Banquet times, dates, and location must be approved in advance by the BHS Athletic Director.

Senior Banners

Senior Banners are the responsibility of the individual program and program coaching staff. Funding for the banners will not be provided by the BHS General Activity Fund. Picture times will be scheduled by the individual program.

Lettering Requirements

Participants must complete the season and be in good standing with the team, school and KSHSAA in order to receive a letter.

Any senior that participated for four (4) years in any sport(s) may be eligible to letter.

Extenuating circumstances such as illness or injury will be dealt with on an individual basis by the coaches, athletic/activities director and principal.

High School Football

The athlete must play in one-third of the regular season varsity quarters - plus one and must attend 70% of all lift dates.

High School Volleyball

The athlete must play in one half of all varsity matches and finish in good standing. Go out all 4 years and finish each year in good standing or extraordinary commitment to BHS volleyball.

High School Wrestling

A wrestler must earn a total of twenty-eight points during regular varsity meets and tournaments.

Pin = 4 points

Technical Fall = 3 points

Major Decision = 2 points

Regular Decision = 1 point

Bye = 0 points

High School Girls and Boys Basketball

The athlete must play in one-half of the quarters of the regular season varsity games. Coaches may award one letter for superior effort.

High School Girls and Boys Track

The athlete must earn a total of five points at the major meets (five schools or more) or place at the league meet. Coaches may award a letter to senior participants with fewer than five points.

High School Girls and Boys Cross Country

The athlete must run in one half of all varsity matches or medal in a varsity race and finish in good standing.

High School Band

1st year School letter and service bar

2nd year Service bar

3rd year Service bar

4th year Service

Standards for which awards are being made:

1. Student must be in band the entire school year.
2. Student must maintain a "B" average in band for the school year.
3. Student must attend required events. Two (2) unexcused absences will disqualify students for an award.

High School Choir

1st year School letter and service bar

2nd year Service bar

3rd year Service bar

4th year Service bar

Standards for which awards are being made:

1. Students must be enrolled in the choir the entire school year.
2. Students must maintain a "B" average in choir for the school year.

3. The student must accumulate a minimum of 70 points in the following activities:

- Winter vocal program (10 points)
- Spring vocal program (10 points)
- Local performances during class (5 points each)
- Coffeyville choir clinic (10 points)
- League music festival/clinic (10 points)
- Regional solo and small ensemble music festivals (10 points)
- State music festival - large groups (20 points)
- State solo and small ensemble festival (10 points)
- Other community events and activities, as scheduled (10 points each)

High School Spring Co-Ed Golf

The athlete must participate in at least half of the varsity tournaments during the regular season.

High School Drama

The student must be a member of drama club. Must be a thespian and must obtain 20 thespian points during a school year.

High School Softball

The athlete must play in at least one-half of all varsity innings. Coaches may award one letter for superior effort.

High School Baseball

The athlete must play in at least one-third of the total varsity innings. Coaches may award one letter for superior effort.

Public Conduct on School Property

The Superintendent or the Superintendent's designee may deny access to the school buildings, facilities, and/or grounds of the district to persons who have no lawful business to pursue at the school.

Pioneer League Schools

Burlington High School, 830 Cross, Burlington, KS 66839

Garnett Anderson Co. High School, 1100 W HWY 31, Garnett, KS 66042

Iola High School, 300 E. Jackson St., Iola, KS 66749

Osawatomie High School, 1200 Trojan Dr., Osawatomie, KS 66064

Prairie View-LaCygne High School, 13731 Ks HWY 152, LaCygne, KS 66040

Santa Fe Trial-Carbondale High School, 15701 S. California Rd., Carbondale, KS 66414

Wellsville High School, 602 Walnut St., Wellsville, KS 66092

Burlington Middle School

Staff Handbook
2026-2027

Burlington Middle School USD #244

Mission Statement:
All students will be responsible citizens prepared to succeed in life and careers, contribute to the global community, and be lifelong learners.

District Exit Outcomes
Effective Learners
Creative Problem Solvers
Competent Communicators
Productive Workers
Community Contributors
Well-Rounded Persons

Burlington Middle School Mission Statement:
The mission of Burlington Middle School is to create a learning environment where all individuals are treated with dignity and respect and where students are provided the opportunity to excel in academics and personal pursuits.

Vision:
Each graduate will be prepared for life and a passionate contributor to their career and community.

BMS's Collective Commitments (August 2023):
In order to fulfill our fundamental purpose and become the school described by our vision statement, each member of our staff commits to the following:

- I will continuously improve my professional practice by utilizing proven, research-based strategies and best practices while using data to inform my decision-making.
- I will teach the intended curriculum as outlined through our curriculum writing process and Curriculum Leadership Institute (CLI) framework.
- I will provide effective instruction that both supports students who need remediation and challenges students who are ready for enrichment.
- I will implement individualized plans and accommodations designed to meet the needs of each student.
- I will contribute positively to our school culture by fostering productive and professional working relationships with colleagues.
- I will build positive relationships with all stakeholders and treat every individual with dignity and respect.
- I will maintain open and timely communication with parents regarding their child's educational progress and needs.
- I will prioritize and promote student safety in all aspects of my work.

Administrative Expectations
Provide every student with opportunities to succeed as an individual.

1. **Motivating Students to Achieve**
   Maintain high expectations while fostering accountability, perseverance, and grit.
2. **Treat Students with Respect**
   Practice discipline with dignity and maintain respect for students, even during challenging situations.
3. **Maintain a Structured Learning Environment**
   Create and sustain a disciplined, organized, and positive environment that supports learning and student growth.
4. **Act in the Best Interest of Students**
   Collaborate with colleagues and stakeholders to make decisions that prioritize student success and well-being.
5. **Prioritize Student Safety and Supervision**
   Ensure that student safety and appropriate supervision remain the highest priority at all times**.**

Purpose of Collaboration and Expectations

What is Collaboration?

Collaboration is a systematic process in which educators work together interdependently to analyze and improve professional practice in order to enhance both individual and collective results.

Our Fundamental Commitments

- We accept learning as the fundamental purpose of our school and are willing to examine all practices based on their impact on student learning.
- We are committed to working collaboratively to achieve our shared purpose and vision. We foster a culture of collaboration through the development of high-performing teams.
- We evaluate our effectiveness based on results rather than intentions. Individuals, teams, and the school as a whole use relevant data and evidence to guide decision-making and promote continuous improvement.

Common Assessment Data

- We value data as an essential tool for improving student learning and instructional practices.
- We will analyze assessment data to identify student needs and respond accordingly.
- We will develop timely interventions for students who require additional support and provide enrichment opportunities for students who have demonstrated mastery of the learning objectives.
- We will use data collaboratively to monitor progress, adjust instruction, and ensure all students have the opportunity to succeed.

BMS Building-Wide Expectations

(Be Consistent. Be Fair. Be Respectful.)

1. **Treat Others with Respect**
   Treat others as you would like to be treated. Demonstrate kindness, courtesy, and respect in all interactions.
2. **Maintain a Positive Attitude**
   Use positive and constructive language when communicating with students, colleagues, and families.
3. **Take Responsibility**
   Be respectful of others and take responsibility for your actions, choices, and environment.
4. **Model Appropriate Behavior**
   Use common courtesies such as "please," "thank you," and "you're welcome." As educators, we must model the behaviors and expectations we want our students to demonstrate and hold ourselves accountable to those standards.

Skyward and Lunch Count Expectations

Attendance

- Attendance must be recorded in Skyward at the beginning of each class period.
- Attendance should be completed within the first five (5) minutes of class during bell work or the designated start-of-class activity.

Grades

- Grades must be updated in Skyward on a weekly basis.
- All grades should be current by 3:30 p.m. each Wednesday prior to the distribution of the weekly warning list.

Lunch Count

- Lunch counts must be entered into Skyward within the first five (5) minutes of first period each day.
- Lunch counts are only required during the first-class period of the school day.
- Accuracy and timeliness are essential to ensure proper meal preparation and service.

Staff Attire

Teachers and staff members are expected to dress in a professional manner that reflects the educational environment and serves as a positive example for students. If there is a question regarding the appropriateness of attire, staff members should consult with the building principal.

Burlington Middle School and USD #244 apparel, as well as appropriate graphic T-shirts, may be worn with jeans on Fridays and other designated spirit days or special occasions as approved by administration.

Staff Arrival and Departure

- The contracted workday for staff is eight (8) hours. Certified staff hours are 7:25 a.m. to 3:30 p.m., and classified staff hours are 7:25 a.m. to 3:10 p.m.
- Regular attendance is essential to student success and the effective operation of the school. Staff members are expected to report to work each day and be present at their assigned duty station by their scheduled start time.
- Teachers who are not assigned supervisory duties elsewhere are expected to greet students at their classroom doors and actively supervise the hallway immediately outside their classrooms before school, between classes, and as appropriate throughout the day.
- Staff members may leave the building at the conclusion of their contracted workday unless a scheduled meeting, duty assignment, or school activity requires their attendance.
- If it is necessary to leave the building before the end of the contracted workday, staff members must notify the office and obtain approval from the principal or designee.
- On Fridays, staff members may leave once all students have safely departed the building and school grounds, unless otherwise directed by administration.

Flower Fund

Staff members are invited to contribute to the Sunshine/Flower Fund, which is used to recognize and support staff members during special occasions and times of need.

- Full-time staff: $10 contribution
- Part-time staff: $5 contribution

Contributions should be submitted to Debby or Jaime in the office by **September 7, 2026**. Participation is voluntary but greatly appreciated.

Faculty Meetings

- Faculty and staff meetings will be held as needed to support school operations, professional learning, and continuous improvement.
- Meeting dates, times, and locations will be communicated in advance whenever possible.
- Attendance at all required meetings is expected unless prior approval for an absence has been granted by the principal.
- Staff members are encouraged to submit student, staff, or building concerns, as well as agenda topics, to the principal prior to scheduled meetings.
- Meetings may include, but are not limited to, instructional training, team collaboration, assessment planning, technology integration, school improvement initiatives, and professional development.
- Staff members are encouraged to share professional learning needs and suggestions for future training opportunities. Input and feedback are valued as we work together to support student success and continuous growth.
-

Student Supervision:

At Burlington Middle School, we strive to maintain an environment that is orderly without being rigid, structured without being restrictive, and conducive to a positive learning experience for all students. Student supervision is a shared responsibility and a critical component of maintaining a safe and supportive school environment.

Students must be appropriately supervised at all times. Leaving students unattended in classrooms, hallways, or other school areas creates safety and liability concerns. If it is necessary to leave your classroom, contact the office to arrange supervision.

1. Staff Supervision Responsibilities

- Staff members are expected to be actively supervising students 25 minutes before and after student arrival and dismissal.
- Staff should be at their assigned duty station and prepared to supervise students at the designated time.

2. Restrooms

- Students have three (3) minute passing periods between classes. Because passing periods are limited, students who need to use the restroom during instructional time must have a restroom pass.
- Students are expected to use the restroom promptly, quietly, and appropriately.

- Restrooms are not gathering places for socializing.
- Students are expected to dispose of all trash properly.

3. Hallways

- Teachers are expected to actively supervise hallways before school, after school, and between class periods.
- Students should keep hallways clear and avoid blocking traffic by gathering in groups.
- Students must have a hall pass when outside the classroom during instructional time.

4. Cafeteria

- Students are expected to demonstrate appropriate manners and respect toward others.
- Voices should remain at an appropriate conversational level.
- Students are responsible for cleaning up their area and following dismissal procedures.

5. Lunch Recess

- Students are expected to demonstrate respect for themselves, others, and school property.
- Safety is the top priority. Staff should proactively monitor student behavior and address concerns before they escalate.

6. During Class

- Students assigned to a teacher during a class period are the responsibility of that teacher.
- Teachers should be prepared with instructional materials and lesson resources prior to the start of class.
- Staff should actively engage students in the learning process and provide assistance, intervention, and reteaching as needed.
- Teachers are responsible for creating a safe, welcoming, and student-centered learning environment.

7. Dismissal

- Teachers will actively supervise hallways outside their classrooms during dismissal and bus calls to ensure an orderly and safe departure process.

Assemblies

Assemblies are an extension of the educational environment and provide opportunities to build school culture, celebrate achievements, and share important information.

- All teachers are expected to attend assemblies and actively supervise students unless assigned to another specific duty by administration.
- Staff members are responsible for helping maintain appropriate student behavior and ensuring a safe, respectful environment throughout the assembly.
- All staff members who are present in the building are expected to attend assemblies unless excused by the principal or assigned an alternative responsibility.
- Staff should model appropriate behavior and engagement during assemblies, as students often follow the example set by adults.

Staff Mailboxes and Bulletin Boards

- No students are allowed in the mailroom or workroom areas.

Supplies

Office Supplies

Teachers will be provided with basic classroom supplies, including items such as staplers, tape dispensers, and scissors. Requests for additional non-consumable supplies should be directed at the office.

Consumable supplies, including paper clips, staples, glue, thumbtacks, rubber bands, and similar items, will be available as needed. Staff are encouraged to use supplies responsibly while ensuring that instructional needs are met.

Copy paper will be stocked and readily available in the teacher's workroom. Staff members with special paper or printing needs should contact the office in advance so accommodations can be made whenever possible

Telephones

To maintain a professional learning environment and ensure full attention to student supervision and instruction, staff members should refrain from personal cell phone use during instructional time.

Certified and classified staff are expected to keep personal cell phones out of sight and not in use while students are present, except in cases of emergencies, approved instructional purposes, or administrative authorization.

Staff members should model appropriate technology use and remain focused on student learning, engagement, and supervision throughout the school day.

Emergency Drills

Emergency procedures and evacuation maps must be posted near the classroom door and remain visible throughout the school year.

Teachers are responsible for instructing students on the appropriate procedures for all emergency drills and reviewing those procedures regularly to ensure student preparedness and safety.

During all emergency drills and actual emergencies:

- Take your emergency red binder with you.
- Account for all students immediately upon reaching the designated location.
- Display the **green card** to indicate that all assigned students are present and accounted for.
- Display the **red card** if a student is missing, if you have an injured student, or if you have students who are not assigned to your classroom.
- Remain with and supervise students at all times until further instructions are provided.

Student and staff safety is our highest priority. Consistent review and implementation of emergency procedures help ensure a safe and orderly response during emergencies.

Attendance Records

Accurate attendance records are essential for student safety and accountability.

- Classroom attendance must be recorded in Skyward within the first five (5) minutes of each class period.
- Teachers should notify the office each morning of any known requests for early student dismissal and submit all written dismissal requests to the office as soon as possible.
- Students scheduled for early dismissal should remain in the classroom until the office contacts the teacher to release the student.
- All students leaving school during the school day must check out through the office before departing.
- Students who return to school on the same day must check in through the office before returning to class.

Tardy Students

Students arriving after the start of the school day are required to report to the office before going to class. Students must obtain a tardy slip from the office and present it to their teacher upon arrival to class.

School Nurse

Students who need to visit the school nurse should first report to their assigned class and request permission from their teacher. A nurse pass must be issued by the classroom teacher before the student reports to the nurse's office, except in cases of emergency.

After receiving care from the nurse, students are expected to return directly to class unless otherwise directed by the nurse or office staff.

Teachers should use professional judgment when determining the urgency of a student's need and notify the office immediately in the event of a medical emergency.

Candy, Food, Drink, and Gum

Food, drinks, and gum are not permitted in classrooms unless specifically authorized by the classroom teacher or principal.

When possible, food and beverages should be consumed in designated areas such as the cafeteria. Staff members are expected to consistently enforce classroom expectations regarding food, drinks, and gum to help maintain a clean, safe, and productive learning environment.

Students who fail to follow these expectations may be subject to disciplinary consequences in accordance with school policies and procedures.

Classroom Care (Housekeeping)

Staff members are expected to maintain their classrooms in a clean, organized, and professional manner. Please leave your classroom in the same condition in which it was prepared at the beginning of the school year. Our custodial staff and summer maintenance crews invest significant time and effort preparing classrooms for students and staff, and we should demonstrate respect for their work by caring for our learning spaces throughout the year.

For security purposes, do not leave money in your classroom overnight. Cash, valuables, purses, wallets, and other personal belongings should be secured at all times. Staff members are responsible for safeguarding personal property and any school-related funds in their possession.

Classroom Procedures

Students should clearly understand the academic and behavioral expectations established within each classroom. Expectations that are fair, reasonable, clearly communicated, and consistently enforced contribute to a positive learning environment and help minimize discipline concerns.

Teachers are expected to explicitly teach, model, reinforce, and regularly review classroom expectations and procedures throughout the school year. Consistency in expectations promotes student success, accountability, and a safe, respectful learning environment.

All classroom expectations and procedures should align with the school's mission, vision, and core values, fostering a culture of respect, responsibility, and learning for all students.

Bullying/Harassment

Burlington Middle School is committed to providing a safe, respectful, and supportive learning environment for all students. Bullying, harassment, intimidation, and discrimination will not be tolerated.

All staff members are expected to take reports and observations of bullying or harassment seriously and respond promptly. Any suspected or reported incidents must be documented and reported to the principal or counselor as soon as possible for investigation and follow-up.
Creating and maintaining a positive school climate is a shared responsibility of all staff, students, and stakeholders.

Visitors

All visitors must report to the office upon entering the building and obtain a visitor badge or pass before proceeding to any other area of the school.

Staff members who observe an individual in the building without a visible visitor pass or staff identification badge should courteously direct the individual to the office or notify the office immediately.

Maintaining building security is a shared responsibility and is essential to ensuring a safe learning environment for all students and staff.

Professionalism

Professionalism is reflected in our attitude, conduct, appearance, and interactions with others. It involves demonstrating integrity, accountability, respect, and a commitment to continuous growth and improvement.
Professional staff members:

- Demonstrate a willingness to learn and grow professionally.
- Treat students, colleagues, parents, and community members with respect and dignity.
- Work collaboratively and maintain positive professional relationships.
- Fulfill responsibilities in a timely and dependable manner.
- Model appropriate behavior and decision-making.
- Avoid behaviors that negatively impact the workplace environment or the educational mission of the school.
- Maintain professional attire and appearance consistent with district and building expectations.

Chain of Command

To promote effective communication and problem-solving, concerns should be addressed first with those directly involved and at the lowest appropriate level. The chain of command is as follows:

Student → Parent/Guardian → Teacher → Building Principal → Superintendent → Board of Education

Whenever possible, concerns should be resolved at the lowest level before advancing to the next level in the chain of command.

Confidentiality

Maintaining confidentiality is a professional and ethical responsibility of all staff members. Information regarding students, families, staff, and school operations should only be shared with individuals who have a legitimate educational or professional need to know.

Staff members are expected to exercise discretion when discussing confidential matters and to comply with all applicable district policies, state and federal laws, including student privacy requirements.

If a breach of confidentiality is suspected or occurs, staff members should notify the principal immediately so the situation can be addressed appropriately.

While confidentiality must be maintained, administration is committed to communicating information with staff whenever it is appropriate and permissible to do so.

Staff Lounge

The staff lounge is a shared space for all employees. Staff members are expected to help maintain a clean, organized, and welcoming environment.

- Clean up after yourself and dispose of trash appropriately.
- Wash, dry, and put away any dishes, utensils, or other items you use.
- Do not leave dirty dishes or personal items in the sink or common areas for others to clean.
- Treat shared spaces and resources with respect and consideration for your colleagues.

A clean and organized staff lounge reflects our professionalism and respect for one another.

Planning and Collaboration Time

Planning and collaboration time is intended to support effective instruction and student success. Teachers are expected to use this time productively for professional responsibilities, including but not limited to:

- Planning and preparing lessons and instructional materials
- Analyzing student data and adjusting instruction
- Grading and providing feedback on student work
- Communicating and conferencing with parents and guardians
- Collaborating with colleagues and participating in team planning
- Preparing for future classroom, grade-level, and school activities

- Completing other professional duties related to student learning and school improvement

The effective use of planning time is essential to maintaining high-quality instruction and supporting student achievement.

Daily Lesson Plans

Teachers are expected to maintain lesson plans on a weekly basis. Lesson plans should be aligned to the district curriculum and include clear, measurable learning objectives that identify the intended student outcomes.

Lesson plans should be organized and readily accessible in the event of a substitute teacher assignment or emergency absence to ensure continuity of instruction.

As part of the instructional leadership process, lesson plans may be reviewed by the principal to support curriculum implementation, instructional effectiveness, and student learning.

Staff Absences

Staff members who are absent due to illness should notify Debby ***(620)364-6535)*** as early as possible to facilitate substitute coverage. Timely notification increases the likelihood of securing a qualified substitute and minimizing disruptions to student learning.

- Requests for personal leave must be approved in advance in accordance with district policy and negotiated agreements. Substitute arrangements will be made following approval of the leave request.
- Staff members who need to leave the building during the workday must notify the office and follow established checkout procedures.
- When extra-duty assignments or other school responsibilities require a teacher to leave before the end of the school day, arrangements for classroom coverage must be approved and coordinated with the principal.
- Staff members are responsible for ensuring that lesson plans and instructional materials are available to support continuity of learning during their absence.

Please refer to district policies and negotiated agreements regarding employee leave and absence procedures.

Substitute Folder Procedures

Substitute teaching is one of the most challenging and important roles in education. The experience a substitute has in our building and classrooms reflects not only on individual teachers but also on Burlington Middle School as a whole.

To support student learning and maintain continuity of instruction, teachers are expected to be prepared for both planned and unexpected absences. Providing clear lesson plans, organized materials, and detailed classroom procedures helps ensure that substitutes can effectively manage the classroom and deliver meaningful instruction.

By preparing thoroughly for substitute teachers, we create a positive experience for students, substitutes, and our school community while minimizing disruptions to learning.

Sub Folders Expectations

To ensure continuity of instruction and effective classroom management during staff absences, all teachers are required to maintain both an Emergency Substitute Folder and a Planned Substitute Folder.

Emergency Substitute Folder

The Emergency Substitute Folder must be submitted to the principal or office staff by September 4, 2026, at 3:30 p.m. and updated as needed throughout the school year.

The folder should include:

a. Current class rosters, including relevant information regarding student needs, accommodations, allergies, interventions, and special services

b. Emergency procedures and evacuation information, including directions to reference the classroom flip chart

c. Classroom rules, expectations, and discipline procedures

d. Classroom routines and procedures that support student success

e. Any assigned supervisory or extra-duty responsibilities

f. Daily schedules, including regular, early release, and alternate schedules

g. Emergency lesson plans and instructional activities that can be implemented in the teacher's absence

h. The name of a designated staff member who can provide assistance if questions arise

i. Information regarding the location of instructional materials, supplies, and resources needed for the day

Planned Substitute Folder

For planned absences, teachers are required to submit substitute plans to the office by 3:30 p.m. on the day prior to the scheduled absence.

The folder should include:

a. Current class rosters, including relevant information regarding student needs, accommodations, allergies, interventions, and special services

b. Emergency procedures and evacuation information, including directions to reference the classroom flip chart

c. Classroom rules, expectations, and discipline procedures

d. Classroom routines and procedures that support student success

e. Any assigned supervisory or extra-duty responsibilities

f. Daily schedules, including regular, early release, and alternate schedules

g. Detailed lesson plans, instructional materials, and any necessary directions to ensure continuity of learning during the teacher's absence

h. Information regarding the location of instructional materials, supplies, and resources needed for the day

Well-prepared substitute plans help ensure a positive experience for students and substitutes while minimizing disruptions to instruction.

Field Trips

Field trips require advance planning and administrative approval to ensure appropriate scheduling, transportation, supervision, and student services.

- Teachers should consult with the principal prior to scheduling or organizing a field trip.
- Requests for transportation and food service accommodations must be submitted at least two (2) weeks in advance of the planned trip.
- Staff members are responsible for coordinating with the transportation department, kitchen manager, and any other necessary personnel to ensure all arrangements are completed in a timely manner.
- Field trips should support educational objectives and comply with all district policies and procedures.

Advance planning helps ensure a safe, organized, and successful experience for students and staff**.**

Homework Guidelines

- Homework should have a clear educational purpose. Assignments should reinforce previously taught skills, extend learning, or deepen understanding of relevant concepts. Homework should not require students to practice skills or concepts they have not yet mastered.
- Homework should be equitable and accessible. Teachers should consider whether students have reasonable access to the resources necessary to complete the assignment successfully.
- Homework expectations should be clearly communicated. Students should understand the purpose, directions, and expectations of each assignment before leaving class. Whenever possible, assignments should be introduced, discussed, and started during class to ensure understanding.

- Homework should complement classroom instruction. Assignments that are appropriate for independent practice, such as reading, review activities, and skill reinforcement, are often most effective for homework. Activities requiring significant teacher support or direct instruction should generally occur during class time.
- Homework should support student responsibility and organization. Teachers should encourage students to use planners and other organizational tools to manage assignments and develop effective study habits.

Communication

Communication Between School and Home

Effective communication between school and home is essential to student success. Staff members are encouraged to communicate regularly with parents and guardians regarding student progress, accomplishments, concerns, and educational needs.

Building positive relationships with families begins with proactive communication. Whenever possible, communicate early, communicate often, and make an effort to share positive information about students in addition to addressing concerns. Consistent communication helps foster trust, collaboration, and a shared commitment to student success.

Communication Within the School

Effective communication is critical to the success of our school and our ability to serve students. Staff members are expected to communicate professionally, respectfully, honestly, and in a timely manner with colleagues, students, parents, and administration.

We are committed to fostering a culture of open communication and continuous improvement. Staff members should share important information promptly, address concerns proactively, and work collaboratively to prevent misunderstandings. As a professional learning community, we strive to ensure there are no unnecessary surprises and that all stakeholders are informed and supported whenever possible.

Student Aides

High school student aides assigned to Burlington Middle School play an important role in supporting classroom operations and student learning. To ensure accountability, supervision, and professionalism, the following expectations apply:

- Student aides must sign in and out at both the high school office and the middle school office. Sign-in/sign-out sheets are located in each office.
- If a student aide is absent or fails to report as scheduled, notify the appropriate high school staff member so the absence can be verified.
- Student aides who need to complete schoolwork should remain in the assigned classroom under staff supervision. Student aides should not return to the high school during their scheduled aide period unless authorized by school personnel.
- Student aides are expected to remain for the entire assigned aide period and should not be dismissed early without prior approval.
- Teachers utilizing student aides should provide meaningful tasks and responsibilities that support classroom operations and student learning. Aide periods should be structured and purposeful.
- Student aides are expected to follow all school rules, dress code expectations, and standards of conduct. Their appearance and behavior should contribute positively to the educational environment and serve as an appropriate example for younger students.
- Teachers supervising student aides are responsible for providing guidance, supervision, and feedback to ensure a positive and productive experience.

Building Security and Maintenance

Maintaining a secure school environment is a shared responsibility of all staff members.

- Staff members working in the building during times when custodial staff are not on duty are responsible for ensuring building security. When leaving the building, verify that the exterior door used for exit is securely closed and locked.
- Building access should not be provided to individuals who are not authorized Burlington Middle School staff members. Visitors must follow established visitor procedures and check in through the office.

- Building keys issued to staff members must be secured at all times. Keys should not be shared with unauthorized individuals or left in unsecured locations.
- Students should not be given access to building keys except under direct staff supervision and only when necessary for approved school purposes.
- Staff identification badges must be worn and visible during the workday. If a badge is forgotten, lost, or misplaced, staff members should obtain a temporary badge from the office for the day.

Building security is essential to maintaining a safe and secure learning environment for all students, staff, and visitors.

Student Improvement Team (SIT)

Purpose of General Education Interventions

The Student Improvement Team (SIT) is designed to provide early intervention and support for students experiencing academic, behavioral, social-emotional, or enrichment needs. SIT should be viewed as a proactive process and the first step in providing support—not a last resort.

The purpose of SIT is to collaboratively identify student needs, develop targeted interventions, monitor progress, and provide resources that promote student success within the general education setting.

SIT forms are available electronically and should be completed when a student demonstrates a need for additional support or enrichment. The documentation serves as a record of interventions implemented and provides guidance for team discussions and decision-making. The school counselor may add relevant information to the SIT documentation during team meetings when appropriate.

Who Is Involved?

The Student Improvement Team is a collaborative group that may include:

- Student
- Parent(s)/Guardian(s)
- Classroom Teacher(s)
- Counselor
- Principal
- Other staff members or specialists, as needed

Parents and guardians are valued members of the team and are encouraged to participate in the problem-solving process.

Why Do We Use SIT?

- Collaboration leads to more effective solutions for student success.
- Supporting student learning is the responsibility of all staff members.
- Interventions should be implemented before concerns become more significant.
- Student needs should be addressed within the general education setting whenever appropriate.
- Early identification and intervention increase the likelihood of student success.

Problem-Solving Process

The SIT process follows a structured problem-solving model:

1. Identify the concern or area of need.
2. Determine possible contributing factors.
3. Collect and analyze relevant data.
4. Develop and implement targeted interventions.
5. Monitor student progress and evaluate the effectiveness of interventions.
6. Adjust interventions as needed based on student outcomes.

Levels of Problem-Solving

Level 1: Classroom teacher and parent/guardian collaborate to address concerns.

Level 2: Classroom teacher collaborates with additional resources such as instructional coaches, specialists, counselors, administrators, or other staff members.
Level 3: The Student Improvement Team develops a formal intervention plan and collects progress-monitoring data.
Level 4: The team considers the need for a multidisciplinary evaluation and additional services.

Areas for Problem Analysis
When developing interventions, the team should consider the following factors:
Instruction
- Are instructional practices meeting the student's needs?
- Are changes in instructional delivery necessary?

Curriculum
- Are instructional materials appropriate for the student's current level of performance?
- Are curriculum modifications or accommodations needed?
- What essential learning outcomes should be prioritized?

Environment
- Are there environmental factors affecting student performance or behavior?
- Are adjustments needed within the classroom or school setting?

Learner
- How does the student learn best?
- What strengths, interests, and learning preferences should be considered?

Data Collection
Effective decision-making requires accurate and ongoing data collection. Staff members should maintain all documentation related to interventions and student progress.
When preparing for a SIT meeting:
- Review existing student data and records.
- Gather updated information and documentation.
- Interview teachers and staff members who work with the student.
- Document current concerns, strengths, and intervention efforts.
- Observe the student in various learning environments.
- Collect additional assessment data when needed to inform decisions.

Focus on Solutions
The primary goal of the SIT process is to identify solutions, provide support, and remove barriers to learning. Through collaboration, data-driven decision-making, and ongoing monitoring, the SIT process helps ensure that every student receives the support needed to be successful.

Parent/Teacher Conferences
Documentation of Parent Communication
Staff members should document all communication with parents and guardians, including phone calls, emails, conferences, and significant conversations. Documentation should include the date, method of communication, participants involved, topics discussed, and any action steps or follow-up plans.

Accurate documentation provides a record of communication, supports collaboration between home and school, and helps ensure continuity when addressing student needs.

Purpose of Parent Conferences

Parent conferences provide an opportunity for families and school staff to work together in support of student success. The goals of parent conferences include:

1. Helping parents develop an accurate understanding of their child's strengths, needs, and abilities.
2. Sharing information regarding the student's current academic, behavioral, and social-emotional progress.
3. Collaboratively establishing goals and objectives for student growth.
4. Develop plans and strategies to support achievement of those goals.
5. Reinforcing the partnership between home and school.
6. Providing an opportunity for parents and guardians to share information, concerns, and insights regarding their child.

Planning and Conducting Effective Conferences

To ensure productive and meaningful conferences, staff members should:

1. Review relevant student records and consult with appropriate school personnel when needed.
2. Identify key topics and objectives for discussion.
3. Arrange a comfortable and welcoming meeting environment.
4. Prepare positive observations regarding the student, along with any concerns that need to be addressed.
5. Use specific examples and evidence when discussing strengths, concerns, and recommendations.
6. Inform the student about the conference, when appropriate.
7. Determine whether student participation would be beneficial.
8. Document the conference, including key discussion points, decisions, and action steps. Copies of conference documentation should be provided to parents and maintained according to school procedures.
9. Invite administrative participation when additional support or collaboration is needed.
10. Participate in conference-related professional development opportunities when available.

Guidelines for Successful Conferences

- Welcome parents and guardians in a friendly and professional manner.
- Begin and end the conference with positive and encouraging information about the student.
- Focus on collaboration and shared problem-solving rather than assigning blame.
- Listen carefully and respectfully to parent concerns and perspectives.
- Seek to understand the family's experiences and viewpoints.
- Use active listening skills and allow parents adequate opportunities to speak.
- Strive to find common ground and areas of agreement whenever possible.
- Communicate concerns honestly, respectfully, and constructively.
- Maintain confidentiality and avoid discussing other students or families.
- Refrain from criticizing previous teachers, schools, or educational experiences.
- Follow through on commitments made during the conference and communicate progress regarding agreed-upon action steps.

Effective parent conferences strengthen the partnership between home and school and contribute to improved outcomes for students.

Child Abuse (Responsibilities for Reporting Suspected Abuse or Neglect)

All school employees are mandated reporters and have a legal obligation to report suspected child abuse or neglect. This includes, but is not limited to, suspected physical abuse, emotional abuse, sexual abuse, mental abuse, and neglect. Any employee who has reason to suspect that a child may be the victim of abuse or neglect must take immediate action.

Reporting Procedures

- Staff members who suspect abuse or neglect should immediately notify the principal and/or school counselor and consult with them regarding the reporting process.
- If the principal or counselor is unavailable, the employee must make the report directly without delay.
- All observations, concerns, and relevant information should be documented in writing as soon as possible.

Important Guidelines

- Do not investigate allegations independently or attempt to determine whether abuse has occurred.
- Do not notify or discuss the report with a parent or guardian if they may be involved in the suspected abuse or neglect.
- Discussing a report with a suspected abuser may compromise the investigation and could place the child at additional risk.

- Maintain confidentiality and share information only with individuals directly involved in the reporting and investigation process.

Documentation

When a report is made, the reporting employee should document:

- The date and time of the report
- The name of the agency representative receiving the report
- A factual summary of the information reported
- Any additional documentation required by district procedures

Documentation should be completed promptly and maintained according to district guidelines.

Legal Responsibility

Each employee who suspects child abuse or neglect has an individual legal responsibility to ensure that a report is made. Consultation with administrators or counselors is encouraged; however, such consultation does not remove the employee's obligation as a mandated reporter.

Reporting forms, contact information, and additional guidance are available through the school counselor's office.

Employee Handbook Language: <u>Lactation Accommodations</u>

The board recognizes that it is important for mothers to have the option and ability to express milk in the workplace and that Kansas and federal law encourages this practice. Therefore, the board directs the superintendent to take measures to ensure district employees who are nursing mothers be provided with an adequate location for the expression of milk and reasonable break times for doing so for at least one year after the birth of the employee's child.

The superintendent or the superintendent's designee shall see that the district makes a reasonable effort to provide a place, other than a restroom, which is shielded from view, free from intrusion from coworkers and the public, and may be used by the employee to express milk during this timeframe.

Employees must give their supervisor notice of the need for lactation accommodations, preferably prior to return to work following the birth of the employee's child(ren), to allow supervisors the opportunity to establish a location and to attempt to work out scheduling issues. Employees utilizing these accommodations are also responsible for maintaining the designated area by wiping utilized surfaces with disinfectant wipes after each use so the area is clean for the next user.

No employee shall be discriminated against for expressing milk during the workday, and reasonable effort will be made by the employee's supervisor to provide flexibility in the employee's work schedule in consideration of the requirements of the staff member's responsibilities and the availability of staff members to cover those duties, as necessary.

Employees shall use usual break and meal periods for expressing milk, when possible. If additional time is needed beyond the provided breaks, employees may use personal leave or may make up the time as negotiated with their supervisors. Federal law does not require the district to compensate non-exempt staff members for work time spent expressing milk.

KASB Optional Employee Handbook Recommendation – 6/17

<u>NOTE:</u> The location selected for this purpose should have an electrical outlet or access to electricity through the provision of extension cord(s); proximity to clean water; adequate lighting; a chair and a small table, counter, or other flat surface for the employee's use; and either a door equipped with a functional lock or a sign the employee may post on the exterior of the location advising that it is in use and not accessible.

Final Thoughts and Expectations
At Burlington Middle School, we are committed to creating a positive, professional, and student-centered culture. As educators, our actions, attitudes, and relationships have a significant impact on student success and the overall climate of our school.

Demonstrate the Four C's
Staff members are expected to model and exemplify the following qualities each day:

- Competence – Demonstrate professionalism, preparedness, and a commitment to continuous improvement.
- Confidence – Approach challenges with a positive mindset and belief in the ability of all students to succeed.
- Caring – Build meaningful relationships and show genuine concern for the well-being and success of students and colleagues.
- Compassion – Treat others with empathy, understanding, patience, and respect.

Maintain a Positive Culture
A positive school culture begins with each of us. Staff members are expected to contribute to a supportive, solution-oriented environment that focuses on collaboration, professionalism, and what is best for students.

We strive to address concerns constructively, support one another, and maintain a positive outlook as we work together to achieve our shared goals.

"Teachers and students go hand in hand as learners...or they do not go at all."
— Roland Barth (2001)

Negotiated Agreement
If any provision contained within this handbook conflicts with the negotiated agreement, board policy, or applicable law, the negotiated agreement, board policy, or applicable law shall take precedence.

BURLINGTON MIDDLE SCHOOL

2026-2027

Student & Activity Handbook

USD 244 MISSION
Burlington Schools are committed to developing each student to become a responsible citizen and lifelong learner.

USD 244 VISION
Each graduate will be prepared for life and a passionate contributor to their career and community.

USD 244 BOARD OF EDUCATION AND SUPERINTENDENT

- James Higgins — President
- Lucas Allen — Vice President
- Nolan Strawder
- Johnny Hernandez
- Ron Hess
- Selena King
- Bob Plummer

Superintendent

- Donalyn Biehler — Superintendent

BUILDING MISSION STATEMENT
The mission of Burlington Middle School is to create a learning environment where all individuals are treated with dignity and respect and where students are provided the opportunity to excel in academics and personal pursuits.

WELCOME TO BMS
Welcome to Burlington Middle School, home to all fifth through eighth grade students in USD 244. At BMS, we are committed to creating a positive learning environment where students feel welcomed, supported, and encouraged to grow both academically and personally.

We believe middle school is an important time in a student's educational journey, and our teachers, staff, and students work together to make Burlington Middle School a place where everyone is treated with dignity and respect. We hope you will find our school community to be friendly, helpful, and dedicated to student success.

If you have any questions or concerns regarding our programs, procedures, or opportunities available at BMS, please contact the school office at **620-364-2156**. Teachers are available for conferences according to their schedules, and the principal's door is always open to students and families.

BURLINGTON MIDDLE SCHOOL SITE COUNCIL
The Burlington Middle School Site Council serves as an important communication link between the school, students, parents, and community. The mission of the Site Council is to provide advice and counsel to the school administration and Board of Education regarding designated areas of school programs and operations.
The Site Council meets twice during the first semester and at least once during the spring semester to discuss school improvement efforts, student needs, and ways to strengthen communication between the school and community.
Site Council Members

- Matt Spring — Principal
- Ashley Haller — Teacher
- Debby Schmidt — Classified Employee
- Stacey Moddie — Community Member
- Mitchell Garrett — Parent
- Nikki Freeman — Parent
- Amy Birk — Parent
- TBA — Parent

SCHOOL HOURS
Regular school hours are 7:50AM to 3:05PM, Monday- Friday for all students.

SCHOOL WIDE EXPECTATIONS

1. Respect for yourself. Am I giving my best effort?
2. Respect for others and environment. Am I supporting my classmates and my teacher?
3. Responsibility of your actions. Am I making good choices?

Leaving School During School Hours or Once a Student has Arrived at School:
Students may be dismissed during school hours for medical or dental appointments or for personal reasons approved by a parent or guardian. To help ensure student safety, requests for dismissal to anyone other than a parent or guardian must be submitted to the principal by phone or in writing. Whenever possible, requests should be made to the office at least one day in advance.

Once a student arrives at school, he or she may not leave campus without permission from the office. Before a student is released, a parent or authorized adult must report to the office and sign the student out.

ARRIVAL AT SCHOOL
Students should not arrive at school before **7:25 AM**, as student supervision begins at that time. Staff members will monitor student arrival and provide supervision during breakfast and morning activities. We appreciate parents' cooperation in not bringing or sending students to school earlier than necessary.

Students eating breakfast may enter the building at **7:25 AM** and should proceed directly to the food service area.

For students needing a warm, dry place to wait, the front foyer doors may open at **7:20 AM**. Please note that this area is not closely supervised until regular supervision begins at 7:25 AM.

ATTENDANCE POLICY

Regular attendance is essential to student success. Burlington Middle School will strictly enforce the attendance policy outlined below.

Attendance Guidelines

All middle school students are allowed a total of **10 days of absence per school year** within the following regulations:

Excused Absences

The primary purpose of absences is for:

- Personal illness
- Death in the family
- Family emergencies
- Medical or dental appointments

Attendance Regulations

a. Any unexcused absence without parent or guardian permission may be considered truancy.
b. Students missing three or more consecutive days due to illness must provide a doctor's note upon returning to school.
c. A student missing four class periods will be counted as a one-half-day absence.
d. A student missing two class periods will be counted as a one-quarter day absence.
e. When a student accumulates five absences during the school year, parents or guardians will receive a warning letter encouraging improved attendance.
f. Absences beyond 10 days, whether excused or unexcused, that are not supported by a signed doctor's note may result in:

- Alternative classroom placement
- Schedule adjustments focused on core classes
- Loss of participation in school-related activities at the discretion of administration
- Consideration for retention

g. When a student has 10 absences during the school year:

- Parents or guardians will receive notification from the principal
- The student may be referred to the SIT Team
- DCF may be notified
- Educational neglect may be considered

h. Excessive absences unrelated to medical or emergency circumstances may be referred to the Coffey County Attorney's Office for educational neglect proceedings.

Additional Attendance Procedures

- Parent or guardian notification does not automatically make an absence excused.
- Any absence not verified by a parent or guardian within 48 hours will be permanently recorded as unexcused.
- Students are responsible for making arrangements with teachers to complete and submit missed assignments following an absence.
- Students absent for a school-sponsored activity who do not return during regular school hours will receive one additional day to complete work assigned on the day of the activity.
- Students participating in extracurricular contests, practices, or games must check in through the office by **12:00 PM** on the day of the event unless prior arrangements have been approved.

Participation in Activities

Students absent from school for reasons other than school-sponsored or school-approved activities may not attend or participate in school activities occurring that day, including afternoon or evening events.

Parents or guardians of students with irregular attendance patterns will be notified.

TARDIES

Students are expected to arrive on time and prepared for class each day. During the school day, classroom teachers will determine whether a student is tardy. Tardy totals accumulate by semester, and students begin each new semester with a fresh start.

The following consequences will be enforced for excessive tardies:

1. **After 3 tardies** — Lunch Detention
2. **After 5 tardies** — Lunch Detention
3. **After 7 tardies** — After-School Detention
4. **10 or more tardies** — Consequences determined by the BMS Principal

Arrival Tardies

Students who do not ride the school bus should arrive at school at approximately the same time as bus arrivals. The school day is organized into individual class periods.

Students arriving after **7:50 AM** during first period will be counted tardy. Students arriving after first period has ended will be marked absent for all periods missed and tardy for the class period in which they arrive.

Students are allowed up to **10 excused arrival tardies per school year**. Additional tardies beyond this limit will be considered unexcused unless accompanied by a doctor's note.

The accumulation of **eight unexcused tardies** is equivalent to one unexcused absence and will be included in attendance calculations for possible referral to DCF or the district attorney under Kansas compulsory attendance law. See the **Truancy** section for additional information.

TRUANCY

Students enrolled in kindergarten through twelfth grade who are inexcusably absent:

- Three (3) consecutive school days,
- Five (5) days within a semester, or
- Seven (7) days within a school year

are considered in violation of the Kansas Compulsory Attendance Law (KSA 72-3121).

Students meeting these criteria shall be reported to the Coffey County District Attorney.

Students who accumulate excessive excused absences may also be required to provide additional verification in order for future absences to be considered excused. Verification requirements will be determined at the discretion of the administration or designee. Please refer to the **Attendance Policy** section for additional information regarding excused absences.

ACADEMICS

A STUDENT IN GOOD STANDING

Burlington Middle School defines "Good Standing" as a combination of satisfactory academic performance, responsible behavior, and acceptable attendance. Unless time is owed from a previous semester, all students begin the school year in good standing.

Students maintain good standing by meeting school expectations related to academic progress, behavior, and attendance. Failure to meet expectations in one or more areas may result in a student being considered "Not in Good Standing."

Good Standing Requirements

Academics

To maintain good academic standing, students must be passing at least **seven classes**.

Behavior

Students who violate academic integrity policies or student conduct policies established by USD 244 or Burlington Middle School may lose good standing status until all consequences or corrective actions have been completed. This may include suspensions and/or accumulation of behavior points.

Attendance

Students with **one unexcused absence** during the current grading period will not be considered in good standing.

Tardies

Students with **eight or more unexcused tardies** to school will not be considered in good standing.

Loss of Good Standing Privileges

Students who are not in good standing may not attend or participate in extracurricular activities or school-sponsored events. This may include:

- School dances
- Pep rallies
- Field trips
- Class activities
- Extracurricular participation
- Other school-sponsored events or activities

Grading, Progress Reporting, and Honor Roll Policy

Each grading period is approximately nine weeks in length. Parents and guardians with internet access may monitor student grades and attendance daily through the district's Skyward program.

Grade cards will be issued following the end of each quarter. Any incomplete grades must be resolved within two weeks after grades are distributed or the incomplete will automatically become an "F." No incomplete grades will be issued during the fourth quarter.

Grading Scale

Grade	Percentage
A	90–100
B	80–89
C	70–79
D	60–69
F	59 and Below

Make-Up Work

Students are responsible for completing work missed during absences and should communicate with teachers before or after school regarding make-up assignments.

Students will be allowed one school day to complete make-up work for each day absent. For example, a student absent for three days will have three school days to complete missed assignments.

In laboratory-based classes, special arrangements may be necessary to complete missed activities. Certain assignments, such as guest speakers, demonstrations, or performances, may not be fully reproducible due to the nature of the activity.

Students who provide a physician's note excusing them from specific activities will receive appropriate accommodations and/or modifications. Alternate assignments or activities may be provided for students excused for an extended period of time. In these situations, the student, parents or guardians, teachers, and administration are expected to work collaboratively to determine a reasonable solution that supports student learning.

EXTRA OPPORTUNITIES
Teachers are available to assist students on regular school days during the following times:

- **Morning:** 7:25 AM – 7:50 AM
- **Afternoon:** 3:05 PM – 3:30 PM

Parents and guardians are encouraged to have students take advantage of these opportunities for additional academic support.

OTAC (Our Teachers Are Concerned)
OTAC is a positive academic intervention program designed to help students stay successful in the classroom. OTAC is not detention. While detention is typically associated with disciplinary consequences, OTAC is intended to provide students with additional support and encouragement.

The purpose of OTAC is to help students avoid falling behind in their coursework. Some students may procrastinate or become overwhelmed by missing assignments, and OTAC provides structured time to receive help from teachers and complete schoolwork.

Students who begin falling behind academically may be required to stay after school from **3:10 PM – 3:30 PM** (unless other arrangements have been approved) to work with designated teachers and complete assignments.

LATE WORK
At Burlington Middle School, learning is our fundamental purpose while also holding students accountable for completing assignments on time. Late work will be accepted using the following procedures:

- On the day an assignment is due, students who have not completed the assignment are expected to notify their parents or guardians that they must attend after-school homework club either that day or the following day.
- If the assignment remains incomplete after the student has been assigned to after-school homework club, a "0" will be entered into the gradebook. Once submitted, the student may earn a maximum of 50% of the total points possible for the assignment.
- After arrangements have been made with a parent or guardian, students assigned to after-school homework club may be required to remain after school until **4:00 PM**.

WEDNESDAY NIGHT SCHOOL and SATURDAY SCHOOL
Purpose
Wednesday Night School and Saturday School are structured academic interventions designed to provide students with additional time to complete missing assignments after OTAC (Our Teachers Are Concerned) interventions and parent communication have occurred.
These interventions are intended to support students who are consistently choosing not to complete assignments on a regular basis. Wednesday Night School and Saturday School are used in addition to OTAC, not in place of OTAC.

Student Expectations
Once assigned to Wednesday Night School or Saturday School, students are required to attend for the designated minimum amount of time.
Wednesday Night School

- Time: 3:05 PM – 5:30 PM
- Required minimum attendance: Until 4:30 PM

Students may leave at 4:30 PM only if:

- All assigned work has been completed, and
- The work is completed with acceptable quality.

Saturday School

- Time: 8:00 AM – 11:00 AM
- Required minimum attendance: Until 9:30 AM

Students may leave at 9:30 AM only if:

- All assigned work has been completed, and
- The work is completed with acceptable quality.

Work Expectations
Students are expected to actively work on school assignments during Wednesday Night School or Saturday School. Once assignments are completed, students will read quietly until dismissal.

Consequences
Students who fail to attend or who do not use the time appropriately may receive the following consequences:

- One day of Out-of-School Suspension (OSS)
- A zero for assignments not completed during the allotted time if the student is not working appropriately

Honor Roll Requirements and Academic Letter
High Honor Roll
To qualify for High Honor Roll, a student must:

- Earn a minimum grade point average (GPA) of 3.6
- Have no incomplete, non-credit, or failing grades
- Have no grade lower than a C-

Regular Honor Roll
To qualify for Regular Honor Roll, a student must:

- Earn a minimum GPA of 3.1
- Have no incomplete, non-credit, or failing grades
- Have no grade lower than a C-

Academic Letter
Any Burlington Middle School student earning a GPA of 3.0 or higher with no grade lower than a C- is eligible to receive an Academic Letter at the school awards program**.**

Cheating
Cheating is considered a serious academic offense. Whenever a student is found guilty of cheating:

- The teacher will collect the student's work
- A grade of zero will be recorded for the assignment
- Parents or guardians and the office will be notified immediately

All students involved may be subject to disciplinary consequences, including minor or major referrals.

Plagiarism
Plagiarism is the act of using another person's language, ideas, or thoughts and presenting them as one's own work. Students must properly acknowledge all borrowed material.
The following guidelines apply to plagiarism:

1. Intent does not excuse plagiarism. Claiming that the copying was accidental does not remove responsibility.
2. Copying even a small portion of another source without acknowledgment is considered plagiarism.
3. Simply rewriting another person's ideas in different words without giving credit is still plagiarism.
4. All borrowed ideas, language, or materials must be properly acknowledged.
5. Copying from another student's work is considered plagiarism.

Students involved in plagiarism may be subject to academic and disciplinary consequences, including minor or major referrals.

GUIDELINES FOR PROMOTION
Guidelines for Promotion
Students who are not performing adequately academically may be subject to grade-level retention. "Adequate performance" will be determined by the educational team currently serving the student in collaboration with school administration.
When determining promotion or retention, the team may consider multiple factors, including:

- Classroom grades
- Assessment data
- Academic skill levels
- Overall student progress

A committee composed of Burlington Middle School staff may review students who fail core classes to determine promotion or retention recommendations.

Eighth Grade Promotion Requirements
To participate in the eighth-grade promotion ceremony, students must pass at least **four of the following five core classes** by the end of the spring semester of their eighth-grade year:

- Math
- English Language Arts (ELA)
- Social Studies
- Science
- PE/Health

Parents or guardians will be notified if their child is at risk of not participating in eighth-grade promotion activities. Follow-up phone calls and conferences may also be scheduled to discuss academic progress and possible interventions.
It is our sincere hope that all students will successfully meet the requirements to participate in eighth-grade promotion.

ENROLLMENT FEES & DUES
Instructional resource fees, lunch prices, technology fees, and other applicable school fees will be determined and announced following the summer Board of Education meetings.
Calculators are required for seventh and eighth grade students and may be purchased through the school during enrollment. The purchase price is $17.
Students may be charged fees for damaged or lost school property, including textbooks and technology equipment.

Textbook and Technology Fees

- Damaged textbooks will result in a minimum damage fee of $10.
- The replacement cost for lost textbooks will be determined by the original purchase price divided by the number of years the book has been in circulation.
- Lost or damaged technology equipment may result in fees based on the replacement or repair cost of the item.

STUDENT CODE OF CONDUCT
Guide to Good Conduct
A school is known by the quality of its people, including students, teachers, administrators, support staff, and members of the Board of Education. The character and success of a school community are reflected in the goals, expectations, and behaviors demonstrated by its members. Likewise, a student's conduct and personal achievements help shape a positive school record that supports future educational and career opportunities.

Burlington Schools are committed to developing fair, consistent, and meaningful expectations for all students through Social, Emotional, and Character Development (SECD) principles. Research shows a strong connection between social-emotional development, student behavior, and academic success. These principles help foster a positive school culture where students feel connected, supported, and safe both academically and emotionally.

SECD principles are expected to be modeled by all staff members and taught consistently to students. Through these efforts, students develop responsibility, independence, and the skills necessary to become successful learners and productive citizens who are college and career ready.

Student Discipline and Middle School Discipline Policies
Students are in school to learn, and teachers are here to provide instruction in an environment that is safe, respectful, and conducive to learning. Students will be treated with dignity and respect and are expected to show the same respect toward others.

Students who do not meet behavioral expectations will receive appropriate consequences related to their actions.

Participation in extracurricular activities, including athletics, band, choir, and clubs, is governed by additional Student Activity Policies. Students participating in extracurricular activities may face consequences related to both the activity and the discipline procedures outlined in this handbook.

To help maintain a positive learning environment for all students, Burlington Middle School utilizes the following discipline procedures and expectations.

Classroom Expectations
Students are expected to:

1. Arrive to class on time and with all materials necessary for participation as determined by classroom teachers.
2. Refrain from bringing food or candy into the gym during morning activities.
3. Obtain permission before speaking out, asking questions, or leaving their seat during class.
4. Follow directions given by teachers and staff members.
5. Help maintain a safe environment by keeping hands, feet, and objects to themselves.

Students are expected to know and follow all rules and expectations outlined in this handbook.

Minor and Major Behavior Information
Burlington Middle School promotes positive behavior and accountability. Students who do not follow school expectations may receive minor or major behavior referrals.

Minor Referrals
A minor referral is submitted by a teacher to document inappropriate behavior. Teachers will:

- Communicate behavioral expectations with the student
- Provide corrective guidance
- Communicate concerns with parents or guardians when appropriate

Major Referrals
A major referral involves administrative intervention. Students receiving a major referral may:

- Meet with an administrator
- Receive behavior points
- Serve detention or other disciplinary consequences

Escalation of Minor Referrals

- Three minors within a two-week period will result in an office-issued detention and a major referral.

BMS Behavior Code and Point System
Students who accumulate behavior points may receive the following consequences:

Seven (7) or More Points

- One to two days of In-School Suspension (ISS)
- Parent/student conference

Twelve (12) Points

- Two to three days of Out-of-School Suspension (OSS)

Fifteen (15) or More Points

- Three to five days of Out-of-School Suspension (OSS)
- Recommendation for long-term suspension or expulsion

Community Service Opportunity
To encourage student accountability and responsibility, students may have opportunities to reduce behavior points through approved community service.

- One hour of approved community service equals one behavior point.
- A maximum of seven points may be recovered per school year.
- All community service must be approved and verified by the principal or administration.

Once a student reaches fifteen points, he or she is no longer eligible to recover points unless currently participating in approved community service.

The administration reserves the right to assign consequences and behavior points for any violation of school policy not specifically listed in the behavior code or handbook.

Level	Interaction	Description of Offense	1st Referral	2nd Referral	3rd Referral	4th Referral	5th Referral
Minor 1pts	Hits/Touches Other (Horseplay)	One or more students making physical contact such as light tapping or pushing that does not harm or injury to each other or the school environment	Warning[1]	Teacher Calls or Meets with Parents (24hr. notice)	25-minute classroom detention[2]	One 50-minute detention[2] in the office after school	Administrative Referral
Minor to Major 1-5pts	Failure to attend assigned after school homework club		Warning and Detention	ISS	ISS	ISS	ISS
Minor to Major 1-3pts	Cellphones and Smartwatches	Failure to follow direction of having the device in their academic student locker from 7:25AM-3:05PM.	1pt, Warning and the Parent must pick up the device	2pts, Must be turned in to the office, Parents must pickup the device, 1 day ISS	3pts, Must be turned in to the office, Parents must pickup the device, 1 day OSS	Device is no longer allowed in school, failure will result in OSS/LT	Device is no longer allowed in school, failure will result in OSS/LT/DPH
Minor to Major 1-5pts	PDA (Public Display of Affection)		Teacher/ Administration Calls or Meets with Parents (24hr. notice)				
Minor/ Major 1-5pts	Willful misuse/abuse, destructions or defacement of property. Includes vandalism.	Teacher/ Administration Calls or Meets with Parents (24hr. notice)	Teacher/ Administration Calls or Meets with Parents (24hr. notice)	Teacher Calls or Meets with Parents (24hr. notice)	25-minute classroom detention[2]	One 50-minute detention[2] in the office after school	Administrative Referral
Minor* 1-5pts	Inappropriate Language or Obscene Gesture (Profanity or Slander)	A verbal message or using words in an inappropriate way or in such a manner that doesn't positively affect the student environment.	Teacher/ Administration Calls or Meets with Parents (24hr. notice)	Classroom Detention[2]	25-minute detention[2] in the office after school	One 50-minute detention[2] in the office after school	Administrative Referral
Major* 1-5Pts	Intentional Inappropriate Language or Obscene Gesture (Profanity or Slander) that is directed at an individual/group	A verbal message or using Words in an inappropriate way or in such a manner that doesn't positively affect student environment that is directed at an individual or group	Call to office/Parent Contact/Administrative Referral				
Minor* 1pt	Disrupting the Learning of Others	Behavior causing an interruption of class activities.	Warning[1]	Teacher Calls or Meets with Parents	25-minute classroom detention[2]	One 50-minute detention[2] in the office after school	Administrative Referral
Minor/ Major 1-5pts	Disrespect/Insubordination	Any rude, offensive spoken, written, or non-verbal communication that insults, belittles, slanders another person. Includes lying.	Warning[1]	Teacher Calls or Meets with Parents (24hr. notice)	25-minute detention[2] in the office after school	One 50-minute detention[2] in the office after school	Administrative Referral
Minor 1pt	Computer/Network Violation	Inappropriate use of the school computer, network system, email, etc.	Warning[1]	Teacher Calls or Meets with Parents (24hr. notice)	25-minute classroom detention[2]	One 50-minute detention[2] in the office after school	Administrative Referral
Major* 2-5pts	Computer/Network Violations		Call to Office/Parent Contact/Administrative Referral				
Minor* 1pt	Cheating/Plagiarism	Cheating on classroom assignments- copying answers, providing answers, changing	Teacher Calls or Meets with Parents	25-minute teacher detention[2]	Administrative Referral		

		answers while grading or claiming someone else's work as your own.	(24 hr. notice) Assignment redone at time arranged by teacher Classroom Referral	Classroom Referral			
Major* 1-5pts	Student delivers a message that is not true and or deliberately violates a rule. Copy or plagiarizes work.		Call to Office/Parent Contact/Administrative Referral				
Major 1-15pts	Theft	Intentionally taking someone else's property for personal gain.	Call to Office/Parent Contact/Administrative Referral				
Major 1pt	Leaving the classroom, building, or campus without permission	Leaving (or not returning to) class or campus without permission of teacher/administration	Call to Office/Parent Contact/Administrative Referral				
Major 3-5pts	Fighting	An unwanted physical altercation between two or more parties in which physical harm is intended.	Call to Office/Parent Contact/Administrative Referral				
Major 1-15pts	Threat	Threatening/blackmailing/bullying another student or staff member. (may include social media or technology)	Call to Office/Parent Contact/Administrative Referral/SRO Notified				
Major 1-15pts	Intimidation/Bullying/Harassment	Physical, Verbal, Social/Relational, Cyber, Prejudicial, Sexual, Psychological/Emotional	Call to Office/ Parent Contact/ Administrative Referral/ SRO Notified/ Counselor mediation	ISS or OSS, SRO, DPH	ISS or OSS, SRO, DPH	ISS or OSS, SRO, DPH	
Major 3-5pts	Possession of Tobacco Product including vapes	Possession of illegal contraband.	OSS/Expulsion/ SRO				
Major 5-15pts	Alcohol/Drugs	Possession of or under the influence	OSS/Expulsion				
Major 10-15pts	Extreme Misconduct		Call to Office/Parent Contact/SRO Notified OSS/Expulsion				
Major 15pts	Assault on Staff / Weapons /Arson /Terroristic Threat	Assault on Staff/ Weapons /Arson /Terroristic Threat	OSS/Expulsion				

RULES FOR GOOD BEHAVIOR

The following student expectations are subject to the Burlington Middle School Behavior Code and point system.

1. Students are subject to the direction and supervision of all school employees and are expected to show respect and cooperation toward all staff members.
2. Running in the hallways is not permitted.
3. Loud or disruptive talking in the hallways during class time is not permitted.
4. When classes move throughout the building during the school day, students are expected to do so quietly and under teacher supervision.
5. Public displays of affection are not permitted.
6. Abusive, disrespectful, profane, or obscene language—whether written, spoken, or gestured—will not be tolerated. This includes language or conduct directed toward individuals or groups based on race, sex, national origin, religion, or other protected characteristics.
7. Students are expected to help maintain a clean and orderly school environment by properly disposing of trash and keeping school property clean.
8. Food brought from home must remain in the student's locker until lunchtime and should be consumed only in designated commons areas. Violations may result in confiscation of the items.
9. Items that pose a threat to the health or safety of students or staff are prohibited and may be confiscated by school personnel. These items include, but are not limited to:
    - Pocket knives
    - Water pistols
    - Water balloons
    - Glass containers
    - Laser pointers
    - Any item intended to be used as a weapon
10. Smoking, vaping, swearing, fighting, excessive tardiness, skipping classes, refusing staff directives, classroom disruptions, property damage, stealing, cheating, backtalk, leaving school grounds without permission, and the use or possession of alcohol, tobacco products, electronic nicotine delivery systems, drugs, or drug paraphernalia are considered violations of school policy and are subject to the Behavior Code point system.
11. Animals may not be brought to school without prior approval. Exceptions may be made for approved classroom activities or instructional purposes under teacher supervision and in accordance with district policy.
12. Throwing snowballs is prohibited at all times.
13. Gambling is not permitted on school property or at school-sponsored activities.
14. Students are expected to obey all local, state, and federal laws.
15. Gang-related graffiti, writing, symbols, or other gang-related activity will not be tolerated.
16. Kicking or throwing balls or other equipment onto the school roof is prohibited.
17. School rules and expectations remain in effect during all school-sponsored activities and events occurring outside regular school hours.

JURISDICTION OF SCHOOL OFFICIALS

School officials may discipline students for misconduct as defined in this Code of Conduct when the behavior occurs on or around school property, during school activities, in school libraries, or while using school-provided equipment or technology.

Although misconduct occurring outside the school environment is generally addressed by local law enforcement, school officials may impose discipline when such conduct substantially impacts the school environment, educational objectives, or the overall interests of the school district.

School disciplinary authority applies to conduct occurring:

- On or near school property
- While riding school transportation to or from school
- During school-sponsored field trips
- While attending or participating in extracurricular activities
- During school-related activities on or off campus
- On school property outside regular school hours
- Off school premises when misconduct is directed toward school personnel
- Through the use of school-provided technology or devices

Search and Seizure on School Premises

Purpose and Objective

To maintain order, discipline, and safety within the school environment, school officials are authorized to conduct searches of students and school property when reasonable suspicion exists.

Students who bring contraband onto school property or to school-sponsored activities may be subject to searches in order to:

- Protect the safety of students, staff, and visitors
- Preserve an environment conducive to learning
- Prevent harmful or disruptive behavior related to contraband

The administration may use:

- Reasonable suspicion searches
- Metal detectors
- Trained canines

as necessary to support the objectives of this policy.

A student's refusal to submit to a lawful search or seizure under this policy may result in disciplinary action up to and including expulsion.

Forms of School Discipline

Teachers and administrators may take reasonable disciplinary actions necessary to support student growth, maintain school order, and protect the educational process.

Disciplinary measures may include, but are not limited to:

- Student counseling
- Parent or guardian conferences
- Schedule adjustments
- After-school assignments or supervised work sessions
- Restriction from extracurricular activities
- Counseling, psychological evaluation, or psychiatric evaluation with written parent or guardian consent
- In-School Suspension (ISS)

Students are expected to comply with all assigned disciplinary consequences. Failure to complete assigned disciplinary actions may result in additional consequences, including possible suspension or expulsion.

District administrators may also establish building-specific discipline procedures and protocols.

Administrative Authority and Notifications

For purposes of this handbook, the term "Principal" includes:

- Building principals
- Principal designees
- Other authorized district administrators

Any notice, recommendation, determination, or disciplinary action referenced in this section shall be considered properly delivered when:

- Personally provided to the student or parent/guardian,
- Sent through certified or registered mail, or
- When actual knowledge of the action has been established.

Students who are suspended out of school or expelled may not attend or participate in school activities during the period of exclusion, including weekends and school holidays occurring within that timeframe.

Eligibility for extracurricular activities during mandatory reassignment will be determined on a case-by-case basis by the principal of the receiving school or program.

DETENTION POLICY

Detentions

Detentions are held Monday through Thursday from **3:05 PM to 3:55 PM**. Depending on the situation, students may be assigned either a twenty-five-minute or fifty-minute detention immediately after school.

Detention time is not intended to be convenient. Its purpose is to serve as a corrective consequence and encourage students to avoid future behavioral concerns.

Students assigned detention are responsible for arranging their own transportation home.

Detention Procedures

- Students have two school days to serve a detention from the date it is issued. This includes either the day the detention is assigned or the following school day.
- If a student fails to serve the detention within the required time, the detention time will double.
- If the doubled detention is not served within four school days from the original date issued, the student will receive a minimum of one day of Out-of-School Suspension (OSS).
- Suspension time does not eliminate the original detention obligation. Upon returning from OSS, the student will still be required to complete the assigned detention time.

Suspension and Expulsion
Out-of-School Suspension (OSS) from a class for more than one hour, or suspension from school, may only be assigned by the principal or the principal's designated representative.
Short-Term Suspension
- Short-term suspensions range from one to ten school days.
- Students will be provided an informal hearing prior to the suspension.

Long-Term Suspension
- Long-term suspensions exceed ten school days but may not exceed ninety school days.
- A formal hearing is required prior to assignment.

Expulsion
- Expulsion may extend up to 186 school days.
- A formal hearing is required.

Parent Notification
Parents or guardians will receive written notification regarding all suspensions and expulsions.
Restrictions During Suspension or Expulsion
Students serving suspension or expulsion:
- Are prohibited from being on school property
- May not attend or participate in school-sponsored activities or events

Academic Expectations During Suspension
Schoolwork will continue to be assigned during suspension periods. It is the responsibility of the student and parent or guardian to arrange for collection and completion of assignments.

For long-term suspensions, alternative assignments or educational services may be provided.

Formal Hearing Procedures
For exclusions or suspensions longer than ten school days:
- Students and parents or guardians will receive written notice of the date, time, and location of the formal hearing.
- Students will be provided a copy of the Kansas statutes related to suspension and expulsion procedures.

Suspension and expulsion procedures are further governed by Board Policy JDD and applicable Kansas law.

In-School Suspension (ISS)
In-School Suspension (ISS) may be assigned as a disciplinary consequence for misconduct. ISS may involve suspension from one class, multiple classes, or portions of the school day while allowing the student to remain at school.
During ISS, the student may be assigned to a supervised location such as:
- The office
- A designated hallway area
- A detention or ISS room

A staff member or adult designated by the principal will provide supervision during the suspension period.

Suspension Reduction Option
In an effort to support students in discontinuing self-harming behaviors related to smoking, vaping, or similar activities, Burlington Middle School may offer students the opportunity to reduce suspension time through participation in an approved cessation program.
Under this option:
- The cessation program must be approved by school administration.
- Participation must be agreed upon by the student's parent or guardian.
- Students may return from suspension prior to the original end date after providing documentation of successful completion of a cessation session.

Any costs associated with participation in a cessation program are the sole responsibility of the student and/or parent or guardian.

Suspension and Expulsion Procedures
Kansas statutes establish both the reasons for long-term suspension or expulsion and the procedural safeguards required during the disciplinary process**.**

Reasons for Suspension or Expulsion
Students may be suspended or expelled for one or more of the following reasons:
- Willful violation of published or adopted student conduct regulations
- Conduct that substantially disrupts, impedes, or interferes with school operations
- Conduct that endangers the safety of others or substantially infringes upon the rights of others
- Conduct constituting the commission of a felony
- Conduct constituting the commission of a misdemeanor at school, on school property, or during a school-sponsored event
- Refusal to comply with directives from school authorities when the behavior may result in disruption or interference with school operations

- Possession of a weapon at school, on school property, or at a school-sponsored event
- Accumulation of 13 or more points under the Burlington Middle School Behavior Code point system

Rules Applicable to Suspension and Expulsion Procedures
The following rules apply in all cases where a student may be suspended or expelled from school:

- Refusal or failure of the student and/or parent or guardian to attend a scheduled hearing shall result in a waiver of the opportunity for that hearing.
- Students suspended for more than ten school days or expelled from school may appeal the decision to the Board of Education within ten calendar days of receiving written notice of the hearing results.
- Students suspended for more than ten school days or expelled shall be provided information regarding public or private programs and services that may assist in improving student behavior and attitudes.
- Students who are suspended or expelled will be notified of the date they are eligible to return to school.
- If the suspension or expulsion is not related to a weapons violation, the principal may establish behavioral expectations for the student's return and may place the student on probationary status.
- If the expulsion involves a weapons violation, the superintendent may establish behavioral expectations for the student's return and may place the student on probationary status.
- Days during which a student is suspended or expelled are not subject to compulsory attendance requirements.

Restrictions During Suspension or Expulsion
While suspended or expelled, a student may not:

- Be on school property or inside any school building without permission from the principal
- Attend or participate in any school-sponsored activity or event as a spectator, participant, or observer

Other Behaviors That May Result in Suspension or Expulsion
In addition to the Burlington Middle School Behavior Code point system, the following behaviors may result in disciplinary action up to and including suspension, expulsion, and/or referral to law enforcement authorities.

A. Disruptive Behavior
Any behavior that substantially disrupts or interferes with the lawful mission, educational process, or daily operation of the school is prohibited.

B. Damage to or Destruction of School Property
Students shall not intentionally damage, destroy, or attempt to damage school property, nor steal or attempt to steal school property.

C. Damage to or Destruction of Private Property
Students shall not intentionally damage, destroy, or attempt to damage private property, nor steal or attempt to steal private property on school grounds or during school-sponsored activities, functions, or events.

D. Weapons and Dangerous Instruments
Students shall not knowingly possess, handle, use, or transmit any object that may reasonably be considered a weapon while on school property or while attending a school-sponsored activity, function, or event.
This includes:

- Actual weapons
- Items used as weapons
- Destructive devices
- Facsimiles or replicas of weapons

Weapons Resulting in Mandatory Expulsion
Possession of the following weapons may result in expulsion from school for one calendar year:
Firearms
For purposes of this policy, "firearm" includes:

- Any weapon designed to expel a projectile by explosive action
- Starter guns
- Frames or receivers of firearms
- Firearm mufflers or silencers
- Destructive devices

Destructive Devices
Including but not limited to:

- Bombs
- Grenades
- Rockets or missiles
- Mines
- Incendiary or explosive devices

Other Prohibited Weapons

- Metal knuckles
- Sand clubs
- Throwing stars
- Switchblade knives
- Gravity knives
- Electronic stun devices or stun guns

The superintendent may modify the one-calendar-year expulsion requirement on a case-by-case basis in accordance with applicable law.

E. Narcotics, Alcohol, and Intoxicants

Students shall not knowingly possess, use, distribute, sell, or be under the influence of:

- Illegal drugs
- Controlled substances
- Alcoholic beverages
- Intoxicants of any kind

This prohibition applies:

1. On school grounds before, during, or after school hours
2. On school grounds during any school-sponsored activity
3. At off-campus school-sponsored activities, functions, or events

Exceptions for Prescribed Medications

Possession or use of prescribed controlled substances is permitted only when:

1. The medication has been legally prescribed to the student by a licensed healthcare provider
2. The medication is administered in accordance with district policy
3. The medication is used according to labeled directions

F. Other Items Not Allowed at School

The following items are prohibited unless specifically approved by school administration or staff:

- Electronic devices that disrupt instruction
- MP3 players, CD players, or tape players
- Cellular phones or personal tablets used inappropriately
- Skateboards
- Water guns
- Toys
- Fidget devices that disrupt learning
- Tobacco products
- Vaping devices or electronic nicotine delivery systems
- Electronic cigarettes
- Laser pointers not approved for presentations

Unauthorized items may be confiscated and may result in additional disciplinary consequences, including suspension or expulsion.

The use of personal electronic devices may be permitted for instructional purposes. Failure to comply with school expectations for appropriate use may result in loss of device privileges**.**

G. Discriminatory Conduct and Harassment

Discriminatory conduct or harassment directed toward another individual on the basis of the following below are strictly prohibited:

- Sex
- Race
- Color
- National origin
- Religion
- Sexual orientation
- Disability

Students and families should review the district's policies regarding sexual harassment and racial harassment, which are included elsewhere in this handbook.

STUDENT DRESS CODE

Primary responsibility for appropriate dress and appearance rests with students and their parents or guardians. Students are expected to wear clothing that supports a positive learning environment focused on safety, respect, and academic success.

Student dress that is obscene, immodest, indecent, disruptive, or lewd will not be permitted.

Students must wear shoes, sandals, or boots at all times and wear clothing that appropriately covers the body. Any student dressed in a manner that disrupts the academic environment may be sent to the office and required to change into appropriate clothing, wear PE clothes, or contact home for a change of clothes.

Articles of Clothing Not Permitted

The following items and styles are prohibited at Burlington Middle School:

1. Clothing that exposes the stomach or belly button.
2. Hats, bandanas, sunglasses, or other headwear worn inside the building unless approved by administration.
3. Clothing that reveals undergarments, including visible bra straps or sports bras. This includes clothing such as:
    - Off-the-shoulder shirts
    - Tank tops
    - Spaghetti strap tops
4. Clothing displaying vulgar, obscene, suggestive, or inappropriate language, symbols, or gestures.
5. Clothing advertising or promoting items or activities illegal for minors, including:
    - Alcohol
    - Tobacco products
    - Drugs
    - Electronic nicotine products

6. Shorts or clothing that are excessively short or revealing. Shorts must be approximately fingertip to mid-thigh length and must provide appropriate coverage while standing, sitting, and moving.
7. Costumes or costume-style clothing except during approved school-sponsored events or designated spirit days.

Dress Code Enforcement
Students dressed inappropriately may be required to:

- Change into PE clothing
- Contact home for appropriate clothing
- Correct the dress code violation before returning to class

School administration will make the final determination regarding whether clothing or appearance is considered appropriate or inappropriate for the school setting.

Bullying Prevention Policy
USD 244 and Burlington Middle School are committed to providing a safe, respectful, and supportive learning environment for all students. Bullying, intimidation, and harassment in any form are prohibited.
Kansas law (K.S.A. 72-8256) requires every school district to:

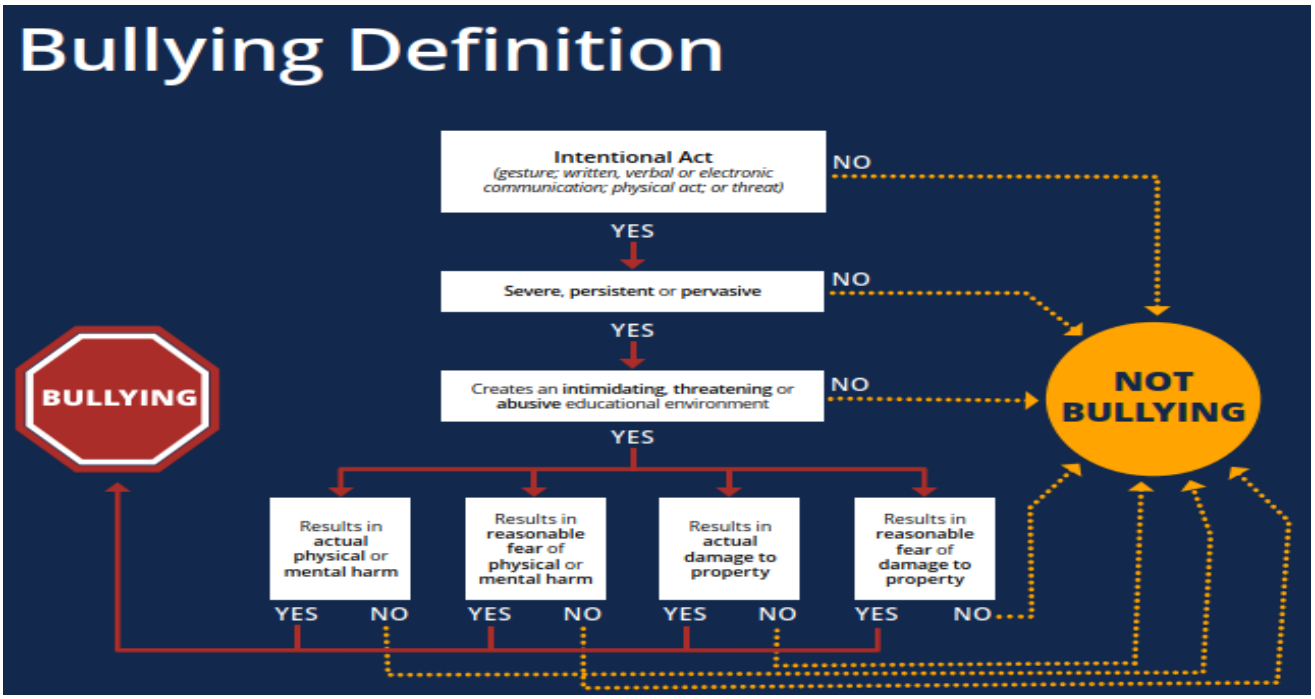
- Develop and implement a bullying prevention policy
- Create a bullying implementation plan
- Provide bullying prevention training for staff and students

Any form of intimidation or harassment prohibited by Board of Education policy is strictly forbidden.

Definition of Bullying
A student is considered bullied when he or she is repeatedly exposed over time to negative actions by one or more individuals and has difficulty defending himself or herself.

Bullying includes three important components:

1. Bullying is an intentional act.
2. Bullying is severe, persistent or pervasive.
3. Bullying creates an intimidating, threatening or abusive educational environment.



Forms of Bullying:
Physical Bullying
Involves harming a person's body or belongings. Examples include hitting, kicking, pushing, tripping, or damaging property.
Examples include:

- Hitting
- Kicking
- Pushing
- Tripping
- Pinching
- Hair pulling
- Physical intimidation

Verbal Bullying
Involves using words to hurt or intimidate someone. Examples include name-calling, insults, teasing, threats, or telling someone to harm themselves. Examples include:

- Name-calling

- Teasing
- Put-downs
- Sarcasm
- Hurtful gossip
- Rumor spreading
- Harassing phone calls

Psychological/Emotional Bullying

Involves manipulating, intimidating, or repeatedly causing emotional harm through fear, humiliation, or isolation.
Examples include:

- Hurtful notes
- Cyberbullying
- Threatening messages
- Social humiliation
- Exclusion from groups or activities

Cyberbullying

Bullying that occurs through technology or electronic communication.
Examples include:

- harmful texts
- social media posts
- fake accounts
- sharing embarrassing photos
- online harassment.

Property Damage

Damage to property involves an aggressor intentionally damaging or stealing and individuals property with the intent to of causing harm or destruction.

Parent Responsibilities

Parents and guardians play an important role in helping prevent and address bullying.
Parents are encouraged to:

- Report bullying concerns to the building principal as soon as possible
- Encourage open communication with their child
- Help students report bullying if they feel uncomfortable doing so independently
- Understand that bullying involves repeated behaviors and often requires documentation
- Review school procedures and work cooperatively with school administration
- Save evidence of bullying when possible, including messages, screenshots, or written communication

Timely reporting is important. Delayed reports may make it more difficult to establish a pattern of bullying behavior and assign appropriate consequences.

Student Responsibilities

Students are encouraged to:

- Ask the individual to stop the behavior if safe to do so
- Report bullying to a trusted adult as soon as possible
- Provide accurate details regarding the incident
- Understand that retaliation is prohibited and may result in serious consequences

Students may report bullying to:

- A teacher
- A counselor
- The principal
- Another trusted staff member

Parents may also contact the school office to schedule a meeting with administration.
Reporting Options

Bullying concerns may be reported by:

- Texting a report to bullying@usd244ks.org
- Emailing bullying@usd244ks.org
- Call 620-364-4700

School Responsibilities

USD 244 and Burlington Middle School are committed to partnering with students, parents, and the community to prevent bullying and provide appropriate intervention.

Staff Responsibilities

Any staff member who witnesses or receives a bullying report must report the concern to the building principal.

Building Principal Responsibilities

Upon receiving a bullying report, the principal will:

- Ensure proper documentation is completed
- Investigate the incident thoroughly
- Meet individually with involved students

- Interview witnesses as needed
- Meet with students together when appropriate
- Determine whether the incident meets the definition of bullying
- Assign consequences in accordance with the student handbook
- Address retaliation concerns
- Arrange counseling or support services when appropriate
- Review bullying procedures and reporting expectations regularly with staff
- Maintain documentation and communicate relevant concerns to future school administrators when necessary

Important Reminders

- School administrators will use the district definition of bullying when determining whether conduct qualifies as bullying.
- Timely reporting is critical for effective investigation and intervention.
- Students and families are encouraged to preserve evidence of bullying whenever possible.
-

If you have questions or concerns regarding bullying prevention procedures, please contact the building principal or school administration.

Acceptable Use of Computers and Networks

Students using district computers, networks, internet services, e-mail systems, or electronic devices should understand that use of these resources is a privilege and not a right. Students should have no expectation of privacy when using district technology resources.

District internet access, e-mail, computer systems, and electronic devices are provided for educational purposes. Students are expected to use appropriate language, follow staff directions, and comply with all classroom and district technology expectations.

Any e-mail, computer application, file, or information stored on district devices or systems may be monitored, reviewed, or duplicated by school staff or administration at any time. Student internet activity may also be monitored at any time.

Students who violate district technology rules or classroom expectations related to internet access, computers, or electronic devices may face disciplinary consequences up to and including suspension or expulsion.

Consequences of Inappropriate Use

Students are expected to use district technology responsibly and in accordance with district policies and applicable laws.
Consequences for inappropriate use may include:

- Student conference
- Parent or guardian conference
- Loss of computer or technology privileges
- Loss of the privilege to take devices home
- School disciplinary action
- Assignment of behavior points under the school behavior system
- Civil or criminal liability when applicable

Technology violations are cumulative and may be documented within the school's behavior management system.

Technology Agreement

Before being allowed to use district technology resources, students and parents or guardians will be required to review and sign the district Acceptable Use Policy.

District Disclaimer

The district makes no guarantees, expressed or implied, that technology services or network systems will operate without interruption or error.
The district is not responsible for:

- Loss of data
- Damage to files or information
- Service interruptions
- The accuracy or quality of information obtained through the network

All information stored on district technology systems is subject to monitoring and should not be considered private.
Users and parents or guardians may be held financially or legally responsible for intentional misuse of district technology resources**.**

CELL PHONE EXPECTATIONS

Cell phones must be:

- Turned off when students enter the building and placed in their locker and remain off until 3:05 Dismissal.
- Students who do not follow these expectations will be subject to consequences in accordance with the school's discipline matrix.

TELEPHONE USE

Telephones located in classrooms and school offices are intended primarily for conducting school business. Student access to school telephones will be limited to necessary situations as determined by school personnel.

ELECTRONIC DEVICES

The staff and administration of Burlington Middle School are not responsible for locating lost or stolen electronic devices brought to school by students.
Students may not audio record, photograph, or video record other students, staff members, or school occupants without prior approval. Any recordings or images created in violation of school policy become the property of USD 244 and may only be used with permission from the Superintendent.

Students engaging in unauthorized use of electronic devices, unauthorized recording, or inappropriate photography or video recording on school grounds, at school activities, or using school equipment may face disciplinary consequences up to and including suspension or expulsion.

Any recordings or photographs made at school, on school property, or during school-sponsored events may become the property of Burlington USD 244 if used in violation of school policies or procedures.

Prohibited Use of Electronic Devices
The following actions are strictly prohibited:

- Recording audio, taking photographs, or recording video in areas where individuals have a reasonable expectation of privacy
- Recording or promoting student misconduct
- Posting unauthorized audio, photographs, or videos to social media or other online platforms
- Using another student's or staff member's username or password to access district technology resources

Violations may result in disciplinary action, including suspension or expulsion.

Technology Account Expectations
Students must use only their assigned usernames and passwords when accessing district technology systems, including:

- Wireless networks
- Student Information Systems
- Learning Management Systems
- District drives and applications
- Other district technology resources

Unauthorized access or sharing of login credentials may result in loss of technology privileges and disciplinary consequences.

Electronic Device Guidelines

- Audio may only be played through headphones.
- Headphone volume must remain low enough that others cannot hear the sound.
- Electronic devices may not be used in a manner that disrupts the learning environment.

Causing a disruption with an electronic device may result in:

- A minor discipline referral
- Confiscation of the device

Refusal to immediately surrender an electronic device to a staff member upon request is considered open defiance and will result in a major discipline referral.

Consequences for Electronic Device Violations
First Incident

- Minor discipline referral

Second Incident

- Device confiscated and taken to the office
- Student may pick up the device at the end of the school day

Third Incident and Beyond

- Device confiscated and taken to the office
- Parent or guardian must pick up the device
- Major discipline referral issued
- Behavior points assigned according to the behavior code

Personal Items Not Insured
Personal belongings brought to school by students are not insured by the school district.
Parents and guardians are encouraged to obtain private insurance coverage for valuable personal items brought to school, including:

- Electronic devices
- Calculators
- Personal digital assistants
- Other valuable personal property

Items Not Allowed at School
Items that disrupt or distract from the educational environment are not permitted at Burlington Middle School and may be confiscated by school staff.
Examples of prohibited items include, but are not limited to:

- Personal music devices (iPods, MP3 players, etc.)
- Water guns
- Toys
- Laser pointers or laser pens
- Trading cards, including Pokémon cards
- Other items determined to interfere with instruction or student learning

Fidget items or stress-relief tools are permitted only when:

- They do not become a distraction to the learning environment, or
- They are included as part of a student's documented intervention or support plan.

Due to health department regulations, pets are not allowed inside the school building unless they are approved service animals.

Backpacks and Book Bags
Students may use backpacks or book bags to transport school materials to and from school.
Backpacks should contain only items needed for the school day.

Students may carry backpacks or binders between classes unless administration determines the practice is creating disruptions or concerns. If problems arise, students may be restricted to using binders only.

With teacher approval, students may carry backpacks to seventh-hour class to assist with after-school transitions and activities.

Confiscated Items
First Offense

- The item will be confiscated and returned to the student at the end of the school day.

Second Offense

- A parent or guardian must retrieve the item from the school.

Additional Violations

- The student may be required to check the item into the office for the remainder of the school year.
- In-School Suspension (ISS) or additional disciplinary action may be assigned.

Repeated or intentional disregard for school rules may result in more serious disciplinary consequences as determined by school administration.

Skateboards
Skateboards are not permitted on school buses. If brought to school, skateboards must remain secured in student lockers during the school day.

Lockers
School lockers are the property of Burlington Middle School and may be searched at any time by the principal or designated staff member.
Each student will be assigned a locker and is expected to:

- Keep the locker clean and orderly
- Use the locker appropriately
- Avoid storing valuables at school

The school is not responsible for valuables left in lockers.
Locker Decorations
Students may decorate lockers for birthdays or school activities under the following guidelines:

- One decoration per event or birthday
- Maximum size: 8 inches wide by 20 inches tall
- Decorations must be attached using blue painter's tape only
- Magnets and stickers are not permitted

Water Bottles
Students may carry water bottles during the school day under the following condition:

- Water bottles may contain water only.

Transportation
Bus Rider Expectations

"Don't Lose Your Riding Privilege!"

Video cameras may be used on school buses and remain the property of USD 244. Students are expected to behave appropriately at all times to help ensure safe transportation for everyone.

Bus Rules

1. Students must remain seated until the bus reaches its destination and comes to a complete stop.
2. If seats are assigned by the driver, students must remain in their assigned seats unless permission is granted to move.
3. Students must face forward while the bus is in motion.
4. Students may not stand or leave their seats while the bus is moving.
5. Students should not distract the driver while the bus is in motion.
6. Conversation is permitted only in a low, respectful voice with students seated nearby. Loud talking, yelling, or calling across the bus is prohibited.
7. Obscene, vulgar, or inappropriate language is not permitted.
8. Students are expected to help keep the bus clean. Trash should not be left on the floor, and nothing may be thrown from bus windows.
9. For safety reasons, students may not place hands, arms, heads, or objects outside bus windows.
10. Any student who intentionally damages a bus will be held financially responsible for the damage.
11. Pets, animals, or live specimens are not allowed on the bus.
12. Smoking, vaping, or use of tobacco or nicotine products is prohibited on the bus.
13. Alcohol, intoxicants, or illegal drugs may not be possessed or used on the bus.
14. The bus driver is in charge at all times while students are riding the bus.
15. Students are expected to sit appropriately, talk quietly, and show respect to the driver and other passengers.

Bus Discipline Procedures
Students who fail to follow bus expectations may receive the following consequences:
First Referral

- Warning

Second Referral

- Loss of transportation privileges for 1–5 days

Third Referral and Beyond

- Loss of transportation privileges as determined by school administration

Reporting Concerns

Students and parents are encouraged to report inappropriate behavior on the bus to:

- The bus driver
- The principal
- The Director of Transportation
- The Superintendent

Parents are also encouraged to report concerns regarding unsafe or reckless driving by any bus driver. The USD 244 Board of Education is committed to employing safe, responsible, and qualified transportation staff.

Driving to School

Students who are legally permitted to drive are not allowed to park vehicles on Burlington Middle School property.

.

GENERAL

SELLING AT SCHOOL

1. No student should enter a teacher's classroom to make a sale.
2. Students are not permitted to sell to teachers between 7:25 a.m. and 3:30 p.m. on school days. Students who are selling items should be sure that they are not using their fellow students as a captive audience. Any selling should be on a convenient basis.

VISITORS

At BMS, students and teachers are actively engaged in learning and instruction throughout the school day. Visitors can be a distraction to this process. Please check with the office to arrange any classroom visits.

BIRTHDAY LUNCH CELEBRATIONS

Based on the U.S. Department of Agriculture and the Kansas State Department of Education, students are no longer permitted to have food brought to their table for other students. Parents may bring food for their own son or daughter only; food may not be provided for other students at the table.

GIFTS

Personal gifts such as flowers, balloons, birthday gifts, Valentine's gifts, and Christmas gifts will not be distributed at school. Please have these items sent to the student's home instead.

LOST AND FOUND

These items will be kept near the office and disposed of periodically, typically at the end of each quarter. Students and parents are encouraged to check this area regularly for any missing items.

HEALTH FOR MIDDLE SCHOOL

HEALTH SERVICES

The school nurse provides BMS administration with a building schedule. She is also available in an emergency. She updates immunizations and conducts screenings.

In each school year, prior to admission to and attendance in school, every pupil enrolling or enrolled in any school for the first time in the state of Kansas must present certification from a physician or local health department that the pupil has received or is in the process of receiving and will have completed within 90 days after admission to the school, such tests and inoculations as are deemed necessary by the Secretary of Department of Health and Environment. The inoculations pupils must have before enrolling in any Kansas school for the first time may be found at:
http://www.kdheks.gov/immunize/download/2017-18_School_Requirement_Memo.pdf.

This requirement may be waived if such inoculation seriously endanger the life or health of the child. Additionally, upon receipt of a written statement signed by one parent or guardian that the child is an adherent of a religious denomination whose religious teachings are opposed to such tests or inoculations, the requirement may be waived.

The school nurse will notify the parents of any inoculations needed to follow this statute. Failure to comply with this requirement may result in the exclusion of the student from school so as not to endanger his/her health or the health of others.

MEDICATION POLICY

Due to recommendations from the State Board of Education, U.S.D. #244 has revised its procedures concerning the storage and dispensing of medication to students during school hours.

We will no longer be custodians for any medication that is not prescribed by a physician or other medical person authorized to prescribe medication. If there are any over-the-counter medications that you feel your child might need to take during school hours throughout the school year, please have your physician fill out the directions and sign the Permission for Medication form. This form is available from the nurse's office or the building office. Medications should be brought to the school by the parent(s) in its original container. For prescription medications, please ask the pharmacist to label a bottle for home and a bottle for school. We will accept a current labeled pharmacy bottle in lieu of a physician's signature on the Permission for Medication form. Any changes in the type of medication, dosage, or time of administration shall be accompanied by a new Permission for Medication form. Generally, the only medication that will be available to a student and stored in the nurse's office is medication that is supplied by a parent and prescribed by physician or other medical personnel authorized to prescribe medication.

IMMUNIZATIONS

Kansas State Law requires all students to have up-to-date immunization records prior to starting school in the fall. Parents will be notified by mail, phone, email, and/or text if their student's immunizations need to be updated prior to the beginning of the next school year. Students without up-to-date immunizations by September 30th of each year will be excluded until immunizations are up to date in the health office. Any boosters due after the school year has started will be due within 30 days after they expire, or the student will be excluded from school until an up-to-date immunization record is received. Students new to the district must show proof of up-to-date immunization status prior to enrolling. Students transferring from another state will be given 30 days to complete immunizations required in

Kansas that were not required by the state in which they are transferring from. Students with medical exemptions or religious exemptions are to have the appropriate form signed YEARLY. Medical and religious documentation must be provided PRIOR to the student's 1st day of school to have the appropriate form signed yearly. Those students with religious exemptions need to sign a form upon entry to school.

MEDICATIONS AT SCHOOL

It is desirable for medications to be administered in the home. However, it is recognized that some students are able to attend school regularly because of the effective use of medication in the treatment of chronic illness or disabilities. It is also recognized that in many short-term illnesses, medications may need to be continued after a student returns to school. It is the school's intent to cooperate with the parents and their physician in seeing that the student receives the correct medication and dosage at the proper time.

If a student must take medication more than three times a day or at a specific time of day, he/she is eligible to take the medication at school. These procedures are to protect the student and to eliminate unnecessary medication administrations at school. In order to promote the safety and well being of students, all prescription and non-prescription drugs must be kept in the nurse's office under lock and key. Before medication can be given or taken at school the following procedure must be followed: prescription medications must be in the original container and clearly labeled with the student's name and dosage information and the medication administration form/physician's order must be completed and signed by both the parent and the physician. If dosages or times change a written notice from the physician is needed. Students requiring EpiPens for severe allergic reactions will be required to supply their own. The school will not have stock EpiPens on hand. The school does not stock any prescription medication. Any student not following this procedure will be considered in violation of the Drug and Self-Abuse Policy.

Over-The-Counter Medications – Parents will be asked to provide all over the counter medication for their student. Permission for these medications must be on file yearly. This may be done during online enrollment, or the form may be acquired from the school nurse. The health office will have a limited supply of Tylenol, Advil (or the generic equivalent) and cough drops available to the students for special circumstances. Permission to give medications will not be accepted over the phone. All medications must be in the original bottle and clearly labeled with the student's name and is to be provided by the parent.

SAFETY

BURLINGTON MIDDLE SCHOOL PARENT COMMUNICATION AND NOTIFICATION

BMS utilizes a variety of communication tools to keep all stakeholders informed. The district website will be updated whenever events are changed or canceled. Please visit USD 244 Burlington Public Schools for the latest information.

Parents will receive a mailing containing access codes to monitor student grades, attendance, lunch balances, and more. ParentSquare will also be utilized regularly for school communication and notifications.

STUDENT RELEASE IN TIMES OF CRISIS

If the district activates its crisis plan and implements Student Safety and Release procedures, parents will receive a message through the automated calling system, Everbridge. This message will include information regarding where and when students may be picked up, along with other important details.

Regardless of the circumstances, students will only be released to a parent/guardian or a previously identified emergency contact. All adults picking up students must provide a driver's license or another form of photo identification.

TORNADO DRILLS

When information is received indicating a tornado threat, public warnings will be sounded. Updates regarding the progress of the storm will be communicated as information becomes available.

1. Upon receipt of a tornado warning in the area, the principal or designated individual will sound the alarm. The signal to take cover will consist of repeated short rings of the class bells.
2. If time does not permit movement to the designated shelter area, students and staff should move to the safest location within the room. This is typically along an interior wall and away from windows and doors. Students should crawl under desks or other large furniture that may provide protection. Once in the shelter area or safest location, students should draw their knees up and clasp their hands over their neck or head as the storm approaches.

Shelter locations will be designated during the first week of school, and evacuation routes will be posted in each classroom.

FIRE DRILLS

Fire drills will be conducted several times throughout the school year. When the fire alarm sounds, students are expected to exit the building quickly and orderly. Teachers will explain evacuation routes prior to the first drill, and routes will be posted in each classroom.

A.L.I.C.E. ACTIVE THREAT PROCEDURES

Alert – Lockdown – Inform – Counter – Evacuate

Student safety is a top priority at USD #244. To support school safety efforts, USD #244 has adopted A.L.I.C.E. procedures, which experts across the country believe increase the chances of survival during an active threat situation. This procedure includes training for both staff and students.

ATHLETICS/EXTRA CURRICULAR ACTIVITES (MORE ALIGNED WITH BHS)

BURLINGTON MIDDLE SCHOOL ATHLETICS/ACTIVITES PROGRAMS

All interscholastic athletic/activity programs conducted in the Burlington school system shall be in accordance with the rules and regulations prescribed by the National Federation of State High School Associations or those approved by that organization. Policies and guidelines set forth in the Kansas State High School Activities Association Handbook will be diligently adhered to and strictly enforced.

The following athletics or activities are offered at all 7th and 8th grade students: Football, Volleyball, Cross Country, Girls Basketball, Wrestling, Boys Basketball, Track, and Scholars Bowl

Welcome from our Athletic Director

I would like to welcome all of our sponsors, students and parents back for what we hope will be an excellent year at Burlington Middle School. At Burlington Middle School we attempt to strike a balance between the goals of high academic achievement for our students integrated with a healthy approach to student activities. With your help and support we can accomplish both objectives and provide maximum educational opportunities for students at Burlington Middle School.

This document is a resource for sponsors, students and parents during the activity school year. Communication is essential for the success of any program, and it is our hope at BMS that this handbook will answer any questions that you may have.

Participation in extra-curricular activities is a **PRIVILEGE**. Student participants are not entitled to playing time, position on a team or other special considerations. These items are determined by ability, work ethic and commitment to a team/program. Burlington Schools' coaches/sponsors are charged with teaching, evaluating and establishing the best team possible for available participants while keeping the focus on the educational process of extracurricular activities.

Parents are encouraged to support your child's decision to participate in an activity and hope that you will be involved in the activities. You are the key! Help them understand and abide by the rules, regulations, and policies in this handbook. Set yourself as a role model for your student, in your actions throughout the activity season. In a world that is flooded with drugs, alcohol and violence, we feel that with the support of the education system, the coaching staff and you, we can make a difference.

Please take the time to read through the handbook. If you have any questions, please do not hesitate to contact me.

It's a Great Day to be a Wildcat!

Taylor Wilson
Activity/Athletic Director

Community & School Pride
Competing at Burlington High School means more than competing for yourself or even in your team. It means representing the entire community. If we want to WIN, we have to develop a sense of pride for ourselves, our school, and our community.

School Pride
It is also an expectation that our athletes truly embody a desire to represent the community and school with their best efforts possible. Our athletes should be the leaders at every Pep Rally, Community Event, etc. with the following BMS Athletics Mantra:

It's a Great Day to be a Wildcat!
We Love to Wear the Red & Grey!

Athletics Communication
Our community, coaches, and kids are passionate about our Athletics programs. As such, questions often arise throughout the year regarding a variety of potential circumstances. When questions come up, please follow the chain of command found below. This will allow us to be as efficient and effective with the communication process as possible.
We will always encourage student-athletes to first advocate for themselves. Student-athletes and parents/guardians can all follow the process found below:
Step #1: Speak with Assistant Coaches/Sponsors
Step #2: Speak with Head Coach/Sponsor
Step #3: Speak with Athletic Director, Taylor Wilson
Step #4: Schedule Meeting with all involved parties, to include the Athlete(s), Parent/Guardian, AD, and Principal (Matt Spring) if needed
Step #5: Contact/Meet with Superintendent Donalyn Biehler

As an Athletics department, we will also strive to keep the community informed of any schedule or event changes, upcoming special events, etc. The primary place to get information regarding BHS Athletics will be through ParentSquare. We also have the cumulative schedule posted to our website and will keep our school calendar updated as any changes occur.

Communicating with Coach/Sponsor
Burlington Middle School has a primary mission to provide opportunities for students to gain valuable educational experiences through extra-curricular activities. Throughout your participation in extra-curricular activity, you may have questions that arise. The following protocol should be followed when contacting a coach/sponsor with a concern.

1. Allow emotions to settle for at least 24 hours before contacting coach/sponsor
2. Contact coach/sponsor via email or phone – following these steps
    a. Step I: Determine whether coach/sponsor and participant have spoken regarding the concern
    b. Step II: Set up a meeting with coach / sponsor, parent and participant if necessary
    c. Step III: If concern is not addressed contact Athletic Director to schedule meeting with coach/sponsor, parent, participant and AD.
    d. Step IV: Contact Principal to set meeting with coach/sponsor, parent, participant, AD and Principal.
    e. Step V: If concern has not been resolved, contact USD 244 Board Clerk to receive formal complaint form and instructions.

- Failure to comply with protocol may result in suspension from attending Burlington School activity events.

Parent/Guardian Information Meetings
All Athletics programs at Burlington Middle School will have a parent meeting following the first day of practice. There will be an evening of parent meetings in the Fall for all Fall sports teams. Parents/guardians and student-athletes are encouraged to attend. For Boys Basketball, Girls Basketball, Wrestling, and Track there will be a parent meeting on the evening after the first practice.

Individual Sports Information
Every Athletics program at Burlington Middle School is expected to have expectations/schedule given to each parent/guardian and athlete at the beginning of that season. This information will be discussed either during the parent meeting at the beginning of the season. Each program will support the information

found in this Athletics Handbook, while also including sport-specific expectations in terms of practice times, schedules, meetings, etc. Parents/guardians and student-athletes should ask any questions to the head coach as soon as possible after the parent meeting. Communication will be through each program's ParentSquare.

Eligibility

1. This regulation pertains to all students participating in extracurricular activities/athletics.
2. In order to be eligible for extracurricular activities/athletics, a student must have passed at least five new subjects of unit weight the previous semester and must be currently enrolled in at least five new subjects of unit weight.
3. A student shall not be permitted to make up work after the close of the semester for the purpose of becoming eligible. An "incomplete" or "in progress" shall count as a failure. However, should a student have an excused absence for days missed, completing such work per school policy would not be considered as "make up" work per se. Summer school is not to be used for making up credit deficiencies for the purpose of becoming eligible.
4. All extracurricular participants shall comply with KSHSAA eligibility policies.
5. In addition to following the KSHSAA guidelines, a weekly grade review will be made of students participating in extracurricular activities/athletics each semester. **A student earning two F's will be ineligible for one week**. Ineligible students may participate in practice but not competition. The ineligible period will be 6 days. The high school ineligible period will be Monday through Saturday. It will be the responsibility of the Athletic Director and/or principal to review all students participating in extracurricular activities/athletics weekly and each semester.
6. In the event that the student qualifies for one or more special programs offered in the school, including an individual educational plan (IEP), or qualifies for an accommodation plan under Section 504 of the Rehabilitation act of 1973, a staff committee will review the eligibility status of the student. In all cases, the student must meet the KSHSAA guidelines in order to participate. The following middle school activities/athletics include football, basketball, wrestling, track, and any music contests sponsored by KSHSAA. Additional activities students would be ineligible for include reward days, end of year activities, special field trips, school dances, and/or any other activity deemed a privilege by the administration.
7. In addition, **should a student receive an office referral on the day of an activity, he or she will not be eligible for that day's competition**.

Activity Transportation

Students are expected to ride to and from any activity in a school vehicle. Sponsors and/or coaches have the flexibility to allow students/athletes to ride home from events with their own parents if the following guidelines are met:

1. The parent talks directly to the sponsor, ask to have the parent's "own" child dismissed, and sign the student out at the conclusion of the activity.
2. In the event a parent needs to request someone else (grandparent, another adult, etc.…) take a child home at the conclusion of an activity, plans must be made in advance of the activity with the office and provide a signed note by the parent of whom their child will be going with.
3. The guidelines of each individual coach or sponsor of a specific organization must also be followed.

Activity Forms

<u>No student will be allowed to participate in an organized practice until the following is on file with the school:</u>

All forms must be signed by a parent or legal guardian. Forms are posted on the USD 244 website.

1. Current physical examination form
2. Medical consent form
3. Assumption of risk form
4. Concussion & head injury release form
5. Random drug testing consent form

Medical Policy

The school shall make available school accident insurance forms so students can purchase coverage for accidents if they so desire. **(This insurance policy is a secondary type of policy. It does not cover treatment services when benefits are payable under any other insurance or medical plan.)**
Please note the school insurance is a catastrophic insurance plan. We cannot make any commitment as to when/if the KSHSAA catastrophic will cover.

Practice

Participants are expected to attend all practice sessions. Unexcused absence from (one or more practices) could result in suspension for one contest. Persistent violations (two or more absences) will result in the offender being dropped from the squad. The head coach will determine if an absence is excused or unexcused. Unexcused absence from school on the day of a contest will prohibit an individual from participating in that contest. A student must check in at the office by 12:00 noon on the day of a contest if he/she wants to participate in any after school activity (games and/or practices) unless other arrangements have been made. A student is required to be in school on time the day after an activity.

Part of commitment to a program is commitment from the start of the season to the end. Fall practices start before school begins, winter sports may have practices over Winter Break, and spring sports may practices over Spring Break. Each Head Coach will have a schedule in advance of the season of when those practices are, what is required over breaks, etc. Please communicate with the sport Head Coach with questions, but the general expectation is that athletes are present for all required practices, including during breaks.

Student in Good Standing

KSHSAA Rule 14 "Bona Fide Student"

1. In order to be eligible for participation, the student must be a bona fide undergraduate member of that school and in good standing
    a. **A student who is under penalty of suspension or whose character or conduct bring discredit to the school or student, as determined by administration, is not in good standing and is ineligible for a period of time as specified by the administration.**
    b. Burlington Schools' Administration with cooperation from coaching / sponsors has the final determination of a bona fide student in good standing.
2. Community and Law Enforcement Authorities

Any student who has been convicted of a misdemeanor or felony crime or been adjudicated as a juvenile offender shall not be allowed to participate in and represent the school in any interscholastic activity until they have completed and complied with all orders of the court. Probation is not considered as part of, nor does it pertain to this policy.

Substance Use
The use or possession of

- Intoxicating beverages
- Tobacco in any form including electronic cigarettes
- Vaping in any form
- Illegal drugs
- Prescription drugs without correct medical prescription

while participating in interscholastic sports and/or KSHSSA sponsored activities is prohibited. See KSHSSA activities journal for a list of activities. Any observation of violation, by staff or law enforcement, should be reported to the administration, head coach and/or sponsor for their information. Any violation (in admittance to or observation of) will result in the following procedures:

a. First offense - suspension from the next two (2) consecutive calendar performance dates. These only include the KSHSSA sponsored activities the student participates in and may carry over between seasons.
b. Second offense - suspension from all interscholastic sports and/or school sponsored activities for the remainder of that school year.

It should be the duty of any and all coaches knowing of or observing a violation to report it to the athletic/activities director and/or principal.
activity until they have completed and complied with all orders of the court. Probation is not considered as part of, nor does it pertain to this policy.

Profanity
Profanity will not be condoned on the practice field, in the locker rooms or in contests. Persistent violators will be suspended from competition. Profanity is evidence of poor sportsmanship and is offensive to other players, coaches, officials and the public.

Sportsmanship
Good sportsmanship is a major goal of Burlington's athletic/activities program. Good sportsmanship involves two things: (1) devotion to sport (hard work) and (2) graceful acceptance of results, a high standard of conduct in honest competition. Repeated unsportsmanlike conduct by an athlete will result in a meeting with the sponsor, player, parent and athletic director before the next contest to determine a plan of action. Included in this is the use of profanity, which will not be condoned in practice, locker rooms, or competitions. Persistent sportsmanship issues, including profanity, will impact athletes "Student in Good Standing" status.

Activity Participation
A student participating in an activity is expected to complete the full season of that activity. If circumstances arise causing the student to be unable to finish the season, the student must schedule an in-person meeting with the Head Coach of that activity to discuss the decision and to turn in all equipment. Student will also meet with the Athletic Director to finish the process. Head Coach and AD meeting, as well as the turning in of equipment, must be done prior to starting another activity. If a student wishes to switch sports, they must have the approval of both coaches and the Athletic Director.

Fees
Admission fees for events at Burlington Middle School and other Pioneer League schools are $7 for adults and $5 for students. Fees may be different at non-league schools and junior varsity contests. **** Admission fees will be officially approved at a Pioneer League meeting in August of each year.**

Pioneer League Schools
Burlington Middle School, 720 Cross, Burlington, KS 66839
Garnett Anderson Co. Middle School, 1100 W HWY 31, Garnett, KS 66042
Iola Middle School. 600 East St., Iola, KS 66749
Osawatomie Middle School, 428 West Pacific Ave., Osawatomie, KS 66064
Prairie View-LaCygne Middle School, 13731 Ks HWY 152, LaCygne, KS 66040
Santa Fe Trial-Carbondale Middle School, 15701 S. California Rd., Carbondale, KS 66414
Wellsville Middle School, 602 Walnut St., Wellsville, KS 66092

The Coach and Players
In relationship with players, the coach should always be aware of the tremendous influence he/she wields, for good or bad. Parents entrust their dearest possessions to the charge of the coach; and the coach, through example, must always be sure that his/her influence will have a positive effect upon the players. It is our hope that each coach will produce a finer and better young person for having participated under his/her guidance.

Every coach is a living example in the community. It is vitally import that his/her actions and behavior bring credit to the school, athletes and community.

The coach should instill within contestants an active concern and respect for excellence in academic learning as well as excellence in their activity or sport.

Inclement Weather
In situations where school is dismissed early because of inclement weather, all school athletic/activity practices will be canceled for that day.

USD #244 DISTRICT POLICIES AND PROCESSES
JCDC - Student Personal Electronic Communications Devices

(See BDA, JBD, and JDD)

Students are prohibited from using or accessing personal electronic communication devices during the school day while on district owned or operated property, except as expressly permitted by this policy or by law.

This policy does not apply to any virtual school, as defined by Kansas law.

When personal electronic communication device use is not permitted, students are allowed reasonable access to a school-provided telephone or communication device during the school day to contact a parent or person acting as a parent.

Device Storage

All student personal electronic communication devices shall be powered off and securely stored away from the student's person in an inaccessible location during the school day, unless an exception applies to this requirement as specified in this policy.

Students may choose not to bring personal electronic communication devices to school by leaving such devices at home or in a vehicle, including a vehicle located on school premises. As students will not have the ability to access or use such devices during the school day, students are encouraged to leave any personal electronic communication devices not necessary for the implementation of their Individualized Education Program (hereafter "IEP") or Section 504 accommodation plan (hereafter "504 plan"), communication during their commute to or from school, for work, or learning experience that is not located on the school premises at home. If students elect to leave such devices in their vehicle, students are encouraged to lock their vehicles to protect against theft of or damage to the devices.

Kansas law provides that the board, school district employees, and/or any agents thereof shall not be liable for any damage to personal electronic communication devices or for storage of such devices that are brought to school.

The superintendent or superintendent's designee(s) shall develop procedures to ensure all personal electronic communication devices are turned off and securely stored away from the student's person in an inaccessible location during the school day. Such procedures shall be included in student handbooks as adopted by the board and communicated to students and parents/guardians as deemed appropriate by district administration.

Definitions

For purposes of this policy, the following definitions apply:

- "Personal electronic communication device" is any wireless electronic communication device that both provides for voice, text, or video communication between two or more parties, including, but not limited to, a mobile or cellular phone, tablet, computer, watch, wireless headphones or earbuds, text messaging device, or personal digital assistant; and is not owned or issued to students by the school district.
- "School day" is the time from the start of school until dismissal at the end of the day on the school premises, including, but not limited to, the time in any classroom, structured or unstructured learning setting, recess, lunch or passing period. The term "**school day**" excludes any time associated with a student's travel to or from a learning experience that is not located on the school premises, including any postsecondary educational course, career technical education course, work-based learning program, or other alternative educational opportunity.

Permitted Exception

A student may be permitted to use a personal electronic communication device during the school day under the following circumstances.

- Any student may use a personal electronic communication device during the school day if it is the intervention of last resort such that there is no other reasonable alternative option available for such student, and the use is either:
  - Required for the implementation of a student's IEP or 504 plan; or
  - Approved by a licensed physician as a medical necessity to support the health or well-being of the student.

Use During School-Sponsored Activities Before and After the School Day

Students may use or access personal electronic communication devices during school-sponsored activities, programs, or events occurring before and after the regular school day, subject to district-approved procedures, event-specific rules, and staff direction.

Enforcement and Disciplinary Action

Violations of this policy may result in disciplinary action in accordance with the district's student code of conduct. Disciplinary measures may include, but are not limited to, confiscation of the device through the end of the school day, referral to administration for determination of appropriate consequence, parental notification, or other appropriate disciplinary response, up to and including suspension and/or expulsion from school.

Discipline shall be applied in a nondiscriminatory manner and shall not interfere with rights provided under an IEP, 504 plan, or applicable law.

Administrative Procedures and Directives

The superintendent or designee(s) may develop administrative procedures and provide directives necessary to ensure consistent implementation of this policy and any board approved regulations and handbooks across district buildings, so long as such procedures and directives are not in conflict with board approved policy, regulation, or handbook language.

Approved:

KASB Recommendation - 4/2

If you believe your student needs access to a personal electronic communication device during the school day for the implementation of an IEP or Section 504 plan; or due to a medical necessity approved by a licensed physician, please contact the building principal, Section 504 coordinator, or special education coordinator.

Complaint Process

Informal Process: Anyone may use informal procedures to report and resolve complaints of bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistently with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complaints of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies may include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process: Anyone may initiate a formal complaint of bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint. The district will fully implement anti-retaliation provisions to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district initiated investigatory activities. The administrator may conclude that the district needs to investigate based on information in their possession regardless of the complainant's interest in filing a formal complaint.

False Reporting: USD 244 policy prohibits any person from falsely accusing another as a means of bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying shall be disciplined in accordance with district policies, procedures, and agreements.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Possible Consequences

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week for students
- Out-of-school suspension
- Legal action
- Expulsion or termination
- For parents, suspension of access to school, school activities, and/or communication channels with staff or students at school

Board Policy JGECA: Racial and Disability Harassment

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

Racial harassment is unlawful discrimination on the basis of race, color, or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

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

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

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

Racial or disability harassment may result from verbal or physical conduct or written graphic material.
The district encourages all victims of racial or disability harassment and people with knowledge of such harassment to report the harassment immediately. The district will promptly investigate all complaints of racial or disability harassment and take prompt corrective action to end the harassment.

Any student who believes he or she has been subject to racial or disability harassment or has witnessed an act of alleged racial or disability harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of racial or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure in policy KN.

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

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

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its recurrence.
An employee who witnesses an act of racial or disability harassment shall report the incident to the building principal. Employees who fail to report complaints or incidents of racial or disability harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of racial or disability harassment may also face disciplinary action.

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

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

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

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

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

SEXUAL HARRASSMENT
The board of education is committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates and is prohibited by Title IX from engaging in such discrimination. Discrimination on the basis of sex, including sexual harassment, will not be tolerated in the school district. Discrimination on the basis of sex of employees or students of the district in any district education program or activity is strictly prohibited.

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events within the United States.

It shall be a violation for any employee to discourage a student from filing a complaint, or fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

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

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

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

Superintendent, 301 Neosho, Burlington, KS 66839, 620-364-8478, cmarshall@usd244ks.org has been designated to coordinate compliance with nondiscrimination requirements contained in Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. Information concerning the provisions of these Acts, and the rights provided thereunder, is available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator; to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800) 421-3481, or at OCR@ed.gov; or both.

Response to Harassment Complaints
The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge. Any students who believe that he or she has been subjected to sexual harassment should report the alleged harassment to the building principal, another administrator, the guidance counselor, the Title IX Coordinator, or another licensed staff member. All employees receiving reports of sexual harassment from a student shall notify the Title IX Coordinator.

Definitions
The following definitions apply to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.

The "complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Supportive Measures

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

The Formal Complaint

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

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

- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district concerning which the formal complaint is filed.
- A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. Filing of the complaint with the Title IX Coordinator may be done in person, by mail, or by email. If an individual does not wish to file

a written complaint, and the matter has not been adequately resolved, the Title IX Coordinator may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.

- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.
- An investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by a qualified individual designated by the Title IX Coordinator, or another individual appointed by the board. The investigation shall be thorough. All interested persons, including the complainant and the respondent, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

Formal Complaint Notice Requirements

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

- Notice of the allegations of sexual harassment including sufficient details to prepare a response before any initial interview including:
  - the identities of the parties involved, if known.
  - the conduct allegedly constituting sexual harassment; and
  - the date and location of the alleged incident, if known.
- The district's investigation procedures, including any informal resolution process.
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation.
- Notice to the parties they may have an advisor of their choice and may inspect and review any evidence; and
- Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

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

Formal Complaint Investigation Procedures

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

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

Formal Complaint Investigation Report

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

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

Decision-Maker's Determination

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

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

- Identify the allegations potentially constituting sexual harassment.
- Describe the procedural steps taken, including any notifications to the parties, site visits, methods used to gather evidence, and interviews.
- Include the findings of fact supporting the determination.
- Address any district policies and/or conduct rules which apply to the facts.
- A statement of, rationale for, the result as to each allegation, including a determination regarding responsibility; and
- The procedures and permissible bases for the complainant and/or respondent to appeal the determination.

The written determination may, but is not required to, recommend disciplinary sanctions and any remedies designed to preserve access to the educational program or activity that may be provided by the district to the complainant.

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

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

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

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

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

Appeals

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

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

The request to appeal shall be made in writing to the Title IX Coordinator within 10 days after the date of the written determination. Appeals shall be a review of the record by an attorney, an independent hearing officer appointed by the board, or the board. The appeal decision-maker may not be the Title IX Coordinator, the Investigator or the decision-maker from the original determination.

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

The appeal decision-maker shall:

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

Informal Resolution Process

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

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

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

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

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

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

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

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

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

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 which are kept and maintained by Unified School District No. 244. 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 within 45 days of the day the district receives a 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 other 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 personally identifiable student record information, without your consent, as follows:
   - 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.
   - to officials of another school district in which your child seeks to enroll or intends to enroll. The district will forward the records to officials of other schools or school systems in which the student intends to enroll without further notice to student.
   - To authorized persons to whom a student has applied for or from whom a student has received financial aid.
   - To state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statutes.
   - To organizations conducting studies for educational agencies for the purpose of developing, validating or administering student tests or programs.
   - To accrediting organizations.
   - To parents of a student 18 years of age if parents claim the student as a dependent for income tax purposes.
   - To appropriate persons if knowledge of any information is necessary to protect the health or safety of the student or other persons in an emergency.
   - To an agency caseworker or representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student and when any further disclosure of such information thereby will be limited in accordance with law.
   - In compliance with a lawfully issued subpoena or judicial order.

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. 244 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. 244 policies for complying with FERPA. A copy may be obtained from Mr. Craig Marshall, Superintendent, 301 Neosho Street, Burlington, KS 66839

Directory Information: For purposes of FERPA, Unified School District No. 244 has designated certain information contained in educational records as directory information which may be disclosed for any purpose without your consent. This information 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, photographs, and parent or guardian.

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. 244 at the building office on or before **August 20, 2020, or within two weeks of enrollment if transferring after the start of school**. If a refusal is not filed, Unified School District No. 244 assumes you have no objection to the release of the directory information designated.

Students with Disabilities

It is the policy of the Board of Education to provide a free and appropriate public education to each student with a disability within its jurisdiction, regardless of the nature or severity of the disability.

It is the intent of the district to ensure that students with a disability within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Act (IDEA) are identified, evaluated and provided with appropriate educational services.

Students with disabilities and their parents may have a right to a due process hearing to challenge decisions of the school. For questions about these rights, contact Mr. Craig Marshall, Superintendent and coordinator of Section 504 activities or Lindsey Graff, Director of Special Education.

Referral Procedures

A referral for a comprehensive evaluation shall be made whenever screening or pre-assessment indicates a child may be exceptional. In addition, the 90-day notice from an infant and toddler program under Part H of the federal Individuals with Disabilities Education Act (IDEA) shall constitute a referral for a comprehensive evaluation. For obtaining a comprehensive evaluation under IDEA, contact the Coffey County Special Education Director, at 200 South Sixth, Burlington, KS. 66839 Phone: (316) 364-5151.

JCDAA TOBACCO FREE SCHOOL GROUNDS FOR STUDENTS

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

Student violations will result in disciplinary actions as outlined by board policy and/or student handbooks. Disciplinary actions may include parent/guardian notification, participation in a tobacco and electronic nicotine delivery systems education program, referral to a cessation program, and/or community service. Student violations may be reported to law enforcement if use or possession is deemed to be illegal.

The following definitions apply to this policy.

“Tobacco product” means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled or ingested by any other means, including, but not limited to, electronic nicotine delivery system (hereafter "ENDS"), cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or snus.

“Tobacco product” also means any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes, charging devices, cartridges, and any substances used in ENDS, whether or not they contain nicotine. This definition does not include FDA-approved nicotine replacement therapies including transdermal nicotine patches, nicotine gum, and nicotine lozenges prescribed to the student by a medical practitioner or obtained over the counter and used in accordance with label requirements.

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

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

ASBESTOS NOTIFICATION

Congress enacted the asbestos Hazard Emergency Response Act (AHERA), in 1986, AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos. USD #244 has had all of its facilities inspected by a certified asbestos inspector as required by AHERA and has completed the mandatory 3-year inspection, the most recent being completed in February 2018. The next inspection will occur in February of 2021.

Asbestos-containing materials identified in the district were floor tiles. While some areas of floor tile were removed due to the possibility of damage to them (e.g., wood shop, auto body shop), other areas of floor tile continue to contain asbestos. The district custodial staff practices proper work practices, which are designed to refrain from disturbing the asbestos floor tiles. Since the asbestos fibers are not released unless the floor tile is damaged due to sanding, abrading or otherwise pulverizing it, no action to remove the floor tile is planned at this time.

A copy of the asbestos management plan, which has been implemented by USD #244, is available for inspection by contacting the asbestos program manager, Margarito Solano, at the district administration office located at 200 South Sixth Street in Burlington.

Board Policy EBBA- Hazardous Waste Inspection and Disposal

Inspection

Regular inspection of district facilities for hazardous waste shall be conducted by the maintenance director. Written records of these inspections shall be maintained.

Disposal

When hazardous waste material is produced in a class, or otherwise located in the district, its disposal shall be in accordance with state and federal rules and regulations, or current law.

Rules

The superintendent shall develop written rules and procedures for notifying district administrators that hazardous waste has been discovered and/or produced and rules for reporting the proper disposal of waste. These rules and regulations shall be distributed to all staff members via the district website.

Board Policy JFA: Limited Peer Grading

Limited Peer Grading Allowed:

Peer grading shall be allowed when the teacher believes peer grading will be a valuable learning experience for the class. During a peer grading activity, the teacher shall use the activity to help students review class concepts or objectives. If peer grading is allowed, students shall not be asked to publicly reveal either their own grade or the grade of another student.

*KASB recommendation. This is the easiest way to avoid privacy and legal issues, which may arise if students are allowed access to each other’s work and/or grades.

Board Policy GAFF- Emergency Safety Interventions

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

Emergency Safety Interventions (ESI) shall be used only when a student presents a reasonable and immediate danger of physical harm to themselves or others and has the present ability to cause such harm. Prior to the use of any ESI, less restrictive alternatives, including positive behavior intervention supports, must be determined inappropriate or ineffective under the circumstances by the school employee witnessing the behavior.

The use of an ESI shall end as soon as the immediate danger of physical harm no longer exists. Violent actions that result in the destruction of property may also necessitate the use of an ESI.

An ESI shall not be used for purposes of discipline, punishment, or for the convenience of a school employee, as such use does not meet the standard of immediate danger of physical harm.

ESI Restrictions

A student shall not be subjected to an Emergency Safety Intervention (ESI) if the student is known to have a medical condition that could place the student in mental or physical danger as a result of the intervention. The existence of such a medical condition must be documented in a written statement from the student's licensed health care provider. A copy of this statement must be provided to the school and maintained in the student's file.
The written statement shall include:

- An explanation of the student's diagnosis;
- Reasons why the use of ESI could place the student in mental or physical danger; and
- Suggested alternatives to the use of ESI.

Notwithstanding these provisions, a student may be subjected to ESI if failing to do so would result in significant physical harm to the student or others.

Use of Seclusion

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

Any seclusion room equipped with a locking door must be designed so that the lock automatically disengages when the supervising employee moves away from the room or in the event of an emergency, such as a fire or severe weather.

A seclusion room must be a safe environment with characteristics comparable to other rooms frequently used by students. The room shall be free from conditions that could pose a danger to the student and must be well-ventilated and adequately lighted.

Training

All staff members shall receive training regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention strategies. Such training shall be consistent with nationally recognized training programs related to Emergency Safety Interventions (ESI).

The intensity of the training provided shall depend on the employee's position. Administrators, licensed staff members, and other employees who are most likely to need to restrain a student shall receive more intensive training than employees who do not work directly with students in the classroom setting. District and building administrators shall determine the level of training required for each position.

Each school building shall maintain written or electronic documentation of all training provided, including a list of participants. This documentation shall be made available for inspection by the Kansas State Board of Education upon request.

Notification and Documentation

The principal or designee shall notify the parent on the same day an ESI incident occurs. The same-day notification requirement shall be considered satisfied if the school attempts at least two methods of contacting the parent. Parents may designate a preferred method of contact for receiving notifications. Additionally, 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 incident shall be completed and provided to the student's parent no later than the school day following the incident. The written documentation shall include:

- The events leading up to the incident;
- The student behaviors that necessitated the use of ESI;
- Steps taken to transition the student back into the educational setting;
- The date and time of the incident, the type and duration of the ESI used, and the school personnel involved in using or supervising the ESI;
- Space or an additional form for parent feedback or comments regarding the incident;
- A statement inviting and strongly encouraging parents to schedule a meeting to discuss the incident and strategies to help prevent future incidents; and
- Email and phone contact information for scheduling an ESI meeting with the school.

Schools may group incidents together for documentation purposes under items (A), (B), and (C) when the triggering issue requiring the ESI is the same.

Following the first and each subsequent ESI incident during the school year, parents shall be provided with:

1. A copy of the district's ESI policy outlining when ESI may be used;
2. A flyer regarding parent rights;
3. Information regarding the parent's right to file a complaint through both the local dispute resolution process and the Kansas State Board of Education complaint process; and
4. Information to assist parents in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas.

Upon the first ESI incident, this information shall be provided in printed form or by email upon the parent's written request. After a second or subsequent incident, parents may be provided with a direct website address containing the required 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 activities serving a legitimate law enforcement purpose. School security officers, however, shall not be exempt from the requirements of this policy.

If a school becomes 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 on the same day using the parent's preferred method of contact.

Schools shall not be required to provide written documentation to parents, as otherwise outlined in this policy, regarding law enforcement use of an Emergency Safety Intervention (ESI), nor shall schools be required to report such incidents to the Kansas State Department of Education.

For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as otherwise specified regarding the use of Emergency Safety Interventions (ESI) by law enforcement officers or school resource officers, each school building shall maintain documentation whenever an ESI is used with a student. The documentation shall include all of the following:

- Date and time of the ESI;
- Type of ESI used;
- Length of time the ESI was used;
- School personnel who participated in or supervised the ESI;
- Whether the student had an Individualized Education Program (IEP) 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 (BIP) at the time of the incident.
-

All documentation shall be provided to the building principal, who shall be responsible for submitting copies to the superintendent or the superintendent's designee at least twice each year.

At least once during each school year, the building principal or designee shall review ESI documentation with appropriate staff members to evaluate the appropriateness of the use of ESI in those situations.

Reporting Data
District administration shall report Emergency Safety Intervention (ESI) data to the Kansas State Department of Education as required.

Parent Right to Meeting on ESI Use
After each Emergency Safety Intervention (ESI) incident, a parent may request a meeting with the school to discuss and debrief the incident. Requests for a meeting may be made verbally, in writing, or electronically. The school shall hold the requested meeting within 10 school days of the parent's request. The purpose of the meeting shall be to discuss proactive strategies to prevent the need for future ESIs and reduce the likelihood of future incidents.

For students with an Individualized Education Program (IEP) or a Section 504 Plan, the student's IEP team or Section 504 team shall discuss the incident and consider:

- The need for a Functional Behavioral Assessment (FBA);
- The development of a Behavior Intervention Plan (BIP); or
- Revisions to an existing Behavior Intervention Plan.
-

For students with a Section 504 Plan, the team shall also consider whether a special education evaluation may be appropriate.

For students with an IEP who are placed in a private school by a parent, the meeting shall include the parent and private school representatives to determine whether the parent should request an IEP team meeting. If requested, the private school shall assist in facilitating that meeting.

For students without an IEP or Section 504 Plan, school staff and the parent shall discuss:

- Whether a referral for a special education evaluation is appropriate;
- The need for a Functional Behavioral Assessment; and
- The possible development of a Behavior Intervention Plan.

These meetings shall include:

- The student's parent or guardian;
- A school administrator;
- One of the student's teachers;
- A school employee involved in the incident; and
- Any additional school personnel deemed appropriate by the administrator.

The student involved may be invited to attend at the parent's discretion. The timeline for holding the meeting may be extended beyond the 10-school-day requirement if the parent is unable to attend within that timeframe.

Nothing in this policy shall prohibit the development or implementation of a Functional Behavioral Assessment or Behavior Intervention Plan for any student who may benefit from such supports.

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 depa:11pt">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.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)

BURLINGTON

UNIFIED SCHOOL DISTRICT NO. 244

CLASSIFIED EMPLOYEE HANDBOOK

2026-2027

Board of Education Approved: June 8, 2026

TABLE OF CONTENTS

Introduction 4

I. Definition of Personnel 4
Glossary of Terms for Classified Personnel 4
Full-Time Position 4
School-Time Position 4
Part-Time Position 4
Contracted Position 4
Temporary Position 4
Seasonal Position 4
Overtime 5
Work Week 5

II. Employment 5
Positions 5
Qualifications and Duties 5
Recruitment 5
Criminal Background Check/Drug Screening 5
Physical Examination 5
Assignment and Transfer 6
Supervision 6
Suspension 6
Personnel Evaluation 6
Resignation/Termination 6
Change in Status 6
Confidentiality 7
Conflict of Interest 7
Dress Code 7
Gifts 7
Outside Employment 8
Personal Property 8
Drug and Alcohol Testing 8
Attendance 8
Lunch Breaks 9
Lactation Accommodations 9
Fobs 10
Food Service 10
Bus Drivers Meals 10
Meals and Mileage Reimbursement 11

III. Payroll Information, Compensation, Benefits and Services 11
Payroll Information 11
Salary 12
Kansas Public Employees Retirement System (KPERS) 13
Health Insurance 13
9 Month, 10 Month, 12 Month Pay 14
Worker's Compensation 14
Leave 17
Family Medical Leave 18
Schedule of Vacation/Holidays 19
Jury Duty 20

Hazardous Waste…….20

IV. Civil Rights Notification 21
Sexual Harassment Notification……22
Racial Discrimination Notification……29

Employee Handbook Acknowledgment Form……..32

HANDBOOK FOR CLASSIFIED EMPLOYEES

INTRODUCTION

Purpose

This handbook was prepared to provide in written form, Burlington U.S.D. #244 policies, regulations, procedures, and practices which pertain to classified staff. They are subject to change through appropriate administrative or Board of Education action. The Board of Education retains its legal obligation to make the decisions that establish Burlington U.S.D. 244 policies and regulations. The execution of these policies and regulations is the responsibility of each employee.

A spirit of cooperation is expected of all employees in the daily performance of their duties. Open communication is encouraged. In the accomplishment of their job assignments, employees should promote and enhance an orderly, functional, and effective school organization.

* * * * *

I. DEFINITION OF PERSONNEL

Burlington U.S.D. 244 classified personnel shall include all maintenance, custodial, transportation, cafeteria, secretarial, aide, and paraprofessional positions.

Glossary of Terms for Classified Personnel

Note: A classified employee's time shall be calculated in relation to an eight (8) hour day.

Full-Time Position: A full-time classified employee works eight (8) hours a day, forty (40) hours a week, two-thousand eighty (2080) hours a year.

School-Time Position: A school time position is one that is consistent with the school year as opposed to full time. Examples include teacher assistants, food service building personnel, library aides, and bus drivers. Generally, employees in this category do not work when school is not in session.

Part-Time Position: A part-time classified employee works less than eight (8) hours a day and/or less than two-thousand eighty (2080) hours a year.

Contracted Position: A contracted employee is one who has been issued a written contract for terms of employment, whether it is full-time or part-time. The contract does not imply employment beyond the term of the contract. Additionally, the contract is an "at will" contract and may be terminated by the employer at the employer's discretion or by the employee. Notice requirements in the contract shall apply.

Temporary Position: A temporary position may be full-time or part-time and is a nonrecurring position of not more than ninety (90) day duration. This position is a substitute or temporary replacement situation for another employee.

Seasonal Position: A seasonal position is a job of less than six (6) months continuous duration which may recur on a regular time cycle.

Overtime: Overtime hours are those worked in excess of forty (40) hours a week. All

overtime must be approved in advance by the appropriate administrator/supervisor and the employee's immediate supervisor. Hours worked for overtime purposes do not include hours when paid holiday leave, vacation, or sick leave is used unless the employee works more than 40 hours excluding the leave and holiday hours.

Work Week: The work week for the district shall begin at 12:00 a.m. on Sunday and end at 11:59 p.m. on the following Saturday.

* * * * * *

II. EMPLOYMENT

Burlington U.S.D. 244 is an Affirmative Action/Equal Opportunity employer. The district does not discriminate on the basis of race, color, national origin, religion, sex, age or disability in admission to or access to or treatment or employment in its programs and activities.

A. Positions

Burlington U.S.D. 244 will hire classified personnel as the needs of the district dictate.

B. Qualifications and Duties

Comprehensive job descriptions for each classified employee category are located in the Job Description Book on file at the district office.

C. Recruitment

The district will recruit classified personnel to fill existing or proposed vacancies. An applicant supply file will be maintained for all positions, and vacancy announcements for open jobs will be circulated throughout the district. Candidates for positions will be interviewed by the respective supervisors. Employees assigned to buildings shall also be interviewed by the building principal. Food service and transportation employees shall be interviewed by the departmental director. The superintendent may also interview classified employees. After the interviews are completed, the superintendent will make a recommendation for employment to the Board of Education.

D. Criminal Background Check/Drug Screening

All applicants for employment will be required to undergo a criminal background check and drug screen for employment. The supervisor assigned to interviewing the applicant will make the arrangements with the payroll clerk to make sure these two things are done. Completed forms will be reviewed by the payroll clerk and/or the superintendent. All offers of employment will be conditional based on the results of the criminal background check and passing a drug screen. Final approval for employment will be made by the board of education. Failure of an applicant to grant permission to complete a criminal background check and drug screen will void any conditional offer of employment.

E. Physical Examination

All school employees who come into direct contact with students are required to have a physical examination at the time of their initial employment. The expense of obtaining the initial certificate of health will be the responsibility of the employee. Any additional required health certificate (e.g. bus driver physical) shall be partially or fully reimbursed by the district.

The Coffey County Health Department will complete the tuberculin skin test at no cost to the employee if so requested. The remaining portion of the physical is the employee's responsibility.

F. Assignment and Transfer

The district reserves the right to assign, reassign, or transfer all classified employees. Employees are welcome to request transfers; however, all transfers shall be approved by the superintendent. Special education paraprofessional transfer requests shall be approved by the Director of Special Education. If a transfer request of a school employee cannot be honored during the current contract year, such request will remain current and be considered throughout the duration of that contract year. A transfer request must be filed with the superintendent or special education director through the building principal to whom the employee is directly responsible.

All applications from individuals desiring consideration for another position which exists or may exist will be filed in writing with the superintendent or special education director. A transfer request may originate with either the employee or a supervisor within the district.

G. Supervision

The superintendent or designated representative has the responsibility to supervise classified employees not directly under the supervision of a building principal. Principals will supervise all classified personnel assigned to their buildings.

H. Suspension

Classified employees may be suspended with or without pay by the superintendent or designated representative.

I. Personnel Evaluation

Following the first sixty (60) days on the job, the work performance of the new employee will be reviewed by the immediate supervisor. At that time, employment may be continued or terminated.

Thereafter, evaluation will be held as deemed necessary by the district supervisory and/or administrative staff and in accordance with Board policy.

It is understood that during the course of a work day, there is constant evaluation between the employer and employee. Problems or questions of either party should be discussed when the need arises.

J. Resignation/Termination

Any employee who wishes to resign should submit a written notice to his/her immediate supervisor at least two (2) weeks prior to resignation.

K. Change in Status:

Notification to the USD 244 District Office should be made within ten (10) calendar days of any change in mailing address or home telephone number, or change in family status which might alter Internal Revenue Code (IRC) section 125 fringe benefits, including marriage or divorce, birth or adoption of a child, change in employment status by the employee or spouse, or the taking of unpaid leave of absence by the employee or spouse.

L. Confidentiality:

All student/personnel information and materials are to be handled in a confidential manner and shall not be discussed with anyone other than the appropriate district personnel. If questioned about district policies or practices, employees shall refer a member of the public to the appropriate district personnel. Documented violations of this procedure could result in disciplinary action being taken against the employee, up to and including termination.

M. Conflict of Interest:

Classified employees are prohibited from engaging in any activity, which conflicts with or detracts from the effective performance of their duties.

N. Dress Code:

Professional Dress – Appropriate professional dress demonstrates a high regard for education and the teaching profession, and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the District's staff as motivated professionals working toward a common mission. In addition, it strengthens the community's perception toward the District, public schools, and educational professions.

The Board of Education encourages appropriate dress that adheres to commonly accepted business standards. Clothing should convey a professional image by being coordinated, modest, and appropriate for a classroom or educational setting. If a staff member will be representing the school during the school day in the community, that staff member is expected to dress professionally. For example, class trips should not be held on days the class has been awarded pajama days or other non-typical dress days. Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the teacher or staff member in each activity (i.e., P.E. Teachers wearing athletic apparel; Vocational teachers wearing apparel appropriate for the shop; teacher planning and preparation days; Professional Development days). Additionally, staff members are encouraged to participate in District Wide Spirit Days to show school spirit and build relationships with students.

An administrator concerned about an employee's appearance will address his/her concerns with the individual employee first and may include a third party.

Jeans without holes or tears may be worn. School spirit t-shirts, sweatshirts, and hoodies should be reserved for Fridays or designated spirit days. Tights, leggings, and yoga pants should only be worn as undergarments, and tops must cover to the thighs in the front and back.

Staff ID badges must be worn at all times when on school property.

O. Gifts:

Employees and their immediate families shall neither ask nor accept gratuities, favors, or anything of monetary value over $100 from vendors, contractors, or parties to subcontracts including:

- Entertainment
- Hotel Rooms
- Transportation
- Gifts
- Meals

At all times, employees should be aware of how their actions appear to members of the community.

Any employee who violates any of these standards of conduct shall:

- First violation shall receive a verbal warning from the supervisor.
- Second violation will receive a written warning from the supervisor which will be placed in the personnel file.
- Third violation of the policy will be grounds for termination.

P. Outside Employment:

Classified employees shall not be excused during work times to perform outside work. Classified employees shall engage in no outside employment which, by nature or duration, will impair the effectiveness of or their ability to perform their assigned duties.

Q. Personal Property:

The district does not provide insurance on employees' personal property, and, therefore, does not assume any liabilities for loss, theft, or destruction of such property in the workplace. Please refrain from bringing valuable items into the workplace which you will not be able to properly supervise, or take precautions to secure such items in your car while performing your duties.

R. Drug and Alcohol Testing: (only transportation employees)

Under the rules for implementing the Omnibus Transportation Employee Testing Act of 1991, every local public school district is required to conduct pre-duty controlled substance testing, and reasonable suspicion, random, and post-accident controlled substance and alcohol testing of each employee who is required to obtain a Commercial Drivers' License (CDL). An employee covered by the rules is prohibited from refusing to take a required test.

Under the rules, school districts are also required to impose penalties on covered employees whose test results confirm prohibited alcohol concentration levels or the presence of a controlled substance; comply with extensive new reporting and record keeping requirements; adopt an employee alcohol and controlled substance misuse program; and provide for alcohol and controlled substance misuse information for employees, supervisors in training, and for referral of employees to employee assistance programs.

The Act requires that school districts take appropriate steps to ensure their employment practices and policies:

1. Conform to federal rules governing privacy collection techniques;
2. Incorporate the Department of Health and Human Services' mandatory guidelines for controlled substance testing and comparable safeguards for alcohol testing;
3. Require confirmation of any initial positive result if quantified;
4. Require collection of split urine specimens;
5. Guarantee confidentiality of test results; and
6. Provide for a scientifically random selection of employees to be tested.

S. Attendance Required:

Regular and predictive attendance is required of all employees except when they are on approved leave. Excessive absences or tardiness, unauthorized leave use, or unexcused absences may result in disciplinary action up to and including termination. It is also important for each employee to work their daily hours as specifically scheduled, unless approved to do otherwise by their supervisor and/or an administrator.

Working more or less than you are scheduled each day can cause an undue burden on coworkers and the district as a whole.

T. Lunch Breaks:

An assigned lunch break may be built into an employee's daily schedule. If so, the break may be a thirty (30) minute duty free meal break. The lunch break shall not be counted as time worked. No free cafeteria meals/food will be provided to any district staff, with the exception of Food Service staff.

U. Lactation Accommodations:

The board recognizes that it is important for mothers to have the option and ability to express milk in the workplace and that Kansas and federal law encourages this practice. Therefore, the board directs the superintendent to take measures to ensure district employees who are nursing mothers be provided with an adequate location for the expression of milk and reasonable break times for doing so for at least one year after the birth of the employee's child.

The superintendent or the superintendent's designee shall see that the district makes a reasonable effort to provide a place, other than a restroom, which is shielded from view, free from intrusion from coworkers and the public, and may be used by the employee to express milk during this timeframe.

Employees must give their supervisor notice of the need for lactation accommodations, preferably prior to return to work following the birth of the employee's child(ren), to allow supervisors the opportunity to establish a location and to attempt to work out scheduling issues. Employees utilizing these accommodations are also responsible for maintaining the designated area by wiping utilized surfaces with disinfectant wipes after each use so the area is clean for the next user.

No employee shall be discriminated against for expressing milk during the work day, and reasonable effort will be made by the employee's supervisor to provide flexibility in the employee's work schedule in consideration of the requirements of the staff member's responsibilities and the availability of staff members to cover those duties, as necessary.

Employees shall use usual break and meal periods for expressing milk, when possible. If additional time is needed beyond the provided breaks, employees may use personal leave or may make up the time as negotiated with their supervisors. Federal law does not require the district to compensate non-exempt staff members for work time spent expressing milk.

KASB Optional Employee Handbook Recommendation – 6/17

Location-Specified by each building.

NOTE: ***The location selected for this purpose should have an electrical outlet or access to electricity through the provision of extension cord(s); proximity to clean water; adequate lighting; a chair and a small table, counter, or other flat surface for the employee's use; and either a door equipped with a functional lock or a sign the employee may post on the exterior of the location advising that it is in use and not accessible.***

V. Fobs: Fobs are the property of USD No. 244. If assigned a fob by the human resources/payroll clerk, you are responsible for returning the fob after termination of employment by the employee or employer. If the fob is lost or not returned, the employee is responsible for the $6 replacement cost. This can be paid at Central Office or withheld from the employee's paycheck.

W. Food Service: (only the food service employees)

Food service employees are required to follow all food safety and sanitation regulations and guidelines from the Kansas Department of Agriculture's Food Code and the Child Nutrition and Wellness directives of the Kansas State Department of Education (KSDE).

Kansas State Department of Education

Food service employees are required to complete and maintain all Food safety and sanitation classes as required through KSDE.

All food service employees must implement all HACCP (Hazard Analysis Critical Control Points) requirements developed in the Food Safety Plan.

Employee Breaks

Lunch periods for Food Service employees working four or more hours per day will be scheduled for 15 minutes. Employees working less than four hours must schedule their 15-minute lunch break outside of the paid working hours. The lunch served to students is available for all Food Service employees at no charge. A miscellaneous break for the 4 hour or more personnel should be one additional 15-minute break.

Dress Code

All Food Service employees are required to dress professionally and appropriately:

1. No sleeveless tops are permitted, and legs must be covered (jeans and capris are allowed – no shorts are to be worn). Shoes should be rubber-soled to prevent slippage. Shoes must be closed-toe. Aprons are provided.
2. Avoid wearing jewelry while working with food. Jewelry should be limited to post-type earrings with lock-on backs, short necklaces with safety closures, and a wedding band without stones. No watches or bracelets are allowed.
3. Nails must be clean and filed short. No nail polish or artificial nails are allowed.
4. Hair restraints must be used for long hair, and hair nets are required.
5. No gum chewing is allowed.
6. Staff ID badges must be worn at all times when outside the cafeteria. Otherwise, employees should not wear them when preparing food or working around equipment.

X. Bus Drivers Meals: (only the bus drivers)

While bus drivers are running activity routes, the driver can either clock out and get reimbursed for their meal, or stay clocked in and not get reimbursed for their meal under the meal allowance plan (See Policy MMR). Original itemized receipts must be attached to the claim voucher in order to be reimbursed for the meal (s).

Y. Meals and Mileage Reimbursement (Policy MMR):
MEALS: Staff may turn in for reimbursement of meal cost (s) from professional activities that have been assigned by the school district (i.e.- attending a training session, AD meeting, food service workshop etc.). If one questions the criteria to be defined as a professional activity, ask in advance of the activity. The district pays up to $65 per day for meals.
$10 for Breakfast
$20 for Lunch
$35 for Dinner
The meal allowance also pertains to meal charges made to the motel room. If amount exceeds the allowed meal amount, the employee is expected to pay the difference. An itemized receipt must be turned in for reimbursement. No meal or travel money will be given in advance.

MILEAGE: School vehicle usage of a school car is preferred over a personal vehicle. If all the school vehicles are in use, then the district will pay the mileage rate with prior approval.

If a person prefers to take their own personal vehicle, they will not be reimbursed.

REIMBURSEMENT PROCEDURES:
1. Seek prior approval for meals and mileage from your direct supervisor.
2. Collect itemized receipts for all of your reimbursable expenses--NO receipt = NO money.
3. Reimbursement must be submitted on an electronic requisition. Please be sure to choose the correct approval tree.

III. PAYROLL INFORMATION, COMPENSATION, BENEFITS, AND SERVICES COMPENSATION

A. Payroll Information

All USD 244 employees must have the following records/forms on file with the clerk of the board upon initial employment **(paperwork must be completed on the first day of employment and prior to the 7th of the month to be eligible to receive pay)**:

1. Employment application
2. KPERS enrollment form – if employee is eligible
3. W-4 & K-4 withholding certificate
4. Loyalty oath or affirmation
5. Health certificate, including Tb test and drug screening (see Health Examinations)
6. Current Driver's license if applicable to position – copy
7. I-9 Employment Eligibility Verification Form and Required Documents
8. Technology Acceptable Use Policy

When applicable, employees must also submit additional employment paperwork, which may include:

Health Insurance Application or Waiver (all employees working 30 or more hours per week)

KPERS Enrollment Form (Combined positions require at least 630 hours of work per year, or 3.5 hours per day for at least 180 days.)

Benefit Election Form – Section 125 Cafeteria Plan

Affirmation of Drug and Alcohol Testing Policy (bus drivers)

Classified (hourly) employees of USD 244 whose station of employment is USD 243, USD 245, USD 244 district office, or the bus barn are required to use *True Time* to record start and ending times. USD 243 and USD 245 staff must clock in and out via a CCSEC approved device.

Classified (hourly) employees of USD 244 whose station of employment is Burlington Elementary School, Burlington Middle School, or Burlington High School are required to use the time clock to record start and ending work times.

True Time timesheets must be submitted every week, at the end of the day on Friday. It is the employee's responsibility to make sure times are correct for the week prior to submitting the time sheet.

Employees that are negligent in using the clock in/out procedures or have excessive adjustments on time sheets are subject to the following discipline measure (per year):

1st time is an oral warning

2nd time is a written warning

3rd time may result in termination

Employees may not clock in more than seven minutes before their shift begins or clock out more than seven minutes after their shift ends.

The work week for the district shall begin at 12:00 a.m. on Sunday and end at 11:59 p.m. on the following Saturday. Generally, all pay periods end on the 26th of the month.

Employees will be paid on the 7th of each calendar month, unless a pay date falls during a school holiday period, vacation, or weekend. In this case, pay dates will be the last working day before the 7th.

B. Salary

Classified employees shall be paid according to federal wage and hour laws at a rate established by the Board of Education. Pay rates of new employees is based on their previous work experience and professional training as well as the responsibilities assumed in their Burlington U.S.D. 244 position.

The employment of part-time, seasonal, or temporary personnel will be approved in advance by the superintendent. Salary increases, when granted, will begin July 1 of each year for full time employees and will begin on the first contract day of employment for the appropriate contract year for other employees. In the event that the salaries for the upcoming year have not been established at the beginning of the year, the new rate, when established, will be applied retroactively to the beginning of the contract year.

Employees paid on an hourly basis are subject to the federal Fair Labor Standards Act. Under the provisions of this act, hours worked above forty (40) in a given work week (overtime) must be compensated at 1 ½ times the hourly rate.

In the event that an employee works more than one position, and the positions have different rates of pay, the overtime is based upon a blended overtime rate. A 'blended' overtime rate is established by

computing the proportionate share of hours worked at each rate during the week. Since the actual hours worked at different rates may vary, there is no 'standard' overtime rate. Any employee who has a question as to how his/her overtime was calculated should contact the payroll clerk.

C. Kansas Public Employee Retirement System (KPERS)

Classified personnel who work for the district 630 hours or more per year will be required to be a member of the Kansas Public Employees Retirement System (KPERS). A state mandate percent of the employee's gross wage is withheld from each pay period for KPERS per state statute. Complete information concerning this program is available at the Central Office.

D. Health Insurance and Other Fringe Benefits

Classified employees may participate in the benefits provided through the district's cafeteria fringe benefit plan. All such benefits shall be the responsibility of the employee through salary reduction or deduction. Selections from the cafeteria fringe benefit plan must occur with the first thirty (30) days of employment and may be amended annually at the start of each school year. The benefit of the cafeteria fringe benefit plan is that it exempts the premiums for the benefits selected by the employee to be exempt from federal and state taxes. **Items chosen through the cafeteria plan may only be changed at the annual renewal period** unless a qualifying family event has occurred. Such an event includes birth, death, divorce, or loss of employment for the employee or immediate family. At the time of initial employment, all employees are asked to meet with the superintendent and/or payroll clerk to review the fringe benefit plan and the rules governing it.

Fringe benefits offered through the plan include health insurance, cancer insurance, dental insurance, vision insurance, and flexible spending accounts for medical reimbursement or dependent care. Generally, employees who select these coverages request payment of them through the "cafeteria" plan which allows payment of the premiums before payroll taxes are calculated. This saves the employee from having to pay taxes on the amount of earnings needed to pay for the premiums of the plans selected. Short term disability insurance and optional term life insurance are also offered but are not offered through the "cafeteria" plan. Premiums for short term disability and optional term life insurance are paid with earnings after payroll taxes have been deducted. Employees who have questions about any of the benefits or the cafeteria plan in general are encouraged to meet with the appropriate plan vendor or the superintendent.

With the exception of health insurance, the entire premium for all of the items selected in the fringe benefit plan is the responsibility of the employee. The board contributes a share to the health insurance plan for eligible employees. The amount of the board contribution varies by position and the time the employee has been on the health plan. Information about health insurance will be shared with staff at meetings during the beginning of the school year. Employees interested in health insurance should attend one of these meetings.

As stated above, fringe benefits are selected on a yearly basis. For employees who work "school time" contracts of 9 or 10 months, all fringe benefits will be calculated as an annual amount with the deduction scheduled to match the number of paychecks the employee is scheduled to receive. For example, if an employee selects fringe benefits totaling $1,200 to be paid by the employee, and the employee will be working a 10-month contract with no deferred compensation, the monthly deduction would be $120.00 per month ($120 x 10 = $1,200).

E. 9 Month and 10 Month Pay

This section only pertains to employees who work "school time" contracts that have 'standard hours'. They are generally considered as:

9 month contracts: SPED paraprofessionals, aides, food service workers
10 month contracts: Building Secretaries and 10 month Technology Aides

As noted earlier, the pay periods for the school district end on the 26th day of each calendar month. Hours earned in the pay period are paid on the 7th of the month following. For example, hours earned from September 27-October 26 would be paid on November 7.

An employee will receive compensation for hours earned in the accordance with his/her contract or work agreement. For example, a special education para professional who works a 'school time' contract would normally be paid for the hours earned during each pay period. The first check for hours earned through August 26 would be a relatively small check paid on September 7. For each successive month, the employee would be paid for the hours earned in the previous pay period. The employee's final check would be on the 7th of June and would provide pay for hours earned through May 26. Since the para would not normally be at work after May 26, the para would not receive paychecks during the summer months.

F. Worker's Compensation

Part I. Reporting of accidents-

If an accidental injury arises out of and in the course of employment, the claim based upon such injury may be compensable. If an employee is injured on the job, the employee's direct supervisor must be contacted with twenty (20) days of the injury. Failure to notify the supervisor within twenty (20) calendar days of the accident/injury may prohibit payment of workers' compensation benefits (policy GAOE). The employee will be responsible to call the "on call nurse" this service will fill out required reports/forms and send to Central Office, USD 244, 301 Neosho Street, Burlington, Kansas, 66839. Central Office staff will contact Coffey County Medical Center to make a doctor's appointment. Employee and Supervisor will be notified regarding date and time of appointment. The employee must maintain copies of all doctor's orders and provide a copy to the business office.

For any day that an employee receives disability reimbursement under the Worker's Compensation Law for compensable illness or accident arising out of or in the course of his/her employment, the employee's payment for accumulated leave and compensation shall not exceed 100 percent of their regular full day's pay.

Deductions from an employee's accumulated leave shall be pro-rated on that portion of salary paid by the district. At such time as accumulated leave and/or paid vacation time has expired or at such time as the employee may elect not to use accumulated leave and/or paid vacation time, the employee will receive only Worker's Compensation pay.

Prior to returning to work, an employee who is receiving worker's compensation shall be required to provide Central Office with a written doctor's release. In addition, should the employee be released by a doctor to return to work and fail to do so, all benefits under sick leave shall end, and those benefits under workers' compensation shall be restricted as provided by current statue.

Part II. Notice of accident

Pursuant to K.S.S. 44-520 all employees must be aware of the following provisions:

Notice of Accident:

All Employees must notify their immediate supervisor within twenty (20) days of the accident or the claim is barred. If the employer has knowledge of the accident, then it is not necessary to give notice. The notice required shall be waived if the employee proves that: (1) The employer or the employer's duly authorized agent had actual knowledge of the injury; (2) the employer or the employer's duly authorized agent was unavailable to receive such notice within the applicable period; or (3) the employee was physically unable to give such notice.

Definition of Injury:

"Personal injury" and "injury" mean any lesion or change in the physical structure of the body, causing damage or harm thereto. Personal injury or injury may occur only by accident, repetitive trauma or occupational disease.

An injury is compensable only if it arises out of and in the course of employment. An injury is not compensable because work was a triggering or precipitating factor. An injury is not compensable solely because it aggravates, accelerates or exacerbates a preexisting condition or renders a preexisting condition symptomatic.

An injury by repetitive trauma shall be deemed to arise out of employment only if:

(i) The employment exposed the worker to an increased risk or hazard which the worker would not have been exposed in normal non-employment life;

(ii) the increased risk or hazard to which the employment exposed the worker is the prevailing factor in causing the repetitive trauma; and

(iii) the repetitive trauma is the prevailing factor in causing both the medical condition and resulting disability or impairment.

An injury by accident shall be deemed to arise out of employment only if:

(i) There is a causal connection between the conditions under which the work is required to be performed and the resulting accident; and

(ii) the accident is the prevailing factor causing the injury, medical condition, and resulting disability or impairment.

An injury shall not be deemed to have been directly caused by employment where it is shown that the employee suffers disability as a result of the natural aging process or by the normal activities of day-to-day living. Also, "arising out of and in the course of employment" excludes injuries to employees while engaged in recreational or social events under circumstances where the employee was under no duty to attend and where the injury did not result from the performance of tasks related to normal job duties or as specifically instructed to be performed by the employer.

Pre-existing Conditions:

The employee shall not be entitled to recover for the aggravation of a preexisting condition, except to the extent that the work-related injury causes increased disability. Any award of compensation shall be reduced by the amount of functional impairment determined to be preexisting.

Injuries Occurring When an Employee is "Under the Influence":

The Workers' Compensation Law clearly states that compensation is not payable if the injury was caused primarily by the intoxication of the employee or by the influence of any drugs, barbiturates, or other stimulants not prescribed by a physician. Under the law, the employer may require the employee to submit to a test for the presence of any or all drugs or alcohol in his or her system. If the injured worker refused to submit to a drug test, it shall be presumed in the absence of clear and convincing evidence to the contrary that the injury was caused primarily by the influence of drugs or alcohol.

Testing

The board, through its designated workers' compensation coordinator, may require employees who claim or are involved in an accident in the course of employment to submit to a post-injury chemical test. This includes instances where the district administration or workers' compensation coordinator has actual knowledge of an accident whether the employee has or has not requested medical treatment. If an employee refuses to submit to an employer requested post-injury chemical test, the employee forfeits all related workers' compensation benefits as provided in K.S.A. 44-501 (b) (1) (E). Chemical test collection, labeling, and performance shall meet the requirements found in K.S.A 44-501 (b) (3).

Recreational and Social Activities:

Recreational and social activities are not compensable unless such recreational or social activities are an expressly required incident of employment and produce a substantial direct benefit to the employer beyond improvement in employee health and moral that is common to all kinds of recreation and social life.

Injuries Suffered While Traveling to and from Work:

An injury suffered while going to and coming from work is not an injury arising out of and in the course of employment whether or not the employer provided transportation if such means of transportation was available for the exclusive personal use by the employee, unless the employee was engaged in a special errand or mission for the employer, or access to the vehicle was an integral element of the employment. An employee who is injured while deviating from the course of his/her employment, including leaving the employer's premises, is generally not eligible for benefits unless such deviation is expressly approved by the employer.

Horseplay

An employee who is injured during horseplay occurring in the course of the workday is not entitled to benefits unless the injured employee is an innocent victim not participating in the activity.

G. Leave Policy

Types of Leave

The board recognizes personal leave, professional leave, and sick leave as legitimate reasons for absence.

Discretionary Leave (Sick or Personal)	One day for each month of employee's contract
Professional Leave	As Approved by the Superintendent

Leave is issued according to the individual's work day. For example, a six hour per day employee will receive pay for six hours for each day of leave.

1. Discretionary Leave

Discretionary leave may be approved by the superintendent upon prior Skyward request of an employee, providing an acceptable substitute is available, and the date when leave is requested does not immediately precede or follow a school holiday unless approved as an emergency by the superintendent. Not more than three discretionary leave days may be taken on consecutive school days. In the event that an employee has more than three discretionary days of leave available, the employee's principal or direct supervisor may authorize up to two more days of discretionary leave thereby providing the employee with five consecutive days of discretionary leave. The principal's decision shall take into account the best interests of both the employee and the impact of the absence. Discretionary leave not used during the employee's contracted year will be either sold back to the district (maximum of 12 days at half of the employee's hourly rate) or transferred to their sick leave bank. The days in the employee's sick leave bank can only be used for the reasons listed above in the sick leave section. All leave given at the beginning of the school year must be used prior to using banked sick leave. Discretionary leave is allocated at the beginning of each contract year in the amount of one day per month, depending on the employee's work calendar. Leave amounts will be prorated on any other hire date. New employees will not receive their discretionary leave allocation within the first 60 days of employment.

2. Sick Leave Bank

Sick leave bank may be used for employee illness which is defined as a state of health, either mental or physical, which prevents an employee from carrying out contractual duties. Sick leave bank may also be used for illness in the employee's immediate family (spouse or children) which prevents that family member from carrying out their duties or assignments. Sick leave bank may also be used for serious illness of extended family members or death of family members or close friends. An employee may use sick leave bank for newborn baby care or bonding following adoption of a child in a manner consistent with the Family Medical Leave Act (FMLA). FMLA provisions shall be taken concurrently with such use. The days will be granted at the beginning of each contract year. Days not used during the contract year may be accumulated with a maximum amount to be carried forward of thirty (30) days. With the maximum amount carried forward and the allotment for the current year, an employee who works a 9-month contract would have 30+9 for a total of 39 days. Similarly, a 10-month employee would have 30+10 for a total of 40 days, and a 12-month employee would have 30+12 for a total of 42 days. A doctor's statement may be requested to verify legitimate use of sick leave, at the discretion of the supervisor, but will be required for returning to work if an employee is absent for 3 days or more due to medical reasons.

3. Professional Leave

Following prior written application, the superintendent may at his discretion grant professional leave to permit an employee to attend a meeting which promises to have educational value to the school system or to the employee. This leave will not be counted against any leave guaranteed each employee each year. An employee may request, or be requested by the administration, to attend meetings, conferences,

educational seminars, and school visitations. If each attendance and all reasonable expenses are approved by the superintendent, such expenses will be paid by the board.

4. Additional Notes on Leave

Regular attendance is an essential requirement of every U.S.D. 244 employee's job description. Employees are encouraged to conserve their leave and vacation days for individual and family emergencies. When an employee is absent, other employees have to assume their daily responsibilities. Repeated absences and poor attendance create a hardship for other employees and may result in loss of employment with U.S.D. 244. Obvious and flagrant abuse of leave may result in other disciplinary action, up to and including termination, especially when an employee has entered into an unpaid leave status.

5. Snow Days

Classified employees will be paid for a maximum of two days per year if school closes due to weather on a day that the employee is scheduled to work.

Non-licensed employees will not be paid out for unused leave unless they have signed contracts to return to their position for another year. ***Retiring employees, who are KPERS eligible, may sell back all accumulated days, including those in their bank, at one half their daily rate of pay.***

H. Family and Medical Leave

Family and medical leave as required by federal law shall be granted for a period of up to 12 weeks during a 12-month period. For purposes of this policy, a 12-month period shall be defined as a fiscal year beginning on July 1 and ending the following June 30. Spouses who are eligible for FMLA leave and are both employed by the district may be limited to a combined total of 12 weeks of leave during any 12–month period if the leave is taken for birth of the employee's son or daughter or to care for the child after birth, for placement of a son or daughter with the employee for adoption or foster care or to care for the child after placement, or to care for the employee's parent with a serious health condition.

Leave is available for the following:

(1) the birth of a son or daughter of the employee and to care for the newborn child;
(2) the placement of a son or daughter with the employee for adoption or foster care and to care for the newly placed child;
(3) to allow the employee to care for the employee's spouse, son, daughter, or parent with a serious health condition;
(4) a serious health condition of the employee that makes the employee unable to perform the functions of his or her job;
(5) any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to achieve active duty) in support of a contingency operation; and
(6) the need to care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member. Eligible employees are, for reason (6) only, entitled to a combined total of 26 workweeks of leave during a 12-month period.

This leave shall normally be unpaid leave. However, if the employee has any paid vacation, personal, or sick leave that is available for use because of the reason for the leave, the paid leave shall be used concurrently with the annual family and medical leave. The superintendent will notify the employee of the beginning date of family and medical leave and the amount of the employee's accrued paid leave designated as family and medical leave.

The employee is eligible for family and medical leave if he or she has been employed by the district for at least 12 months and has worked at least 1,250 hours during the 12-month period immediately preceding the commencement of the FMLA leave.

During the period of any unpaid family and medical leave, the board shall continue to pay the employer's share of the cost of group health benefits in the same manner as paid immediately prior to the leave. Any employee portion of the cost shall be paid by the employee to the clerk of the board on the payroll date or other time as the employee and superintendent may agree prior to the commencement of the leave. The board may terminate group health coverage if the employee's portion of the payment is not received within 30 days of the due date, so long as written notice of the delinquency in payment and the notice of intent to terminate coverage are sent at least 15 days prior to the termination.

When leave is foreseeable, the employee shall give written notice 30 days in advance. If leave is not foreseeable, notice will be given as soon as is practicable.

Upon the employee providing notice of need for leave, the employer will notify the employee of the following within 5 business days, absent extenuating circumstances:
a. whether or not the employee is eligible for FMLA leave, and
the reasons that leave will or will not count as family and medical leave;
b. any requirements for medical certification;
c. employer requirement of substituting paid leave;
d. requirements for premium payments for health benefits and employee responsibility for repayment if employer pays employee share;
e. right to be restored to same or equivalent job; and
f. any employer required fitness-for-duty certifications.

Leave for reason 1 or 2 must be taken within 12 months of the date of birth or placement of the child. Family leave for reasons 1 or 2 may not be used intermittently or on a part-time basis without the prior approval of the superintendent.

I. Schedule of Vacations/Holidays

Vacations:

Vacation will be awarded to “full time” classified employees. Part time and “school time” employees do not receive vacation benefits. An employee must be contracted to work a 12-month contract and an eight (8) hour day, forty (40) hour week to earn vacation.

Employees who are contracted for less than twelve (12) months are not eligible for paid vacations. This includes employees who complete combination positions such as secretary, aide, summer work, part time custodian, bus driver, and others as specified in the contract or work agreement.

Employees eligible for vacation will accumulate paid vacation days in accordance with the following schedule:

First Employment Year:	Five (5) vacation days after six months of completed work
Second through Fifth Years:	Ten (10) vacation days annually
Sixth through Fifteenth Years:	Fifteen (15) vacation days annually
Sixteenth through Twentieth Years:	Twenty (20) vacation days annually
Twenty-One and More Years:	Twenty-five (25) vacation days annually

Unused vacation days may not accumulate to more than 20 days at the conclusion of the contract year. At the conclusion of employment with the district, an employee may be paid at their hourly rate of pay for accumulated vacation that is unused at the conclusion of the year. In the event that the separation occurs in the middle of a contract year, the final year of vacation allotment will be prorated to the length of the contract completed prior to separation.

Holidays:

Eligibility for paid holidays is the same as eligibility for vacation pay. "School time" employees are not eligible for holiday pay since they are contracted only for those days school is in session.

"Full time" employees will be paid for the following holidays in accordance with their scheduled work week:

Independence Day
Labor Day
Thanksgiving—Thursday and Friday
Christmas Eve
Christmas Day
New Year's Eve
New Year's Day
Memorial Day
Good Friday (May be taken on Good Friday or as otherwise scheduled and approved)

J. Jury Duty

Employees being called for jury duty during their scheduled work hours shall receive their regular rate of pay. Mileage and other juror's expense money shall be retained by the employee; however, the per diem pay for jury duty shall either be provided to the district or shall be deducted from the employee's pay. Days taken for jury duty shall not be deducted from any employee's accumulated leave.

The employee will provide his or her supervisor with a copy of the summons within two working days after receiving notification.

K. Hazardous Waste

When hazardous waste material is produced in a class, or otherwise located in the district, its disposal shall be in accordance with state and federal laws, rules, and regulations.

No employee shall bring hazardous material to school without the prior approval of the supervisor. Such material shall be in an appropriate container and properly labeled.

If an employee discovers waste material, which is or may be hazardous, he/she should notify his/her supervisor immediately.

Hazardous wastes include, but are not limited to, wastes that are flammable, corrosive, infectious, highly reactive, or toxic.

Hazardous waste must be placed in an appropriate container affixed with a hazardous waste label that lists the specific contents.

Unlabeled containers whose contents are undetermined and that may contain hazardous substances shall not be put in trash containers.

All hazardous wastes must be properly labeled and stored appropriately until they can be disposed of properly. Placing them in trash containers or the sewer system is not an acceptable disposal method.

CIVIL RIGHTS NOTIFICATION FOR BURLINGTON USD 244

The board shall hire all employees on the basis of ability and the district's needs.

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, national origin, religion, sex, age, disability, or genetic information. Discrimination on any of these characteristics will not be tolerated. The district will make reasonable accommodations to applicants and employees who need them for medical or religious reasons, as required by law.

Inquiries regarding compliance may be directed to the superintendent, 301 Neosho St., Burlington, Kansas 66839, 620-364-8478, district compliance coordinator or to:

Equal Employment Opportunity Commission
Gateway Tower II
400 State Ave., Suite 905
Kansas City, KS 66101
(913) 551-5655
Kansascityintake@eeoc.gov

or

Kansas Human Rights Commission
900 SW Jackson, Suite 568-S
Topeka, KS 66612-1258
(785) 296-3206
khrc@ks.gov

or

United States Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
816-268-0550
OCR.KansasCity@ed.gov

Sexual Harassment (JGEC)

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

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

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

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

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

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

Superintendent, 301 Neosho, Burlington, KS 66839, 620-364-8478, cmarshall@usd244ks.org has been designated to coordinate compliance with nondiscrimination requirements contained in Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. Information concerning the provisions of these Acts, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator; to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800) 421-3481, or at OCR@ed.gov; or both.

Response to Harassment Complaints
The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge. Any students who believe that he or she has been subjected to sexual harassment should report the alleged harassment to the building principal, another administrator, the guidance counselor, the Title IX Coordinator, or another licensed staff member. All employees receiving reports of sexual harassment from a student shall notify the Title IX Coordinator.

Definitions
The following definitions apply to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.

The "complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Contact the complainant within 10 business days and discuss the availability of supportive measures, with or without the filing of a formal complaint, and consider the complainant's wishes as to supportive measures; and
- Inform the complainant of the right to a formal complaint investigation consistent with Title IX and the informal resolution process.
- Supportive Measures
- The district will treat the complainant and respondent equitably by offering supportive measures. These non-disciplinary and non-punitive measures will be offered as appropriate, as reasonably

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

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

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

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district concerning which the formal complaint is filed.

A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. Filing of the complaint with the Title IX Coordinator may be done in person, by mail, or by email. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved, the Title IX Coordinator may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.

A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.

An investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by a qualified individual designated by the Title IX Coordinator or another individual appointed by the board. The investigation shall be thorough. All interested persons, including the complainant and the respondent, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

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

- Notice of the allegations of sexual harassment including sufficient details to prepare a response before any initial interview including:
- the identities of the parties involved, if known;
- the conduct allegedly constituting sexual harassment; and
- the date and location of the alleged incident, if known.
- The district's investigation procedures, including any informal resolution process;

- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
- Notice to the parties they may have an advisor of their choice and may inspect and review any evidence; and
- Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.
- If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice initially provided, notice of the additional allegations shall be provided to known parties.

Formal Complaint Investigation Procedures
To ensure a complete and thorough investigation and to protect the parties, the investigator shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The appeal decision-maker shall:

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

Informal Resolution Process

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

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

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

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

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

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

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

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

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

Racial and Disability Harassment (JGECA)

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

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

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

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

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

- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with a student's academic performance or ability to participate in or benefit from the services, activities or programs of the school.

Racial or disability harassment may result from verbal or physical conduct or written graphic material. The district encourages all victims of racial or disability harassment and persons with knowledge of such harassment to report the harassment immediately. The district will promptly investigate all complaints of racial or disability harassment and take prompt corrective action to end the harassment.

Any student who believes he or she has been subject to racial or disability harassment or has witnessed an act of alleged racial or disability harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of racial or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure in policy KN.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial or disability harassment under the definition outlined above. Unacceptable student conduct may or may not constitute racial or disability harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct. The discipline of a student for violation of any provision of the code of student conduct may be enhanced if the conduct is racially or disability motivated.

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

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

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

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

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

disciplinary action, up to and including expulsion for a student or termination of employment for an employee.

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

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

Classified Employee Handbook Acknowledgement Form

I acknowledge that I have received a copy of the Classified Handbook for employees. I understand that it is my responsibility to read and become familiar with the policies, procedures, and expectations outlined in this handbook.

I understand that the policies described in the handbook are intended to provide general guidance and may be changed, modified, or discontinued by the company at any time, with or without prior notice.

I acknowledge that this handbook is not a contract of employment and does not alter my at-will employment status (if applicable under local law).

By signing below, I confirm that I have read, understood, and agree to comply with the policies and procedures contained in the handbook.

Employee Name (Printed): _____

Employee Signature: _____

Date: _____

Received By (HR/Manager Name): _____

Signature: _____

Training Guide for Paraprofessionals

"We are professional educators dedicated to making each student successful."

Dear Paraprofessional:

Thank you for your commitment to our students. I consider you to be a vital part of the special education team. The goal of the Coffey County Special Education Cooperative is to provide quality supports and services to all exceptional student.

This guide was designed to be a resource for you. It is a general overview of your roles, responsibilities, special education, characteristics of disabilities, instructional and behavioral strategies and general resources for a Paraprofessional. Information specific to the students you work with and further direction will come from the administrators, specialists, and teachers in your building. Continued professional development will assist you in refining your skills and knowledges related to academic and behavior strategies specific to the students you support.

My goal is to assist students in becoming as independent as possible and to prepare them for success in their post-secondary lives. I value your work and commitment to our students. Thank you for your dedication and professionalism. Please let me know how we may support you in your endeavor to grow professionally. I want you to enjoy your work as a valued member of our team.

Sincerely,

Lindsey Graf
Director of Special Education
Coffey County Special Education Cooperative
301 Neosho Street
Burlington, Kansas 66839
620-364-5151
lgraf@usd244ks.org

CONTENTS

Chapter 1: General Information for Paraprofessionals 5

1.1 Introduction

1.2 Paraprofessional Services

1.3 Inclusion

1.4 Students, the Instructional Paraprofessional, and the Educational Team

1.5 Paraprofessional Duties and Responsibilities

1.6 Examples of Teacher and Paraprofessional Responsibilities

1.7 Professional Conduct

1.8 Daily Operating Procedures

1.9 Instructions for Student Accident or Illness

1.10 School-Wide Emergency Response Procedures

1.11 Types of Classes

1.12 Expectations in a School Environment

Chapter 2: Individuals with Disabilities Act (IDEA) 14

2.1 IDEA Classifications

2.2 The Individualized Education Program (IEP) and 504 Plan

2.3 Characteristics, Educational Strategies, and Techniques of Classifications

2.4 General Educational Strategies and Techniques

Chapter 3: Fostering Positive Student Support 22

3.1 Establishing an Appropriate Connection

3.2 Encouraging Positive Student Behaviors

3.3 Moving Students Toward Independence

3.4 Data Gathering

3.5 Behavioral Plan Implementation

Chapter 4: Professional Guidelines 29

4.1 Understanding the Importance of Confidentiality

4.2 Physical Contact

4.3 Evaluation Process

4.4 In-Service Requirements

Chapter 5: Teamwork 34

5.1 The Ten C's of Teamwork

5.2 Collaboration with the Classroom Teacher

5.3 Interacting with Building Personnel

Chapter 6: Sample School District Policies and Procedures 36

6.1 Important School District Policies and Procedures

6.2 Harassment, Intimidation, and Bullying (HIB) Policy

6.3 Anti-Harassment, Sexual Harassment Policy, and Complaint Procedure

6.4 Child Abuse/Neglect Reporting Requirements

6.5 Bloodborne Pathogens

6.6 Diversity Awareness

Chapter 7: Resources 43

7.1 Disability and Special Education Acronyms

7.2 Glossary

7.3 Accident and Injury Prevention

7.4 Social Media Information

7.5 Accommodations and Modifications

7.4 Person First

CHAPTER 1
General Information for Paraprofessionals

1.1 Introduction

Paraprofessionals are valuable members of the school community who provide a variety of services, including working with students under the direct supervision of a classroom teacher, performing clerical duties, and/or monitoring the school cafeteria or playground.

The effective paraprofessional works well with students and school personnel; holds high ethical standards; has a positive regard for the education, welfare, and safety of all students; is non-judgmental, adaptable, and organized; exhibits appropriate decision-making skills that result in favorable outcomes; and is appropriately communicative.

In general, administrators and teachers appreciate a paraprofessional who arrives early, presents a positive outlook, contributes to a safe and orderly school environment, and remains fully engaged.

The title "paraprofessional" will be used for the purpose of this manual. Related titles – as well as some attached duties – may vary by state and school district. Related titles include: paraeducator, teacher aide, personal care assistant, instructional assistant, paraprofessional job coach, special education aide, healthcare assistant, and occupational/physical therapy paraeducator, to name several.

1.2 Paraprofessional Services

There are generally two categories of paraprofessional services: instructional services which directly support the academic program created for students and other non-instructional services.

The instructional paraprofessional is assigned to support the teacher's work with students. Although there are federal/state requirements to become an instructional paraprofessional, paraprofessionals are non-certified, and therefore work under the direct supervision of the certified teacher. Paraprofessionals working in this capacity do not plan instruction or deliver planned direct instruction. They do not introduce new skills, concepts, or academic content. These tasks are carried out by the teacher. Paraprofessionals provide instructional support under the guidance of the teacher, to include reinforcement of previously introduced skills and concepts. Paraprofessionals may be assigned to work with a single student or group and may work in rooms such as the classroom, media center, or computer lab. Paraprofessionals may provide one-on-one tutoring for eligible students at a time when a student would not otherwise receive instruction from the teacher. Paraprofessionals may assist with classroom management, such as organizing instructional materials. Instructional paraprofessionals may also act as translators.

The non-instructional paraprofessional is a non-certified staff member that may be assigned to monitor students in the cafeteria or on the playground. They may provide personal care services when fully trained and monitored by appropriately certified personnel. They may provide non-instructional computer assistance or translation services only. They may also conduct parental involvement activities, work in food services, or work in a clerical capacity.

1.3 Inclusion

The practice of including students with special needs in all aspects of school life and to the maximum extent possible alongside their non-disabled peers is known as inclusive education or inclusion. Inclusive educational practices provide that, with proper support, students with special needs are included and can succeed in school.

The paraprofessional plays a significant role in providing the support necessary for students to become as highly engaged as possible in school life. Moving students toward independence by providing, then fading support is a key element in the inclusion process. A great paraprofessional can make a vast and positive difference in the educational experience of a student.

The paraprofessional, under the direction of a teacher, plays a key role in supporting the implementation of the educational program. Teachers and paraprofessionals work together to develop a productive professional relationship. The teacher is the educational leader and is responsible for the educational program, to include designing and delivering instruction, evaluating student progress, and communicating with parents.

1.4 Students, the Instructional Paraprofessional, and the Educational Team

The academic, physical, behavioral, social, and emotional needs of students, as determined by an educational team, ultimately define the duties and shape the responsibilities of the instructional paraprofessional who works under the direct supervision of the teacher.

The educational team creates a program for each student in need known as the Individualized Education Program (IEP) which is revised annually. The IEP outlines specialized instruction and services that a student requires to be successful in school. When warranted, the IEP will include the need for the services of a paraprofessional.

Members of an educational team may include a school psychologist, school social worker, and special education teacher consultant which together are typically known as the Individual Education Plan Team or (IEP). Other members of an educational team include teachers, guidance counselors, supervisors, and administrators. A school nurse, speech specialist, physical/occupational therapist, and other related service providers may be included as well.

The instructional paraprofessional works under the direction of and answers to the classroom teacher on a daily basis, but also may communicate with other members of the team, especially members of the IEP Team.

The parent/guardian also works with the team and is instrumental in all decision-making. The paraprofessional **does not** communicate with the parent/guardian unless in a specific circumstance and **only** as directed by and in the presence of certified school personnel.

1.5 Paraprofessional Duties and Responsibilities

- Assist a single student or teacher-designated group with follow-up and practice activities under teacher direction
- Work under the direction of teachers to implement IEP accommodations and/or modifications (see glossary) as well as strategies and techniques that serve students
- Provide assistance without disrupting the flow of teacher instruction
- Observe student strengths and needs through daily learning activities; share findings with the teacher
- Prepare and organize materials to support teaching and learning as directed
- Use strategies, equipment, materials, and technologies as directed to accomplish learning needs
- Use strategies as directed to facilitate learners' independence and confidence
- Make and document objective observations as directed
- Assist teachers in maintaining order, encouraging appropriate student behaviors
- Assist in the implementation of behavior management plans under teacher supervision and as directed by a member of the educational team; provide feedback
- Assist in prompting, cueing, and redirecting student attention under teacher direction
- Provide healthcare assistance in accordance with the school nurse
- Transfer students to and from mobility devices in accordance with the IEP
- Assist students with toileting, personal care, and feeding as directed
- Assist certified staff in monitoring students on the school bus and/or assist students with boarding/departing from the bus in accordance with the school nurse
- Help students with assistive technology under the direction of the teacher, school nurse, and other related service providers
- Reinforce student job tasks in a vocational-based class under the direction of the teacher or in the workplace if formal requirements have been met
- Additional responsibilities may include:
- Attend student sessions with providers such as a speech and language specialist, physical or occupational therapist, etc. as requested, working under the direction of the provider
- Assist the teacher on educational excursions
- Assist certified staff in monitoring students in the hallway, cafeteria, playground, etc.
- Participate in school in-service and workshop programs and attend required meetings

1.6 Examples of Teacher and Paraprofessional Responsibilities

TEACHER	SHARED	PARAPROFESSIONAL
CLASSROOM INSTRUCTION		
• Creates lesson plans to introduce or reinforce concepts and skills, including IEP/504 Plan accommodations and/or modifications • Delivers instruction	• Reviews lesson plans and ways in which the paraprofessional can provide instructional support and facilitate student attending behaviors • Implements specific IEP/ 504 Plan accommodations and/ or modifications • Encourages student attending behaviors	• Provides information about current student academic performance and behavior • May assist with • development of instructional learning resources • Provides assistance without disrupting the flow of teacher instruction • Provides feedback regarding student progress
CLASSROOM MANAGEMENT		
• Develops a classroom management system	• Reviews system details	• Carries out duties under the direction of the teacher
IMPLEMENTING A WORKSITE PROGRAM FOR STUDENTS		
• Creates worksite learning goals • Plans activities to meet goals	• Reviews goals and plans	• Supports skill • development activities at worksites • Provides feedback regarding student progress and program operation
IMPLEMENTING A BEHAVIORAL PLAN FOR STUDENTS		
• Develops an individualized behavioral program with members of the educational team	• Reviews program strategies • Implements the techniques and strategies	• Follows directives to monitor progress and reports to teacher

1.7 Professional Conduct

Paraprofessional conduct in performing assigned duties and responsibilities and in dealing with students, staff, administration, and the community shall be appropriate at all times.

The utmost professional conduct is required when interacting with students. This includes any student who is under the direction or control of the teacher and the paraprofessional; any student enrolled in a school district served by the paraprofessional; any student enrolled in a school district while attending a school-related activity at which the paraprofessional is performing professional duties; any former student who is under eighteen years of age and who has been under the direction or control of the paraprofessional including students who drop out, graduate, or transfer to other schools or districts.

Paraprofessionals shall not make inappropriate comments to students and shall not engage in inappropriate language or expression of any kind in the presence of students or staff. Paraprofessionals shall not engage to seek to be in the presence of a student beyond the paraprofessional's duties and responsibilities. If you are working directly for the family, please inform the Director of Special Education immediately. Paraprofessionals shall not provide transportation to a student in their private vehicle nor permit a student to enter their private vehicle.

Inappropriate conduct by school staff members outside of their professional responsibilities may be considered conduct unbecoming a staff member. Therefore, school staff members are advised to be concerned with such conduct which may include, but is not limited to communication/publication using emails, text messaging, social networking sites, or any other medium that is available to pupils or for public display. The personal life of an employee is not an appropriate concern of CCSEC, except when it may prevent the employee from performing duties and responsibilities fully, or when it affects the professional relationship with students and staff in the schools.

When an employee, either within the schools or outside normal duties, creates conditions under which the safety of a student or proper operation of the school is affected, CCSEC, under recommendation of the Director of Special Education and in accordance with statute, shall determine whether such acts or lack of actions constitute conduct unbecoming a school employee, and if so, will proceed against the employee in accordance with policies and law. Please refer to the USD 244 Classified Employee Policy Manual.

Several examples of misconduct include:

- Inappropriately communicating with students and staff via email, text messaging, social networking sites, or any other medium that is directed and/or available to pupils or for public display
- Talking about sensitive personal issues with students and staff: e.g., illnesses, family matters, relationships
- Counseling students on personal issues
- Attempting to meet or provide for the personal needs of students on your own
- Inappropriately socializing with students before, during, or after school hours

1.8 Daily Operating Procedures

ARRIVAL

In order to be fully prepared, arrive at school with an enthusiasm for the day and model professionalism.

Strive to attend work regularly. Be Punctual. Upon entering the building, report directly to the main office where you sign in. Late arrivals need to be reported to your supervising teacher and administration. Always document absences in a timely manner.

Your schedule may vary; please ensure that you are fully aware of your schedule for the day.

Different schools may have different requirements, but you should be prepared to keep the following with you:

- [ ] Room keys and/or swipe card issued to you – some schools may ask you to leave them in a safe place before you leave for the day and to pick them up when you arrive in the morning
- [ ] A copy of your schedule and any alternative schedule
- [ ] Emergency procedures
- [ ] Pen/pencil
- [ ] Laptop or other electronic device, if assigned to you by the school
- [ ] School handbook
- [ ]

CLASSROOM PROCEDURES

Remember, you work under the direction of the classroom teacher.

Prior to class, consult with the classroom teacher regarding your role and the teacher's role in instructional support for a single student or group; decide upon shared duties and remain aware of the basic routine for each class.

Arrive to the classroom on time and remain for the entire period. You may leave early with a student who has permission to leave class early (if you are specifically directed by a member of the educational team) in order to navigate the hallways.

Take your cue from the teacher when entering the classroom. If the teacher expects quiet, for example, enter quietly.

Work with student(s) to provide needed assistance without interrupting the flow of instruction. You may speak with the teacher about this.

Discuss with the teacher ways to work with students to provide and fade support over time, so as to ultimately foster independence.

Do not leave your student(s) unattended for any reason at any time.

Do not issue passes for students. The teacher may do this.

At times, money needs to be collected from students for a school event. Do not handle, collect, or lend money.

Report any unusual incidences, student behaviors, etc. to the teacher. Do not delay. When in doubt…always report.

Classroom discipline will be carried out by the teacher.

CAFETERIA/PLAYGROUND/MEDIA CENTER/ASSEMBLIES

Consult with certified personnel (a teacher, media center specialist, cafeteria/playground supervisor) for directives. If you are assigned to a student or group, remain with them and provide needed assistance.

DEPARTURE

Follow the teacher's routine in the classroom.

You may leave class early with a student in your care who has permission to leave class early. Although you may escort the student, you may not leave the school early.

1.9 Instructions for Student Accident or Illness

REPORTING

If a student is injured or becomes ill, you must not hesitate to get help. Do not make a judgment call! The school nurse will evaluate the student and make a determination. The school nurse and an administrator will be notified. The following procedures should be followed:

- Classroom: Immediately report to the classroom teacher and assist.
- Hallway, cafeteria, auditorium, and other common areas: Immediately notify the closest teacher/staff member on duty or in a nearby classroom and assist.
- Make sure you have the details of the incident and the names of any witnesses.
- Report to the school nurse to complete an injury report on the same day as the incident.

ACTIONS

- Do not refuse a student's request to visit the health office. Think safety! Always make sure that you accompany the student. The nurse will judge the validity of the request.
- Remain composed and speak in calm tones to minimize student fears.
- In the case of serious injury, do not move the student.
- In the case of severe bleeding, act to immediately stop it and cover the student for warmth. Always use non-latex protective rubber gloves to avoid contact with bodily fluids.

1.10 School-Wide Emergency Response Procedures

All schools are required to have emergency procedures in place in order to ensure the safety and welfare of students, staff, and visitors.

Paraprofessionals can request a copy of the plan to carry with them and familiarize themselves with the specific emergency procedures. Paraprofessionals should discuss safety plans with each teacher as well as other members of the educational team to address procedures for students with disabilities that require special attention.

Always know where the building exit doors are in the event of an emergency.

EMERGENCY SITUATIONS

The attitude of the paraprofessional in emergency situations is of utmost importance. Remaining calm and composed will create a feeling of reassurance and security for students. Students will mimic your actions and will be more likely to follow instructions.

A school safety plan clearly spells out how a school will carry out emergency response and there will be drills throughout the school year to ensure that all know exactly what to do. Take drills seriously!

Every school has a method to track every student, staff member, and visitor throughout any incident. This includes a system to take frequent attendance of all students, staff, and visitors on school grounds, on educational excursions, and on the school buses.

Schools also have a system for school staff to communicate with each other and with first responders during an incident.

There are generally four procedural systems that can be accessed in the case of any emergency: Evacuation, Shelter-in-Place, Lockdown, and Student Release or Family Reunification.

Evacuation is used when the school cannot be safely occupied, for example, in case of fire, gas leak, structural problems, suspicious parcels, or bomb threats. Everyone exits via planned safe routes to designated gathering areas.

Shelter-in-Place (or Reverse Evacuation) is used when it is safer inside the school than outside, for example, in weather or medical crises or outside criminal activities. Shelter is provided within the school during an incident. Depending on the incident, all exterior doors and windows are locked. Students and staff may be directed to safe areas designated for the specific incident, such as gyms, hallways, auditoriums, or classrooms. Shelter-in-Place may also be used to stop movement within the building (for a student, staff member, or visitor with a medical emergency, for example).

Lockdown is used when weapon-related violence is in progress or imminent in the building. Barriers are placed between the building occupants and assailants. When lockdown is announced, students, staff, and visitors stay in place or go to the nearest room. All classroom and office doors are locked. Students, staff, and visitors remain silent and calm in their room's designated safe area (away from windows and doors). Lights, tech monitors, and any projection equipment are turned off.

Student Release or Family Reunification is used to account for the release of every student after an incident and ensures students are released to an authorized adult. Students are to be picked up directly by a parent or designated guardian.

Please note that if you become aware of any suspicious activity involving a person, an item, or a situation, do not attempt to rectify the issue by yourself; instead, you must immediately report to a teacher or an administrator if a teacher is not nearby. When in doubt, **always report!**

1.11 Types of Classes

Students are placed in various classes where they will be best served. Schools are required to place students with special needs in the least restrictive environment. This means that the student is to be educated with nondisabled peers to the greatest extent possible. For example, if the student can succeed in a general education classroom, even in one class during the school day, then the student will not be placed in a special education classroom for that class.

Paraprofessionals may work in a variety of classes, depending on the program and schedule of the students in need of support. The three broad types of classes below are defined by the level of support provided to students with special needs:

1. **General education classes** – These are taught by a general education teacher and are not structured to provide specialized, individualized support. The specific services of a paraprofessional may be needed to provide support for students with special needs that are placed in these classes which are considered the least restrictive environment.

2. **Special education classes** – These are taught by special education teachers and are structured to provide specialized support to students with special needs. Some special education classes are designed around a single content area while others teach multiple subjects throughout the day. The services of a paraprofessional may be required to assist the special education teacher in providing support for one student or for an entire class.

3 **Inclusion classes** – The composition of these classes combine general education with special education in-class support services. The inclusive setting occurs in the general education classroom where general and special education students learn side-by-side. A paraprofessional may be needed in these classes to assist teachers in supporting students with special needs.

1.12 Expectations in a School Environment

The safety and wellbeing of students is always at the forefront.

The following expectations support these guiding principles:

- Maintain professional conduct in thoroughly performing all duties and responsibilities.
- Model acceptable, professional, respectful behaviors.
- Be responsible and accountable.
- Review information in the school handbook.
- Remain aware of and follow rules/procedures, including emergency procedures.
- Maintain confidentiality regarding student matters.
- Wear professional attire.
- Be punctual and maintain a solid attendance record.
- Be flexible with schedule changes
- Respect the chain of command
- Follow your schedule and be in assigned locations even if student you are supporting is absent or you are reassigned
- Maintain accuracy and thoroughness with regard to paperwork.
- Use proper spoken and written language.
- Work collaboratively with others.
- Only use school property for school business, including telephones, computers, physical education equipment, etc.
- Understand that students may make mistakes and can learn from them within the safety net of caring educators in the school.
- When in doubt…report.
- Your cell phone should be turned off (OR set to silent/vibrate) while in the presence or within sight/hearing range of students. Do not use or check your phone at all during class, in the halls, or anywhere in the school building/ school grounds while in the presence or within sight/hearing range of students.
- Refrain from stating any concerns in front of students/parents/other staff. Avoid critiquing teachers and staff. Remember in many situations you do not have all of the facts.
- Promote and maintain positive, respectful, interpersonal relationships.
- Prevent escalation by allowing appropriate space and time. Refrain from applying consequences and talking during times of escalation. Always remain calm and positive.
- Ensure that your services are fully utilized bell-to-bell. If your immediate assistance isn't specifically required, do not sit idly or look at magazines or newspapers (do not bring these to class!) Do not turn on a class computer or try to share stories with the classroom teacher while students are present. You must remain aware and engaged in student/teacher instructional activity at all times. If students are working independently, for example, you may subtly circulate the classroom to ensure all are on-task. You may situate yourself toward the back of the class if the teacher is in the front or vice-versa, keeping an eye on students. Toward the end of class, you may help the teacher and/or students to gather materials, ensure that students have recorded homework, etc.

CHAPTER 2
Individuals with Disabilities Act (IDEA)

2.1 IDEA Classifications

There are several federal laws that govern how special education services are provided: (1) Section 504 of the Rehabilitation Act of 1973, (2) Individuals with Disabilities Act (IDEA), (3) Family Educational Rights and Privacy Act (FERPA), (4) No Child Left Behind (NCLB), (5) the Americans with Disabilities Act (ADA). The Individuals with Disabilities Act is the most comprehensive federal law that governs special education. As part of making special education and related services available to children with disabilities in public schools, IDEA defines the term "child with a disability." To meet the definition, a child's educational performance must be adversely affected due to the disability. IDEA's disability terms and definitions guide how states in their own turn define disability and who is eligible for a free appropriate public education under special education law. There are thirteen classifications identified under IDEA. Some states may choose to use an alternative to a specific disability label for identifying students up to age nine who need special education. The term developmental delay (DD) is often used for this purpose and is recognized by IDEA.

IDEA CLASSIFICATIONS
Autism (AUT)
Emotional Disability (ED)
Deafness and Hard of Hearing (DHH)
Learning Disability (LD)
Multiple Disabilities (MD)
Orthopedic Impairment (OI)
Visual Impairment (VI) - includes blindness
Other Health Impaired (OHI)
Intellectual Disability (ID)
Speech or Language Impairment
Traumatic Brain Injury (TBI)
Hearing Impairment
Deaf-Blindness

2.2 The Individualized Education Program (IEP) and 504 Plan

Both IEPs and 504 Plans can offer formal help for K-12 students with learning and attention issues. They are similar in some ways but quite different in others.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- Governed by the most comprehensive federal law: IDEA
- A written educational plan that is developed for each public school child who is eligible for special education (preschool through graduation; 3 to 21 years of age)
- Individualized
- Reviewed at least once a year
- Designed to meet a child's unique educational needs in regards to specialized instruction and related services
- Created through a multidisciplinary team that consists of: parents, general education teacher, special education teacher, an individual who can interpret the evaluation results, a representative of the school system, representatives from transition service agencies when applicable, the child when appropriate, and other individuals invited by the parent or school district
- An IEP includes the following components:
- Present levels of academic and functional performance
- Measurable annual goals
- Special education services, related services, and supplementary aides
- Schedule of services
- Program modifications or supports
- Rationale for removal from general education (least restrictive environment)
- Accommodations for district and state assessments
- Transition planning at age 14
- Behavior interventions
- Evaluations

504 PLAN

- Governed by Federal Civil Rights Law: Section 504 of the Rehabilitation Act of 1973
- A plan that describes how a child will have access to learning at school
- Specifies that no one with a disability can be excluded from participating in federally funded programs or activities
- The disability refers to a physical or mental impairment which substantially limits one or more major life activities
- Verified by a doctor's note that states the condition and symptoms
- Developed by the 504 coordinator, support staff, parents, and other professionals who can contribute to the determination process, and the student when appropriate
- Includes educational accommodations so that students are able to compete in class; there is no modification of the curriculum
- Most school districts require annual updated documentation to support the 504 Plan
- Covers the lifespan of a person and safeguards the rights of persons with disabilities in many areas of their lives, including employment, public access to buildings, transportation, and education

2.3 Characteristics, Educational Strategies, and Techniques of Classifications

The following information is meant to serve only as an introduction to students with special needs. Each student is first an individual with individual needs. Not all students will fit into all the descriptions, nor will they be educated in the same way. The overall goal of each student is to develop skills that will enable them to function effectively in society and their environment.

When paraprofessionals provide services required by a student's IEP, they must do so under the supervision of a certified special education teacher. The roles and responsibilities of the paraprofessional will be very fluid and will vary across situations. The strategies and techniques listed below are meant to serve as a guide for paraprofessionals working under the guidance and supervision of a certified special education teacher.

CLASSIFICATION	CHARACTERISTICS	STRATEGIES AND TECHNIQUES
AUTISM (AUT)	• Difficulty with social situations and interactions • Engage in repetitive activities • Resistant to changes in routine • Unusual responses to environment (sensitive to sounds, textures, tastes, smells, and/or lights) • Varying levels of intelligence • Developmental disability affecting verbal and non-verbal communication • Generally evident before age three • Asperger Syndrome is at the highest functioning end of the autism spectrum	• Consistent rules, routines, and schedules • Allow enough time for student to respond • Prepare student for any schedule changes • Step-by-step directions should be given verbally, visually, and by providing physical supports or prompts (as needed) • Be concrete and explicit in your feedback • Emphasize strengths and interests • Provide opportunities for social and collaborative interaction – but make sure you also provide support, structure, and lots of feedback • Pay special attention to transitions; the use of a timer can be helpful. Time is subjective, predictable, and consistent – use it to your advantage!
DEAF-BLINDNESS	• Simultaneous hearing and visual impairment • Causes severe communication and other developmental and educational needs	• Touch is the primary mode of communication • Provide immediate feedback to the student's actions and attempts to communicate • Allow plenty of time for reactions and decisions

CLASSIFICATION	CHARACTERISTICS	STRATEGIES AND TECHNIQUES
DEAF AND HARD OF HEARING (DHH)	• Language and speech delay • Impaired in processing linguistic information through hearing, with or without amplification • May misunderstand information presented • Difficulty understanding concepts that are not concrete • Takes things literally	• Use as many visual cues as possible • Speak clearly and at a normal pace • Get the student's attention before speaking and face the student when talking • Make sure the student is seated close to the speaker • Allow enough time for the student to respond • Oral communication – lip reading and the use of residual hearing • Manual communication – signs and fingerspelling • Total communication – combination of the oral method, signing, and fingerspelling • Use the relay service – dial 711 to access the relay service anywhere in the US
DEVELOPMENTAL DELAY (DD)	• A delay in one or more areas such as: physical development; cognitive development; communication, social or emotional development; or adaptive development • Used to identify students up to age nine	• Be consistent with procedures and routines • Provide a structured environment with minimal distractions and over-stimulation • Utilize manipulative aids • Provide tasks in small chunks • Engage in frequent discussions
EMOTIONAL DISABILITY (ED)	• Inappropriate types of behavior or feelings • May seek attention by aggression • Inability to learn that cannot be explained by intellectual, sensory, or health factors • Often has trouble establishing inter-personal relationships • May be resistant towards authority	• Be consistent when dealing with behaviors • Learn what might trigger the student's noncompliant behavior • Check with the teacher so that you know what to do when behaviors occur • Never use physical restraint unless you are trained • Provide lots of praise • Define and teach behavioral expectations • Establish a reward system for appropriate behavior • Establish consequences for problem behaviors • Increase classroom structure and predictability • Use a system for linking academic and behavioral performance

CLASSIFICATION	CHARACTERISTICS	STRATEGIES AND TECHNIQUES
HEARING IMPAIRMENT	• Can be permanent or fluctuating • Affects a child's educational performance	• Keep instructions brief; when repeating instructions, repeat exactly without paraphrasing • Repeat the comments and questions of other students, especially those from the back rows • Face the student when speaking • Use visual aids
INTELLECTUAL DISABILITY (ID)	• Requires more time and repetition to learn things • Below average general intellectual functioning with deficits in adaptive behaviors • Understands best when information is concrete • Also referred to as cognitively impaired (mild, moderate, severe)	• Keep instructions concrete • Allow the student to be as independent as possible • Demonstrate exactly what you mean rather than giving verbal direction; use pictures or hands-on materials and encourage the opportunity to try new things • Give the student immediate feedback • Teach life skills: living skills, social skills, and occupational awareness • Encourage the student to be involved in group activities or clubs
MULTIPLE DISABILITIES (MD)	• Often needs assistance in daily activities or tasks • Has multiple disabilities simultaneously	• Become familiar with how the student communicates • Provide sufficient amount of time for the student to respond
ORTHOPEDIC IMPAIRMENT (OI)	• Involuntary movements • Physical difficulties in mobility, writing, and sitting • Includes cerebral palsy, amputations, fractures, and burns	• Remove or accommodate barriers for the student • Allow the student to be as independent as possible • Speak to the student on his/her level (sit down if the student is in a wheelchair)
SPEECH OR LANGUAGE IMPAIRMENT (SL)	• Delay in language concepts • Includes stuttering, impaired articulation, language impairment, or voice impairment • Also referred to as Communication Impaired (CI)	• Don't speak for the student • Ask the student to repeat if you do not understand • Ask the student to retell directions in his/her own words • Provide enough time for the student to respond • Model appropriate speech and language at the student's level • Make sure that needed accommodations are provided for classwork, homework, and testing

CLASSIFICATION	CHARACTERISTICS	STRATEGIES AND TECHNIQUES
SPECIFIC LEARNING DISABILITY (LD)	• Usually average to above average intelligence • May have difficulty processing information either visually or through spoken language • A disorder in one or more basic psychological processes involving listening, thinking, speaking, reading, writing, spelling, or mathematical calculations • Does not include learning problems due to disabilities (visual, hearing, motor, intellectual) or disadvantages (environmental, cultural, economic)	• Allow enough time for the student to respond and to finish assignments and tests • Probe regularly to check for understanding • Sequence the tasks to be completed under the teacher's direction • Emphasize student strengths and interests • Break tasks into smaller, more manageable steps • Give directions verbally and in writing • Allow the student to use instructional reading materials (highlighter) • Allow the student to borrow notes from a classmate or use a tape recorder • Allow the student to use specialized software that spell checks, grammar checks, or recognizes speech
OTHER HEALTH IMPAIRED (OHI)	• Chronic or acute health problems including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and Tourette's Syndrome • Frequent absences • Hyperactivity and inattentiveness	• Familiarize yourself with the area of disability (ADD, ADHD, health problem, Tourette's) • Provide scheduled breaks
TRAUMATIC BRAIN INJURY (TBI)	• Impairments in one or more areas such as cognition, language, memory, attention, speech, information processing, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities • Injury to the brain caused by external physical force resulting in total or partial functional disability, psychosocial impairment, or both	• Give the student more time to finish schoolwork and tests • Give directions one step at a time (use written directions when appropriate) • Have consistent routines to guide the student's expectations • Allow for lots of practice • Allow the student to rest when needed and reduce distractions
VISUAL IMPAIRMENT (VI)	• May require large print books, magnifying glass, or Braille • May need assistance moving from place to place • Also referred to as visually impaired	• Learn as much as you can about the student's specific visual impairment (what is affected; how does this affect the student's ability to move; can the student see the board? Don't be afraid to ask the student) • Instructional and classroom accommodations are helpful (assistive technology: iPads, word processors, projectors, etc.) • Consult with other school personnel – discuss ways to adapt the curriculum or use new strategies

2.4 General Educational Strategies and Techniques

Each student is unique and has his/her own personality. Your interaction with students allows them to blossom and flourish within the educational setting. See students with disabilities as "people" – like everyone else. Your job is to encourage students rather than control them.

CLASSROOM MANAGEMENT

- Treat all students with respect and courtesy
- Demonstrate sensitivity to the diversity of students
- Be aware of what is going on in the classroom at all times
- Be consistent
- Help the student to determine good versus inappropriate behaviors
- Learn what might trigger the student's non-compliant behavior
- Encourage independence gradually and as appropriate
- Allow the student to have a voice, be listened to, and be validated
- Model appropriate behavior, language, and manners
- Do not treat students with disabilities as if they were sick; a person with a disability may be very healthy
- Never use physical restraint unless you are trained and approved to do so
- Never compare one student to another
- Never use corporal punishment
- Remain calm, even when upset or frustrated

COMMUNICATION

- Provide lots of praise and encouragement
- Provide immediate feedback
- Speak directly to the student rather than through a third party or from across the room
- Speak in short, meaningful sentences that the student can understand
- When giving directions, use the student's name and gain the student's attention appropriately
- Let the student set the pace in walking and talking
- Keep your voice and facial expressions pleasant
- Try to express your requests in a positive manner
- Do not teach "life lessons" or impart your philosophy or beliefs onto students

TEACHING STRATEGIES

- Use the student's strengths to work on difficult areas
- Encourage the students by asking, "What are you planning to do?" and, "How are you going to solve that problem?" (without solving it for them)

WHEN COMMUNICATING VERBALLY WITH A STUDENT, DELIVER DIRECTION IN A POSITIVE WAY	
SAY	**DON'T SAY**
Please speak in a quiet voice	Don't shout
Please sit on your chair	Don't rock on your chair
Please turn the pages carefully	Don't tear the book
Please use both hands when you climb	You'll fall if you do not watch out
Please raise your hand	Don't call out

- Celebrate current skills and accomplishments
- Ask if the student wants assistance; sometimes students want to do things for themselves
- Be considerate of the extra time it might take to get tasks completed
- Include examples from the student's experience when explaining something new
- Appreciate what the student can do
- Guide the student, rather than protect

CHAPTER 3
Fostering Positive Student Support

3.1 Establishing an Appropriate Connection

It is important to understand the student/paraprofessional relationship. Paraprofessionals must realize that they are not the teacher, they are not substitute parents, and they are not friends with the student(s) they serve. Paraprofessional support is specifically defined by the educational team and restricted. The purpose of the paraprofessional is to enable students to successfully participate in class activities and school life as much as possible. The goal of the paraprofessional is to provide an appropriate level of support, while moving students toward independence – without becoming emotionally over-involved.

THE BELOW SUGGESTIONS WILL HELP YOU DEVELOP A PROFESSIONAL APPROACH AND POSITIVE RAPPORT WITH STUDENTS:

- Be positive!
- Work with the educational team to understand student needs, strengths, learning preferences, and necessary supports.
- Define students by their abilities.
- Be non-judgmental and kind.
- Speak in a calm manner.
- Use authentic and appropriate praise.
- Employ humor appropriately.
- Be consistent; follow through with what you say.
- Do not engage in casual conversation with direct student attention to the educational task at hand.
- Do not impart your personal beliefs and philosophies on students; it is not your job to teach "life lessons."
- Secrets may not exist between paraprofessionals and students. If a student shares something with you that could be detrimental to the student or to others, you must immediately report to the teacher.
- Model appropriate behavior such as courtesy, the use of respectful language, etc.
- Introduce yourself using Ms., Mr., or Mrs. Do not permit students to call you by the student; your first name. This fosters a respectful relationship.

3.2 Encouraging Positive Student Behaviors

Remember that students, like the rest of us, have good days and bad. Unlike adults, however, students are still acquiring skills to define, work through, or put behind what bothers them in order to do their school work.

With regard to behavior, do not assume that a student understands behavioral expectations in every environment, in every situation. Expectations need to be explained. Remember, every student has a reason for their behaviors which they may not understand. Work with the teacher to help students. Misbehavior is not a blame game. It's about working a situation through with the student, understanding root causes, determining the sequence of events, and offering choices toward seeking solutions.

Work with teachers and members of the educational team to understand the perspective of the student and to learn appropriate strategies that reduce student frustration and anxiety, allowing the student to focus on the task at hand.

The following strategies can be used to encourage positive student behaviors.

USING POSITIVE REINFORCEMENT

Positive reinforcement is used to reward students for appropriate behaviors. If the student is rewarded for a certain behavior, the student is more likely to repeat it. The reward needs to be meaningful to the student and must be agreed upon by the teacher/educational team. A meaningful reward could be as simple as verbal praise.

Positive reinforcement is an example of a behavior management strategy. Only use behavior management strategies that are consistent with standards established by the local school district and agreed upon by the teacher/educational team.

TIPS FOR COMMUNICATING EFFECTIVELY WITH STUDENTS

- Make sure that you have the student's attention before you speak, then communicate clearly and specifically.
- Listen intently to the student; make eye contact and allow time for the student to respond.

- Remain highly sensitive to the way in which you address the student, including the words that you choose, the tone of your voice, your physical posture, and your body language. Be sure to maintain professional distance from the student.
- Any directions that you give should be clearly and specifically stated/written. You may need to give one direction at a time.
- Know that a hint of unintentional disrespect in your tone will hurt and embarrass students, especially in front of peers. It is best to deal with issues privately, with the teacher and student.
- When a student behavior needs to be corrected, work with the teacher. Talk about the behavior itself as being inappropriate or unacceptable, not the student.

AVOIDING THE POWER-STRUGGLE

- Do not argue with students. An argument can be avoided if you do not choose to take part. You should defer to the teacher when a student becomes argumentative or defiant.
- Students are still young and finding their way. Work to resolve issues diplomatically. Work with the teacher and focus on the student's perspective of the issue at hand. Sometimes the most defiant student is also the most sensitive.
- Know that sometimes a student's misbehavior is a survival tactic. For example, students may feel too embarrassed to ask a teacher a question in class, admit that they did not understand their homework, or solve a problem that they don't understand in front of the entire class. In order to avoid such situations, students may engage in disruptive behavior. It is important that you work together with the teacher to recognize the cause of student behaviors and decide upon the best approach to handle the situation.
- Remember, every student has a reason for his/her behaviors, which may not always be apparent. The root of an issue may not be immediately revealed, or may be clouded by the student's momentary behavior.
- Always bring a potentially argumentative situation to the attention of the teacher. Below are some initial tactics that can be used when faced with an argumentative student situation:

1. Remain calm and cool.
2. Relax by taking a deep breath and releasing it slowly.
3. Respond in a calming tone.
4. Keep responses brief.
5. Paraphrase what the student says to show concern for the student's point of view.
6. Always treat students with dignity and respect. Remember, you are a role model.

3.3 Moving Students Toward Independence

Schools strive to ensure that all students become as independent as possible in order to prepare them for adult life.

Increasing student independence academically, behaviorally, and socially requires specific knowledge of the student's disability(ies) and abilities. This requires discussion with members of the educational team regarding formal modifications and accommodations in place for the student and strategies/techniques to help the student.

Working with the teacher throughout the school day, the paraprofessional provides individualized supports for the student, then incrementally fades these supports, moving the student toward independence. Attending to the student's needs while building independence is truly a delicate balance that must be carefully and deliberately orchestrated through the years in accordance with the educational team. Feedback from the paraprofessional is important.

AM I ENCOURAGING OR HINDERING INDEPENDENT BEHAVIOR?

In order to help students move toward independence, the paraprofessional must perpetually ask this question.

Social independence – Fostering appropriate peer relationships is important for students. Carefully determine when to step in and when to pull back from student-to student interaction in all environments. Keep in mind that appropriate peer relationships may be compromised when the student relies on the paraprofessional for social interaction, rather than peers.

Academic independence – With each task, in each environment, observe the student and decide whether the student actually requires your support. If the student is able to accomplish even a portion of the task independently, you should encourage the student to do so. The weaning of support must be an incremental, step-by-step process. Sometimes it's one step forward, two back, three forward. Work with the teacher/ educational team to address this process and provide feedback.

POSITIVE REINFORCEMENT AND BASIC TASK ANALYSIS

Positive reinforcement (as previously mentioned) and task analysis are two techniques that can be used to help students become more independent. Positive reinforcement is used to encourage appropriate behaviors because students are more likely to repeat behaviors they are rewarded for. Basic task analysis is used to break complex tasks into a sequence of smaller steps.

In the below scenario, positive reinforcement and basic task analysis are used to move a student toward independence.

The teacher may require students to complete a worksheet upon entering the classroom each day – a task that requires more steps than you might think. Analyzing the task reveals seven necessary steps:

The Student Must

1. Remember that the worksheet is an everyday requirement,
2. Retrieve the worksheet
3. Walk directly to his/her desk
4. Unpack materials
5. Record their name
6. Record the date
7. Begin to work.

Although it may seem easier for the paraprofessional to simply hand the worksheet to the student and remain nearby to help with each step, it is better to allow the student the opportunity to complete the process independently. Initially, the paraprofessional should provide whatever guidance is necessary, but should work step-by-step to help the student become as independent as possible. The paraprofessional may initially require the student to complete only one step of the process independently, then add steps as the student masters each. The paraprofessional may supply the student hints or a "cheat sheet" of the steps, then slowly wean these supports away. Throughout the process, the paraprofessional may implement positive reinforcement techniques, rewarding the student at various steps or when the task is complete. The specific reward must be decided upon by the paraprofessional and the teacher/educational team and can be as simple as a nod of the head.

3.4 Data Gathering

Learning is impacted by many factors; students may experience learning difficulties for reasons that are not always apparent. When a student is struggling and we don't know why, it is incumbent upon us to find out and take action. The collaborative efforts of the educational team are instrumental in helping students overcome difficulties and learn to the best of their ability. Team members often require the collection of data (information concerning the student), which can reveal reasons for student behaviors and/or significant patterns that impact student functioning.

Working closely with the student, the paraprofessional can play a key role in the collection of accurate data. Data collection is only to be carried out by a paraprofessional when, and as directed by certified school personnel on the educational team to whom the paraprofessional reports.

The paraprofessional assisting the student throughout the school day is in a unique position to observe behaviors displayed in a variety of environments, under particular circumstances, and sequentially as they occur. The paraprofessional will notate observable behaviors to include the exact time of day and frequency of each occurrence, factors in the environment, and any other surrounding circumstances. This is data!

Please remember that only observable facts should be included. Interjection or indication of personal opinion is not an option.

The paraprofessional's job is to gather and submit the data to the educational team, as directed. It is the educational team's responsibility to analyze the paraprofessional's data as part of a data-driven system for improved student learning. This process is crucial to understanding what is affecting the student so that sound decisions can be made regarding the ongoing educational plan. Below are the general steps taken in this type of decision making:

- Identify areas of concern
- Collect accurate data
- Analyze, examine, and delineate patterns that emerge
- Apply findings to decision making for improved behavior instruction
- Take action; implement possible solution(s)
- Monitor effectiveness for continuous improvement
- Revise plan as necessary

If the educational team decides to make any revisions to a student's educational plan, the revisions will be communicated to the paraprofessional, teacher(s), and other applicable staff. Those working with the student must immediately act upon the team's recommendations, helping the student reach the indicated goals. The entire process of observing, reporting data, and adjusting the plan will be repeated as necessary, to achieve optimal results.

GUIDELINES FOR RECORDING DATA

Specific schools may require paraprofessionals to submit their data on official forms, through designated software systems, or in specific formats. It is also a common rule among schools that data should not reveal the student's name, in which case the paraprofessional may be instructed to use the student's initials or another generic term like "Student A." Other elements of data collection are generally universal throughout most school environments.

DO	**Follow school-specified guidelines for data collection**
	Record data in a succinct manner that is straight to the point; sentences are generally brief and informative
	Include facts and observable student behaviors
	Include specific details of student behavior, the time and frequency of occurrence, and observable environmental factors that may be related to the behavior
DON'T	**Include the student's name (if not permitted by the school district)**
	Include personal opinions, speculations, or conclusions
	Analyze or evaluate the collected data
	Use flowery language or "fluff"
	Share collected data with anyone outside of the educational team

In the example provided below, a paraprofessional is working with a student who is having uncharacteristic difficulty in a particular class. The educational team charges the paraprofessional with observing the student and gathering data. The paraprofessional carefully observes student behaviors and surrounding circumstances before, during, and after class.

Sample Paraprofessional Data: Student A is generally attentive and participates in class, but is distracted in only one class – United States History II. Student A is experiencing organizational and note-taking difficulties.

United States History is the favorite subject of Student A. Student A has historically received grades of "A" in every United States History class in previous school years, but now Student A is failing. Student A squints eyes, furrows brow, and looks down 4 times throughout the 45-minute class (2:00 pm, 2:13 pm, 2:26 pm, 2:39 pm). At each of these times, the radiator turns on, emitting a loud, rattling noise that lasts for 9 minutes.

The paraprofessional submits the above succinct but detailed data report to the educational team who decides that the noise from the radiator is most likely interfering with the ability of Student A to fully process information. They notify the proper channels to have the radiator repaired. Subsequent gathering of data from the paraprofessional reveals that the behavior ceased and Student A began participating in class. The solution was valid.

NOTE

The sample data on the previous page contains only facts and observable behavior. Had the paraprofessional written that Student A looked frustrated throughout the class due to distracting radiator noise, that would be considered inserting personal opinions, speculating, and drawing conclusions which are all unacceptable in a paraprofessional's data report.

3.5 Behavioral Plan Implementation

There may be instances in which a behavioral plan has been written specifically for a student with strategies to improve behavior. This may be referred to using titles such as "Behavioral Intervention Plan" or "Behavioral Improvement Plan." The paraprofessional may have a role in carrying out components of the plan or tracking student progress which will be communicated by the educational team. The results of the data gathered by the paraprofessional may be used in the creation of a new plan or to revise an existing plan.

CHAPTER 4
Professional Guidelines

4.1 Understanding the Importance of Confidentiality

KNOWING WHICH INFORMATION CAN BE SHARED AND WITH WHOM

Paraprofessionals will be entrusted with privileged confidential information protected by law. It is imperative that paraprofessionals are aware of the rules of confidentiality.

Rules pertaining to confidential information include all manner of communication: spoken, written, electronically conveyed, etc.

Confidentiality issues pertain to all students, parents, school personnel, and the community.

STUDENT INFORMATION

- It is illegal to share student information with people who are not specifically assigned to and involved with the student professionally. Only share specified student information with those employees of the school district with a designated legitimate educational interest in the student, including the student's teachers and selected members of the educational team.
- Discuss student issues in a private setting.
- Do not share student information outside of school.
- Do not share student information with the student's peers.
- If a parent attempts to contact you about a student, defer to the teacher and/or designated member of the educational team.

Protected student information includes:

- Information concerning the student's health and disability(ies)
- Information from meetings with the educational team
- IEP or 504 Plan information, written or verbal
- Behavior plan information
- Behavior reports
- The data-gathering process and collected data
- Family information
- Information that identifies a student
- Student learning goals
- Student progress toward learning goals
- Test results
- Grades
- Attendance reports

Paraprofessionals need to be extremely careful about sharing any information about a student. When in doubt, always defer to the teacher or designated member of the educational team.

Ethical points to remember regarding parents, school personnel, and the community:

- Share student progress and concerns appropriately and with supervising teacher and those directly involved with the child's educational program.
- Do not communicate progress or concerns about students to parents. Speak with a designated member of the educational team and/or supervising teacher.
- Do not engage in discussions about supervising teacher(s) with students, other teachers, paraprofessionals, or parents.
- Represent the educational agency in the community in a positive manner and refrain from expressing negative opinions of a program or of the agency.
- Do not release confidential information concerning students, parents, or colleagues to members of the community. Schools can be contacted openly by those who have questions.
- Refrain from a) airing school problems and confidential matters, including personalities outside school circles; b) discussing administrative, interdepartmental, and intra-school problems in the presences of pupils; c) gossiping about problems with those who cannot assist in the solution.
- Do not become a private information source.

4.2 Physical Contact

It is imperative for the paraprofessional to maintain professional distance from students. Professional distance should be considered at least arm's length. Do not hover too close or brush against a student.

Physical contact may be necessary only under clearly and formally identified circumstances for specified support and/or safety of designated students. Physical interaction techniques are appropriate for crisis, redirection, and toileting purposes when directed by administration or other school personnel.

Please refer to school/district policy and members of the educational team regarding physical contact to include the below topics.

PROMPTING

Light physical prompting, such as hand-over-hand assistance when writing, may be required as specified and noted within a student's approved formal educational plan. Such prompting is implemented by a paraprofessional under the direction of the supervising teacher, upon formal training provided by certified, district-approved, specifically designated, qualified personnel.

HEALTH/PERSONAL CARE

Paraprofessionals providing health or medical support to students will receive specialized training and supervision from specifically designated, qualified health personnel who are certified and district approved. Such health and medical support must be specified and noted within a student's approved formal educational plan.

CRISIS INTERVENTION

Specifically designated students, as noted within the student's approved formal educational plan, may demonstrate behaviors that compromise the safety of the student and others. Such students may require the assistance of staff who are formally trained and certified in the use of a district-approved behavioral management system of non-violent crisis prevention and intervention techniques that may include physical intervention in the hierarchy.

4.3 Evaluation Process

Probationary Period

Each new Paraprofessional will be places on a 30-day probationary period. This will permit the Paraprofessional to adjust to new duties and become acquainted with operational procedures of the Coffey County Special Education Cooperative.

Evaluation Timeline

Following the first 30 days on the job, the work performance of the new Paraprofessional will be evaluated by the immediate supervisor. At that time, employment may be continued or terminated.

Thereafter, an evaluation will be held:

- Paraprofessionals that have been employed as a Para int his district for 3 years or less will receive two (2) evaluations per year. Your first evaluation will be completed on or before November 15th and your second on or before April 15th.
- Para professionals that have been employed as a Para in this district for more than 3 years will receive one (1) evaluation per year to be completed on or before February 15th.
- In addition, evaluations can be held as deemed necessary by the immediate supervisor and/or administrative staff in accordance with Board Policy.

Note: It is understood that during the course of the work day, there is constant evaluation between the employer and employee. Problems or questions of either party should be discussed when the need arises.

4.4 In-service Requirements

Guidelines

In-service gives you the opportunity to participate in job related activities. Although in-service hours are required, you should look at them as an opportunity for growth and to further develop your knowledge of the services and systems that are provided in our schools. The following information is taken from the Kansas Special Education Reimbursement Guide and details Paraprofessional in-service requirements:

Tiered Paraprofessional In-Service Requirement:

Staff development requirements are tiered based on special education experiences and/or credentials for the Paraprofessional. Paraprofessionals are expected to provide evidence of in-service.

Twenty Staff Development Hours Required:

Paraprofessionals who have worked as a Kansas Special Education Paraprofessional less than 3 years **(within the past 3 years).**

Ten Staff Development Hours Required:

Paraprofessionals who have worked as a Kansas Special Education Paraprofessional for more than 3 years **(including each of the past 3 years)**. A school year may be counted if it was 9 months (or the full school year) AND the appropriate amount of in-service was obtained. Short breaks may have been taken during the year.

College Credit:

College hours in related subjects may be substituted for Special Education in-service hours. Each college hour will be counted as twenty staff development hours, applied to the school year in which the coursework was obtained.

Incomplete Staff Development:

For Paraprofessionals who have worked the entire 9 month school year, if an LEA does not produce evidence that the Paraprofessional has completed the required staff development, categorical aid will be prorated based on the required number of staff development hours.

In-service Opportunities:

Our school district will offer a variety of in-service opportunities throughout the school year. Your supervising teacher can help you determine which opportunities are right for you. Below is a list of opportunities that may be used for in-service hours:

- Building and District In-Services
- College or technical college classes. All course must be related to education or be preapproved by your supervising teacher. Transcripts will be required for in-service credit.
- Para Pro Assessment
- Books and DVD's approved by your teacher or administration

Paraprofessional In-service Record

You will be given a form to document your in-service hours throughout the year. It is up to you to document the in-service hours that you complete, and it is recommended you keep a copy of all in-service document. Extra forms can be found on our district webpage.

You **MUST:**

- Have your supervising teacher initial **each** of the in-service activities.
- Return 1 (one) copy of your in-service record no later than **December 1st** documenting all in-service house completed up to that point.
- Send your original in-service record to the CCSEC office no later than **April 15th.**

NOTE: Your in-service record is not complete if your supervising teacher has not initialed each activity AND signed where indicated on the in-service form.

Failure to Complete Professional Development:

Failure to complete the required in-service hours, document the hours, and turn them in to the CCSEC office will result in termination.

Attendance Requirements

- Notify Building Contact (secretary or principal) AS SOON AS POSSIBLE
- Enter leave in Red Rover and/or Skyward
- No more than 3 days of leave in a row. After the 3rd day a doctor's note will be required.
- No days off right BEFORE or AFTER a break
- If in Unpaid Leave Statue- Leave may be denied and future employment could be impacted.

CHAPTER 5
Teamwork

5.1 The Ten C's of Teamwork

Teamwork provides the foundation for sharing information, ideas, and different points of view. When members of a team work together, the student has the support needed to be successful in school. If communication amongst staff is poor, roles are unclear, or methods and messages are inconsistent, the student's progress in school is compromised.

The Ten C's provide the foundation for working as a paraprofessional in the school setting.

Communication	***Consistency***
Commitment	***Caring***
Confidentiality	***Collaboration***
Coordination	***Cooperation***
Compromise	***Continuity***

5.2 Collaboration with the Classroom Teacher

The classroom teacher and paraprofessional support and complement one another. Teams should actively work to create a climate of cooperation. The goal of the teacher-paraprofessional team is to provide an instructional program that addresses the needs of each student to maximize student success. The teacher is responsible for assessing, designing, developing, and evaluating the instructional program; the paraprofessional provides resources and skills to assist and support the instructional program under the supervision of the classroom teacher. The strength of the educational program lies not in the individual, but in the team.

SCHEDULE A MEETING TIME WITH THE CLASSROOM TEACHER TO DISCUSS:

General Classroom Protocol:

- Routines
- Instructional methods to be used in the classroom
- School and class rules
- Delivery of instructions
- Discipline
- Evaluation of students

Specific Student Needs:

- Level of supervision
- Medical information
- Sensitivities/fears
- Behavior information
- End-of-day expectations
- Additional responsibilities or care

5.3 Interacting with Building Personnel

Although the supervising teacher is the primary resource for the paraprofessional, other individuals within the school building may also interact with the paraprofessional regarding the student. Such individuals include:

- Case manager for the student
- Other members of the IEP Team
- Guidance counselor
- Occupational therapist (if relevant)
- Speech therapist (if relevant)
- Director of special services
- School principal/assistant principal

It is important that the paraprofessional meets with the student's case manager to review the IEP and become familiar with the student's needs. Confidentiality is important and must be followed!

CHAPTER 6
School District Policies and Procedures

6.1 Important School District Policies and Procedures

Each school has certain policies and procedures that you will be informed of when you report to your assignment. The general guidelines below apply to all schools and must be followed consistently:

All cases of accidents or illness of students must be immediately reported to the school office.

The use of cell phones is undesirable during the instructional school day. Please refer to the school's handbook and board policy for specific regulations.

Unacceptable student use of the internet is prohibited. Please refer to the school's handbook and board policy for specific regulations.

Never leave students unattended.

Pictures may not be taken of students.

You may not touch a student unless directed. Physical interaction techniques are appropriate for crisis, redirection, and toileting purposes when directed by administration or other school personnel.

Never use inappropriate language.

Solicitation by paraprofessionals is prohibited.

Students are never to be released from the building during school hours without permission from the school office.

Do not violate the confidentiality of information concerning students or staff members.

6.2 Harassment, Intimidation, and Bullying (HIB) Policy

CCSEC recognizes the need for a procedure to be in place for persons to report and investigate allegations of hazing and/or harassment, intimidation, or bullying behavior. The following complaint procedures should be used for an allegation(s) of hazing and/or harassment, intimidation, or bullying behavior:

Any person with any information regarding actual and/or planned hazing and/or information regarding acts of harassment, intimidation, or bullying of a student by any school employee or other students must immediately report the information to the school's principal.

If the school's principal deems it appropriate, he/she may immediately notify the parents/legal guardians of the alleged student who may be, or was, the victim of this behavior, and the accused student(s) who did this behavior.

The school's principal will not disclose the name(s) of the person(s) accused or alleged victim(s) to the other party prior to completing a preliminary investigation.

The school district can learn of this behavior through other means such as a witness to an incident, an anonymous letter or telephone call, web-based reporting systems, and/or locked boxes throughout the school where a report can be submitted without fear of being observed.

In the event the school's principal determines, after a preliminary investigation that hazing and/or harassment, intimidation, or bullying behavior may have been present, the principal shall notify the parent(s) or legal guardian(s) of all involved students and any other involved individuals of the process to be followed in investigating a report or complaint.

The school principal's investigation may include, but is not limited to, interviews with all persons with potential knowledge of the alleged behavior; interviews with any students who may have been hazed and/or harassed, intimidated, or bullied by any school employee or other students; and any other reasonable methods to determine if this behavior existed.

NOTE

You must review and adhere to the specific HIB policy of the **school district in accordance with policy and state law.**

REMINDER

It is your responsibility to "observe and report" not "ignore or investigate" issues related to harassment, intimidation and bullying.

6.3 Anti-Harassment, Sexual Harassment Policy, and Complaint Procedure

CCSEC is committed to maintaining a safe educational environment and workplace that is free from harassment. Sexual Harassment of any employee of CCSEC is strictly forbidden. In accordance with this policy, all CCSEC employees are expected to conduct themselves in a professional manner at all times. They are expected to promote a positive work environment which is free from any form of harassment including sexual harassment and intimidation. Harassment or sexual harassment in the workplace, whether committed by employees, supervisors, customers, or any third party is not sanctioned nor tolerated.

Consistent with the CCSEC's belief that each employee should be treated with respect and dignity, CCSEC is committed to providing a work environment free from discrimination and unlawful harassment. In keeping with this commitment, we maintain a policy prohibiting sexual harassment and harassment regarding any characteristic protected by the anti-discrimination laws including, but not limited to: age, race, religion, color, gender, national origin or ancestry, disability, sexual orientation, veteran status, or any other legally protected group status.

CCSEC's Anti-Harassment Policy applies to all persons involved in the operation of the CCSEC workplaces and prohibits unlawful harassment by any employee of the company, including supervisors and co-workers. Furthermore, it prohibits harassment or sexual harassment in any form, including verbal, visual, physical, and the unacceptable use of cell phones, computers, social media, and the internet.

A non-exhaustive list of what may, in some circumstances, be harassment or sexual harassment include:

- Unwelcome, sexual physical contact
- Unwelcome ongoing or repeated sexual flirtation, propositions, or remarks
- Sexual slurs, leering, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic comments about an individual's body or physical appearance
- Sexual jokes, notes, stories, drawings, gestures or pictures
- Spreading sexual rumors
- Touching an individual's body or clothes in a sexual way
- Displaying sexual objects, pictures, cartoons or posters
- Impeding or blocking movement in a sexually intimidating manner
- Sexual violence
- Displaying written materials, pictures or electronic images
- Unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based upon sex or sex stereotyping

Harassment based upon a protected group status consists of physical or verbal conduct relating to an individual's protected group status when the conduct:

- Creates an intimidating, hostile or offensive working or educational environment; or
- Substantially or unreasonably interferes with an individual's work or education; or
- Otherwise is sufficiently serious to limit an individual's employment opportunities

Examples of conduct which may constitute harassment based upon a protected group status if it meets the preceding definition include, but are not limited to:

- Creating or displaying graffiti containing racially offensive language
- Name calling, telling offensive jokes or spreading rumors
- Committing acts of physical aggression against a person or his property because of that person's protected group status committing hostile acts which are based upon another's protected group status
- Creating, distributing or displaying written or graphic material which intimidates or threatens individuals based upon their protected group status

It is our intention to create a workplace environment in which our employees, as an initial step, are able to confront other employees and inform them that their conduct is unwelcomed and must stop immediately.

COMPLAINT PROCESS

If you have a complaint of unlawful harassment that cannot be immediately resolved by confronting the harasser, you must immediately contact the building administrator. All incidents will be investigated promptly and corrective action recommended based on the outcome of the investigation. The results of the investigation may include disciplinary action up to and including permanent termination of employment. To the extent possible, reasonable efforts will be made to maintain confidentiality and the investigation will be limited to those that need to know.

No adverse employment actions are taken against employees and applicants due to a complaint being filed or opposing discriminatory actions or for participating in the investigation of any complaint.

Employees are also protected against retaliation for communicating about reported incidents of harassment when responding to questions during internal investigations. Retaliatory action against anyone for opposing sexual harassment, complaining of sexual harassment, and/or providing witness testimony is prohibited by state and federal law, and shall be grounds for disciplinary action. Victims of such actions must report this behavior in order for appropriate action to be taken.

Employees and applicants should immediately contact the building administrator or the Director of Special Education about any violations of the Company's Policies or any applicable law. All complaints are promptly investigated. Cooperation is expected during the investigations. Information obtained during the investigations is confidential and only disclosed to the appropriate individuals who have a need to know the information.

Any Company Employee, including supervisors and managers, who engages in discriminatory conduct or harassment is subject to immediate disciplinary action, up to and including termination of employment.

Retaliation against any individual for reporting harassment or discrimination, or for participating in an investigation of a claim of harassment or discrimination, is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed. Misconduct constituting harassment, sexual harassment, discrimination or retaliation will be handled appropriately.

False and malicious complaints of harassment, sexual harassment, discrimination or retaliation may be result in appropriate disciplinary action.

6.4 Child Abuse/Neglect Reporting Requirements

All people who work in schools are required to report suspected abuse/neglect, whether or not substantial corroborative evidence is available. It is the responsibility of the district's staff to report all cases of suspected abuse, abandonment, cruelty, or neglect, resulting in physical or mental injury by other than accidental means, to the appropriate school administrator and appropriate local agency. The number to report is 1-800-922-5330.

Child abuse and neglect can take many forms. In general, abuse refers to situations such as beating, excessive corporal punishment, or inappropriate sexual activity. Neglect refers to acts of omission such as failure to provide adequate physical or emotional care. Recognizing a child's need for protection is of primary importance regardless of the form of maltreatment.

The suspicion of abuse/neglect should be based on the child's complaints or observation of the child's physical condition, behavior, and/or changes in either over a period of time. It is not necessary that the reporting employee observe any external physical signs of injury of the child. It is sufficient to suspect that abuse has occurred when a child complains of having been sexually molested or of pain which he or she says has resulted from an inflicted injury. In such cases, the report should be made.

Employees should be aware that abused children typically explain injuries by attributing them to accidents in play or to sibling conflict. Any doubt about reporting suspected situations is to be resolved in favor of the child and the report should be made immediately. In any case, no employee should attempt to press a child on the subject of parental or guardian abuse to validate the suspicion of child abuse. Inform school administration immediately of suspected child abuse/neglect because all reports of incidents of alleged missing, abused, or neglected children must be reported to the state agency.

CHILD ABUSE DETECTION

Educators should take note of a child who:

- Is habitually away from school and constantly late
- Arrives at school very early and leaves very late because he/she does not want to go home
- Is compliant, shy, withdrawn, passive, and uncommunicative (perhaps having internalized his/her problem of dealing with adults)
- Is nervous, hyperactive, aggressive, disruptive, or destructive (perhaps acting out his/her hurt to secure attention)
- Has an unexplained injury such as a patch of missing hair, a burn, a limp, or bruises
- Has an inordinate number of "explained" injuries such as bruises on arms and legs over a period of time
- Exhibits an injury that is not adequately explained
- Complains about numerous beatings
- Complains about the mother's boyfriend "doing things" when the mother is not at home
- Goes to the bathroom with difficulty
- Is inadequately dressed for inclement weather (e.g., only wearing a sweater for outerwear in winter)
- Wears a long-sleeved blouse or shirt during the summer months to cover bruises on the arms
- Has clothing that is soiled, tattered, or too small
- Is dirty, smells, has bad teeth, hair is falling out, or has lice
- Is thin, emaciated, and constantly tired, showing evidence of malnutrition and dehydration
- Is unusually fearful of other children and/or adults
- Has been given inappropriate food, drink, or drugs

6.5 Bloodborne Pathogens

This information is designed to provide our employees with a basic understanding of bloodborne pathogens, common modes of transmission, and methods of preventing exposure.

To help protect workers from this serious workplace hazard, the Occupational Safety and Health Administration (OSHA) published the "Occupational Exposure to Bloodborne Pathogens Standard" on December 6, 1991. The purpose of this standard is to protect workers by limiting occupational exposure to blood and other potentially infectious materials. Employees who could "reasonably anticipate" to face contact with blood and other potentially infectious materials while performing their job duties are covered by the standard.

It is important that you know which ways are viable means of transmission for the bloodborne pathogens in your workplace, and which are not. Bloodborne pathogens are transmitted when contaminated blood or body fluids enter the body of another person. In the workplace setting, transmission is most likely to occur through:

An accidental puncture by a sharp object such as a needle, broken glass, or other "sharps" contaminated with the pathogen

Contact between broken or damaged skin and infected body fluids

Contact between mucous membranes and infected body fluids

Unbroken skin forms an impervious barrier against bloodborne pathogens. However, infected blood or body fluids can enter your system through:

- **Open sores, cuts, or abrasions**
- **Acne**
- **Any sort of damaged or broken skin such as sunburn or blisters**
- **Mucous membranes of the eyes, nose, or mouth**

There are also many ways that bloodborne pathogens are not transmitted:

- **Touching an infected person**
- **Coughing or sneezing**
- **Using the same equipment, materials, toilets, water fountains, or showers as an infected person**

NOTE
You should always use non-latex gloves for dealing with any emergencies involving bodily fluids.

6.6 Diversity Awareness

All employees are responsible for demonstrating professional behavior and modeling values which respect diversity. These values include universal concepts such as appreciating, accepting, acknowledging, understanding, valuing, and celebrating differences among people with respect to age, class, ethnicity, race, gender, religion, socio-economic status, physical and mental ability, special needs, and sexual orientation.

All employees are expected to provide a safe, supportive, positive, and nurturing classroom environment for students as they explore these differences.

RECOMMENDED PRACTICES REGARDING DIVERSITY AWARENESS

- Always listen and respond to students' questions in a professional manner.
- Think before you speak.
- Be sensitive – what you think is harmless may be offensive to another person.
- Compliment students when they appropriately respond to questions.
- Always maintain classroom management.
- Adhere to the regular classroom teacher's lesson plans.
- Observe and monitor students' behaviors that may appear to be inappropriate.
- Channel students' comments in a positive direction.
- Complete a school incident report for serious inappropriate behavior demonstrated by students regarding insensitive cultural diversity.
- Contact the school's principal/administrator for assistance when necessary.
- Never make inappropriate comments related to a student's or staff member's diversity.
- Avoid inappropriate topics and subject matter that have no relationship to the lesson plan (e.g. race, ethnicity, religion, sexual orientation, etc.).
- Intervene when students use offensive words and actions related to another person's diversity.
- Avoid comments related to your own personal feelings and opinions.
- Avoid students' questions directed to you – "What do you believe?"
- Never use sarcastic remarks or inappropriate humor that may offend a student or staff member.
- Never use negative comments related to a student's special needs, classifications, mental, physical, or academic abilities.
- Never use social networking (e.g. texting, Facebook, phone calls, emails) or private meetings to contact students outside of school.

We expect all employees to recognize, understand, and respect differences among students and staff members, and always adhere to the school district's policies and procedures. Employees may face negative reactions and circumstances which may include disciplinary action if they demonstrate insensitive behaviors which are offensive to students or staff members.

CHAPTER 7
Resources

7.1 Disability and Special Education Acronyms

AAC	Alternative Augmentative Communication
ABA	Applied Behavioral Analysis
ADA	Americans with Disabilities Act
APR	Annual Performance Report
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AYP	Adequate Yearly Progress
BIP	Behavioral Intervention Plan
CP	Cerebral Palsy
CST	Child Study Team
DDD	Division of Developmental Disabilities
DVR	Division of Vocational Rehabilitation
EI	Early Intervention
ELL	English Language Learner
ESY	Extended School Year
FBA	Functional Behavioral Assessment

FAPE	Free Appropriate Public Education
FAS	Fetal Alcohol Syndrome
LRE	Least Restrictive Environment
OCD	Obsessive-Compulsive Disorder
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
PT	Physical Therapy

7.2 Glossary

Accommodations: Special academic and/or behavioral adjustments that assist a student to participate in the general education classroom, also known as supplemental aids and services. Accommodations do not change what is being measured or taught, only the way it is delivered. (See modifications.)

Adapted Physical Education (APE): A component of the educational curriculum in which physical, recreational, and other therapists work with children who exhibit delays in motor development and perceptual motor skills. It is a related service some children might need in addition to or in place of physical education.

Advocate: An individual who represents or speaks on behalf of another person's interests (as in a parent with his/her child).

American Sign Language (ASL): A method of communicating by using hand signs. Each sign represents either one word or a concept that is typically expressed with several spoken words. For words that do not have a sign, finger spelling is used.

Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

Annual Performance Report: The report that is submitted by each state to the U.S. Department of Education that provides data and information on compliance and results of special education for children with disabilities.

Aphasia: A communication disorder characterized by difficulty with producing language and/or with understanding language.

Assessment: The gathering of information by qualified personnel on a child's development and on the needs and priorities of the family, which is used in planning the Individual Family Service Plan (IFSP).

Assistive Technology Device (AT): Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Public schools are required to consider the assistive technology needs of students with disabilities.

Attention Deficit Disorder (ADD): A neurobiological disorder. Typically, children with ADD have developmentally inappropriate behavior, including poor attention skills and impulsivity. These characteristics arise in early childhood, typically before age seven, are chronic, and last at least six months. Children with ADD may also experience difficulty in the areas of social skills and self-esteem.

Attention Deficit Hyperactivity Disorder (ADHD): A neurobiological disorder. Typically, children with ADHD have developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. These

characteristics arise early in childhood, typically before age seven, are chronic, and last at least six months. Children with ADHD may also experience difficulty in the areas of social skills and self-esteem.

Autism (AU): A developmental disability significantly affecting verbal and non-verbal communication and social interaction.

Autism and Pervasive Developmental Disorder (PDD): Developmental disabilities that share many of the same characteristics. Usually evident at age three, autism and PDD are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

Behavioral Assessment (BA): Gathering (through direct observation and by parent report) and analyzing information about a child's behavior. The information may be used to plan ways to help the child change unwanted behaviors. Observations include when a behavior occurs as well as the frequency and duration of the behavior.

Behavior Disorders (BD): A term used by some states for children who exhibit difficulties with social interactions and inappropriate behavior that interferes with learning.

Behavior Intervention Plan (BIP): A plan that is put in place to teach a child proper behavior and social skills. It should be positive in nature, not punitive.

Cerebral Palsy (CP): A disorder of movement and posture control resulting from non-progressive damage to the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. It may be caused by a lack of normal fetal brain development or by injury to the brain. The extent and location of the brain damage determine the type of cerebral palsy and the associated symptoms.

Certified Occupational Therapist Assistant (COTA): An individual who has received special training and instruction in the area of occupational therapy.

Cognitive Delay (CD): A disability where a child's intellectual and adaptive behavior is below average and impacts the child's education.

Consent: Written parent permission before initial evaluation and placement in special education

Continuous Improvement and Focused Monitoring Process (CIFMP): The monitoring process used by the U.S. Department of Education to check compliance and results of special education in states.

Council for Exceptional Children (CEC): The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Comprehensive Educational Evaluation: The evaluations and observations done by the school staff to find out if the child has a disability and requires special education and related services. The school's multi-disciplinary team is required to do this evaluation and hold a meeting with the parent to discuss the results. A parent may choose to share any evaluation and assessment information done by the child and family agency or by other qualified persons.

Comprehensive System of Personnel Development (CSPD): A state or school plan to train and provide technical assistance for school staff and parents.

Deaf-Blindness (DB): Concomitant hearing and visual impairments that cause severe communication, developmental, and educational needs.

Developmental Disability (DD): Any physical or mental condition that begins before the age of 18 years, causes the child to acquire skills at a slower rate than his/her peers, is expected to continue indefinitely, and impairs the child's ability to function in society.

Disability: A substantially limiting physical or mental impairment that affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning, or working.

Due Process: A process for resolving a dispute between the family and the child and family service agency related to the delivery of early intervention services. In special education, due process refers to a process for resolving a dispute between the family and the public school related to the identification, evaluation, or placement of a child with disabilities.

Dyslexia: A learning disability in which the child has difficulty with reading due to difficulty distinguishing written symbols. For example, transposing letters and words such as reading "top" as "pot."

Dyspraxia: Difficulty with planning and performing coordinated movements although there is no apparent damage to muscles.

Early Intervening: A general education responsibility, providing evidence-based strategies for students experiencing academic and behavioral difficulties.

Early Intervention (EI): Specialized services provided to infants and toddlers ages birth to three who are at risk for or are showing signs of developmental delay.

Educational Assistant (EA): A person who provides assistance to students under the supervision of the teacher.

Emotional Disability (ED): A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance. (A) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) inappropriate types of behavior or feelings under normal circumstances; (D) a tendency to develop general pervasive mood of unhappiness or depression; or E) a tendency to develop physical symptoms or fears associated with personal or school problems.

Extended School Year (ESY): The delivery of special education and related services during the summer vacation or other extended periods when school is not in session. The purpose for ESY is to prevent a child with a disability from losing previously learned skills. The IEP team must consider the need for Extended School Year at each meeting and must describe those services specifically with goals and objectives. Not all special education students require an extended school year. Extended school year services must be individually developed to meet the child's unique needs.

Family Education Rights and Privacy Act (FERPA): A federal law that protects the privacy and transfer of student education records.

Focused Monitoring: A monitoring approach that examines those requirements most closely relating to improving results for children with disabilities and those states most in need of support to improve compliance and performance.

Functional Behaviors: Behaviors (basic skills, such as meal-time skills) the child has mastered, or needs to master, in order to get along as independently as possible in society.

Functional Behavior Assessment (FBA): A process that examines why a child behaves the way he or she does given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.

Gifted and Talented (GI): Those students with above average intellectual abilities.

Head Start: A federal program started in 1965 aimed at providing a comprehensive preschool program for children ages three to five from low income families. Planned activities are designed to address individual needs and to help children attain their potential in growth and mental and physical development before starting school.

Health Insurance Portability Accountability Act (HIPAA): Federal law that outlines the confidentiality and protection of medical records.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child.

Individuals with Disabilities Education Act (IDEA): The federal law that provides the legal authority for early intervention and special educational services for children birth to age 21. Part B outlines services for children ages three to 21. Part C outlines services for children birth to age three.

Individualized Education Program (IEP): A written statement of a child's current level of educational performance and an individualized plan of instruction, including the goals, specific services to be received, the staff who will carry out the services, the standards and timelines for evaluating progress, and the amount and degree to which the child will participate with typically developing peers (Inclusion/Least Restrictive Environment). The IEP is developed by the child's parents and the professionals who evaluated the child and/or those who are providing the services. It is required by the Individuals with Disabilities Education Act (IDEA) for all children eligible for special education.

Individual Family Service Plan (IFSP): The written document that defines the early intervention services provided to the child and family. The program is designed to meet the needs of the child and the family, and is based on family-identified priorities.

Individualized Health Care Plan (IHCP): A plan developed by the school nurse in collaboration with parents and teachers that outlines specific health care procedures to be provided to a student.

Intelligence Quotient (IQ): The score of an intelligence test that is a form of psychological testing of an individual's capacity to learn and deal effectively with his/her environment.

Learning Disability (LD): A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in an imperfect ability to listen, think, speak, read, write, or spell or to do mathematical calculations.

Least Restrictive Environment (LRE): The placement for children with disabilities, to the maximum extent appropriate, where they are educated with children who are not disabled. This includes children in public or private institutions or other care facilities. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Limited English Proficiency (LEP): Children whose primary language is other than English.

Modifications: Changes or alterations to what is being measured or taught. Modifications create a different standard for children whose disabilities require more intense adjustments. Modifications are also typically included in the IEP. (See accommodations.)

Music Therapy: A therapeutic service to meet recreational or educational goals. Music therapy includes playing instruments, moving to music, singing, and listening to music. It is used in a variety of applications in schools, hospitals, and private settings through both individual and group approaches, often in conjunction with other types of

therapy. Both music education and music therapy contribute to special education by promoting learning and self-growth through enjoyable activities.

Natural Environment: The natural or everyday settings for children – where a child would be if he or she didn't have a special developmental concern. It is where all children would be (ex. home, childcare, parks, etc.).

Occupational Therapist (OT): A professional who provides therapy services based on engagement in meaningful activities of daily life such as self-care skills, education, recreation, work, or social interaction.

Oppositional Defiant Disorder (ODD): Children who exhibit defiant and anti-social behaviors over a long period of time and in various environments.

Orientation and Mobility (O&M): Services provided to the blind or visually impaired by qualified personnel to enable a child to safely move in school and other environments.

Orthopedic Impairment (OI): Any orthopedic impairment that adversely affects a child's educational performance.

Other Health Impaired (OHI): An educational classification that describes students who have chronic or acute health problems that cause limited strength, vitality, or alertness that adversely affects a child's educational performance.

Pervasive Developmental Disorders (PDD): Refers to the overall category of Pervasive Developmental Disorders that includes autism, Rett Syndrome, Asperger's syndrome, PDD-NOS, and Childhood Disintegrative Disorder.

Physical Therapist (PT): A professional who is devoted to improving a person's physical abilities through activities that strengthen muscular control and motor coordination.

Preschool Special Education: An educational program that is designed to meet the unique developmental needs of an individual child with a disability who is three, four, or five years of age. It is a child-focused educational effort. Sometimes referred to Section 619 of the law.

Present Levels of Academic Achievement and Functional Performance (PLAFFP): Statements written in the IEP that accurately describe the student's strengths, weaknesses, and learning styles.

Prior Written Notice (PWN): A form that the school must use to tell parents why they're doing what they're doing or why they're not doing what they're not doing – parents must be informed in writing.

Related Services: A service that assists a student to benefit from special education. Examples are physical therapy, occupational therapy, and school counseling.

Responsiveness to Intervention (RTI): A general education process that provides support for students experiencing academic and behavioral difficulties.

Screening: The process of looking at a child's development to find out if there are any areas of concern. It is used to recommend children for more in-depth evaluation.

Section 504 Coordinator: A school employing 15 or more persons must assign a person to coordinate compliance with Section 504 regulations. It is recommended that all school districts appoint a 504 coordinator. It is recommended that the same individual serve as the Title VI, Title IV, and Americans with Disabilities Coordinator.

Section 504 of the Rehabilitation Act: A federal law that protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504 if they meet the 504 eligibility criteria.

Section 619: Authorizing section of Part B of IDEA that requires states to provide preschool services to children with disabilities, ages three to five.

Self-Stimulation: Often referred to as stimming, these are abnormal behaviors, such as head banging, watching fingers wiggle, or rocking side-to-side, that interfere with the child's ability to sit still, pay attention, and/or participate in meaningful activity.

Sensory Integration Disorder (SID or SI): Also known as Sensory Integration Dysfunction, the inability to process information received through the senses, causing problems with learning, development, and behavior.

Sensory Integration Treatment (SI): A technique of occupational therapy that provides playful, meaningful activities that enhance an individual's sensory intake and lead to more adaptive functioning in daily life.

Short-Term Objectives (STO): Part of a child's IEP that breaks down an annual goal into small, measurable steps; these are optional except for students taking alternate assessments.

Special Education: Specialized instruction tailor made to fit the unique learning strengths and needs of students with disabilities. A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. Special education programs focus on academics and also include therapy and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings but are required by IDEA to be delivered in the least restrictive environment.

Specific Learning Disability (SLD): A disorder that affects the ability to listen, think, speak, read, spell, or do mathematical calculations.

Speech and Language (SL) Disorders: Problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

Speech Language Pathologist (SLP): A trained therapist who provides treatment to help a person develop or improve articulation, communication skills, and oral-motor skills; the SLP also helps children with speech errors and/or those with difficulties in language patterns.

7.3 Accident and Injury Prevention

SAFETY PRINCIPLES

- All occupational injuries and illnesses can be prevented.
- Each employee has the responsibility to work safely.
- Taking preventative measures to avoid on-the-job injuries is a major priority.
- If an accident does occur, we want to learn from it and prevent future reoccurrences.
- CCSEC is committed to your safety as our employee!

PREVENTION

- Always wear the appropriate footwear for your job. Please be sure to consider weather conditions and classroom environment.
- Never stand on chairs.
- Use handrails.
- Provide sufficient lighting for your tasks.
- Don't risk serious injury by taking shortcuts.

BEHAVIOR CONCERNS

- Talk to the students; unpredictable behavior is more likely when students do not understand what is happening to them.
- Plan moves in advance. Refer to students' Individualized Education Programs and make sure all equipment is available and ready to use.
- Positive, rather than negative interventions should be emphasized whenever possible to manage student behavior.
- Positive techniques range from positive verbal statements to specific, tangible rewards.

ACCIDENT INVESTIGATION AND REPORTING PROCEDURE

1. Immediately report accidents to the supervising special education teacher.
2. The teacher and injured employee will partner to complete an injury report.
3. Contact USD 244's human resources department (Nickole Laflin or Cindy Dwight) for appropriate medical attention.

WORKERS' COMPENSATION FRAUD

- Unfortunately, workers' compensation fraud and workers' compensation claim abuses are on the rise.
- CCSEC will aggressively pursue fraudulent claims.
- If anyone has a reason to suspect that a workers' compensation claim is fraudulent or that an employee is abusing his/her workers' compensation benefits, please call CCSEC's human resources department (Nickole Laflin or Cindy Dwight)

7.4 Social Media Information

MAINTAINING PROFESSIONALISM IN A DIGITAL WORLD

Always remember that you are a professional and it is crucial that you extend your professional image to your internet identity. Information shared online is never private so please be very careful to maintain the highest level of propriety when posting to the company page and your personal page, as well.

In addition to monitoring the content you share online, please understand that it is completely inappropriate for you to contact or interact with students outside of the school setting. Following the below tips will help you maintain a professional, safe, and appropriate relationship with the students in your care:

- Never share your personal information with students
- Never ask for or accept personal information from students
- Do your best to keep your personal social media pages private to avoid being tracked down by students
- Do not connect with your students via social media platforms under any circumstance
- Do not engage in calling or texting your students at any time
- The use of cell phones (calls, texts, email, social media, web browsing, etc.) should be limited during your work day outside of your lunch break and prep periods
- Never use school computers for social media, personal email, or personal web browsing

REMINDER

Please turn off or silence your cell phone! Neither students nor teachers are permitted to make or receive phone calls during class.

7.5 Accommodation and Modification

Accommodations and modifications are types of adaptions that are made to the environment, curriculum, instruction, or assessment practices in order for the students with disabilities to be successful learners and to actively participate with other students in the general education classroom and school-wide activities. Specific accommodations and modifications are identified and approved for students by the IEP Team. The special education teacher will share the specific accommodations and modifications for each student to be successful. As a Paraprofessional, you will assist in providing the appropriate accommodations and modifications in academic settings.

Accommodations vs. Modifications

Accommodations

+ Change ***how*** a student accesses the grade level curriculum

+ Reduces barriers of student access

Modifications

+ Changes **<u>what</u>** a student is expected to learn

-Modified curriculum

-Modified quantity of material covered

-Modified application level

-Modified level of understanding

Accommodations and Modifications should be implemented seamlessly/discreetly in the classroom, documented for fidelity, and implemented consistently. ***Always*** consult with the responsible teacher before implementing or changing an accommodation or modification; Paraprofessionals are not to determine the accommodations and modifications for students; but do assist with implementation.

7.6 Person First

It's the Person First-Then the Disability

What do you see first? When you see a person in a wheelchair unable to get up the stairs into a building, do you say, "there is a handicapped person unable to find a ramp"? Or do you say, "There is a person with a disability who is handicapped by an inaccessible building"? What is the proper way to speak to or about someone who has a disability or exceptionality?

Consider how you would introduce Jane Smith who doesn't have a disability. You would giver her name, where she lives, what she does or what she is interested in- she likes swimming or eating Mexican food, or watching Robert Redford movies. Why should you do it any differently for a person with disabilities?

In speaking or writing, remember that children with disabilities are like everyone else- except they happen to have a disability. Speak of the person first, and then the disability, do not use words that label or stereotype a person. For example, say "she has cerebral palsy". Do not use terms like C.P./spastic. Say, "The student; who is deaf, and communicates in sign language", not he is deaf and dumb. Say, "She uses a wheelchair", not "she is confined to a wheelchair". Say, "He has seizures", not "he has fits". Say, "He has a learning disability", not "is learning disabled". The following are tips for changing the way you think and refer to people who have disabilities:

- Emphasize abilities, not limitations.
- Don't give excessive praise or attention to a person with a disability; don't patronize him or her.
- Speak to older students with severe multiple disabilities or intellectual disabilities in an adult voice and tone. Do not use "baby talk" simply because they have difficult with reciprocal communication.
- Choice and independence are important; allow the person to do or speak for him/herself as much as possible.
- And remember a disability is a functional limitation that interferes with a persons' ability to walk, hear, speak, and learn.
- "Handicap" is a word used to describe a situation or barrier imposed by society, the environment, or oneself.

"Aerodynamically the bumblebee shouldn't be able to fly, but the bumblebee doesn't know that so it goes on flying anyway"

- Mary Kay Ash

Paraprofessional Training Guide

Acknowledgement and Agreement

By signing this document, I am confirming that I have been given the Paraprofessional Training Guide and have read all of its contents. I understand that failure to follow the expectations set forth by this training guide could result in disciplinary action. It is my intention to follow all of the above state expectations and guidelines.

_____	_____
Print Name	Assigned Building
_____	_____
Signature	Date

*** This form is to be returned to the CCSEC Office within the first week of employment. ***

BURLINGTON
USD NO.244

TRANSPORTATION MANUAL

RULES AND PROCEDURES
2026-2027

Board of Education Approved: June 8, 2026

INTRODUCTION

The school district transportation system is a visible aspect of the school's educational program. The school bus and bus driver are, for many students, the first and last contact of each school day. As the means by which students are safely transported to and from school, transportation plays a very important part in any modern education system.

*The first obligation in all school transportation systems is the **SAFETY** of the students. Rules and regulations must be provided at the local level to ensure safety. To the extent that safety is not compromised, the efficiency of the transportation system and the convenience of riders will be considered when planning and operating bus routes.*

This handbook is intended to serve as a ready reference to all parties involved in transportation and should enable them to follow those policies designed to provide our patrons with the necessary requirements for an effective transportation system. Our ultimate goal should be to give students safe, efficient service and to do it as economically as possible.

Suggestions or constructive criticisms designed to benefit the transportation system are earnestly solicited.

Donalyn Biehler, Superintendent
Burlington U.S.D. No 244

Brian Shank, Director of Transportation
Burlington U.S.D. No. 244

TRANSPORTATION PERSONNEL LIST

NAME	TELEPHONE NUMBER Bus Barn
Brian Shank – Transportation Director.....	(620) 364.8478 ext.3210

SCHOOL ADMINISTRATORS:

Supt.	(620) 364.8478 ext.3040
BHS Prin.	(620) 364.8672 ext.4001
BMS Prin.	(620) 364.2156 ext.2001
BES Prin.....	(620) 364.8882 ext.1001
BHSAthletic Dir.....	(620) 364.8672 ext.4002
Dir. of Spec. Educ.....	(620) 364.5151 ext.3090

SCHOOL NURSE:

Nurse.....	(620) 364.8882 ext.1080

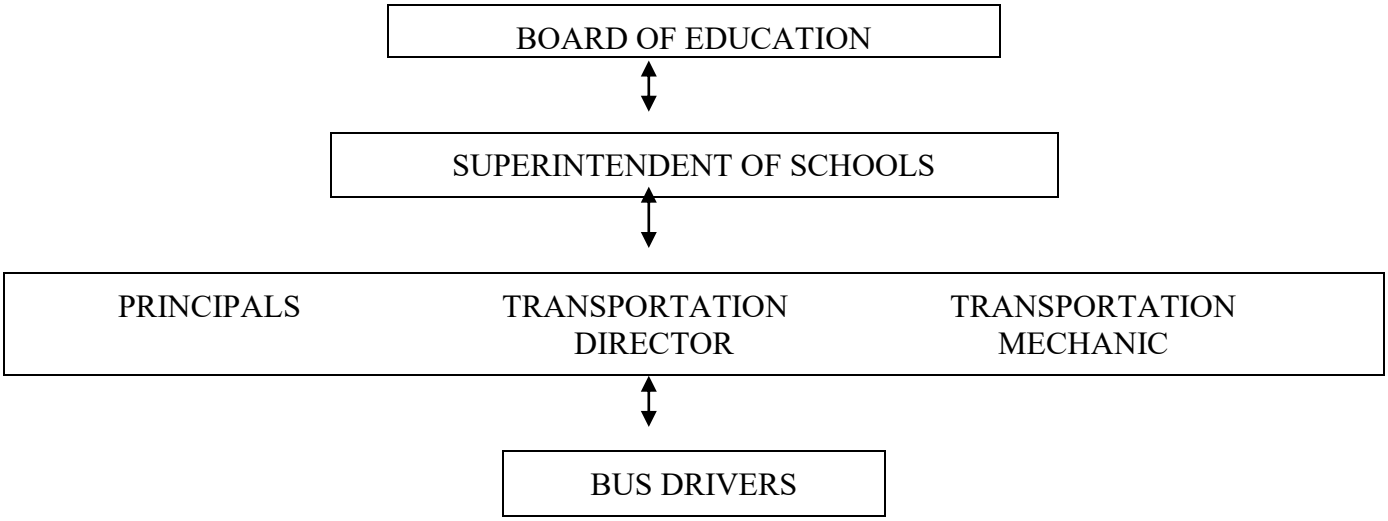
COFFEY COUNTY EMERGENCY PERSONNEL AND ROAD DEPARTMENT

Coffey County Sheriff's Department.....	911	(620) 364.2123
Coffey County Road and Bridge.....		(620) 364.8446
Burlington City Street Dept		(620) 364.2703

BURLINGTON U.S.D NO. 244

TRANSPORTATION DEPARTMENT ADMINISTRATIVE STRUCTURE

The following schematic is provided as a basic reference for drivers to use in determining the appropriate action to take in many of the common situations experienced as a bus driver. The lines between the boxes represent appropriate communication channels and specific information regarding the types of communication through those channels is dealt with in more detail following the sketch.



The **BOARD OF EDUCATION** is elected by the district residents to govern the operation of the school district. As an elected body that generally meets one time per month, the board employs a superintendent of schools to handle the day-to-day operation of the school district. The board has specifically directed the superintendent to manage the district transportation system and only deals with the transportation system when all levels of the diagram above have been followed. Contact with members of the USD 244 Board of Education regarding concerns of transportation personnel should only occur when the superintendent has been informed of the concern and has not been able to resolve the problem.

The **SUPERINTENDENT OF SCHOOLS** manages the day-to-day operation of the transportation system. They deal with the building principals and transportation director on a daily basis and through them, indirectly manage the various components of the transportation system. When a driver is concerned about a transportation problem, such as an upset parent or route change, and has not been able to solve the problem by working with the transportation director, the superintendent may be contacted for advice or information.

The **TRANSPORTATION DIRECTOR** is the individual directly responsible for the daily operation of the district transportation system. Included with the duties of supervising the district transportation system, the transportation director will also be responsible for assigning drivers to extra

routes including student activity trips. Questions, problems, and concerns should first be directed to the transportation director. If they are unable to resolve the question or concern, the issue should be placed before the superintendent. One exception may be in the case of student discipline. Should a student discipline incident occur, the bus driver may choose to report it immediately to the building principal for action.

The **BUS MECHANIC** is responsible for the physical condition of the transportation fleet. All mechanical problems should be reported to the bus mechanic immediately. Additionally, the weekly maintenance log will be submitted to the bus mechanic. Following repair of any identified deficiencies, the maintenance logs will be submitted to the transportation director and any maintenance logs listing maintenance concerns will be returned to the transportation director so that he/she may see what was done with the problem.

The **TRANSPORTATION DIRECTOR** and **BUS MECHANIC** will work together to see that the normal day-to-day bus routes run smoothly and efficiently. Day-to-day deviations from the bus routes should be cleared through communication with the director. Permanent changes to bus routes must be cleared through the transportation director.

The **BUILDING PRINCIPALS** are in charge of the discipline of their students. Should a disciplinary incident occur on the school bus, the bus driver should take the appropriate disciplinary measures as described elsewhere in this manual. When necessary, a driver may need to report a disciplinary incident to the transportation director, who would then report it to the building principal. When this happens, the driver must document the disciplinary incident in writing. They will include any action taken by the driver and personally deliver it to the transportation director.

The **BUS DRIVERS** represent the first and last contact many students have with the school district each day. As such, the impression those drivers give must be one that is positive and geared toward the success of students. Because of the importance of bus drivers, it is imperative that their concerns be addressed quickly and expeditiously. This guideline was provided so that bus drivers can see the appropriate manner to handle the concerns or problems they may face in the performance of their duties. Any suggestions for improvement in the procedures will be welcomed.

ADMINISTRATIVE INFORMATION AND REGULATIONS PERTAINING TO THE PUPIL TRANSPORTATION SYSTEM

School Buses and Vehicles - 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. 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: beginning and ending odometer reading, purpose of the trip, destination, the driver and the number of passengers. The log sheet will be filled out by the driver at the conclusion of each trip and submitted to the person responsible for collection of these records. A compilation of the log may be given to the board 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. 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 this policy annually.

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 are assigned to designated employees, the employee shall be responsible for the proper care, maintenance, and housing of the vehicle at a district-owned site, while on school business, or at the employee's residence.

Transportation to Summer Athletic Events

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 two weeks prior to the activity and shall include information concerning the time, date, and duration of trip; the purpose of the 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; and
- other good cause as determined by the superintendent or the superintendent's designee.

Approved: USD 244 BOE approved – 8/11/2025

Transportation - JGG

School-provided transportation shall be 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.

Drivers shall report violations of the rules to the transportation director who will then contact the building principal and 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: USD 244 BOE approved – 8/11/2025

Drug and Alcohol Testing – GAOD
All district employees performing job functions which require the employee to maintain a commercial driver's license shall be tested for alcohol and drugs as required by current federal law. Board approved rules and regulations necessary to implement the testing program shall be on file with the clerk.

Each new employee who is required to undergo alcohol and drug testing shall be given a copy of the appropriate district regulations.

Each new employee shall be informed that compliance with the required elements of the testing program is a condition of employment as a driver in the district. All employees who maintain a commercial driver's license shall be informed.

Approved: July 10, 2017

JGGA Use of Video Cameras (See JR and JRB)
The district may use surveillance cameras to monitor student activity.

Surveillance cameras may be used to monitor students riding in district vehicles and to monitor student behavior in or around any district facility.

Surveillance footage which is a record of student behavior shall be secured in a secure location until the digital storage mechanism or tape on which the footage is maintained is either reused or erased. Surveillance footage of personally identifiable students depicting their involvement in an altercation or other violation of law or district policy shall be considered a student record and shall be subject to current law for the release of student record information.

Approved: 7/10/2017

Approved Rates of Pay by Assignment *(BOE Approved – 7/11/2022)*:
School bus drivers shall be employed by the Board for services rendered at a wage to be determined by assignment and according to the following wage schedule payable on or before the 7th of each calendar month:

ASSIGNMENT	**RATE of PAY**
Regular Route	$ 20.38 per hour
Special Education Route	$ 28.82 per hour
Activity/Vo-Tech Route	$ 16.00 per hour
Training	$ 16.00 per hour

Annual increases *(if applicable)* will only be applied to the driver's primary assignment.

Commercial Driver's License (CDL) - A "P" and "S" endorsement is required on a Commercial Driver's License (CDL) for the operation of both activity buses and school buses. The district will pay for drivers to obtain appropriate licensure. However, the district requires a 9-month commitment, or the driver will be responsible for the cost if the employee resigns or is terminated.

RULES FOR BUS DRIVERS

1. Smoking is prohibited in school vehicles.

2. Drivers will be responsible for the cleanliness of their vehicles and will keep windshields, rear windows, and rearview mirrors clean at all times. This will apply particularly during periods of inclement weather when restrictions to visibility are a rule. Drivers will be responsible for assuring that proper cleaning materials and tools are carried on the bus at all times.

3. Drivers will not permit any other person to occupy the driver's seat, either when the vehicle is moving or standing still.

4. Drivers will report all mechanical defects immediately to the director and the bus mechanic.

5. Buses will not be moved until all passengers are properly seated. Passengers must remain seated while the bus is in motion.

6. At least one sponsor will accompany any group of students on activity trips unless a specific exception has been made by the transportation director. It will be the responsibility of the sponsor to maintain student order and discipline.

7. Drivers will pick up and deliver students only at designated loading and unloading areas. Students will not be picked up or deposited at any other spot on the route except as authorized by board policy or the superintendent.

8. Drivers will not leave a bus unattended with students aboard.

9. Regular drivers will be expected to attend all meetings called by the director of transportation.

10. Drivers will ensure that their vehicles are parked and ready to board passengers at least 5 but not more than 15 minutes before school is dismissed.

11. Drivers will permit no loading or unloading through the emergency door, except during authorized drills.

12. Drivers will not open the loading door until the vehicle has been brought to a complete stop.

13. Drivers will ensure that all expenditures and fuel or gasoline are listed on the bus log sheet.

14. Only assigned students will be permitted to ride school buses without the permission of the transportation director. Parents and teachers acting in the capacity of sponsor are exempt from this restriction.

15. All moving traffic violations assessed by a Unified School District No. 244 bus driver will be reported to the director of transportation. This will apply whether the driver was ticketed driving a bus or any other vehicle. Any such convictions on any driver's current license may be sufficient cause for dismissal.

16. Any accident caused by a driver's carelessness or negligence which endangers the life or welfare of passengers will be considered cause for dismissal.

17. Drivers should not engage in controversy concerning bus problems. All questions should be referred to the proper office.

18. Drivers and the superintendent will agree by written form on conditions of employment, including hourly pay and activity trip reimbursement.

19. The bus driver shall be in charge of the pupils and the bus at all times.

20. Speed laws shall be observed at all times. (The law says not to exceed the posted limit on hard surfaces and 45 mph on dirt or gravel. Drivers must use good common sense. There are times when 45 mph is too fast.)

21. The bus shall be driven only on the way to and from school and at other times only when specifically assigned to do so.

22. Drivers will avoid driving on mud roads when there is any question about the ability of the bus to get through.

23. Pupils should be on time to meet the bus. The bus cannot wait for those who are tardy. In emergencies, the bus may wait three minutes for students. Pupils must walk on the far left side of the road facing traffic when going to the bus stop.

24. Any damage to the bus shall be reported immediately to the bus mechanic or the director of transportation.

25. Drivers shall follow assigned routes except when non-riding students allow time-saving route deviations over hard-surfaced or improved roads. Temporary or permanent route changes may be approved by the director of transportation.

26. Whenever a driver buys gas or fuel at a station, he/she shall sign the ticket and list the bus number or use the district-supplied credit card and identify the vehicle fueled.

27. The driver shall comply with and observe all the provisions of the vehicle code and all the rules the regulations prescribed by the Traffic Department of the State Highway Commission.

28. State regulations stipulate that pupils transported in a school bus shall be under the authority of and be responsible directly to the operator of the bus unless otherwise assigned by school authorities. Bus drivers shall be responsible for the order and conduct of pupils transported on all regular rural routes.

29. Drivers must exercise firm but friendly control over their student passengers at all times. This principle must be made clear to passengers at the beginning of the school year and should be outlined verbally to them at that time.

30. Drivers may (but are not specifically directed) assign seats, but will ensure that all students are in their seats before the bus moves. Students will not be permitted to move during the run and will remain seated until unloading.

31. Drivers will maintain poise at all times when talking to students, especially if the student is doing something wrong.

    NOTE: Also, be reasonable in establishing restrictions. Nothing will cause students to lose respect for drivers more quickly than to have rules established that they know are unenforceable.

32. Drivers will not attempt to quell disturbances while the bus is in motion. The vehicle shall be brought to a complete stop and trouble shall be corrected before proceeding. Serious disturbances will be reported to the director of transportation or the superintendent by radio/cell phone.

33. Riding privileges may be suspended by the school principal or superintendent. Drivers do not have the authority to prevent any student from boarding a bus. If a student tries to ride a bus that should not ride a bus, the transportation director/superintendent/building principal will be called. Continued agitation by a student will result in a written report/phone call to the parent.

34. All rural buses shall drive into all residence driveways to pick up children in the morning and discharge them in the evening if the patron is willing and able to provide a turn-around space sufficient in size so that the bus will not have to back up at any time to complete the turn. In cases where this is not practicable, the bus will pick up and discharge students at the nearest intersection on the regularly established route.

35. Drivers on activity trips will establish an understanding with the sponsor before the trip of any concerns with rules while the bus is in transit. Any safety violations or concerns shall be reported to the Transportation Director at the conclusion of the trip. In the event, that the driver feels he/she cannot operate the bus safely for any reason the transportation director or superintendent will be notified immediately by the sponsor or driver about the problem.

36. While bus drivers are running activity routes, the driver can either clock out and get reimbursed for their meal, or stay clocked in and not get reimbursed for their meal under the meal allowance plan.
    The district pays up to $65 per day for meals.
    $10 for Breakfast
    $20 for Lunch

$35 for Dinner
(See Policy MMR). Original itemized receipts must be attached to the claim voucher in order to be reimbursed for the meal (s).

37. Drivers on activity trips requiring an overnight stay will clock out once they reach their hotel for the night.

EMERGENCY PROCEDURES

The following procedures are to be used in the case of emergencies. Drivers should read and understand the procedures prior to beginning driving for the year so that compliance with the procedures is understood in advance of an emergency.

Tornados

- If a warning is announced at or near the dismissal of school the school day students are to remain in the building in a designated safe area.
- If the warning is announced while enroute a school bus driver is to go to a pre-identified shelter or building closest to their current location depending on the immediacy of the tornado threat.
- Pre-identified locations will be given to each driver for their route and a copy of the location(s) will be kept on the buses and at the bus barn.
- If caught in the direct path of a tornado or one is sighted and the pre-identified shelter is not accessible, the school bus driver is to:
  a. Stop and evacuate the students. Do not attempt to 'outrun' the tornado. Do not remain on the school bus. Radio the bus barn and give them your location.
  b. Seek safety in a below-ground-level area, such as a ditch, ravine, or depression in a location that is:
     - away from the bus; and
     - where practical on the side of the road without power lines, utility poles, trees, etc.
  c. Do not use above-ground locations for shelter. (e.g., road or bridge overpasses)
  d. Instruct passengers to lay flat, face down, and to protect their heads by using a jacket, other clothing, or their hands and arms. Advise passengers to 'not sneak a peak' at the tornado.
- After the emergency:
  a. Account for all passengers, check for injuries and provide first aid if needed. Contact the transportation director or superintendent. Obtain medical attention if needed.
  b. After confirming the passenger's well-being, attempt to call the transportation director or superintendent with information on your status. (medical needs, bus out of service, etc.)
  c. Before leaving a shelter or the immediate area if out in the open the bus driver should monitor the local sky for a few minutes in the direction the tornado came from to ensure a second tornado does not follow a similar path.
  d. Be alert for continued storm activity, downed power lines, ruptured gas lines, or structural damage to trees, buildings, roads, and bridges.

Medication Emergency Procedures:

In the event of an emergency requiring medical attention to a student that might result in the need for EMS services on a school bus the following procedure shall be used:

1. Stop the bus in a safe area and turn on the hazard lights.
2. Radio the bus barn and state the nature of the emergency and your location. The bus barn will call 911 if needed and contact parents.
3. Attend to the needs of the students (according to your ability) until help arrives or you have been given further instructions.
4. After the student safety and medical needs have been met, a driver may be relieved for the rest of the route and another driver assigned to complete the route.
5. Return to the bus barn and complete a report of the occurrence.

Accident Procedures:

In the event that a bus is involved in an accident, the following procedures shall be followed:

1. The bus should not be moved unless directed to do so by the law enforcement agency.
2. The bus driver must make a decision as to whether an emergency evacuation must be done and what type to implement.
    a. If no dangerous situation is present, students should remain on the bus and be assured that everything will be all right.
    b. Evacuate students immediately if a dangerous situation is present (fire, smoke, etc.).
    c. No student shall be released to anyone without proper authorization by school officials or law enforcement officials.
3. The bus driver should check for any injuries.
    a. Apply basic first-aid procedures.
    b. Obtain assistance from bystanders.
4. The appropriate school officials, law enforcement officials, and emergency services shall be notified:
    a. The bus barn will call the appropriate law enforcement agency and 911 emergency.
    b. Radio the bus barn and state the nature of the emergency and location.
    c. If the radio does not work, use your cell phone to call the bus barn with instructions on who to call and the nature of the emergency.
5. The scene of the accident should be protected from further accident or injury by employing safety devices (reflective triangles, activate 4 ways, etc.)
6. The bus driver shall collect and record data essential to the preparation of required reports. The information must include but not be limited to the following:
    a. have student emergency forms ready if necessary
    b. date, time, and place of accident
    c. bus vehicle information
    d. other vehicle information (driver's name, license number, and name of insurance agency.
    e. injured persons
    f. damage to property
    g. description of accident
    h. witnesses
    i. list of all students on bus
    j. weather condition

k. visibility
l. road condition

All accident information shall only be shared with school officials and law enforcement officials.

7. Upon return to the bus garage, the driver shall complete the School Bus Accident Form

Disability of Driver:

In the event of injury or disability of the bus driver, these procedures will be followed:

- School bus emergency evacuation drills are practiced two (2) times a year with regular bus riders.
- There should be at least 2 students who know how to use the radio to call for help.
- When the dispatcher receives a call for help, they will instruct the student to give their location and describe the situation.
- The dispatcher will contact emergency services and school authorities.
- After the safety and well-being of the driver and students involved are met, school authorities will contact the parents of the students.
- Proper reports will be completed by authorized school officials.

School Bus Failure:

In the event of a mechanical breakdown of a school bus, the driver shall follow these procedures:

1. Make a decision on whether students need to be evacuated. Assure them that everything will be all right.
2. The appropriate school officials shall be notified.
3. Secure the bus from accidents by use of warning devices, hazard lights, etc.
4. The bus barn will be responsible for securing alternative equipment and repairing and recovering the disabled school bus.

Visibility Conditions

In the event of heavy smoke crossing a road, the driver shall follow these procedures:

1. Stop the bus before entering the roadway affected by smoke.
2. Turn warning flashers on and radio the bus barn advising the situation and location.
3. The bus barn will contact the proper authorities.
4. When roadway visibility becomes clear or the driver is instructed by emergency personnel that it is safe to continue, the driver may proceed with care.
5. After returning to the bus barn complete a proper incident report.

Hail and Heavy Rain.

Should a bus be caught in a hail storm the driver shall follow these procedures:

1. Stop the bus in a safe area and apply emergency flashers.
2. Move students to the aisle of the bus. Coats or hands should cover heads until the hail has stopped.

Fog

In the event that fog is present while a bus is in route to or from an event or normal school route, the driver shall follow these procedures:

1. Place headlamps on low beam
2. Slow bus speed to allow at least 4-5 seconds of clear view ahead.
3. If the 4-5 second rule can not be achieved, pull the bus to the shoulder of the roadway and turn on emergency flashers. Note: It is always safer to continue at lower speeds than to stop. Stopping should only be done when the safety of the bus is not jeopardized.
4. Contact the bus barn or proper school authorities and inform them of the situation.
5. Bus barn or school authorities will advise law enforcement when it becomes necessary.
6. Upon returning to the bus barn an incident report shall be completed.

Communication:

1. Parents

In the event of a medical emergency, bus accident, disability of driver, or tornado, parents will be contacted as soon as possible by a school administrator or designated school district personnel.

2. Media

The superintendent of schools or designee will serve as the district's spokesperson regarding all dissemination of information to the media.

RULES FOR STUDENTS ON DISTRICT SCHOOL BUSES

A. Passengers are to remain in their seats until the destination has been reached and the bus is stopped.

B. If seats are assigned by the driver, the assigned seat must be occupied until permission is given to make changes.

C. Passengers are to remain facing forward at all times while the bus is in motion.

D. No person will be permitted out of his seat while the bus is in motion.

E. Students are not to talk with the driver while the bus is in motion.

F. Talking is permitted in a low conversational voice to those in the same seat, but loud talking or calling to people in other sections of the bus is forbidden. Classroom-like conduct is to be observed at all times.

G. Obscene or vulgar talk is absolutely forbidden.

H. Paper is to be kept off the floor. The cleanliness of the bus depends upon the cooperation of every student riding the bus. Under no circumstances is anything to be thrown out of the bus windows.

I. For the safety of all concerned, students are not permitted to have their hands or heads out of the windows at any time.

J. Any person willfully damaging or marring a bus will be held responsible for such action.

K. Students will not be permitted to carry pets, animals, or live specimens of any kind on the bus.

L. Smoking, or the use of tobacco-type products inside a bus, shall be prohibited.

M. Intoxicating liquor, alcohol, or illegal drugs shall not be consumed or carried in a bus.

N. The bus driver is in charge at all times when students are on the bus.

O. In summary, students are expected to sit, talk quietly, and show respect.

Parents and students are encouraged to report any misbehavior on the bus to the bus driver, principal, director of transportation, or superintendent. Parents are also encouraged to inform the transportation director and/or superintendent of any reckless driving by any bus driver. The USD 244 Board of Education endeavors to obtain competent and careful drivers for all vehicles.

SPONSORS AND COACHES RESPONSIBILITIES ON ACTIVITY TRIPS

While bus drivers are responsible for the student conduct on their bus, sponsors and/or coaches should assume the leadership role in regulating student conduct while on activity trips. In order for bus drivers to be aware of the responsibilities of coaches and sponsors, the following information has been paraphrased from the district Activity Handbook.

Sponsors and coaches traveling on activity trips with students should spread out on the bus to ensure that students adhere to the following bus conduct rules:

1. Remain in seats until reaching the destination unless permission is given from the coach or sponsor.

2. Remain facing forward at all times while the bus is in motion.

3. Keep aisles clear.

4. No hands, head or feet out of the windows at any time.

5. Under no circumstances is anything to be thrown out of bus windows.

6. Avoid use of the emergency door as an exit.

7. Police the bus for equipment and trash upon return.

*** **In addition, noise levels should be maintained to a "classroom" level so as not to distract the driver's attention from the roadway.**

In the event the sponsor feels that a driver has not conducted themselves properly or has been "unreasonable" during a trip, the sponsor shall notify the Transportation Director as soon as possible.

SAFETY MEETINGS

All bus drivers are required to attend monthly safety meetings during the school year. This requirement is noted in the state regulations as well as in the job description of each bus driver. Drivers who are unable to attend a safety meeting should make arrangements in advance with the transportation director. Drivers attending the safety meeting will be paid for one hour at the rate paid for activity driving as established by the board.

Transportation Employee Manual Acknowledgement Form

I acknowledge that I have received a copy of the Transportation Manual for employees. I understand that it is my responsibility to read and become familiar with the policies, procedures, and expectations outlined in this handbook.

I understand that the policies described in the handbook are intended to provide general guidance and may be changed, modified, or discontinued by the company at any time, with or without prior notice.

I acknowledge that this handbook is not a contract of employment and does not alter my at-will employment status (if applicable under local law).

By signing below, I confirm that I have read, understood, and agree to comply with the policies and procedures contained in the handbook.

Employee Name (Printed): _____

Employee Signature: _____

Date: _____

Received By (HR/Manager Name): _____

Signature: _____

BURLINGTON

UNIFIED SCHOOL DISTRICT NO. 244

SUBSTITUTE TEACHER HANDBOOK

2026-2027

Introduction

Each time a teacher in the school district is absent, a qualified substitute is needed to assure that the quality of the educational experiences for students will continue uninterrupted. In order to minimize the effect of a teacher's absence, Burlington Unified School District No. 244 attempts to employ high quality substitute teachers who are properly certified and endorsed.

This handbook is provided to all individuals who are placed on the substitute teacher list for Burlington Unified School District No. 244 and for assignment in the Burlington schools through the Coffey County Special Education Cooperative. It is organized to try to address the most frequently asked questions that substitute teachers have when they begin substituting in the school district. At the end of the handbook, pertinent forms and information have been duplicated for reference purposes.

On behalf of the Board of Education, we wish to thank you in advance for your service to the students of our school district.

How Do I Become A Substitute Teacher?

A substitute teacher must hold current certification/licensure as a teacher, substitute teacher, or emergency substitute from the Kansas State Board of Education. A copy of the teaching certificate/licensure must be on file with the Payroll Clerk in the district administrative office prior to placement on the list.

Interested persons may apply to be a substitute teacher at Burlington U.S.D. No. 244 any time during the year. In order to be placed on the substitute teacher list, each applicant must provide a copy of his/her current certificate/license, affirm a loyalty oath, and provide necessary documents for payroll computation, including a copy of the social security card and driver's license, and other forms which are available at the administration office. Complete applications may be presented to the Payroll Clerk.

After providing the necessary documentation, the substitute teacher's name and endorsements may be placed on the list of approved substitutes to be used in the school district which is subsequently distributed to the building principals. Any contact to substitute will be initiated from the individual school buildings.

When Will I Be Called To Substitute?

Substitutes will be required to download the Red Rover application (https://www.redroverk12.com/) and will be contacted via text message or e-mail. While advance notification is preferred and often happens with planned absences, there are occasions when illness forces late notice of substitutes. Substitutes will most often be contacted through the Red Rover application.

Where and When Do I Report?

Burlington Unified School District No. 244 operates three attendance centers, all located in Burlington. Burlington Elementary School houses grades pre-Kindergarten through grade 4 and is located at 706 Niagara. Burlington Middle School houses grades five through eight and is located at 720 Cross Street. Burlington High School is located at 830 Cross Street and houses

grades nine through twelve. Substitute teachers should report to the appropriate building office when contacted to substitute.

What Is Expected Of Me As A Substitute Teacher?

As stated in the introduction, our school district expects substitute teachers to continue student instruction so that students will not miss valuable learning experiences due to the absence of their regular teacher. Substitute teachers are covered by and will be held accountable to all of the policies, rules, and regulations of the district. Any questions or problems which are encountered in the course of substituting should be reported to the regular teacher as well as the building principal. In the event that a situation occurs where the substitute is unsure of his/her responsibility and authority, the building principal should be contacted via intercom for advice and/or assistance.

What Should I Do At The End Of The Day?

Following the school day, substitute teachers should complete any tasks or requests which may accompany the lesson plans and/or notes provided by the regular classroom teacher. **Before checking out of the building, each substitute should stop in the office to see if there are any further items which need to be reviewed before leaving as well as to report any items of concern or comment to the building principal.** If the principal is not available, the substitute teacher may check out with the building secretary or the office.

How Will I Be Paid For My Service As A Substitute Teacher?

Each substitute will be paid in accordance with the payment schedule of the district. Pay dates are the 7th of each month or the last working day before the 7th. In order to allow time for bookkeeping, the pay cycle cuts off on the 26th of the calendar month prior to the month the payment is made. Unless otherwise arranged, the paycheck for substitute teacher will be direct deposited, and pay stubs will be mailed.

The rate of pay for substitute teaching is set annually by the Board of Education.

In the event that a long term substituting assignment is needed, the pay rate is as follows:

- When a substitute teacher teaches ten consecutive working days for the same teacher, the rate of pay will increase on the tenth day through day twenty-nine. A substitute teacher who teaches ten or more consecutive working days for the same teacher will assume full teaching responsibility. This will include lesson planning, classroom organization and management, grading, reporting, hall or playground duties, and attendance at all meetings called by the building principal which the regular teacher would otherwise attend.
- Whenever a substitute teacher teaches 30 consecutive working days or more for the same teacher, the daily rate for substitute pay will be determined by dividing the annual base salary for a beginning teacher with no previous experience, by the number of contracted teaching days. This daily rate will then be multiplied by the number of consecutive days that the substitute teacher has worked for the teacher; retroactive to the tenth consecutive day worked.
- In the event that a long term substitute is asked by the building principal to cover a different assignment during the term of the continuous service, the term of service will be viewed as continuous and unbroken.

What Leave Benefits Or Provisions Are Available To Substitute Teachers?

Leave benefits are generally accorded only to permanent employees under contract with the school district. In the event that an individual is completing a long term substitution, the following provisions will apply:

- In the event a substitute is completing a long term substitution and has completed the tenth consecutive day of substitution, the substitute shall be allowed to miss one day of service from days eleven through twenty-nine for personal illness. While leave benefits will not be paid, the term of service will be considered continuous during this period.
- Long term substitutes who have completed thirty or more days of service will be allowed to be absent for personal illness or serious illness of members of their immediate family an equivalent of one day of absence for each twenty days worked with the accumulation beginning on the eleventh day of continuous service. While leave benefits will not be paid, the term of service will be considered continuous during this period.
- Leave for jury duty will not be considered as breaking the continuity of service; however, days absent for jury duty will not be paid by the district.
- Personal Leave is not permitted for substitutes. Absence for personal reasons will generally break the period of continuity of service for long term substitutes. In the event that a long term substitute needs to be absent for personal reasons, he/she may request that the superintendent consider permitting the absence without breaking the continuity of service. The superintendent's decision shall be final.

Am I Eligible For Kansas Unemployment Benefits?

No. You have no reasonable assurance of employment with Burlington Unified School District No. 244 in the same or similar position for the next academic year. Please notify the payroll clerk if you wish to be removed from the substitute list. If you indicate that you do not want to be on the substitute list for the upcoming school year, you will not be called to substitute for that year. For more information, please visit with the payroll clerk at Central Office.

Will the district reimburse me for my substitute license?

Yes. The district will reimburse you for the cost of your substitute license fee after you have been a substitute for 30 days during the current school year in which you receive your substitute license. Bring your receipt to the payroll clerk so that payment and days worked can be verified for reimbursement.

APPENDIX

The following documents are provided as reference materials for substitute teachers. While these materials may be more applicable to regularly employed teachers, substitute teachers should also be aware of this information be able to provide continued high quality instruction to the students of our district. While not included in this handbook, substitute teachers are encouraged to review the entire set of board policies of the district in order to be informed of the mission, goals, and expectations of the Board of Education.

Specific items located this appendix are as follows:

* District Calendar

* Schedule of Current Pay Rates

Burlington USD 244
Schedule of Current Pay Rates

The rate of pay for substitute teaching is set annually by the Board of Education. The rate of pay for substituting is $150.00 per day, $112.50 per three-quarter day, $75.00 per half-day, or $37.50 per quarter-day.

When a full-time classified employee substitutes for certified staff (position that requires a license), the rate of pay will be their hourly rate or daily sub rate; whichever is greater.

When a substitute teacher teaches ten (10) consecutive working days for the same teacher, the rate of pay will increase by $10.00, making it $160.00 per day and $80.00 per half-day, on the tenth day through day twenty-nine.

Whenever a substitute teacher teaches 30 consecutive working days or more for the same teacher, the daily rate for substitute pay will be determined by dividing the annual base salary for a beginning teacher with no previous experience, by the number of contracted teaching days (176).

This daily rate will then be multiplied by the number of consecutive days that the substitute teacher has worked for the teacher, retroactive to the tenth consecutive day worked.

Burlington USD 244
2026/27 CALENDAR DRAFT #2
SUBJECT TO NEGOTIATIONS

178 Days New Employees // 176 Days Returning Employees

August 2026 (S-8 / T-13/11)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

September 2026 (S-20 / T-21)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026 (S-19/ T-21)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026 (S-18 / T-18)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026 (S-14 / T-15)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Students: 79 / Teacher: 88/86

AUGUST
10 New Teacher Orientation
11 New Teacher Orientation
17-18 In-Service
19 Flex Teacher Workday
20 **First Day of School**

SEPTEMBER
7 **NO SCHOOL** – Labor Day
25 **NO SCHOOL-** In-Service
30 **BES/BMS/BHS Parent Teacher Conferences**

OCTOBER
2 **BES/BMS/BHS Parent Teacher Conferences**
16 **END OF 1ST QUARTER (39 days)**
19 **NO SCHOOL** –Half In-Service/Half Work Day
30 **NO SCHOOL**-P/T Conf. Day

NOVEMBER
25-27 **NO SCHOOL** - Thanksgiving Break

DECEMBER
19 **END OF 2ND QUARTER (40 days)**
21 **NO SCHOOL** – Flex Teacher Work Day
22-31 **NO SCHOOL** – Winter Break

JANUARY
1 **NO SCHOOL** - Winter Break
18 **NO SCHOOL** – In-Service

FEBRUARY
18 **NO SCHOOL** – In-Service
17/19 **BES/BMS/BHS Parent-Teacher Conferences**

MARCH
4 **END OF 3RD QUARTER (41 days)**
5 **NO SCHOOL** - Half In-Service/Half Work Day
12 **NO SCHOOL** – Parent Teacher Day
15-19 **NO SCHOOL** – Spring Break
26 **NO SCHOOL** – Good Friday
29 **Make Up Snow Day** - Potentially No School

APRIL
23 **NO SCHOOL**- In-Service

MAY
15 High School Graduation
17 8th Grade Promotion
18 **Last Day END OF 4TH QUARTER (44 Days)**
19 Flex Teacher Workday

- Student Days
- Teacher Work Day
- No School
- Inservice
- New Teacher Orientation
- Snow Day
- Parent/Teacher Conferences (all day)

January 2027 (S-19 / T-20)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2027 (S-18 / T-20)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027 (S-14 / T-15)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027 (S-21 / T-22)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027 (S-12 / T-13)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

Students: 84 / Teacher: 90

Substitute Teacher Handbook Acknowledgement Form

I acknowledge that I have received a copy of the Substitute Teacher Handbook. I understand that it is my responsibility to read and become familiar with the policies, procedures, and expectations outlined in this handbook.

I understand that the policies described in the handbook are intended to provide general guidance and may be changed, modified, or discontinued by the company at any time, with or without prior notice.

I acknowledge that this handbook is not a contract of employment and does not alter my at-will employment status (if applicable under local law).

By signing below, I confirm that I have read, understood, and agree to comply with the policies and procedures contained in the handbook.

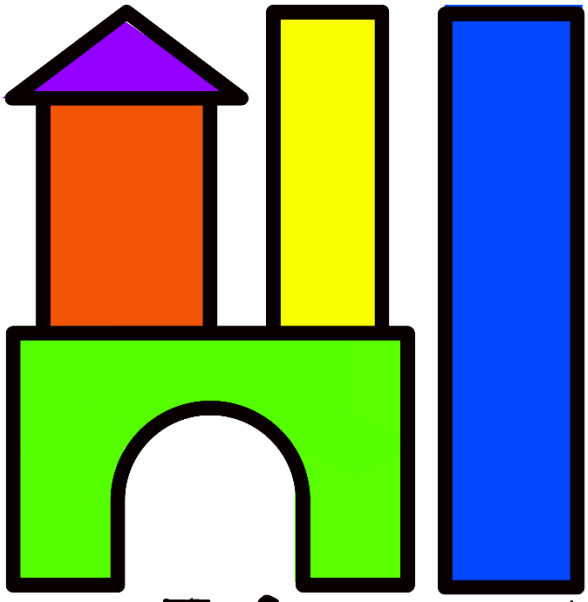
Employee Name (Printed): _____

Employee Signature: _____

Date: _____

Received By (HR/Manager Name): _____

Signature: _____



Burlington

Early Learning Center

Family Handbook

Phone: (620)364-8478 ext. 3510

200 S. 6th St
Burlington, KS 66839

Welcome! We are so glad you have chosen the Burlington Early Learning Center for your child(ren)'s child care experience. The Parent Handbook is designed for all parents/guardians to be aware of all of our center's policies.

Non-Discrimination Statement

In accordance with state family child care licensing regulations, child care services are available without discrimination on the basis of sex, race, color, creed, disability, sexual orientation, national origin or ancestry.

Admissions

Each child must have an enrollment packet completed and returned to the program Director before the first day of care. Every child must have a physical conducted and signed by a licensed physician. This may be done up to six months prior to enrollment. An immunization history is required and must be kept up to date. If any changes occur in the personal information and/or pick-up list, please notify the Director as soon as possible. All child files are kept in a filing cabinet, and a digital copy is uploaded to a computer drive in case of damaged or lost physical files.

Rooms

There is a total of 5 classrooms in the center. Each classroom has a lead instructor as well as an aide to assist the learning. Daily lesson plans are required and implemented at all ages.

Orange Room: This room will serve children 3.5-5 years old.The focus in this room will be kindergarten readiness. Teachers will follow a preschool curriculum that focuses on play-based learning and social/emotional skills. Group time will include story, songs, finger plays, and letter and number recognition.

Yellow Room: This room will serve children 2.5-3.5 years old. The focus on this room will be transitioning from the infant/toddler rooms to the preschool rooms. Potty training will be supported in this room. The teachers will also focus on a play-based learning and social/emotional curriculum. Group time will include story, music, color, and shapes.

Green, Blue, and Purple Rooms: These rooms will serve children birth to about 2.5 years old. Nurturing every child equally is the number one priority in this room. Lesson plans in this room focus on fine and gross motor skills, cognitive skills, sensory, and other milestones infants and toddlers should be completing. Table food will be introduced to each child when ready.

Breastfeeding: Our center is a breastfeeding-friendly environment. We support breastfeeding mothers by providing them with a comfortable place to do so. We want you to have a choice as to where you are most at ease while feeding or expressing milk. We will be doing continual training on benefits of breastfeeding and the proper storage and handling of breast milk. We are here to support your choice. We also know some mothers are unable, or choose not to, breastfeed and respect that choice as well.

Hours of Operation

Monday-Friday 7:15 am to 5:30 pm

The center is open year-round, except for holidays and staff training days. These are listed on our yearly calendar.

Arrival and Departure

Doors open at 7:15am to families and close at 5:30pm Monday-Friday. Doors on the South side next to the playground will require a code to enter. Check Brightwheel for changes to this code. No child will be released to an adult who is not specified on the child's Brightwheel account without prior parental approval. Anyone who is given permission by the parent to pick up a child must have proper identification on them. Identification must be shown to staff before the child is released.

Attendance

Please notify us by 8:00am if your child will be absent. You can notify us on Brightwheel. This is important for meal count accuracy and in providing the proper child-staff ratio. You are still required to pay the full tuition amount whether your child is in attendance or absent.

Schedule Change or Withdrawal Procedure

If you need to terminate your child's enrollment for whatever reason, we must have two weeks' written notice. No verbal notice will be accepted. When withdrawing a child from the program, parents are responsible for payment of present status.

Termination

The provider may immediately terminate the contract for any reason. In these instances, parent/guardian will receive a written notice.

Building Closures

If USD 244 Burlington Schools are closed due to weather conditions, Burlington Early Learning Center will be closed as well. In the event of a delayed start of school because of weather, BELC will also open 2 hours later. If inclement weather happens on a day when we are open, but school is not in session, we reserve the right to close or delay opening. You will be notified as soon as possible on Brightwheel. No reduction in program tuition will be given for weather related closures.

Holidays

To maintain your child's enrollment and to operate on a functional level, no reduction in program tuition will be given for regularly scheduled center closings or holidays. These days are listed on the yearly calendar given out. If a holiday falls on a Saturday, we will have the Friday before off and if it falls on a Sunday we will have the Monday following off.
The center will be closed on:

- New Years Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day
- New Years Eve
- 3 Professional Development Days (listed on the calendar)

Birthday/Holiday Celebrations

Birthdays are a time for celebration! If desired; parents may provide treats for their child's class during snack time. Please notify your child's instructor if you wish to do so. You are more than welcome to join us during the celebration. Holidays are also recognized in our center. Each classroom will conduct their own celebration during the holidays.

Tuition Payment Policy

If a family's account balance reaches a past-due amount equivalent to two weeks of tuition and payment has not been received by the due date, a written notice of delinquency will be issued. Families will be granted one week from the date of notice to remit payment in full and restore their account to a zero balance. Failure to satisfy the outstanding balance within the specified time frame may result in termination of childcare services until the account is paid in full. To avoid interruption of services, families are strongly encouraged to enroll in autopay through Brightwheel.

Termination for Nonpayment

In accordance with the contract signed at enrollment, the provider may immediately terminate the contract without giving any notice if the parent(s)/guardian(s) do not make payment when payment is due.

Tuition Cost

Infant- $225 per week.
Toddler (one and walking)- $200- a child must be walking to be considered a toddler per state regulation.
For students attending BES preschool, rates drop to $150 per week, per child during the school year.
Families will have the freedom to choose if they want to pay weekly or bi-weekly.

Late Pick-up Fee

A late fee will be charged any time a child is picked up later than 5:30. The fee is $5.00 for each five-minute increment the child is here past 5:35 pm. This will be added to your next billing cycle.

Nonsufficient Funds

If a check or online payment is returned for non-sufficient funds (NSF) or for any reason, a $25.00 fee will be charged to cover our banking costs. If two or more checks are returned all future payments must be made by money order or cash.

Staff/Parent Communication

Communication between you and your child(ren)'s instructor is very important. If you have any questions/concerns please feel free to contact us. Brightwheel is a communication app we use which will allow us to connect with parents on a daily basis. Concerns related to your child should be communicated to the classroom staff or Director. If you need further assistance, contact the Superintendent of Burlington Schools.
The center phone number is 620-364-8478, extension 3510.

Discipline and Guidance

To ensure the safety of all participants and staff, the Burlington Early Learning Center staff will implement a positive discipline program. Children involved in our program are expected to follow the rules and direction of the daycare staff. We will make every effort to work with the parent or guardian to ensure a cooperative approach for children having difficulties with behaviors. We are here to serve and protect all children. If you are aware of any stressful situation your child is facing either in or out of the center, please make us aware of it. A parent may be called at any time the child exhibits uncontrollable behavior that cannot be modified by the center's staff. The parent may be asked to take the child home immediately. The following are guidelines used when disciplinary action becomes necessary due to unacceptable behavior. Severe behavior will be addressed by the Director or leading staff. Staff will start with:

1. Positive redirection.
2. Verbal warning for specific unacceptable behavior.
3. Separation from group with a warning of future consequences for repeated behavior.
    a. "Time-ins" with staff are encouraged. Some children need a calm moment before redirection can be effective. When possible, we model deep breaths, a "push wall," and other calm-down techniques.
4. Separation from group with a call to parent or guardian.
5. Parent/Guardian conference to discuss corrective action and consequences for future incidents.
6. Repeated aggressive or inappropriate behavior will result in dismissal from the program.

BELC reserves the rights to withdraw a participant from the program if all disciplinary options have been exhausted and/or demonstration of extreme behavior that may put participants and staff in danger.

NOTE: Corporal punishment will not be allowed. This is defined as the use of negative physical touching (spanking, slapping, pinching, etc.), exclusion from large motor or outdoor activities, or exclusion from any learning activity. No unusual punishment will be allowed such as humiliation, ridicule, threat, or coercion.

Illness

A copy of our exclusion policy will be at the back of the handbook. Should your child become ill while in our care, you will be notified immediately, so an authorized person can pick him/her up. Children must stay home the entire next day (ex. If they are sent home on Tuesday at any time of the day, they may not return until Thursday morning), provided they have been symptom free for 24 hours with **NO** medication. If your child was sent home for a communicable disease or rash, he/she may not return until they have been seen by a doctor and we are provided with a written note signed by the doctor stating they are not contagious, or the rash has completely healed.

In the case you have been notified that your child must be picked-up, please do so as soon as possible.

PARENTS ARE TO REPORT PHYSICIAN'S DIAGNOSIS TO CENTER SO CENTER CAN MAKE A REPORT

Lice

Head lice have been around a long time and do not pose a major health threat, but are highly communicable and create embarrassment and panic often in parents, families, and communities. The incidence of head lice infestations has increased considerably over the past few decades and the reasons for the increase are not clearly understood. Students who are found to be infested with head lice (pediculosis) are to be excluded from daycare until they have been treated with an adequate pediculicide and all nits (eggs) have been removed. When a child is found with head lice, his/her parent or guardian will be informed of the infestation and the child will be sent home immediately.

The child will be allowed back into care when:

-Proof of treatment with acceptable pediculicide is given
-All nits (eggs) are removed
-Examination by designated daycare personnel upon return
-To repeat treatment in 7-10 days and notification given to the daycare

Notification of Exposure

In the case that your child has been exposed to a contagious illness you will be notified via Brightwheel.

***Note- If your child is sent home for any reason, they must be picked up within one hour of the notification time.**

Medication

All medication must be authorized by a physician and kept in the original container from the pharmacy, labeled with the child's name and dosage. Non-prescription medication may be given from the original container with the manufacture label. The parent must complete a medication form before a staff member can dispense any medication to your child.

Types of medications include, but not limited to:

- Prescription medications
- Cough syrup
- Allergy medicine
- Pain or fever-reducing medication

Meals

Meals and snacks are planned according to the USDA Child & Adult Care Food Program guidelines. Family style breakfast and lunch will be provided each day. A light snack is offered after nap. If your child will not be arriving until after the scheduled mealtime, due to an appointment or other circumstance, please make sure that he/she is fed prior to arrival. Outside meals and drinks are prohibited.

Breakfast is served between 8:00am and 8:30am daily (9am is the cutoff).
Lunchtime is between 11:00am and 11:30am (12pm is the cutoff).

Clothing

Please keep in mind that your child will be participating in a variety of activities daily that may become messy. Please send your child in appropriate shoes for play. Every child must have always at least 2 complete sets of extra clothing at the center. These sets should include shirts, pants/shorts, socks, and underwear. We do ask that you check throughout the year to make sure clothing is weather and size appropriate. If a child soils their clothing, staff will change them into a clean set and bag up the soiled clothing to be sent home.

Nap or Rest Time

Center-wide nap or "rest" time occurs right after lunch, between 12pm and 2:30pm. Toddlers 1 year of age or older are provided with cots that have a parent-provided blanket and pillow. Bedding is center washed weekly. Napping is encouraged, but never forced. For non-nappers or those who wake early, we have "quiet bins" or "busy bags" with activities that should not disrupt the other kids' naps.

Safe Sleep: All staff members are trained in safe sleep practices. We follow the ABC's of Sleep: Alone, On Their Back, and In Their Crib. If a child falls asleep outside of the crib, in a swing or bouncer, they will immediately be moved to a crib. No loose blankets or toys are allowed in cribs, and swaddles of any kind that restrict arm movement are prohibited. Pacifiers and sleep sacks are permitted.

- Infants should always be placed **on their backs, alone, in an empty crib only**.
- Once infants can roll over independently, they should be allowed to remain in their preferred position.
- Infants who arrive asleep in a car seat or fall asleep on another surface must be moved to a crib immediately.
- **Swaddling that restricts arm movement is prohibited**. Sleep sacks are permitted instead.
- Blankets are prohibited in the crib.
- Blankets and sleep sacks cannot be hung on the sides of the cribs.
- **Nothing else in the crib**, including soft toys attached to pacifiers.
- Crib must have a tight-fitting sheet over the mattress.
- Crib must be in good repair and not have been recalled.
- Cribs cannot have slats more than 2 3/8" apart.
- Children must be moved out of the crib no later than when they exceed the height or weight maximum for the crib, but no sooner than their first birthday. They must be walking before transitioning to a cot.
- Crib mattress must be set at lowest point when any child using it becomes able to sit up or to pull up into a standing position.
- Children 12 months of older and walking should have a cot for resting
- Cots must be placed at least two feet apart to avoid tripping and for sanitary purposes.
- Each cot should be equipped with a sheet, blanket, and (optional) pillows
- Classroom lighting must be sufficient enough to view children's face's and observe breathing movement.
- Children must be observed visually every 15 minutes to ensure safety
- If a child does not nap, they will get a quiet activity after a 30-minute rest period.

Potty Training

Potty training your child is a major milestone in his/her life. When your child is ready to begin potty training, please discuss your plans with the staff in the classroom. Every child learns differently and at different ages. Although most children start showing signs of readiness between ages of 2 and 3, remember there is not a set age in which your child should be potty trained. This task may take some children longer than others. Your child will let you know when he/she is ready. Staff is willing to help with potty training when your child is ready. If you need resources on accomplishing this milestone, please feel free to talk to the staff in the classroom. When you and your child's teacher decide your child is ready to begin this journey, please be sure your child has enough extra clothing brought daily.

Outside Play

Outside play is an important part of the children's day. All children will have at least one hour of outside playtime every day, weather permitting. Please be sure to dress your child appropriately, as well as bring weather appropriate outerwear, including shoes. All outerwear should be marked with your child's name/initials. In the case the weather does not allow us to go outside, we will have activities inside to keep children active.

Accident and Emergency Procedures

We participate in monthly fire and tornado drills. Every classroom has a diagram for each drill posted by the door. The emergency procedures detailed below and posted near the main entrance for reference.

Tornado:

In case of tornado, teaching staff will grab the emergency backpack and lead children to designated tornado shelter to take cover (located in the large custodial closet). Infants and toddlers not yet walking will be transported via evacuation crib. Children will duck and cover, and teaching staff will make sure each child in their room is in the area. Once all staff and children are in the tornado shelter, the center Director will send out a message to parents, reassuring them that children are taking cover.

Fire:

In case of fire, teaching staff will grab the emergency backpack exit the building with the children. Infants and toddlers not yet walking will be transported via crib. Ideally, Yellow and Orange rooms will join at the East entrance and exit the building together. They will go to the Northeast corner of the school lawn, inside the fence. Purple, Blue, and Green rooms will exit through the West doors and will walk together to the South elementary school fence. Ultimately, staff will decide which is the safest exit to take based on location of the fire. Once all staff and children are accounted for and brought to safety, the center Director will call the fire department, then notify parents by phone and Brightwheel that their children have safely evacuated the building. Children will remain with staff until parents have picked the children up from the South side of the elementary school.

Lockdown:

If the elementary goes into lockdown, we will go into lockdown. A staff member in each room will lock classroom doors and turn lights off, and children will not leave the classrooms. If necessary, teaching staff will barricade the doors with heavy furniture, cover windows, and will help arm children with toys as weapons. No one will be allowed to enter or exit the building until we get the all-clear from the sheriff's office or elementary school. If a situation arises while

school is not in session, we will follow the same procedures and wait for the all-clear from the sheriff's office. Parents will be notified by the Director as soon as safely possible that the center is (or was) in a lockdown.

Wolf Creek Evacuation:

1. BELC will receive a call or personal contact from the Superintendent or District Administration.
2. Director or person in charge (per chain of command) will go to each classroom and alert staff of emergency/evacuation.
3. Director will shut down all air controls in the building and close any open windows and doors.
4. Adult staff will take roll to ensure that everyone is in attendance.
5. Director will designate a person (likely floating staff) to check for students or staff in the restroom, hallways, break room, classrooms, or storage closets.
6. Students will be loaded onto busses sent from the school. Supervising adults and mentors will be loaded with the children. Bus number will be noted and sent to parents via Brightwheel along with evacuation notice. Roll call will be taken again.
7. Adult staff member will keep track of any student that is taken from the school, bus, or safety destination by parent or guardian. Once the bus arrives to the safety destination (Hartford, KS), the students will again be checked off on the roster as they unload the bus.
8. Parents/guardians may pick up their child(ren) at the school prior to leaving for the safety destination or once the bus arrives at the safety destination. Adult staff will be responsible for marking those children and then notifying the Director/person in charge.

Serious Injury:

If a serious injury occurs with staff or a child:

- If life threatening, staff will alert Director and call 911. Medical treatment will be sought immediately. The child's medical file will be pulled from the backpack or filing cabinet, and the Director will give as much information as possible, such as location, nature of injury, cause of injury and any hazards that may be present.
- Employees must notify the Director as quickly as possible of any on-the-job injury or illness. If it is not an emergency, the supervisor should be notified before the employee seeks medical treatment.

After the emergency has ended, a critical incident report will be filled out.

Missing Child:

If a child's whereabouts are unknown at any time while in the care of the center, staff should notify the Director immediately. A search of the most likely areas of the premises will be conducted, and doors and gates will be checked to see if there has been a breach of security. All staff members will be asked if they know where the child has gone, and staff will be instructed to take a full headcount of their classroom to ensure no other child is missing. If these actions fail to locate the child, parents or guardians will be contacted to notify them of the situation. A more thorough search of school grounds will be conducted. If the child is still not found, the Superintendent will be contacted, and, after consultation, a decision will be taken as to whether the police should be called. At this stage and throughout the incident, parents/guardians should be kept informed of all developments. A critical incident report will be filled out and filed.

Allergic Reactions:

Food is catered from USD 244 kitchen. If we have a student with peanut allergies and we are served any foods containing peanut butter, we place them at a separate table. Staff is very alert and makes sure to clean up messes as soon as possible to avoid contamination. Staff have been trained on epi-pen administration. After meals, we watch all children for reactions or rashes and notify parents via Brightwheel immediately if an allergy is suspected.

Supplies

We ask that you provide the following items to be kept and cleaned at the center.

Infants:

- At least 2 bottles
- Pacifier (if used)
- Diapers & wipes
- Diaper cream
- 2 complete sets of extra clothes, weather-appropriate
- Sunscreen

***We provide crib sheets and sleep sacks which are washed weekly. If you have a specific sleep sack that you would like us to use, please provide it.

Toddlers/Preschoolers:

- Diapers and wipes if not potty trained
- Pillow and blanket to be kept and washed at the center
- 2 complete sets of extra weather appropriate clothing (shirts, pants/shorts, socks, underware)
- Toothbrush and toothpaste
- Sunscreen

***We provide a cot sheet that is washed weekly.

If a set of clothes is sent home, a replacement will be expected to be provided the next day.

Toys

We ask that NO personal toys be brought to daycare unless an instructor has stated a show-and-tell day or a special occasion. If these items are brought without an instructor's request, they will be put away in the child's cubby for the day. We are not responsible for any lost or broken toys.

Child Abuse Reporting

All staff is mandated by law (per Kansas Statute 38-223) to report any evidence "to suspect that a child has been harmed as a result of physical, mental, or emotional abuse or neglect, or sexual abuse."

Cameras

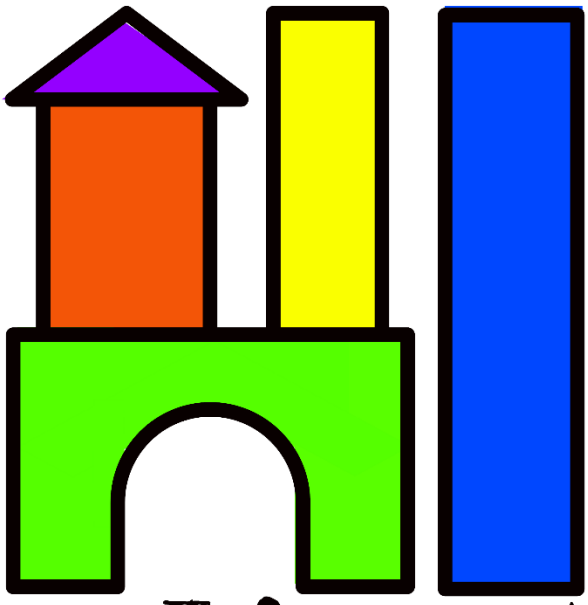
Outdoor cameras are in use and are only accessible by administrative staff.

Handbook, Contract, and Other Forms

USD 244 reserves the right to make changes to the Policies and Procedures Handbook, contract, or any other forms as deemed necessary. All parents will be notified in writing of changes and when the changes will take effect.

I have been provided a Burlington Early Learning Center Handbook and agree to abide by all the policies and procedures therein.

Parent signature: _____ Date: _____



Burlington

Early Learning Center

Staff Handbook

Phone: (620)364-8478 ext. 3510

200. S 6th St
Burlington, KS 66839

Welcome! We are so glad you have chosen to work at the Burlington Early Learning Center (BELC). The staff handbook is designed for all staff to be aware of all our center's policies and procedures. It is not an employee contract and is for information only. However, all employees are responsible for knowing the information contained in this handbook. BELC reserves the right to amend or delete portions of this manual, and employees will be notified of any changes.

NOTE: This handbook is an addition to the USD 244 District Handbook and contains information specific to employees of the BELC. It is each employee's responsibility to read the district handbook in its entirety and agree to the terms therein.

Mission and Vision Statement

We will provide a nurturing environment focused on play-based learning, early literacy and numeracy, and social/emotional growth for kid's birth to 5 years old.

Equal-Opportunity Employment

The Burlington Early Learning Center is an Equal Opportunity Employer and selects the most qualified individual based on job-related qualifications, regardless of age, sex, disability, race, color, religion, origin, or marital status.

At the same time, staff in this facility must be free from physical, mental, or emotional handicaps as necessary to protect the health, safety, and welfare of the children, and be qualified by temperament, emotional maturity, sound judgement, and an understanding of children. [KAR 28-4-126 (a) (1)]

Chain of Command (see chain of command list in the lobby above the drop box)

- Superintendent
- Director

State Licensing Rules and Regulations

It is expected that all employees will be knowledgeable in the Kansas Child Care Laws and Regulations handbook and follow all procedures.

Discipline

To ensure the safety of all participants and staff, the BELC staff will implement a positive discipline program. Discipline involves teaching, not punishment.

Children involved in our program are expected to follow the rules and direction of the daycare staff. We will make every effort to work with the parent or guardian to ensure a cooperative approach for children having difficulties with behavior. We are here to serve and protect all our children! To prevent problems from occurring, we try to provide duplicates of activities and ample opportunities for large motor activities.

A parent may be called at any time the child exhibits uncontrollable behavior that cannot be modified by the center's staff. **However, staff cannot "threaten" to call a parent in hopes of adjusting unacceptable behaviors.** The following are guidelines used when disciplinary action becomes necessary due to unacceptable behavior. Severe behavior will be addressed by the director.

1. Positive redirection.
2. Gentle verbal warning for specific unacceptable behavior.
3. Separation from group with a warning of future consequences for repeated behavior.

a. "Time-ins" with staff are encouraged. Some children need a calm moment before redirection can be effective. When possible, model deep breaths and other calm-down techniques.
b. "Time-out" should never be used on a child under the age of two. After two years of age, if time-out is necessary, children should only be in "time-out" for a maximum of one minute per age of the child.

4. Separation from group (i.e. sitting with the director) with a call to parent or guardian.
5. Parent/Guardian conference to discuss corrective action and consequences for future incidents.
6. Repeated aggressive or inappropriate behavior will result in removal from the program.

BELC reserves the right to withdraw a participant from the program if all disciplinary options have been exhausted and/or if demonstration of extreme behavior that may put participants and staff in danger continues to be a problem.

NOTE: Corporal punishment will not be allowed. This is defined as the use of negative physical touching (spanking, slapping, pinching, etc.). Exclusion from large motor or outdoor activities, or exclusion from any learning activity is not allowed. No unusual punishment will be allowed such as humiliation, ridicule, threat, or coercion.

Confidentiality

As an employee of BELC, you may be provided with confidential information regarding the children in your care. As an employee with need-to-know access to childcare information, you may have privileges to access confidential information about children and their families. Confidential information may include, but is not limited to: social security number, email, date of birth, religion, marital status, salary and payroll information, home phone number and address, passwords, gender, ethnicity, citizenship, citizen visa code, veteran and disability status.

Employees will be required to sign a confidentiality agreement upon hire. Violations or suspected violations of the confidentiality agreement should be reported immediately. All employees' private information will also remain confidential.

Child Abuse Reporting

All staff is mandated by law (per Kansas Statute 38-223) to report any evidence "to suspect that a child has been harmed as a result of physical, mental, or emotional abuse or neglect, or sexual abuse." Any concerns, suspicions, or evidence of child abuse or neglect must be reported to the Program Director(s) and to the Kansas Department for Children and Families within 24 hours. Remember, it is not our job to investigate or know for sure, only to make the report.

Hours of Operation

Monday-Friday 7:15 am to 5:30 pm

The center is open year-round, except for major holidays and staff training days. These are listed on our yearly calendar.

Rooms

There is a total of 5 classrooms in the center. Each classroom will have a lead instructor as well as aides to assist the learning. Daily lesson plans are required and implemented at all ages.

Orange Room: This room will serve children 3.5-5 years old. The focus in this room will be kindergarten readiness. Teachers will follow a preschool curriculum that focuses on play-based learning and social/emotional skills. Group time will include story, songs, finger plays, and letter and number recognition.

Yellow Room: This room will serve children 2.5-3.5 years old. The focus on this room will be transitioning from the infant/toddler rooms to the preschool rooms. Potty training will be supported in this room. The teachers will also focus on a play-based learning and social/emotional curriculum. Group time will include stories, music, colors, and shapes.
Green, Blue, and Purple Rooms: These rooms will serve children birth to about 2.5 years old. Nurturing every child equally is the number one priority in this room. Lesson plans in this room focus on fine and gross motor skills, cognitive skills, sensory, and other milestones infants and toddlers should be completing. Table food will be introduced to each child when ready.
*Room assignments are subject to change based on child enrollment.

Outdoor Play

Children should have at least one hour of outdoor time per day, weather-permitting. Staff should take precautions when it comes to weather and make sure that all children are wearing weather-appropriate clothing, coats, shoes, sunscreen, hats, etc. During warmer weather especially, water should be offered often and shaded areas utilized as much as possible. Infants and toddlers are unable to tell the childcare provider if they are too hot or cold and may become fussy. When temperatures fall below 32 degrees and above 100 degrees, it is considered dangerous and outdoor play is not possible. On these days, children should play indoors and have ample space for large motor play. Ultimately, it is the director's discretion and also depends on factors such as humidity and windchill. General playground rules are posted for the larger playground.

Releasing Children

Regarding pick-up, no child will be released to an adult who is not specified on the child's Brightwheel account. People who are given permission by the parent to pick up a child must have proper identification on them. Identification must be shown to staff before the child is released.

Cameras

Outdoor cameras are in use and are only accessible by administrative staff.

Mealtimes

Meals are served at the following times:
Breakfast is between 8 and 9am.
Lunch is between 11am and 12pm.
Snack is served once children wake from nap around 2:30pm.

Before meals, we sanitize tables and all staff and children wash hands. Gloves should be worn and/or serving utensils should be used while serving food. Food should be covered when it is not being served. BELC is part of the USDA Child and Adult Care Food Program (CACFP), so family-style meals are required. This means that, ideally, all room staff and children sit at the table for meals together, and when age-appropriate, children assist in serving themselves using the utensils. Adults should model mealtime manners, how to eat the meals provided, and talk about the food served. We never force children to eat and instead aim for a "full tummy." We also never take a plate from a child who is actively eating; some children naturally take longer to finish a meal than others. Children may have seconds of the "sides". Outside meals and drinks are prohibited. After meals, staff wash tables and sweep the floors, as well as assist the children in "dumping their plates" (leftover food) into the covered trash can. Once the children have disposed of their food, they wash hands and prepare for nap time.

Breastfeeding: Our center is a breastfeeding-friendly environment. We support breastfeeding or pumping mothers by providing them with a comfortable place to do so. We will be doing continual training on benefits of breastfeeding and the proper storage and handling of breast mi

Staff Meal Policy

To ensure the financial integrity of the district's food service program, all staff members are expected to maintain a positive meal account balance. Staff are able to purchase meals at the elementary school, middle school, or high school.

- Staff may charge meals to their food service account; however, accounts may not exceed a negative balance of **$10.00**.
- Once an account reaches a negative balance of **$10.00 or more**, charging privileges will be suspended.
- Staff with suspended charging privileges must pay for meals at the time of service (cash or available account balance) until the account balance is brought above the negative $10.00 threshold.
- Charging privileges will be reinstated once the account balance is reduced to less than **-$10.00**.
- Account balances should be monitored regularly by staff through the district's meal payment system.
- The district encourages timely deposits to avoid interruptions in meal service.

The district reserves the right to take additional steps to collect unpaid meal charges in accordance with district procedures.

Napping or Resting

Center-wide nap or "rest" time occurs right after lunch, between 12pm and 2:30pm. Toddlers 1 year of age or older are provided with cots that have a blanket and pillow, typically from home. Bedding is washed weekly. Per state guidelines, cots are placed a minimum of 2 feet apart and lighting should be sufficient for monitoring breathing, movement, etc. Staff should be able to easily see the child's face.

Staff usually assist the children in falling asleep by means of rocking or patting backs, but some children will fall asleep independently. Napping is encouraged but never forced. For non-nappers or those who wake early, we have "quiet bins" or "busy bags" with activities that should not disrupt the other kids' naps. Kids can do these activities on their cots, but we should never force children to stay on their cots. Instead, you could allow them to go to the table or designated "quiet area" within the room.

Some infants and toddlers still take more than one nap per day. Infants have their own individual cribs that should be kept at least 2 feet apart at all times. All staff members of the BELC will follow the ABC's of Sleep: Alone, on their Back, and in their Crib. If an infant falls asleep outside of the crib, in a swing or bouncer, they will immediately be moved to a crib. No blankets or toys are allowed in cribs. Swaddles of any kind that restrict arm movement are prohibited. Pacifiers and sleep sacks are permitted.

Diapering, Toileting, and Washing Up

We follow the State of Kansas guidelines for all sanitization, diaper changing, and toileting. Hands are to be washed when entering the room, before and after meals are served, after changing diapers, toileting, or handling bodily fluids of any sort. We use a cleaning product called Odoban for disinfecting and sanitizing surfaces. Toys and classroom surfaces are disinfected daily and tables are sanitized before and after each meal.

In regards to diapering, we have changing tables in each classroom. Children should never be left unattended on the changing table. A step-by-step breakdown of the process is located above each changing table in the facility.

1. Check to make sure all needed supplies are at the changing table.
2. Put down a paper towel on the changing table where the child's bottom will be.
3. Pick child up being careful not to get any waste on clothing. Lay child on paper towel.
4. Remove soiled clothing. Put diaper in diaper pail and place any soiled clothing in a plastic bag to be sent home. Washing/rinsing soiled clothing or cloth diapers is not permitted due to the risk of disease spread.
5. Clean the child.

6. Remove paper towel and dispose.
7. Wipe hands on a wet wipe or paper towel and dispose. Remove gloves if using them.
8. Diaper and dress the child.
9. Wash the child's hands.
10. Return child to their crib or play area.
11. Clean and disinfect the diapering area.
12. Wash your hands.

Potty training is a major milestone in a child's life. Every child learns differently and at different ages. Although most children start showing signs of readiness between ages of 2 and 3, remember there is not a set age in which a child should be potty trained. Staff should take a collaborative approach with the parents and follow their lead. We can provide resources on accomplishing this milestone if the parent asks for them, and we should ask parents to bring extra clothing during this time.

Bathroom facilities must be accessible to the play area at all times, meaning if a child has to use the restroom while outside, you must take them inside to do so while maintaining ratio and supervision.

Maintaining Equipment, Materials and Purchasing

The BELC is a grant-funded facility. While preparing lesson plans, leads may request items as needed for learning. Upon hire, you will be given a tour of the building, during which you can see where we store extra toys, books, and craft items. We aim to rotate toys and books at the very minimum on a monthly basis.

Supervision and Ratio Requirements

Maximum room capacities and the ages of children permitted in the classroom must be maintained. You should always be aware of the maximum number and ages of children allowed by the license in the classroom you're assigned to work in. Children should be assigned to specific units, however, they may combine for the first two hours of the day and the last two hours of the day (opening and closing units) as long as the capacity of the room is maintained.

Supervision in a child care center means that children are always within the same room as their assigned staff. Children must be accompanied anytime they are outside of the classroom.

Age of Children	Minimum Staff-Child Ratio	Maximum # of Children Per Unit
Infants	1 to 4	9
Mixed Age (6 weeks-6 years)	1 to 4 (max 2 infants)	8 (max 4 infants)
Toddlers (12 months to 2.5 years)	1 to 5	10
Children at least 2 years of age but under the age of 3	1 to 7	14
Children at east 2.5 years of age but under school age	1 to 12	20
Children at least 3 years of age but under school age	1 to 12	24
Kindergarten Enrollees	1 to 14	28

School-age	1 to 16	32

Music and Television

It is recommended to not use a television or at least limit it to very special occasions. If the television is used, it is recommended on a very limited basis (preferably 20 minutes at a time) and only G rated programs should be shown. Music is a great alternative.

Accident and Emergency Procedures

We participate in monthly fire and tornado drills. Every classroom has a diagram for each drill posted by the door. The BELC Emergency Procedures are detailed below and posted near the main entrance for reference.

Tornado:

In case of tornado, teaching staff will grab the emergency backpack and lead children to designated area on the map. All rooms will take cover in the tornado shelter. Infants and toddlers not yet walking will be transported via crib. Children will duck and cover, and teaching staff will make sure each child in their room is in the area. Once all staff and children are in the tornado shelter, the center Director will send out a message to parents, reassuring them that children are taking cover.

Fire:

In case of fire, teaching staff will grab the emergency backpack exit the building with the children according to the route on the map. Infants and toddlers not yet walking will be transported via crib. Ideally, Yellow and Orange rooms will join at the East entrance and exit the building together. They will go to the Northeast corner of the school lawn, inside the fence. Purple, Blue, and Green rooms will exit through the West doors and will walk together to the South elementary school fence. Ultimately, staff will decide which is the safest exit to take based on location of the fire. Once all staff and children are accounted for and brought to safety, the center Director will call the fire department, then notify parents that their children have safely evacuated the building.

Lockdown:

If the elementary goes into lockdown, we will go into lockdown. A staff member in each room will lock classroom doors and turn lights off, and children will not leave the classrooms. If necessary, teaching staff will barricade the doors with heavy furniture, cover windows, and will help children hide under tables. No one will be allowed to enter or exit the building until we get the all-clear from the sheriff's office or elementary school. If a situation arises while school is not in session, we will follow the same procedures and wait for the all-clear from the sheriff's office. Parents will be notified by the Director as soon as safely possible that the center is (or was) in a lockdown.

Serious Injury:

If a serious injury occurs with staff or a child:

- If life threatening, seek medical treatment immediately. Be prepared to give as much information as possible, such as location, nature of injury, cause of injury and any hazards that may be present.
- Employees must notify the Director as quickly as possible of any on-the-job injury or illness. If it is not an emergency, the supervisor should be notified before the employee seeks medical treatment.
- After the emergency has ended, assist the Director to fill out the critical incident report.

Missing Child:

If a child's whereabouts are unknown at any time while in the care of the center, staff should notify the Director immediately. A search of the most likely areas of the premises will be conducted, and doors and gates will be checked to see if there has been a breach of security. All staff members will be asked if they know where the child has gone and will be instructed to take a full headcount of their classroom to

ensure no other child is missing. If these actions fail to locate the child, parents or guardians will be contacted to notify them of the situation. A more thorough search of school grounds will be conducted. If the child is still not found, the Superintendent will be contacted, and, after consultation, a decision will be taken as to whether the police should be called. At this stage and throughout the incident, parents/guardians should be kept informed of all developments. A critical incident report will be filled out and filed.

Illness

A copy of our exclusion policy will be presented to you to sign, acknowledging the illnesses and conditions that will exclude a child from care or yourself from work.
Upon arrival, observe the children for signs of illness or injury. Should a child become ill while in our care, parents will be notified immediately so an authorized person can pick him/her up. Children must stay home the entire next day (ex. If they are sent home on Tuesday at any time of the day, they may not return until Thursday morning), provided they have been symptom free for 24 hours with **NO** medication. If a child was sent home for a communicable disease or rash, he/she may not return until they have been seen by a doctor and we are provided with a written note signed by the doctor stating they are not contagious or the rash has completely healed. Parents are to report the physician's diagnosis to the center so the center can make a report.

Lice: Head lice have been around a long time and do not pose a major health threat but are highly communicable and create embarrassment and panic often in parents, families, and communities.
The incidence of head lice infestations has increased considerably over the past few decades and the reasons for the increase are not clearly understood.
Students who are found to be infested with head lice (pediculosis) are required to be excluded from school until they have been treated with an adequate pediculicide (according to Kansas Administrative Regulation 28-1-6, effective 5-1-1981) and all nits (eggs) have been removed.
BELC will follow this Kansas regulation. When a child is found with head lice, his/her parent or guardian will be informed of the infestation and the child will be sent home immediately with a copy of the daycare's policy/instructions for treatment.

The child will be allowed back into care when:

-Proof of treatment with acceptable pediculicide is given (K.A.R. 28-1-6)
-All nits (eggs) are removed
-Examination by designated daycare personnel upon return
-To repeat treatment in 7-10 days and notification given to the daycare

Notification of Exposure

In the case that a child has been exposed to a contagious illness and/or common childhood problem, parents will be notified by the Director.

Medication

All medication must be authorized by a physician and kept in the original container from the pharmacy. It must be labeled with the child's name and dosage. Non-prescription medication may be given from the original container with the manufacture label. The parent must complete a medication form before a staff member can dispense any medication to a child. **We cannot accept any medication brought in a bottle or sippy cup!**

Types of medications include, but are not limited to:

- Prescription medications
- Cough syrup
- Allergy medicine
- Pain or fever-reducing medication

We have an Over-The-Counter Authorization form which parents sign for use of products such as sunscreen, lotions, insect repellent, diaper cream/ointment, etc.

Pre-Employment Requirements

The following requirements must be satisfactorily met for employment to become official:

1. Completed application
2. Background check
3. Drug testing
4. Health assessment
5. TB test

Failure to meet these requirements will result in non-employment.

Within 30 days of employment, the following are required to be submitted to BELC:

1. Foundations Module (Basic Child Development, Abuse & Neglect with head trauma, and Safe Slumber Online Training)
2. Documentation of Pediatric First Aid & CPR Training
3. Three references with phone numbers

All new employees will participate in a new employee orientation with the Director. Each new staff member will receive a job description corresponding with position hired.

Background Check

Due to the nature of our business, all potential employees are subject to a background check. This is done in the strictest confidence. The BELC is only informed if there has been any violation of KSA 65-516. Immediate termination will result if this violation is reported.

Introductory Period/Evaluations

All new employees will be on a 60-day probationary period. During this time, all new employees are expected to learn company procedures, protocol, and adequately perform the duties to which they have been hired. After the 60-day probationary period, the Director may complete an informal evaluation. This is a good opportunity for you to give and prepare for feedback.

Professional Development

Staff meetings are held on an as-needed basis. Advance notice will be given and attendance at the meetings is mandatory.
Director will meet with individual staff every 6 months regarding training, rules and expectations. At that time, a performance review will be conducted, and staff can address any concerns or questions they may have.

Per KDHE guidelines, workers in a childcare facility are required to have 16 hours per year (Sept. 1 – Aug. 31) of continuing education trainings. Some trainings will be in-person and some will be completed online.

Substance Use/Abuse

It is the policy of BELC to provide a work environment free from the use, sale, possession, or distribution of illegal drugs, or of the improper or abusive use of alcohol and other legal drugs on the center's premises.

Additionally, this policy requires employees to perform all center-related job duties, either on or off the BELC's premises, without the presence of illegal drugs, alcohol, or inappropriate legal drugs in their systems.
The objective of this policy is to ensure a safe, healthy, and work-efficient environment for employees and the general public. Smoking is prohibited on school property.

Hazards

All hazards such as knifes, pepper spray, medication, vapes, cigarettes, etc. must be locked up or kept in your vehicle at all times.

Dress Code

Simply put, keep attire appropriate. Please avoid wearing shirts with inappropriate logos, words, or pictures on them. Clothing should cover all private areas. Dresses may be worn, but shorts of some sort should be worn underneath. During the regular workday, you will be playing on the floor, outside, holding children and cleaning. You should dress appropriately for all of these settings.
If your clothing is not appropriate, you will be asked to go home and change. This time will not be paid and you will be expected to return to work.

Social Networking and Cell Phones

The BELC respects the right of employees to use social networks (including, but not limited to, personal websites, web logs/blogs, wikis, online forums, virtual worlds, Facebook, etc.) during their personal time. Use of these mediums during company time or on company equipment, however, is prohibited unless for a specific business purpose with prior approval from administration.
Phones may be used during breaks only, unless employees are logging in Brightwheel, posting on BAND, or calling police or hospital for emergency. You may use the supplied classroom iPads for documenting in the Brightwheel app, communicating with parents and staff, and for taking photos of the children.
All employees are responsible for maintaining a positive reputation of BELC and under no circumstances should employees present the company to the public in a manner that diminishes its standing within the community. Photographs of any child attending The BELC should under no circumstance be distributed to any third party, including but not limited to social networking sites, email, etc.
Suspected violations of these policies should be immediately and confidentially reported to the Director.

Benefits

Full-time employees are employees that work 35 hours or more per week, twelve months a year. All other employees are considered part time employees and do not receive fringe or retirement benefits.

Fringe Benefits

Full-time employees may participate in the benefits provided through the district's cafeteria fringe benefit plan. All such benefits shall be the responsibility of the employee through salary reduction or deduction. Selections from the cafeteria fringe benefit plan must occur with the first thirty (30) days of employment and may be amended annually at the start of each school year. The benefit of the cafeteria fringe benefit plan is that it exempts the premiums for the benefits selected by the employee to be exempt from federal and state taxes. Items chosen through the cafeteria plan may only be changed at the annual renewal period unless a qualifying family event has occurred. Such an event includes birth, death, divorce, or loss of employment for the employee or immediate family. At the time of initial employment, all employees are asked to meet with the superintendent and/or payroll clerk to review the fringe benefit plan and the rules governing it.

Fringe benefits offered through the plan include health insurance, cancer insurance, dental insurance, vision insurance, and flexible spending accounts for medical reimbursement or dependent care. Generally, employees

who select these coverages request payment of them through the "cafeteria" plan which allows payment of the premiums before payroll taxes are calculated. This saves the employee from having to pay taxes on the amount of earnings needed to pay for the premiums of the plans selected. Short term disability insurance and optional term life insurance are also offered but are not offered through the "cafeteria" plan. Premiums for short term disability and optional term life insurance are paid with earnings after payroll taxes have been deducted. Employees who have questions about any of the benefits or the cafeteria plan in general are encouraged to meet with the appropriate plan vendor or the superintendent. With the exception of health insurance, the entire premium for all of the items selected in the fringe benefit plan is the responsibility of the employee. The board contributes a share to the health insurance plan for eligible employees. The amount of the board contribution varies by position and the time the employee has been on the health plan. Information about health insurance will be shared with staff at meetings in August or when employment begins. Employees interested in health insurance should attend one of these meetings. As stated above, fringe benefits are selected on a yearly basis.

Retirement Benefits

Classified personnel who work for the district 630 hours or more per year will be required to be a member of the Kansas Public Employees Retirement System (KPERS). A state mandate percent of the employee's gross wage is withheld from each pay period for KPERS per state statute. Complete information concerning this program is available at the central office.

Using Time Off

Discretionary Leave

Full-time employees will receive 15 days (120 hours) of discretionary leave that can be used for any reason (sick days, appointments, vacation, funeral, etc.). Discretionary leave may be approved by the Director upon prior Skyward request of an employee, providing an acceptable substitute is available, and the date when leave is requested does not immediately precede or follow a school holiday unless approved as an emergency. Employees may only take more than three days off in a row with prior approval or a doctor note to return to work if ill. In the case that an employee has turned in a 2-week notice of resignation, time-off requests submitted from that point forward will be denied.

Part-time employees are those who work less than 35 hours per week. Discretionary hours offered are based on hours worked, and leave is issued according to the individual's work day. For example, a six hour per day employee will receive pay for six hours for each day of leave.

Discretionary leave will be received after 60-day probationary period. Discretionary leave not used during the employee's contracted year will be either sold back to the district or transferred to their sick bank. The days in the employee's sick leave bank can only be used for the reasons listed below in the Sick Leave section. All leave given at the beginning of the school year must be used prior to using banked sick leave.

Using Discretionary Hours

If you are sick, please notify the Director using BAND as soon as possible so that we can find a substitute for that day. It is the employee's duty to notify coworkers of absences using the BAND app calendar and ensuring the post is marked green as shared.

If you would like to request time off, you must verbally let the Director know or message the Director on BAND. Once approved, submit a time-off request in Skyward. You must request time off at a minimum of 2 weeks prior to your planned day/hours off.

Sick Leave

Sick leave bank may be used for employee illness which is defined as a state of health, either mental or physical, which prevents an employee from carrying out contractual duties. Sick leave bank may also be used for illness in the employee's immediate family (spouse or children) which prevents that family member from carrying out their duties or assignments. Sick leave bank may also be used for serious illness of extended family members or death of family members or close friends.

Attendance

Regular attendance is an essential requirement of every U.S.D. 244 employee's job description. Employees are encouraged to conserve their leave and vacation days for individual and family emergencies. When an employee is absent, other employees have to assume their daily responsibilities. Repeated absences and poor attendance create a hardship for other employees and may result in loss of employment with U.S.D. 244. Obvious and flagrant abuse of leave may result in other disciplinary action, up to and including termination, especially when an employee has entered into an unpaid leave status.

Paid Holidays

The BELC will be closed for the following holidays and full-time staff will be given paid time off if the holiday falls on a weekday. We may periodically have additional days off or in-service/training days in which the center is closed.

- New Year's Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day
- New Year's Eve

Staff who call in the day before or the day after a scheduled holiday will not receive pay for said holiday. Exceptions may be made per Director approval if time off is scheduled in advance.

Snow Days

Classified employees will be paid for a maximum of two days per year if school closes due to weather on a day that the employee is scheduled to work. In accordance with the USD 244 Staff Handbook, discretionary hours cannot be used on these days.

Pay

The pay periods for the school district end on the 26th day of each calendar month. Hours earned in the pay period are paid on the 7th of the month following. For example, hours earned from September 27th-October 26th would be paid on November 7th. You should receive the funds via direct-deposit in your account. Accurate time sheets must be submitted by the employee at the end of each week in Skyward to ensure pay for the current period.

Staff Schedules

Staff schedules are posted on BAND each morning, but they can change daily based on staffing needs and ratio requirements.

Arrival and Departure

You must arrive/clock in on time for your scheduled shift and depart/clock out when your scheduled shift ends. Employees must utilize Skyward to clock in and out. Employee's may clock in no more than 5 minutes before their scheduled shift. You may leave no earlier than your scheduled time to leave unless you have prior approval from the Director.
If you are scheduled for an opening shift, you must arrive promptly at 7:00am to get the rooms ready for children to show up at 7:15am. Opening duties are posted in each classroom.

If you are scheduled for a closing shift, you must make sure all closing duties for the room and building have been completed before you leave. Each classroom has closing duties posted, and further closing duties are listed near the south entrance of the building.

Each full-time employee is entitled to a 30-minute lunch break per day. If a longer time is needed, you must get prior approval from the Director.

Conflict Resolution

In this line of work, teamwork is required. If you have a disagreement with someone, it is recommended to present your concerns to that person in a respectful manner. If the conflict cannot be resolved in a timely manner between staff, the Director may need to be involved. You do not need to be best friends with colleagues, but it is necessary to be cordial and work well together.

Gross Misconduct

Certain offenses require immediate disciplinary action and quite possibly, termination. Some examples of prohibited activities are:

1. Neglect or physical abuse of a child.
2. Withholding or forcing of food, nap or other comforts from a child.
3. Yelling or the use of harsh tones of voice.
4. Failure to report to work.
5. Falsification of center records.
6. Conviction of a felony while employed at the center.
7. Leaving a child unattended.
8. Allowing a child to leave the center with an unauthorized person.
9. Sleeping while supervising children.
10. Insubordination.

Resignation or Change in Status

Any employee who wishes to resign should submit a written notice to the Director at least two (2) weeks prior to resignation. Time-off requests submitted from this point forward will be denied.
Change in status: Notification to the USD 244 District Office should be made within ten (10) calendar days of any change in mailing address or home telephone number, or change in family status which might alter Internal Revenue Code (IRC) section 125 fringe benefits, including marriage or divorce, birth or adoption of a child, change in employment status by the employee or spouse, or the taking of unpaid leave of absence by the employee or spouse.

Handbook, Contract, and Other Forms

USD 244 reserves the right to make changes to the Policies and Procedures Handbook, contract, or other forms as deemed necessary and appropriate. All parents will be notified in writing of the changes and when the changes will take effect.

Please sign the attached forms that document your understanding of the enclosed policies.

By signing below, employees and Director agree to abide by the written policies as stated in this staff handbook:

_____ _____

Employee's name (print): Director's name (print):

_____ _____

Employee's Signature Date: Director's Signature Date:

14.C. Approval of Introduction to Industrial Design

15. **Board Policies**

15.A. Annual Agenda Planning

ANNUAL AGENDA PLANNING
2026-2027

DATE	LOCATION	RESULTS	LINKAGE	OTHER BUSINESS
July 13 (2026)	Administration Office	None	None	Organizational Meeting
August 10	Administration Office	None	None	
September 14	Administration Office	None	None	Budget Hearing and Adoption / Annual Retreat
October 12	Administration Office	None	Ministerial Alliance	Annual Retreat Review
November 9	Administration Office	None	None	Building Report Card Review / KASB Convention
December 14	Administration Office	Focus on Math	None	
January 4 *(Linkage Only)*	Administration Office	None	Special Meeting w/ Previous Year's Graduates	
January 11	Administration Office	Focus on Reading, Writing, and Communication		Supt. Summative Evaluation and Negotiations Report Board reorganization
February 8	Administration Office	Focus on Science and Social Studies	None	
March 8	Administration Office	None	Site Council & Principals	KESA Report
April 12	Administration Office	Focus on Physical Education, Foreign Language, Performing Arts, and Visual Arts	Teachers	
May 10	Administration Office	Focus on Technology, Vocational Education, Extra Curricular Programs	None	
June 14	Administration Office	None	Administrators & Debriefing (including 21st CCLC)	Site Council Annual Reports

ANNUAL AGENDA PLANNING
2026-2027

July 12 (2027)	**Administration Office**	**None**	**None**	**Organizational Meeting**

15.B. Policy Updates

EBBE - Emergency Drills

Building principals shall be responsible for scheduling and conducting emergency and safety drills as required by law and for ensuring students are instructed in the procedures to follow during the drills and in an actual emergency.

Each building principal shall develop a written plan for specific emergency drills required by law. The plan shall include specific arrangements for the evacuation of mobility impaired and other individuals who may need assistance from staff members to safely exit the building. Although plans for evacuation are essential, the state fire marshal may grant exemptions to the number or manner of drills required by law with regard to students receiving special education or related services, upon request.

Each principal shall conduct briefings with the staff concerning the emergency plan.

Each teacher shall explain relevant portions of the plan to students under their jurisdiction prior to a date established by the principal. Within one week thereafter, the building principal shall conduct a surprise drill. Other drills shall be held at times determined by the building principal.

The four fire drills and three crisis drills required by law may be scheduled at any time during the school year. "Crisis drills" includes intruder response drills, lockdown drills, and active shooter drills but does not include active shooter simulations. T~~However, t~~he two tornado drills required shall be conducted in September and March. All these drills must be conducted by each school during school hours and cannot be made part of regular dismissal at the close of the school day.

Each emergency and safety drill plan shall be reviewed by the superintendent and filed with the clerk.

Active Shooter Drills

For the purposes of this policy, terms have the following meanings.

"Active shooter drill" means an emergency preparedness drill designed to inform and instruct students, teachers, school personnel and other school staff on how to respond in the event that an armed intruder is on the school campus or an armed assailant is in the immediate vicinity of the school. "Active shooter drill" includes:

- For grades kindergarten through five, instruction through tabletop exercises and identification of appropriate places for students to locate during an emergency; and
- for grades six through 12, the information described earlier in this definition and the practice of active shooter drills.

"Active shooter drill" does not include any sensory components, activities or elements that mimic a real-life shooting. "Active shooter drill" is not an active shooter simulation.

"Active shooter simulation" means an emergency exercise, including full-scale or functional exercises, designed to inform and instruct adult teachers, school personnel and other school staff on how to respond in the event of an armed intruder on the school campus or an armed assailant in the immediate vicinity of the school. "Active shooter simulation" includes activities or elements mimicking a real-life shooting, including, but not limited to, simulation of tactical response by law enforcement. "Active shooter simulation" does not include active shooter drills.

"School" means any elementary or secondary public school maintained and operated by a school district and any accredited nonpublic school that provides any of the grades kindergarten through 12.

"Tabletop exercise" means an exercise designed to help students better understand their individual or group roles and responsibilities. "Tabletop exercises" may include constructive problem-solving as it relates to an armed intruder on the school property or an armed assailant in the immediate vicinity of the school and may incorporate age-appropriate written or video scenarios for students to follow.

The district shall conduct active shooter drills that are consistent with the guidelines published by the Kansas State Department of Education.

Once per year, the board shall review the efficacy and effect of active shooter drills and any impacts of such drills on the safety and mental health of students, teachers, and other school personnel and staff.

The principal in any district school where an active shooter drill, active shooter simulation, or tactical training exercise is to take place shall ensure a school employee notifies each parent or person acting as parent at least 24 hours prior to an active shooter drill, active shooter simulation, or tactical training exercise. The notice shall provide that the parent or person acting as parent may opt their student out of participation in such drill or simulation. Any student who is opted out of an active shooter drill or simulation shall have the opportunity to participate in alternative safety education and shall not receive any negative or punitive treatment for not participating in such drill or simulation. If notice cannot be provided at least 24 hours prior to an active shooter drill or simulation, notice shall be provided within 24 hours of the conclusion of the active shooter drill or simulation.

Nothing in this section shall be deemed to supersede or limit the ability of a parent or person acting as parent to opt their student out of participation in an active shooter drill or simulation; or require any school to conduct active shooter drills in a manner that conflicts with the guidelines published by the Kansas State Department of Education.

Except as otherwise provided in this policy regarding tactical training exercises with law enforcement, no school shall conduct, sponsor, or permit any active shooter simulation on school property where students in grades kindergarten through eight regularly attend school.

The board of education or governing body of a school may conduct, sponsor, or permit active shooter simulations on school property, if only students in grades 9 through 12 regularly attend school on such school property.

Nothing in this section shall prohibit law enforcement agencies and adult school personnel from conducting or participating in tactical training exercises on school property if:

- The exercises do not occur during regular school hours or any time when students are present or expected to be present;
- no student participates in such exercises; and
- the board has provided prior written authorization for the use of school property for such exercises.

Approved:

KASB Recommendation–7/96; 4/07; 12/18; 6/19; 6/26

EE - Food Services Management

(See EBBD)

A supervisor may be hired by the board to oversee the district's food service program.

Sanitation Inspections

The building principal shall inspect each lunchroom to ensure that proper sanitation procedures are being followed.

Records

The supervisor shall be responsible for keeping food service records required by state and federal laws and regulations.

The supervisor shall be under the direct supervision of the superintendent and shall have control over all aspects of the district's food service programs subject to board policy, rules and state and federal regulations.

Meal Prices

Meal prices shall be determined by the board.

Free or Reduced Price Meals

Parents or guardians of students attending schools participating in federal school meal programs must be informed of the availability of reimbursable school meals and provided with information about eligibility and the process for applying for free or reduced price meals on or before the start of school each year. Access to this policy will be provided to parents or guardians when they receive information regarding eligibility and applying for free or reduced price meals.

Unpaid Meal Charges

The district's meal charging requirements are as follows.

~~*Option 1*:~~

~~A charge account for students paying full or reduced price for meals may be established with the district. Students may charge no more than $___ in the elementary grades, $___ in the middle or junior high grades, and $___ in the high school grades for the purchase of meals to this account without triggering the district's delinquent debt proceedings as outlined in this policy and board policy DP. Charging of a la carte or extra items to this account will not be permitted.~~

~~When the charge levels identified in this policy have been met, a student's meal account becomes delinquent. The student will be allowed to purchase a meal if the student pays for the meal when it is received. Students who have delinquent accounts and cannot pay out of pocket for a meal will be provided a regular, reimbursable meal from the cafeteria menu, which shall be charged to the student's account while the district proceeds with attempts to resolve the delinquent debt with the student's parent~~

~~or guardian. If attempts to receive payment for charged meals do not result in full payment of the debt in the timelines provided herein, debt collection proceedings will begin in accordance with board policy DP.~~

~~At least one verbal and one written warning shall be provided to a student and the student's parent or guardian prior to reaching the delinquent debt threshold outlined herein. Access to this policy will be provided to the student's parent or guardian with the written warning. If payment of the negative balance is not received within 5 working days of the delinquent debt threshold being attained, the debt will be turned over to the superintendent or superintendent's designee for collection in accordance with board policy DP. If the debt is not paid within 10 days of mailing the final notice of the negative account balance under policy DP, it shall be considered bad debt for the purposes of federal law concerning unpaid meal charges. Bad debt must be written off as an operating loss and restored using non-Federal funds, even if it has been turned over for collection through other legal means.~~

~~Payments for school meals may be made at the school or district office, at the point of service of school meals, or online at _____. Students, parents, and guardians of students are encouraged to prepay meal costs.~~

~~The district will provide a copy of this unpaid meal charges policy to all households at or before the start of school each year and to families and students that transfer into the district at the time of transfer. The terms of this policy will also be communicated to all district staff responsible for enforcing any aspect of the policy, a copy of the policy will be posted in district meal service facilities, and the policy will be made available on the district's website and social media accounts. Records of how and when it is communicated to households and staff will be retained.~~

~~*Option 2*:~~

A charge account for students paying full or reduced price for meals may be established with the district. Students may charge no more than ~~$___~~ $25 in the elementary grades, ~~$___~~ $25 in the middle or junior high grades, and ~~$___~~ $25 in the high school grades for the purchase of meals to this account. Charging of a la carte or extra items to this account will not be permitted.

Any student failing to keep a charge account solvent as required by this policy shall not be allowed to charge further meals until the negative account balance has been paid in full. However, such students will be allowed to purchase a meal if the student pays for the meal when it is received. Students who have charged the maximum allowance to this account and cannot pay out of pocket for a meal will be provided an alternate meal consisting of a peanut butter, nut butter alternative, or deli meat sandwich, fruit, vegetable, and milk. Care will be taken by staff members requesting and distributing any alternate meals per this policy to do so discretely, while protecting the privacy of the student and the student's parent or guardian regarding negative account balances. When providing an alternate meal, district staff will provide reasonable accommodations to students with disabilities with special dietary needs.

At least one verbal and one written warning shall be provided to a student and the student's parent or guardian prior to denying meals for exceeding the district's charge limit. Access to this policy will be provided to the student's parent or guardian with the written warning. If payment of the negative balance is not received within 5 working days of the maximum charge limit being attained, the debt will be turned over to the superintendent or superintendent's designee for collection in accordance with board policy DP. If the debt is not paid within 10 days of mailing the final notice of the negative account balance under policy DP, it shall be considered bad debt for the purposes of federal law concerning unpaid meal charges. Bad debt must be written off as an operating loss and restored using non-Federal funds, even if it has been turned over for collection through other legal means.

Payments for school meals may be made at the school or district office, at the point of service of school meals, or online at e~Funds for Schools. Students, parents, and guardians of students are encouraged to prepay meal costs.

The district will provide a copy of this unpaid meal charges policy to all households at or before the start of school each year and to families and students that transfer into the district at the time of transfer. The terms of this policy will also be communicated to all district staff responsible for enforcing any aspect of the policy, a copy of the policy will be posted in district meal service facilities, and the policy will be made available on the district's website and social media accounts. Records of how and when it is communicated to households and staff will be retained.

Approved:

KASB Recommendation - 4/07; 12/16; 6/21; 12/23; 6/24; 6/26

GAAC – Sex-Based Discrimination~~ual Harassment~~

(See GAF and JGEC)

The board of education is committed to providing a positive and productive working and learning environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates ~~and is prohibited by Title IX from engaging in such discrimination~~. Discrimination on the basis of sex, including sexual harassment, ~~will not be tolerated in the school district. Discrimination on the basis of sex~~ of employees or students of the district in any district education program or activity will not be tolerated in the school district and is strictly prohibited.

Sex-based discrimination, including ~~S~~sexual harassment, is unlawful discrimination ~~on the basis of sex~~ under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events within the United States.

~~It shall be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.~~

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

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

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

~~(Position or name~~The superintendent, located at ~~address~~301 Neosho St., Burlington, KS 66839, ~~email address,~~ and tel: ~~phone number~~620-364-8478 ~~of the Title IX Coordinator and Title VII or other compliance coordinator, if different than the Title IX Coordinator)~~ has been designated to coordinate

compliance with nondiscrimination requirements contained in Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. Information concerning the provisions of these Acts, and the rights provided thereunder, are available from the designated compliance coordinator identified herein~~Title IX Coordinator~~. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator; to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800)421-3481, or at ~~the~~ OCR@ed.gov; or both.

~~Response to Harassment Complaints~~

~~The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge. Any students who believe that he or she has been subjected to sexual harassment should report the alleged harassment to the building principal, another administrator, the guidance counselor, the Title IX Coordinator, or another licensed staff member. All employees receiving reports of sexual harassment from a student shall notify the Title IX Coordinator.~~

Definitions

For the purposes of this policy, ~~T~~the following definitions apply. ~~to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.~~

"Appeal decision-maker" reviews the appeal along with written statements in support of, or challenging, the outcome of the written determination regarding responsibility, and other relevant documentation collected during the formal grievance process. The appeal decision-maker shall not be the Title IX Coordinator, investigator, decision-maker, or informal resolution facilitator.

~~The~~ "~~complainant~~Complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

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

~~The~~ "~~decision~~Decision-maker" reviews all the evidence and prepares an impartial written responsibility determination as to whether the alleged conduct occurred and provides an opportunity for

the parties and their representatives to prepare written questions to be answered by the other party. The decision-maker shall not be the Title IX Coordinator, ~~ or~~ investigator, or informal resolution facilitator.

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

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

"Informal resolution facilitator" is a neutral person, designated by the Title IX Coordinator, who has been trained to assist the parties through the voluntary informal resolution process. The informal resolution facilitator shall not be the Title IX Coordinator, investigator, decision-maker, or appeal-decision maker.

~~The~~ "~~i~~Investigator" is the person who carries out the investigation after the formal complaint is filed and conducts interviews of the witnesses, collects and documents evidence, and drafts an investigative report. The investigator shall not be the Title IX Coordinator, decision-maker, appeal decision-maker, or informal resolution facilitator.

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

"Sex-based discrimination" means any unfair treatment, unequal opportunity, or harassment on the basis of sex in the district's programs or activities.

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

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

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

"Supportive measures" mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent regardless of whether a formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school, and other similar measures. The supportive measures provided to the complainant or respondent by the district must remain confidential to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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

Reporting of Sex-Based Discrimination, including Sexual Harassment

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

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

Any act of retaliation or discrimination against any person who has opposed discrimination; filed a complaint; or testified, assisted, or participated in any investigation, proceeding, or appeal involving

sex-based discrimination, including sexual harassment, is prohibited. The district will take appropriate available action to address retaliation, which may include student or employee discipline procedures.

It shall be a violation to discourage a student or an employee from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Violation of this policy shall result in appropriate disciplinary action.

False or malicious complaints of sex-based discrimination, including sexual harassment, may result in corrective or disciplinary action against the complainant.

False statements made in the course of an investigation of sex-based discrimination, including sexual harassment, may result in corrective or disciplinary action against the individual.

Complaint Process for Sex-Based Discrimination (Not Sexual Harassment)

Complaints of sex-based discrimination that do not allege sexual harassment will be investigated through the complaint procedure outlined in policy KN to determine whether, under the totality of the circumstances, the alleged behavior constitutes a violation of this policy. Actions determined to be in violation of this policy shall result in disciplinary action, up to and including termination for employees and expulsion for students. Actions which are in violation of other policies but do not constitute sex-based discrimination may also result in appropriate discipline.

Grievance Process for Sexual Harassment

Any employee who witnesses an act of sexual harassment or receives a complaint of harassment from another employee or a student shall report the complaint to the Title IX Coordinator, the employee's supervisor, or other designated district official. Employees who fail to appropriately report complaints or incidents of sexual harassment to the Title IX Coordinator, the employee's supervisor, or other designated district official may face disciplinary action.

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

The Title IX Coordinator, any investigator, decision-maker, appeal decision-maker, or any ~~person who facilitates an~~ informal resolution facilitator ~~process~~ shall not have a conflict of interest or bias for or against the complainant or respondent. These individuals shall receive training on the definition of sexual harassment; the scope of the education program and activities; how to conduct an investigation, including appeals and informal resolution processes; and how to serve impartially, including avoiding prejudgment of the facts, conflicts of interest, and bias.

Investigators shall receive training on issues of relevance of questions and evidence in order to create investigative reports that fairly summarize relevant evidence.

~~———~~Decision-makers shall receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

~~Investigators shall receive training on issues of relevance of questions and evidence in order for them to create investigative reports that fairly summarize relevant evidence.~~

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

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

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

Within 10 business days of any reports of sexual harassment, ~~T~~the Title IX Coordinator shall, ~~promptly respond in a meaningful way to any reports of sexual discrimination including sexual harassment, of which the district has actual knowledge as follows:~~

- ~~———C~~contact the complainant ~~within 10 business days~~ and discuss the availability of supportive measures, with or without the filing of a formal complaint~~,~~; ~~and~~ consider the complainant's wishes as to supportive measures; and

~~I~~inform the complainant of the right to a formal complaint investigation consistent with Title IX and the informal resolution process.

- ~~process.~~

Informal Resolution Process for Sexual Harassment Complaints

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

———The informal resolution process requires:

- The informal resolution facilitator is to be a trained educational professional, consultant, or other individual selected by the Title IX Coordinator who has received training on their role;
- the parties to be provided a written notice disclosing the allegations, the requirements of the informal resolution process, and information on when it may preclude the parties from resuming a formal complaint arising from the same allegations;
- at any time prior to agreeing to a resolution, any party to have the right to withdraw from the informal resolution process and resume the investigation of the formal complaint and to be informed of any consequences resulting from participating in the informal resolution process;
- that the parties voluntarily consent, in writing, to the informal resolution process; and
- that the informal resolution process is not ~~be~~ used to resolve allegations that an employee has sexually harasseds ~~s~~ a student.

If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the agreement, provide a copy of the agreement to both parties, and forward it to the Title IX Coordinator. If the matter is not resolved, the informal resolution facilitator will notify the Title IX Coordinator, who will resume the formal complaint process.

Formal Grievance Process for Sexual Harassment Complaints

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

The procedures for filing a formal complaint are as follows.

- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district concerning which the formal complaint is filed.
- A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. Filing of the complaint with the Title IX Coordinator may be done in person, by mail, or by email. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved, the Title IX Coordinator may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.

Upon receipt of a formal complaint, the Title IX Coordinator shall either dismiss the formal complaint or initiate the formal grievance process by providing notice to the parties of the complaint.

Dismissal of a Formal Complaint of Sexual Harassment

The Title IX Coordinator must dismiss the complaint if it is determined that:

- Even if all the facts alleged are true, the conduct alleged in the formal complaint would not constitute sexual harassment as defined herein;
- the conduct did not occur in the recipient's education program or activity; or
- the conduct did not occur against a person in the United States.

During the course of the formal grievance process, the Title IX Coordinator may dismiss the complaint if:

- A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- the respondent is no longer enrolled or employed by the district; or
- specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal of a complaint, the Title IX Coordinator must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Dismissal of a formal complaint does not preclude an investigation or disciplinary action under another district policy.

~~Supportive Measures~~

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

~~The Formal Complaint~~

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

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

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

Initiation of Formal Grievance Process for Sexual Harassment Complaints ~~Notice Requirements~~

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

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

- ~~An explanation of the~~The district's investigation procedures, including any informal resolution process;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
- Notice to the parties they may have an advisor of their choice and may inspect and review any evidence; and
- Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

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

Formal Complaint Investigations ~~Procedures~~Regarding Sexual Harassment

To ensure a complete and thorough investigation of any sexual harassment complaint and to protect the parties, the investigator shall:

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

- Not make credibility determinations based on the individual's status as complainant, respondent, or witness.

~~Formal Complaint Investigation Report~~

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

~~Before completing the investigative report, the investigator must send each party and their advisors the investigative report for review and allow t~~The parties shall have 10 days to submit a written response to the initial report for the investigator's consideration.

Following the opportunity for the parties and their advisors to review and respond to the initial report, the investigator shall submit a final report to the parties and the Title IX Coordinator simultaneously. Upon receipt, the Title IX Coordinator shall provide a copy of the final report and supporting documentation to the decision-maker.

Decision-Maker's Determination Regarding Sexual Harassment Complaints

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

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

- Identify the allegations potentially constituting sexual harassment;
- ~~Describe~~ describe the procedural steps taken, including any notifications to the parties, site visits, methods used to gather evidence, and interviews;
- ~~Include~~ include the findings of fact supporting the determination;
- ~~Address~~ address any district policies and/or conduct rules which apply to the facts;
- ~~A~~ a statement of, and rational for, the result as to each allegation, including a determination regarding responsibility; and
- ~~The~~ the procedures and permissible bases for the complainant and/or respondent to appeal the determination.

The written determination may, but is not required to, recommend that, based on respondent's action, respondent be subject to disciplinary sanctions and any remedies designed to preserve access to the educational program or activity that may be provided by the district to the complainant.

Actions determined to be in violation of this policy shall result in disciplinary action, up to and including termination for employees and expulsion for students. Actions which are in violation of other policies but do not constitute sex-based discrimination may also result in disciplinary action~~discipline~~.

A copy of the written determination shall be provided to both parties~~-~~ and~~t~~ the Title IX Coordinator simultaneously.

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

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

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

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

If the formal grievance process determines the actions constituted sexual harassment in violation of this policy, the respondent shall be subject to disciplinary action, up to and including termination for employees or expulsion for students. If the formal grievance process determines the actions were in violation of other policies but do not constitute sexual harassment, the respondent may be subject discipline under those policies.

If it is determined that sexual harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

Appeals Regarding Sexual Harassment Complaints

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

- Procedural irregularity that affected the outcomes;
- ~~New~~ new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the complaint was made that could affect the outcome; and/or

- ~~The~~ the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias against either party that affected the outcome.

The request to appeal shall be made in writing to the Title IX Coordinator within 10 days after the date of the written determination. Appeals shall be a review of the record by an attorney, an independent hearing officer appointed by the board, or the board. The appeal decision-maker may not be the Title IX Coordinator, the ~~Investigator~~investigator, ~~or~~ the decision-maker, or informal resolution facilitator that participated in any level of the grievance process that led to ~~from~~ the original determination.

The Title IX Coordinator shall notify the parties in writing of the filing of an appeal and implement appeal procedures equally for both parties.

The appeal decision-maker shall give the parties an equal opportunity to submit a written statement in support of, or challenging, the outcome of determination of responsibility. ~~will issue a written decision w~~Within 30 days after the appeal is filed,~~.~~ ~~The~~ the appeal decision-maker shall issue a written decision, including ~~will describe the result of the appeal and~~ the rationale for the ~~result~~decision, and ~~.~~

~~The appeal decision-maker shall:~~

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

~~Informal Resolution Process~~Recordkeeping

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

~~Dissemination of Policy~~

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

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

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

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

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

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

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

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

Dissemination of Policy

A summary of this policy and the complaint procedures including how to report or file a formal complaint of sex discrimination or sexual harassment shall be ~~posted~~ published ~~in each~~ in district ~~facility shall be published in student~~ handbooks~~,~~ and on the district's website as directed by the Title IX Coordinator. Notification of the policy may include posting informational notices in district or school publications, publishing in local newspapers, ~~publishing in newspapers and magazines operated by the school~~, or distributing memoranda or other written communications to students and employees.

In addition, the district is required to include a statement of ~~nondiscriminatory policy~~nondiscrimination in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees.

Approved:

KASB Recommendation – 7/96; 8/98; 7/03; 4/07; 6/13; 6/15; 12/18; 6/20; 7/20; 6/21; 6/26

IDAD - Title I Programs

The board shall ensure the district's Title I programs operate in accordance with federal laws and conditions, including implementing the following:

- The district will establish and operate programs, activities, and procedures for the involvement of parents in all Title I schools that are planned and operated with meaningful consultation with parents of participating children.
- The district will work with its schools to ensure that required school-level parent and family engagement policies are developed and that each school has a school-parent compact outlining shared responsibilities for improving student academic achievement.
- The district will incorporate this Parent and Family Engagement Policy into its overall Title I plan.
- To the extent practicable, the district will provide opportunities for informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Parents will be informed of their right to request additional meetings and to provide input if the Title I plan is not satisfactory.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the statutory definition of "parent and family engagement," and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
    - Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
        - that parents play an integral role in assisting their child's learning;

- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- the carrying out of other activities.~~.~~

- The school district will inform parents and parental organizations of the purpose and existence of the Kansas Parent Information Resource Center (KPIRC).

The board shall strongly encourage parental involvement in the district's Title I program. The superintendent is responsible for administering the district's Title I program. ~~; assessing the educational needs of all students, particularly the needs of educationally disadvantaged children; developing appropriate communication channels between all parties; to the extent practicable, providing full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under federal law in a format and language such parents/guardians can understand; developing in-service training for parents and staff; and developing appropriate evaluation procedures.~~

Implementation of District-Wide Parent-Family Engagement Policy

The district will adopt and implement a plan to accomplish the required components of this policy.

Annual Parent Meeting

Parents shall receive information about the Title I program, the curriculum, academic assessments, and required proficiency levels, and their right to request additional meetings. All parents of Title I students shall be invited to the meetings. The board shall designate at least one meeting date each school year to provide parents of Title I students with an opportunity to meet with school personnel in order to participate in the design and implementation of the Title I program.

Annual Evaluation

The district shall conduct, with involvement of parents, an annual evaluation of the contents and effectiveness of this policy and the accompanying plan. The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the policy and accompanying plan.

Approved:

KASB Recommendation – 6/00; 7/03; 6/04; 4/07; 12/13; 6/26

IHF - Graduation Requirements

(See JFCA)

The board may adopt graduation requirements exceeding the minimums set forth by state regulation. Unless otherwise provided herein, in order to qualify for graduation, students must earn ~~____~~ 23 academic credits for the class of 2027 and 25 credits for the class of 2028 and beyond and complete two accomplishments that demonstrate the student will be a successful high school graduate that meet~~ing~~ state and district requirements. This credit requirement shall apply beginning with those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

Exceptions may be granted by the board to waive local graduation requirements that are in excess of the state minimum requirements for students on a case-by-case basis.

The board shall award a student a diploma if the student is at least 17 years old; is enrolled or resides in the district; was in custody of the Secretary of the Kansas Department of Corrections (KDOC), the Secretary for DCF, or a federally recognized Indian tribe in this state at any time on or after the student's 14th birthday; and has achieved at least the minimum high school graduation requirements adopted by the state board of education.

Other situations which may warrant waiver of graduation requirements in excess of the minimum requirements adopted by the state board include, but may not be limited to, the following circumstances:

- If such student is an adult learner whose four-year cohorts have graduated; or
- if such student is attending an alternative school or program and has experienced high mobility, teen pregnancy, long-term illness, or other hardship conditions.

Approved:

KASB Recommendation 9/97; 6/04; 4/07; 6/15; 12/25; 6/26

JB - Attendance Records

(See JBC, JBD, ~~and~~ JBE, and JRB)

Daily attendance records shall be maintained for each student in each school. The primary responsibility for recording attendance shall be assigned to teachers using forms prescribed by the superintendent. A cumulative attendance record for each student shall also be maintained.

The superintendent shall include attendance data in an annual report to the board. Attendance problems shall result in disciplinary action and/or truancy reporting, as appropriate, and shall be reported to the board as necessary.

Approved:

KASB Recommendation–7/96; 4/07; 12/15; 6/26

JBC - Enrollment

(See IIBGB, JBCA, JBCB, JBCC, and JQKA)

Resident Students

A "resident student" is any ~~child~~ student 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.

Homeless Students

Any student who has attained the age of eligibility for school attendance may attend school in the district where the student resides or is staying if the student is homeless as defined by law. Details concerning the education of homeless students may be found in board policy JBCA.

Foster Students

Any student in the custody of the Secretary of the Department for Children and Families ("DCF") who has attained the age of eligibility for school attendance shall be permitted to enroll in and attend school in any school district of the state or remain enrolled in and continue attending school in the student's school of origin.

If a court or DCF changes the placement of a student across a school boundary within the school district, the student shall be permitted to:

- enroll in and attend the school where the student is placed; or
- remain enrolled in and continue attending the student's school of origin.

DCF shall determine the child's enrollment and attendance based on the best interests of the child.

The district shall not deny or delay enrollment and attendance of any foster student whose placement has changed on the basis that the school district or school is not in possession of the student's educational records.

Details concerning the education of foster students may be found in board policy JBCB.

Nonresident Students

Details concerning the enrollment and continued enrollment process for nonresident students may be found in board policy JBCC.

Military Students

Details concerning the enrollment and attendance of military students, as defined in state law, may be found in board policy JBCD.

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 administration's permission if they complete all paperwork in a timely fashion and are in attendance no later than September 20. Such 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~~ DCF, 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~~DCF, 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.~~

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 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; 6/23; 6/25; 6/26

JBCB – FOSTER CARE STUDENT REGULATIONS

Foster Care Student Regulations

To Aid ~~I~~in Implementation of Federal Law

NOTE: -This document MUST be approved by board action to become policy. File with clerk, distribute to principals, and duplicate as necessary in district newsletters and other documents.

The Every Student Succeeds Act ("ESSA") addresses additional protections for students in foster care and establishes a system of joint responsibility for school districts, the Kansas State Department of Education ("KSDE"), and the Kansas Department for Children and Families ("DCF") to ensure the educational stability of students in foster care.

For the purposes of these regulations, "foster care" means 24-hour substitute care for children placed away from their parents and for whom a child welfare agency has placement and care duties. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes.

Transportation of Students in Foster Care (See sample transportation procedure below)
ESSA requires each Kansas school district to collaborate with child welfare agencies, such as DCF and tribal child welfare agencies, to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (when in the student's best interest) will be provided, arranged, and funded. The procedures must ensure that the transportation will be provided promptly, in a cost-effective manner, and in accordance with federal law. Also, they must address how additional costs will be absorbed. Therefore, if there are any additional costs incurred to maintain a foster care student in his or her school of origin, the district will provide the transportation if:

1. DCF agrees to reimburse the district for the additional costs;
2. The district agrees to pay the additional costs; or
3. DCF and the district split the additional costs.

Upon request, the district will provide an assurance to KSDE that the district has transportation procedures meeting the above requirements.

Additional Costs
"Additional costs" reflect the difference between what the district would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. Title I, Part A funds may be used to pay for additional transportation costs in Title I districts.

School of Origin
The "school of origin" is the school in which a student is enrolled at the time of placement in foster care or of a change in placement. A student in foster care is entitled to remain enrolled in his or her school of origin unless it is determined not to be in the student's best interest to stay at that school.

Best-Interest Determination
DCF will make the final decision regarding whether it is in a student's best interest to remain in the school of origin. District staff may be asked to provide information on the "educational best interest" of the student to support educational decision-making based on what is best for the student academically. For students receiving special education and related services under the Individual with Disabilities Education Act or for students on Section 504 accommodation plans, it is recommended that relevant team

members should be consulted in the best interest determination process, as the district will still be required to ensure compliance with Least Restrictive Environment requirements.

The United States Department of Education has provided a list of factors that may be considered in determining the student's educational best interest, which include appropriateness of the current setting, proximity of placement to school attendance centers, the child's preference, the parents' preference, the child's attachment to the school of origin, where siblings will be placed, and the availability of needed services. The "best-interest determination" may not be made based on transportation costs or funding.

District Foster Care Liaison

The "district foster care liaison" is a district employee who facilitates the enrollment in or transfer to a public school of a student in the district who is a ward of the state. The district's foster care liaison is considered the designated point of contact for collaboration with DCF on transportation procedures.

The District has designated the following staff person as the District foster care liaison:

~~Name:~~
Position: Superintendent
~~E-mail:~~
Address: 301Neosho St., Burlington, KS 66839 66839
Telephone: 620-364-8478

Child Welfare Agency

In Kansas, DCF is the regular child welfare agency for collaboration on transportation procedures. The Child Protective Services ("CPS") division of DCF will typically be the division that works with the district on issues related to students in foster care, however, tribal child welfare agencies may also be involved with this process. Therefore, whenever DCF is used in these regulations, it may be deemed to apply to any child welfare agency based on the circumstances.

Child Welfare Contact

The district, if receiving Title I, Part A funds, must collaborate on transportation procedures with the DCF-designated contact if DCF notifies the district in writing that DCF has designated an employee to serve as a point of contact for the district.

Approved:

KASB Recommended Regulations – 12/16; 5/26

General Transportation Procedures ~~(OPTIONAL)~~

To ensure that transportation is provided promptly when it is determined to be in the best interest of a student in foster care to remain in the school of origin, the district has developed the following transportation procedures. These procedures will guide the development of an individual transportation plan for a student needing transportation to his or her school of origin.

If the secretary of DCF changes the placement of a child from one school district to another school district or across a school boundary within the same district, and determines that it is in the best interests of the child to remain enrolled in and attending the school of origin, the affected school district and the secretary shall coordinate to develop a transportation plan to get the child to and from such school of origin.

Such plan shall address the availability and cost of such transportation, including how such costs shall be reimbursed by the secretary, paid by the school district, or shared between both parties. When developing such transportation plan, consideration shall be given to the:

(A) Age, maturity and behavioral capacity of the child;
(B) type of transportation available;
(C) flexibility in the school schedule;
(D) the effect of extracurricular activities on transportation options;
(E) traffic routes and patterns; and
(F) individualized needs of the child.

Funding Strategies

The district and DCF have identified the following funding options that may be implemented if additional costs to transport a student in foster care to the school of origin are determined:
(Adjust the items below to include those agreed upon by the district and DCF. Consider any cost-sharing strategies that the district has used successfully with neighboring districts in transporting students who are homeless to and from their school of origin or any other programs where transportation costs are shared.)

1. Cost sharing between the district and DCF through use of a specific transportation strategy in which each party is responsible for a segment of the transportation;
2. Offset of costs by DCF, such as using Title IV-E funds paid to a foster parent or caregiver for transportation;
3. Cost sharing between the school district of attendance and the school district where the student is living;
4. Use of the district's Title I funds;
5. Use of Medicaid reimbursements if the IEP for a student receiving special education services will include transportation as a related service;
6. Use of any available grant funds; and
7. [Other].

Transportation Strategies

The following transportation strategies may be considered in achieving transportation to a student's school of origin:

(Adjust the items below to include those agreed upon by the district and DCF. Consider any strategies that have been used successfully to transport students who are homeless to and from their school of origin and effective practices currently used to share transportation costs with neighboring districts, community partners, or others.)

1. Arranging transportation by the foster parent or caregiver to the school of origin or to a bus stop on a route to the school of origin, such as when the foster parent lives within a certain distance from the school of origin;
2. Arranging transportation by a relative or another adult approved by DCF with whom the student has a relationship and whose existing commute aligns with the student's transportation need to the school of origin or a bus stop on a route to the school of origin;
3. Maximizing the existing district transportation system by exploring ways the student can be transported to an existing bus stop that serves the school of origin (options to transport the student to an existing bus stop could occur through use of public transportation with a bus pass or transportation voucher, or transportation by the foster parent or caregiver, a relative, or another adult with whom the student has a relationship);
4. Using existing intradistrict transportation options that allow students to be transported within the district, such as routes for students who are homeless, students attending magnet programs, or students receiving special education services (this option may require the addition of a bus stop on an existing route or that an existing route be rerouted to accommodate the transportation needs);
5. Coordinating with the district in which the student is living to provide transportation to the district boundaries or an existing bus stop within the district;
6. Evaluating whether an IEP for a student receiving special education services will include transportation to the student's special education program at the school of origin as a related service;
7. Contracting with a private transportation company, such as a taxi service, for the student's transportation needs;
8. Using public transportation with a bus pass or transportation voucher;
9. Adding a district transportation route; or
10. [Other].

Individual Transportation Plan

When DCF determines that the best interest of a student in foster care is to remain in the school of origin, the district foster care liaison will take steps to promptly collaborate with relevant DCF staff on how transportation to the school of origin will be provided, arranged, and funded.

When possible, and to allow for adequate consideration of the student's needs, individual transportation planning will begin in advance of placement changes and will occur in coordination with the consultation on the student's educational best interest.

The district foster care liaison will convene a meeting to establish an individualized transportation plan for the student. The liaison will attempt to include the student's DCF education decision-maker and others who may be involved in education decision-making for the student, such as the student's caseworker, foster parent or caregiver, and the court-appointed special advocate (CASA) liaison. The District foster care liaison may also involve other district staff, as appropriate. The liaison will involve the district transportation director if the individual transportation plan will involve adjustments to existing bus routes.

If necessary, the district foster care liaison will identify a short-term transportation strategy that may be used until the final transportation plan is completed so that the student can remain at the school of origin without interruption.

In evaluating transportation options to the school of origin, participants will prioritize student safety, cost effectiveness, reliability, and time and distance of the commute.

Determining Additional Costs

To identify whether additional costs will be incurred in an individual transportation plan to transport the student to the school of origin, the foster care liaison will consult with the district transportation director to calculate the cost of transporting the student to the school that the student would otherwise attend, which will be used as a comparison. In accordance with the federal Non-Regulatory Guidance, if the district is able to provide transportation through an established bus route, there are no additional costs. If the district will reroute buses or provide transportation through a private vehicle or transportation company, the district may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.

Administrative costs, such as additional staff time to coordinate transportation, will also be considered in determining whether there are additional costs to transport the student in foster care to the school of origin.

Plan Elements

The individual transportation plan may include:

1. A daily transportation strategy;
2. One or more backup transportation strategies;
3. Transportation strategies to allow participation in after-school and extracurricular activities;
4. A description of the funding strategy that will be used if additional costs to transport the student to the school of origin are identified;
5. Identification of who is responsible for each aspect of the transportation strategy;
6. Designation of an adult to accompany younger students, if necessary, such as when public transportation is used;
7. For transportation strategies with multiple segments, sign off procedures to ensure that the student safely and successfully completes each segment;
8. A communication protocol between the District and DCF when transportation for a student is no longer needed; and
9. A regular review process for adjusting transportation strategies when circumstances change.

The final individual transportation plan will require a signature by the foster care liaison and a district official who has authority to approve any additional expenditure. The DCF education decision-maker and the foster parent or caregiver, if different from the education decision-maker, will also be asked to sign the plan.

Approved:

KASB ~~Optional~~ Procedures – 12/16; 6/26

JBCB - Foster Care Students

(See EDAA, JBC, ~~and~~ JBCA, and JRB)

The district, in accordance with state and federal law and the Kansas state plan, will ensure students placed in foster care within the school district have access to a public education in a stable educational environment. For the purposes of this policy and its applicable regulations, "foster care" means 24-hour substitute care for children placed away from their parents and for whom a child welfare agency has placement and care duties.

Point of Contact

The board shall designate an employee to serve as a point of contact for child welfare agencies on behalf of the district.

Mobile Crisis Helpline

Crisis support for Kansas families and children to resolve an emotional, psychiatric, or behavioral health crisis is available through the Department of Children and Families Mobile Crisis Helpline, 1-833-441-2240, including:

- Problem solving to resolve behavioral health crisis;
- Referral to community resources or recommendation to engage in stabilization services;
- In-person support via mobile crisis response; and
- Contacting mobile crisis response unit to assist in emergency situations.

Services are available to all Kansans 20 years or younger including anyone in foster care or formerly in foster care.

Enrollment and Attendance in School

Foster students will be enrolled in and attend school as outlined in policy JBC.

Transfer of Records

The expedited transfer of student records for students experiencing a change in placement within the foster care system is covered in policy JRB.

Approved:

KASB Recommendation – 12/16; 12/21; 6/26

Note: The reader is encouraged to review regulations and forms for related information.

JBCC - Enrollment of Nonresident Students

(See JBC, JBCA, JBCB, and JQKA)

Kansas law requires the board to allow nonresident students to enroll in and attend the schools of the district if the board's capacity determination finds there are open seats for such students. In order to determine the district's capacity to accept nonresident students at each grade level in each district school, the board has adopted this policy.

Details concerning the nonresident enrollment and continued enrollment processes for nonresident students may be found in this policy, while general processes on enrollment documentation, assignment to buildings and classes, etc., may be found in board policy JBC.

This policy does not apply to any virtual school, as defined by Kansas law, or to any school located on a military installation.

Any child who is experiencing homelessness shall be permitted to enroll in and attend the school district of origin or the school district of residence without application and acceptance through this policy.

Any student in custody of the Department for Children and Families who has attained the age of eligibility for school attendance shall be permitted to enroll in and attend any school in any school district of the state or remain enrolled in and continue attending school in the student's school of origin without application and acceptance through this policy.

Any foreign exchange student who resides, or will reside, with a host family in the district may be permitted to enroll in and attend school in the district as if the student were a resident and shall not be subject to the open-seat lottery for enrollment and attendance purposes.

Definitions

For the purposes of this policy, the following definitions apply.

"Homeless child" means a child who lacks a fixed, regular and adequate nighttime residence and whose primary nighttime residence is:

A. A supervised publicly or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters and transitional housing for the mentally ill;

B. an institution that provides a temporary residence for individuals intended to be institutionalized; or

C. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for humans.

Except as otherwise provided in this policy, "n~~N~~onresident student" means a child of school age, pursuant to Kansas law, who resides in Kansas and is enrolled and in attendance at or seeking to enroll and attend a school located in a district where such student is not a resident.

"Parent" means and includes natural parents, adoptive parents, stepparents, and foster parents.

"Person acting as parent" means:

A. A guardian or conservator; or

B. a person, other than a parent, who:

   i. Is liable by law to maintain, care for or support the child;

   ii. has actual care and control of the child and is contributing the major portion of the cost of support of the child;

   iii. has actual care and control of the child with the written consent of a person who has legal custody of the child; or

   iv. has been granted custody of the child by a court of competent jurisdiction.

"Receiving school district" means a school district of nonresidence of a student who attends school in such school district.

"Sibling" means a brother or sister of the whole or half blood, adoptive brother or sister, a stepbrother or stepsister or a foster brother or foster sister.

Determining Capacity for Nonresident Enrollment

The superintendent or designee has the responsibility for studying capacity in each school of the school district and at each grade level within each school and for making recommendations to the board regarding the district's capacity to accept nonresident students. To make recommendations to the board to assist with determining capacity, the superintendent or the superintendent's designee(s) shall do the following.

The superintendent or designee shall develop recommendations on capacity and classroom student-to-teacher ratios in each grade level in each school serving kindergarten students and students in grades one through eight. Such recommendations may be based on, but not be limited to, the following factors:

- Present classroom student-teacher ratios in each grade level in each school;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends; and

- maximum capacity of the classroom and associated learning, activity, and common area spaces.

The superintendent or designee shall develop recommendations on capacity and student-to-teacher ratios for each school building or program serving students in grades nine through twelve. Such recommendations may be based on, but not be limited to, the following factors:

- Present building or program student-teacher ratios;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends;
- anticipated demand for particular courses or programming; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

On or before May 1st of each year, the superintendent shall present the recommendations concerning capacity and student-to-teacher ratios to the board for adoption or modification, and the board shall determine, for each grade level in each school building of the school district for the next succeeding school year, the following:

- Capacity based on the study conducted by the superintendent or the superintendent's designee;
- the number of students expected to attend school in the school district; and
- the number of open seats available to nonresidents at each grade, building, or program level.

On or before June 1st of each year, the district shall publish the number of open seats available to nonresident students in each grade level for each school building of the district for the next succeeding school year on the school district's website.

From January 1st through June 15th, district administration shall accept applications from nonresident students seeking to enroll in and attend the district in the next school year.

If the number of applications for a grade level in a school building is ~~less~~ fewer than the number of available seats for that grade level in the school building, the nonresident students shall be accepted for enrollment and attendance at the school district, unless the nonresident student is deemed not in good standing.

If the number of applications for a grade level in a school building is greater than the number of available seats for the grade level in the school building, district administration shall randomly select nonresident students deemed in good standing using a confidential, open-seat lottery process. This process shall be completed on or before July 15th of each year.

The district shall provide to the parent or person acting as a parent of a nonresident student who was not accepted for or denied enrollment at such school district the reason for the nonacceptance or denial and an explanation of the nonresident student selection process on or before July 30th of each year.

Priority in Filling Open Seats

Regardless of capacity determinations, any nonresident student whose ~~has a~~ parent or person acting as parent is employed by the district ~~the following categories of students~~ shall be allowed to enroll as if a resident student ~~s~~while the parent or person acting as a parent remains employed by the district, ~~if~~ and they ~~are~~ student is deemed to be in good standing by district administration.~~:~~

- ~~any child who is in the custody of the Department for Children and Families and who is living in the home of a nonresident student who transfers to the district; or~~
- ~~any nonresident student who has a parent or person acting as parent employed by the district, while the parent or person acting as a parent remains employed by the district.~~

~~Further, a foreign exchange student who is admitted to the district in accordance with Policy JGKA and who resides, or will reside, with a host family may be permitted to enroll in and attend the host family's resident school district as if the student were a resident of the school district.~~

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

- Any sibling of a nonresident student who is enrolled in and attending school in the district or who is accepted to enroll in and attend school in the district, with priority given when the nonresident student is first accepted and, if necessary, at any other time the district considers transfer applications; and
- any nonresident student who is a military student as defined in K.S.A. 72-5139, with priority given when the student is first accepted and, if necessary, at any other time the district considers transfer applications.

If one of these exceptions no longer applies to the student, the student's enrollment status would be subject to review based upon the considerations for determining good standing in this policy.

Prohibitions Regarding Open Enrollment Provisions of this Policy

The district shall not:

- Charge tuition or fees to any nonresident student who transfers to the district pursuant to this policy, except fees that are otherwise charged to every student enrolled in and attending school in the district; or

- accept or deny a nonresident student transfer based on ethnicity; national origin; gender; income level; disabling condition; proficiency in the English language; or measure of achievement, aptitude, or athletic ability.

Except for a child in the custody of the Department for Children and Families or a child who is experiencing homelessness, a nonresident student shall not transfer more than once per school year to one or more receiving school districts pursuant to the provisions of this policy or authorizing Kansas law.

Transportation of Students

Neither a resident school district nor a receiving school district shall be required to provide transportation to nonresident students unless otherwise required by applicable law. If space is available on district transportation vehicles, the district may assign nonresident students an in-district bus stop to and from which transportation may be provided by the district for nonresident students. The receiving district may provide transportation from the student's residence by notifying the sending district of the receiving district's intent to provide transportation. The district shall ensure that transportation for nonresident homeless students is provided comparably to that of housed students.

KSHSAA Eligibility

Nothing in this policy or state law shall exempt a nonresident student who transfers into the district from the requirements of the Kansas State High School Activities Association ("KSHSAA") regarding eligibility to participate in KSHSAA activities.

Information Share with the Kansas State Department of Education

The superintendent shall annually submit, or have submitted, to the Kansas State Department of Education this policy, the number of nonresident student transfers approved and denied in each grade level, and whether the denials were based on capacity or in accordance with the policy's terms.

Nonresident Student Continued Enrollment

A nonresident student who has been accepted for enrollment and attendance at a district school shall be permitted to continue enrollment and attendance in the district until such student graduates from high school, reaches the age of 21 (if the student is a student with an exceptionality, not solely eligible for gifted services under an individualized education program), or receives a G.E.D., unless such student is no longer deemed by district administration to be in good standing.

Except as otherwise specified herein, nonresident students who were enrolled in and attending the district during school year 2023-2024, who were attending the district as a resident student in 2023-2024 but have since moved out of the district, or who have been accepted for enrollment by the school district on or after June 1, 2024, will be allowed to continue enrollment in the district as specified above. The

district will not require parents of such students or adult or emancipated students to resubmit a new application each school year.

Determining Good Standing

Regardless of capacity to accept nonresident students at a nonresident student's grade level or in the student's designated school or program, an individual student may be denied enrollment or continued enrollment for not being in good standing. Nonresident student applicants for enrollment and nonresident students already enrolled in and attending school in the district shall be evaluated by district administration to determine standing for enrollment or continued enrollment.

Students may be denied enrollment or continued enrollment 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. Similarly, administration shall consider the adverse impact of homelessness on a student's attendance and any resulting suspensions or expulsions before making a determination on the enrollment or continued enrollment of a student who is homeless. As part of this reflection, administration shall consider the obstacles a homeless student faces to arrive at school on time or each day due to housing instability, lack of transportation, or lack of other basic resources that can hinder consistent attendance.

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

- The nonresident student failed to maintain a 90% attendance rate in the last school year, excluding excused absences under board policy JBD and/or any relevant student handbook language;
- the nonresident student or the student's parent or person acting as a parent provided false or fraudulent information in the application process;
- the nonresident student is not a Kansas resident;
- the student is currently under a period of suspension or expulsion from any Kansas school district, and such suspension or expulsion will not expire until after the next school year has begun.
- the student has had three or more out-of-school suspensions in the current school year, excluding suspensions determined to be a manifestation of the student's disability or a failure on the part of school staff to implement an individualized education program, Section 504 plan, or behavior intervention plan; or
- the student has been given a long-term suspension or expulsion by a school district in the current school year.

Parents shall be informed of any administrative decision not to enroll or to discontinue enrollment of a nonresident student.

If district administration denies the enrollment application of a nonresident student due to the school district deeming the nonresident student as not in good standing, the parent or person acting as a parent of such student may appeal the decision to the board. A current nonresident student who is determined not to be in good standing shall not be entitled to the appeal process outlined herein.

Any student who has been denied enrollment or continued enrollment due to being deemed not in good standing may reapply for nonresident enrollment in subsequent school years.

Appeal Process

If a nonresident student's application for enrollment is denied because the student is determined not to be in good standing, the parent or person acting as a parent may appeal the administrative decision to the board.

If a parent or person acting as a parent wishes to appeal this decision, a written request for an appeal must be submitted to the clerk of the board within 10 days of receiving notice the student's application has been denied for lack of good standing. Such request shall include the individual's reasons for disagreeing with the administration's decision.

The board shall consider any appeal of these decisions and any supplemental documentation provided therewith at the next regularly scheduled board meeting following receipt of the request for appeal, and the board's designee shall notify the requestor of the result of the appeal in writing within 10 days of the board's decision thereon.

Enrollment of Out-of-State Students

If capacity for nonresident student enrollment remains after the aforementioned application, enrollment, and the disenrollment process has concluded, district administration may consider applications for enrollment submitted by students who are not Kansas residents. However, priority in enrollment shall be given to Kansas residents.

If a student who is an out-of-state resident is in good standing and has a parent or a person acting as a parent who is employed by the district, district administration may allow the student to enroll in and attend school in the district as if they were a resident of the district.

Approved:

KASB Recommendation – 6/23; 10/23; 5/24; 12/25; 6/26

JBD - Absences and Excuses

(See AEB, IHEA, JB, JBE, JBH, and JDD)

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

Procedures for notifying parents on the day of a student's absence shall be published in the student handbook.

Excused/Unexcused Absences

The definition of "excused absence" includes the following:

- Personal illness;
- Health-related treatment, examination, or recuperation;
- Serious illness or death of a member of the family;
- Obligatory religious observances;
- Participation in a district-approved or school sponsored activity or course;
- Absences prearranged by parents and approved by the principal; and
- Students of ~~active duty~~active-duty military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment.

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

Significant Part of a School Day

An absence of two or more hours in any school day shall be considered an absence for a significant part of the school day.

Make-Up Work

It is the student's responsibility to obtain make-up assignments from teachers following an excused or unexcused absence.

Approved:

KASB Recommendation – 7/96; 9/97; 4/07; 12/14; 6/15; 6/26

JGEC – Sex-Based Discrimination~~ual Harassment~~

(See GAAC, GAAD, GAF, JDDC and KN)

The board of education is committed to providing a positive and productive ~~learning and~~ working and learning environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates ~~and is prohibited by Title IX from engaging in such discrimination~~. Discrimination on the basis of sex, including sexual harassment, ~~will not be tolerated in the school district. Discrimination on the basis of sex~~ of employees or students of the district in any district education program or activity will not be tolerated in the school district and is strictly prohibited.

Sex-based discrimination, including ~~S~~sexual harassment, is unlawful discrimination ~~on the basis of sex~~ under Title IX of the Education Amendments of 1972~~, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination~~. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events within the United States.

~~It shall be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.~~

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

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

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

~~(Position or name, address, email address, and phone number of the Title IX Coordinator)~~ The superintendent at 301 Neosho St., Burlington, KS 66839 and tel: 620-364-8478 has been designated to coordinate compliance with nondiscrimination requirements contained in Title IX of the Education

Amendments of 1972~~, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination~~. Information concerning the provisions of thisese Acts, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator; to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800)421-3481~~; or~~ at OCR@ed.gov; or both.

~~Response to Harassment Complaints~~

~~The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge. Any students who believe that he or she has been subjected to sexual harassment should report the alleged harassment to the building principal, another administrator, the guidance counselor, the Title IX Coordinator, or another licensed staff member. All employees receiving reports of sexual harassment from a student shall notify the Title IX Coordinator.~~

Definitions

For the purposes of this policy, ~~T~~the following definitions apply~~ to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.~~

"Appeal decision-maker" reviews the appeal along with written statements in support of, or challenging, the outcome of the written determination regarding responsibility, and other relevant documentation collected during the formal grievance process. The appeal decision-maker shall not be the Title IX Coordinator, investigator, decision-maker, or formal resolution facilitator.

~~The~~ "~~complainant~~Complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

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

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

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

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

"Informal resolution facilitator" is a neutral person, designated by the Title IX Coordinator, who has been trained to assist the parties through the voluntary informal resolution process. The informal resolution facilitator shall not be the Title IX Coordinator, investigator, decision-maker, or appeal-decision maker.

~~The~~ "~~i~~Investigator" is the person who carries out the investigation after the formal complaint is filed and conducts interviews of the witnesses, collects and documents evidence, and drafts an investigative report. The investigator shall not be the Title IX Coordinator, decision-maker, appeal decision-maker, or informal resolution facilitator.

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

"Sex-based discrimination" means any unfair treatment, unequal opportunity, or harassment on the basis of sex in the district's programs or activities.

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

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

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

"Supportive measures" mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent regardless of whether a formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school, and other similar measures. The supportive measures provided to the complainant or respondent by the district must remain confidential to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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

Reporting of Sex-Based Discrimination, including Sexual Harassment—

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

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

Any act of retaliation or discrimination against any person who has opposed discrimination; filed a complaint; or testified, assisted, or participated in any investigation, proceeding, or appeal involving sex-based discrimination, including sexual harassment, is prohibited. The district will take appropriate available action to address retaliation, which may include student or employee discipline procedures.

It shall be a violation to discourage a student or an employee from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Violation of this policy shall result in appropriate disciplinary action.

False or malicious complaints of sex-based discrimination, including sexual harassment, may result in corrective or disciplinary action against the complainant.

False statements made in the course of an investigation of sex-based discrimination, including sexual harassment, may result in corrective or disciplinary action against the individual.

Complaint Process for Sex-Based Discrimination (Not Sexual Harassment)

Complaints of sex-based discrimination that do not allege sexual harassment will be investigated through the complaint procedure outlined in policy KN to determine whether, under the totality of the circumstances, the alleged behavior constitutes a violation of this policy.

Actions determined to be in violation of this policy shall result in disciplinary action, up to and including termination for employees and expulsion for students. Actions which are in violation of other policies but do not constitute sex-based discrimination may also result in appropriate discipline.

Grievance Process for Sexual Harassment

Any employee who witnesses an act of sexual harassment or receives a complaint of harassment from another employee or a student shall report the complaint to the Title IX Coordinator, the employee's supervisor, or other designated district official. Employees who fail to appropriately report complaints or incidents of sexual harassment to the Title IX Coordinator, their supervisor, or other designated district official may face disciplinary action.

Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education.

The Title IX Coordinator, any investigator, decision-maker, appeal decision-maker, or any ~~person who facilitates an~~ informal resolution facilitator ~~process~~ shall not have a conflict of interest or bias for or against the complainant or respondent. These individuals shall receive training on the definition of sexual harassment; the scope of the education program and activities; how to conduct an investigation, including appeals and informal resolution processes; and how to serve impartially, including avoiding prejudgment of the facts, conflicts of interest, and bias.

Investigators shall receive training on issues of relevance of questions and evidence in order to create investigative reports that fairly summarize relevant evidence.

~~———~~Decision-makers shall receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

~~Investigators shall receive training on issues of relevance of questions and evidence in order for them to create investigative reports that fairly summarize relevant evidence.~~

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

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

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

Within 10 business days of any reports of sexual harassment, ~~T~~the Title IX Coordinator shall ~~promptly respond in a meaningful way to any reports of sexual discrimination including sexual harassment of which the district has actual knowledge as follows:~~

- ~~———C~~contact the complainant ~~within 10 business days~~ and discuss the availability of supportive measures, with or without the filing of a formal complaint~~,~~; ~~and~~ consider the complainant's wishes as to supportive measures; and

~~I~~inform the complainant of the right to a formal complaint investigation consistent with Title IX and the informal resolution process.

- ~~process.~~

Informal Resolution Process for Sexual Harassment Complaints

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

The informal resolution process requires:

- The informal resolution facilitator is to be a trained educational professional, consultant, or other individual selected by the Title IX Coordinator who has received training on their role;
- the parties to be provided a written notice disclosing the allegations, the requirements of the informal resolution process, and information on when it may preclude the parties from resuming a formal complaint arising from the same allegations;
- at any time prior to agreeing to a resolution, any party to have the right to withdraw from the informal resolution process and resume the investigation of the formal complaint and to be informed of any consequences resulting from participating in the informal resolution process;
- that the parties voluntarily consent, in writing, to the informal resolution process; and
- that the informal resolution process is not used to resolve allegations that an employee has sexually harassed a student.

If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the agreement, provide a copy of the agreement to both parties, and forward it to the Title IX Coordinator. If the matter is not resolved, the informal resolution facilitator will notify the Title IX Coordinator, who will resume the formal complaint process.

Formal Grievance Process for Sexual Harassment Complaints

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

The procedures for filing a formal complaint are as follows.

- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district concerning which the formal complaint is filed.
- A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. Filing of the complaint with the Title IX Coordinator may be done in person, by mail, or by email. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved, the Title IX Coordinator may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.

Upon receipt of a formal complaint, the Title IX Coordinator shall either dismiss the formal complaint or initiate the formal grievance process by providing notice to the parties of the complaint.

Dismissal of a Formal Complaint of Sexual Harassment

The Title IX Coordinator must dismiss the complaint if it is determined that:

- Even if all the facts alleged are true, the conduct alleged in the formal complaint would not constitute sexual harassment as defined herein;
- the conduct did not occur in the recipient's education program or activity; or
- the conduct did not occur against a person in the United States.

During the course of the formal grievance process, the Title IX Coordinator may dismiss the complaint if:

- A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- the respondent is no longer enrolled in or employed by the district; or
- specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal of a complaint, the Title IX Coordinator must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Dismissal of a formal complaint does not preclude an investigation or disciplinary action under another district policy.

~~Supportive Measures~~

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

~~The Formal Complaint~~

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

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

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

Initiation of Formal Grievance Process for Sexual Harassment Complaints ~~Notice Requirements~~

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

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

- ~~An explanation of the~~The district's investigation procedures, including any informal resolution process;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
- Notice to the parties they may have an advisor of their choice and may inspect and review any evidence; and
- Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

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

Formal Complaint Investigations ~~Procedures~~Regarding Sexual Harassment

To ensure a complete and thorough investigation of any sexual harassment complaint and to protect the parties, the investigator shall:

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

- Not make credibility determinations based on the individual's status as complainant, respondent, or witness.

~~Formal Complaint Investigation Report~~

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

~~Before completing the investigative report, the investigator must send each party and their advisors the investigative report for review and allow t~~The parties shall have 10 days to submit a written response to the initial report for the investigator's consideration.

Following the opportunity for the parties and their advisors to review and respond to the initial report, the investigator shall submit a final report to the parties and the Title IX Coordinator simultaneously. Upon receipt, the Title IX Coordinator shall provide a copy of the final report and supporting documentation to the decision-maker.

Decision-Maker's Determination Regarding Sexual Harassment Complaints

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

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

- Identify the allegations potentially constituting sexual harassment;
- ~~Describe~~ describe the procedural steps taken, including any notifications to the parties, site visits, methods used to gather evidence, and interviews;
- ~~Include~~ include the findings of fact supporting the determination;
- ~~Address~~ address any district policies and/or conduct rules which apply to the facts;
- ~~A~~ a statement of, and rational for, the result as to each allegation, including a determination regarding responsibility; and
- ~~The~~ the procedures and permissible bases for the complainant and/or respondent to appeal the determination.

The written determination may, but is not required to, recommend that, based on respondent's action, respondent be subject to disciplinary sanctions and any remedies designed to preserve access to the educational program or activity that may be provided by the district to the complainant.

Actions determined to be in violation of this policy shall result in disciplinary action, up to and including termination for employees and expulsion for students. Actions which are in violation of other policies but do not constitute sex-based discrimination may also result in disciplinary action.

A copy of the written determination shall be provided to both parties and the Title IX Coordinator simultaneously.

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

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

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

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

If the formal grievance process determines the actions constituted sexual harassment in violation of this policy, the respondent shall be subject to disciplinary action, up to and including termination for employees or expulsion for students. If the formal grievance process determines the actions were in violation of other policies but do not constitute sexual harassment, the respondent may be subject to discipline under those policies.

If it is determined that sexual harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

Appeals Regarding Sexual Harassment Complaints

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

- Procedural irregularity that affected the outcomes;
- ~~New~~ new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the complaint was made that could affect the outcome; and/or

- ~~The~~ the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias against either party that affected the outcome.

The request to appeal shall be made in writing to the Title IX Coordinator within 10 days after the date of the written determination. Appeals shall be a review of the record by an attorney, an independent hearing officer appointed by the board, or the board. The appeal decision-maker may not be the Title IX Coordinator, the ~~Investigator~~investigator, ~~or~~ the decision-maker, or informal resolution facilitator that participated in any level of the grievance process that led~~from~~ to the original determination.

The Title IX Coordinator shall notify the parties in writing of the filing of an appeal and implement appeal procedures equally for both parties.

The appeal decision-maker shall give the parties an equal opportunity to submit a written statement in support of, or challenging, the outcome of the determination regarding responsibility. ~~will issue a written decision w~~Within 30 days after the appeal is filed,~~.~~ ~~The~~ the appeal decision-maker shall issue a written decision, including ~~will describe the result of the appeal and~~ the rationale for the ~~result~~decision, and ~~.~~

~~The appeal decision-maker shall:~~

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

~~Informal Resolution Process~~Recordkeeping

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

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

~~responsibility, the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility.~~

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

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

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

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

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

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

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

Dissemination of Policy

A summary of this policy and the complaint procedures including how to report or file a formal complaint of sex discrimination or sexual harassment shall be ~~posted~~ published ~~in each~~ in district ~~facility shall be published in student~~ handbooks~~,~~ and on the district's website as directed by the Title IX Coordinator. Notification of the policy may include posting informational notices in district or school publications, publishing in local newspapers, publishing in newspapers and magazines operated by the school, or distributing memoranda or other written communications to students and employees.

In addition, the district is required to include a statement of ~~nondiscriminatory policy~~nondiscrimination in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees.

Approved:

KASB Recommendation – 7/96; 8/98; 7/03; 4/07; 6/13; 6/15; 12/18; 6/20; 7/20; 6/21; 6/26

JGFGA - Administration of Emergency Opioid Antagonists

Kansas law creates standards governing the use and administration of emergency opioid antagonists approved by the U.S. Food and Drug Administration ("FDA") to inhibit the effects of opioids and for the treatment of an opioid overdose. Any first responder or school nurse is authorized to possess, store, distribute, and administer emergency opioid antagonists as clinically indicated, provided that all personnel with access to emergency opioid antagonists are trained in proper protocol.

Similarly, Kansas law allows a patient or bystander (meaning a family member, friend, caregiver, or other person in a position to assist a person who the bystander believes to be experiencing an opioid overdose) to acquire and utilize emergency opioid antagonists.

Therefore, to further prioritize student health and safety in its schools, programs, and activities, ~~the board authorizes~~ the district ~~to~~ shall obtain, store, and administer the emergency opioid antagonist ~~naloxone~~Naloxone, which is commonly known by the brand name Narcan, ~~and/or other opioid antagonists~~ for emergency use in its schools. A stock supply of Naloxone may consist of one or more standard-dose prepackaged nasal spray devices. The school nurse ~~or~~ and other properly trained and designated district staff members may administer such medication in emergency situations to an individual who displays the signs and symptoms of opioid overdose at school, on school property, or at a school-sponsored event if such school nurse or designated school staff member reasonably believes that an individual is exhibiting the signs and symptoms of an overdose. Opioid antagonists may be available during the regularly scheduled school day. They may be available at other times at the discretion of the superintendent.

The board establishes the following rules governing the utilization and administration of emergency opioid antagonists, such as, but not necessarily limited to, ~~n~~Naloxone ~~and Narcan~~, by members of district staff.

Training

If obtaining the emergency opioid antagonist through a pharmacy, the providing pharmacy of the emergency opioid antagonist (hereafter "the product") shall provide written education and training materials to the individual to whom the product is dispensed. First Aid for Opioid Overdose must be obtained by each school nurse and other staff members designated by the superintendent to respond to potential opioid overdose situations. In addition, all district staff members with access to emergency opioid antagonists shall be trained, at a minimum, on the following:

- Techniques to prevent opioid overdose, to recognize signs of such an ~~opioid~~ overdose and to effectively respond thereto;
- Standards and procedures to safely store the emergency opioid antagonist where readily accessible to the school nurse, if applicable, or other designated school staff members

responsible for distribution~~, distribute,~~ and ~~administer an~~administration of the emergency opioid antagonist;

- Spotting potential side effects or adverse events that may occur as a result of administering an emergency opioid antagonist;
- Emergency follow-up procedures, including the requirement to summon emergency ~~ambulance~~ medical services either immediately before or immediately after administering an emergency opioid antagonist to a patient; ~~and~~
- Inventory requirements, recordkeeping, and reporting any administration of an emergency opioid antagonist to the school nurse or another healthcare provider~~.~~; and
- Availability of drug treatment programs.

District staff members personally acquiring such products for use as a patient or bystander are encouraged to inform the school nurse or the superintendent's designee, so that they may be trained in proper protocol and included in the school or district's crisis response plan regarding potential opioid overdose.

Procurement of the Product

The school nurse or other staff member(s) designated by the superintendent will be responsible for the procurement of the product.

Storage

The following storage protocols shall be followed:

- The product will be clearly marked and stored in an accessible place at the discretion of the school nurse or the superintendent's designee.
- The product will be stored in accordance with the manufacturer's instructions to avoid extreme cold, heat, and direct sunlight.
- Inspection of the product shall be conducted at least quarterly.
- The individual responsible for the product's safekeeping shall check, document, and track the expiration date found on the box. Pursuant to Kansas law, "emergency opioid antagonist" is defined to include an expired emergency opioid antagonist up to 10 years past the products expiration date. Therefore, the individual responsible for the product's safekeeping shall ~~and~~ replace the product ~~once it has expired~~ on or before the 10th anniversary of its expiration date.

Use of the Product

In case of a suspected opioid overdose, the school nurse, designee, or other individual shall follow the protocols outlined in the training or product instructions in administering the product.

Follow-up

- After administration of the product, the school nurse, or other designated staff, will report appropriate information to emergency services, parents (guardians), central office personnel, and if determined necessary, the patient will be transported to a hospital.
- The school nurse or other designated staff will complete the designated incident report and file the report with the school nurse or district office, whichever is applicable.

Limitations on School Nurses

While Kansas law supports the use of emergency opioid antagonists for up to 10 years after their expiration dates, school nurses are not to prescribe, dispense, distribute, or furnish expired emergency opioid antagonist, in order to protect their professional licenses.

Gifts, Grants, and Donations

The board is authorized by law to accept monetary gifts, grants, and donations to provide a stock supply of Naloxone for emergency use in its schools or may accept Naloxone nasal spray devices from manufacture or wholesalers.

Protection from Liability

Any patient, bystander, school nurse, a first responder, or technician operating under a first responder agency, who, in good faith and with reasonable care, receives and administers an emergency opioid antagonist pursuant to this policy to a person experiencing a suspected opioid overdose shall not, by an act or omission, be subject to civil liability or criminal prosecution, unless personal injury results from the gross negligence or willful or wanton misconduct in the administration of the emergency opioid antagonist.

Publish Policies and Procedures

The district shall publish information related to its Naloxone policies and procedures in student handbooks and any other locations, as determined by appropriate by the superintendent.

Approved:

KASB Recommendation – 6/23; 6/24; 6/26

JGFGAA - Stock Supply of Emergency Medication

Any school may maintain a stock supply of emergency medication, such as epinephrine and/or albuterol, upon obtaining a prescription from a physician, certified nurse-midwife, a licensed advanced practice registered nurse, or a licensed physician assistant.

A stock supply of epinephrine may consist of one or more standard-dose or pediatric-dose epinephrine ~~auto-injectors~~ delivery systems. A school nurse or designated school personnel may administer epinephrine in an emergency situation to any individual who displays the signs and symptoms of anaphylaxis at school, on school property or at a school-sponsored event if the staff member reasonably believes that an individual is exhibiting the signs and symptoms of an anaphylactic reaction.

A stock supply of albuterol may consist of one or more albuterol metered-dose inhalers, one or more doses of albuterol solution and one or more spacers or nebulizers. A school nurse or designated school personnel may administer albuterol in an emergency situation to any individual who displays the signs and symptoms of respiratory distress at school, on school property or at a school-sponsored event if the staff member reasonably believes that an individual is exhibiting the signs and symptoms of respiratory distress.

A school that maintains a stock supply of emergency medication shall adhere to the following requirements and establish procedures in accordance therewith:

- The emergency medication will be stored in a safe location that is readily accessible to the school nurse or designated school personnel in accordance with manufacturer temperature recommendations;
- The school nurse or designated school personnel shall periodically monitor the inventory and expiration dates of the emergency medication;
- Emergency medication shall only be administered by designated school personnel; and
- Training requirements for designated school personnel shall be conducted as outlined in this policy.

Information related to the school's emergency medication policies and procedures shall be published _____.

A school may accept monetary gifts, grants, and donations to carry out the provisions of this section or may accept epinephrine ~~auto-injectors~~ delivery system, albuterol metered-dose inhalers, albuterol solution, spacers, or nebulizers from a manufacturer or wholesaler.

Training

Training shall be conducted by a school nurse, physician, or mid-level practitioner at least annually for designated school personnel. Such training shall include, but may not be limited to, the following:

- Recognition of the symptoms of anaphylaxis and respiratory distress;
- Administration of emergency medication;
- Calling for emergency medical system responders;
- Monitoring the condition of an individual after emergency medication has been administered;
- Notification of the parent, guardian, or next of kin; and
- Safe disposal and sanitation of used equipment.

The school shall maintain records of the training provided to designated school personnel.

Use of Stock Medication

If epinephrine or albuterol is administered in an emergency situation, the school nurse, designee, or other individual shall follow the protocols outlined in the training or product instructions.

Follow-up

After administration of the emergency medication, the school nurse or other designated staff member will report appropriate information to emergency services, parents or guardians, central office personnel, and, if determined necessary, the patient will be transported to a hospital.

The school nurse or other designated staff member will complete an incident report and file the report with the school nurse or district office, whichever is applicable.

Protection from Liability

The practice of the healing arts shall not be construed to include any person administering epinephrine or albuterol in emergency situations to an individual if:

- The person administering the epinephrine reasonably believes that the individual is exhibiting the signs and symptoms of an anaphylactic reaction; or
- The person administering the albuterol reasonably believes that the individual is exhibiting the signs and symptoms of respiratory distress;
- A physician or mid-level practitioner, after reviewing the school's policies and procedures, has authorized, in writing, the school to maintain a stock supply of emergency medication; and
- The emergency medication is administered at school, on school property or at a school-sponsored event.

Any person who in good faith renders emergency care or treatment, without compensation, through the administration of emergency medication to an individual at school, on school property, or at a school-sponsored event, and any school that employs or contracts such person shall not be held liable for any civil damages as a result of such care or administration or as a result of any act or failure to act in providing or arranging further medical treatment when the person acts as an ordinary reasonably prudent person would have acted under the same or similar circumstances.

Approved:

KASB Recommendation – 12/24; 6/26

JGFGBA - Student Self-Administration of Medications

(See JDDA, JDDAA, JGFGB)

Epinephrine and Inhalers

The self-administration of medication is allowed for eligible students in grades K–12. As used in this policy, medication includes, but is not limited to, a medicine for the treatment of anaphylaxis or asthma listed in current federal regulation as an inhaled bronchodilator or ~~auto-injectable~~ epinephrine delivery system. Self-administration is the student's discretionary use of an approved medication for which the student has a prescription or written direction from a ~~health care~~ healthcare provider.

As used in this policy, "~~health care~~ healthcare provider" means a physician licensed by the state board of healing arts to practice medicine and surgery~~; an advanced registered nurse~~ or a mid-level practitioner as defined in state law~~, or a licensed physician assistant who has authority to prescribe drugs under the supervision of a responsible physician~~.

Student Eligibility

An eligible student shall meet all the following requirements:

- Have a written statement from the student's ~~health care~~ healthcare provider stating the name and purpose of any prescription medication~~/s~~;
- Know the prescribed or recommended dosage;
- Know the time the medication is to be regularly administered;
- Be able to articulate any additional special circumstances under which the medication is to be administered;
- Know the length of time for which the medication is prescribed; and
- The student shall also demonstrate to the ~~health care~~ healthcare provider or the provider's designee, as applicable, and the school nurse or the nurse's designee, as applicable, the skill level necessary to use the medication and any device that is necessary to administer the medication. In the absence of a school nurse, the school shall designate a person who is trained to witness the demonstration.

Authorization Required

With regard to prescription medications which are not administered on a regular schedule, the student's ~~health care~~ healthcare provider shall prepare a written treatment plan for managing the student's condition, such as asthma attacks or anaphylaxis episodes, and for medication use by the student during school hours. The student's parent or guardian shall annually complete and submit to the school any written

documentation required by the school, including the treatment plan prepared by the student's ~~health care~~ healthcare provider. Permission forms shall be updated ~~{during enrollment/or_____}~~.during enrollment.

Employee Immunity

All teachers responsible for the student's supervision shall be notified that permission to carry medications and self-administer has been granted. The school district shall provide written notification to the parent or guardian of a student that the school district and its officers, employees, and agents are not liable for damage, injury, or death resulting directly or indirectly from the self-administration of medication.

Waiver of Liability

The student's parent or guardian shall sign a statement acknowledging that the school district and its officers, employees, or agents incur no liability for damage, injury, or death resulting directly or indirectly from the self-administration of medication and agreeing to release, indemnify, and hold the district and its officers, employees, and agents~~,~~ harmless from and against any claims relating to the self-administration of medication allowed by this policy.

Additional Requirements for Students Prone to Specified Emergencies

- The school district shall require that any back-up medication provided by the student's parent or guardian be kept at the student's school in a location to which the student has immediate access if there is an asthma or anaphylaxis emergency;
- The school district shall require that ~~all~~ necessary and pertinent information be kept on file at the student's school in a location easily accessible if there is an asthma or anaphylaxis emergency;
- Eligible students shall be allowed to possess and use approved medications at any place where the student is subject to the jurisdiction or supervision or the school district, its officers, employee, or agents; or
- The board may adopt policy or handbook language which imposes additional requirements relating to the self-administration of medication allowed for in this policy and may establish a procedure for, and the conditions under which, the authorization for student self-administration of medication may be revoked.

Over-the-Counter Medications

A student may self-administer specified over-the-counter medications with written parental authorization on file in the school office.

The student's parent or guardian shall sign a statement acknowledging that the school district and its officers, employees, or agents incur no liability for damage, injury, or death resulting directly or

indirectly from the self-administration of over-the-counter medication and agreeing to release, indemnify, and hold the district and its officers, employees, and agents harmless from and against any claims relating to the self-administration of medication allowed by this policy.

Misuse of Medications

Self-administration of any medication, including prescription and over-the-counter medication, at a dosage or rate exceeding product label instructions may result in denial of the privilege to self-administer any medication and/or disciplinary action as outlined in policy JDDAA.

Approved:

KASB Recommendation – 6/04; 6/05; 4/07; 12/16; 12/23; 12/24; 6/26

JQKA - Foreign Exchange Student

(See JBC and JBCC)

Foreign exchange students from approved organizations may be admitted to the district on a tuition-free basis to the extent staff, facilities, equipment, and supplies are available. Other foreign exchange students who meet residency requirements may be allowed to enroll in the district under rules established by the board. Students who enter the country on an F-1 visa shall pre-pay tuition equal to the current cost per pupil as calculated by the Kansas State Department of Education.

Any foreign exchange student admitted into the district in accordance with this policy who resides, or will reside, with a host family residing therein may be permitted to enroll in and attend school in the district as if the student were a resident of the school district.

Approved:

KASB Recommendation - 7/96; 9/97; 4/07; 12/15; 6/20; 6/26

JRB - Release of Student Records

(See BCBK, CN, CNA, ECA, IDAE, JGGA, JR et seq. and KBA)

Individual student files are not available for public inspection. Except as provided in IDAE with regard to student records which are student data submitted to or maintained in a statewide longitudinal data system, the custodian of student records shall disclose the student's educational records only as provided for in this policy.

Directory Information

Annual notice shall be given to parents and eligible students concerning their rights with regard to student records. In addition, the custodian of the educational records shall give annual public notice of the class of records the institution has designated as directory information and of the right of the parent or eligible student to opt-out of the release of directory information without prior written consent. The appropriate forms for providing notice shall be on file in the office of the custodian of the educational records.

After giving notice and allowing a reasonable period of time for parents or eligible students to inform the district that any or all of the directory information should not be released without prior written consent, the custodian of records may make directory information available without parental or eligible student's consent.

The custodian of records shall make student recruiting information (including student name, address, and telephone listing) available to military recruiters and postsecondary institutions unless parents or eligible students provide a written request to the district providing that the specified information not be released without prior written consent. Notice of the option to opt-out of the release of recruitment information shall be provided to parents and eligible students in the district's annual notice of rights under the Family Educational Rights and Privacy Act.

For the purposes of this policy, school official means teacher, administrator, other certified employee, or board of education. The district may disclose, without the parents or eligible students' 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.

The custodian may disclose students' education records to the following persons without the prior consent of the parents:

- Other school officials, including teachers within the district who have legitimate educational interests;
- Officials of other schools or school systems in which the student intends to enroll. The school district will forward student records to such institutions without further notice to the parents or eligible student when the disclosure is initiated by a parent or eligible student, or an annual notice provided to parents and eligible students by the district informs them that such records will be automatically disclosed to these institutions for the purposes of enrollment or transfer of the student;
- Authorized persons to whom a student has applied for or from whom a student has received financial aid;
- State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statutes;
- Organizations conducting studies for educational agencies for the purpose of developing, validating or administering student tests or programs;
- Accrediting organizations;
- Parents of a student 18 years of age if parents claim the student as a dependent for income tax purposes;
- Appropriate persons if knowledge of any information is necessary to protect the health or safety of the student or other persons in an emergency;
- An agency caseworker or representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student and when any further disclosure of such information thereby will be limited in accordance with law; and
- In compliance with a lawfully issued subpoena or judicial order.

Access will be granted to any third party upon written authorization of the eligible student, parent or guardian.

No personally identifiable information contained in personal school records shall be furnished to any person other than those named herein. When there is written instruction from the student's parents, guardian or the eligible student specifying the records, the reasons and the person(s) to whom the release is to be made, a copy of the records to be released shall be made available to the student, parents or

guardian upon request. When information is requested in compliance with a judicial order or pursuant to any lawfully issued subpoena, parent(s)/guardian and the student shall be notified of the orders or subpoenas in advance of compliance with the order or subpoena unless:

- the order or subpoena specifically forbids such disclosure; or
- the order is issued in the context of a court proceeding where a parent is a party and the proceeding involves child abuse and neglect or dependency matters.

Nothing contained in this policy shall preclude authorized representatives of the Comptroller General of the United States, the Secretary and an administrative head of an educational agency or state authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of federally supported education programs or the enforcement of the federal legal requirements which relate to these programs.

The data collection by such official with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of students or their parents or guardian on the data collected and provided.

All persons, agencies or organizations desiring access to the records of a student shall be required to sign a form, which shall be kept permanently with the student's file, but only for inspection by the parents/guardian, the student or a school official responsible for record maintenance. The form signed shall indicate the specific educational or other interest of each person, agency or organization has in seeking this information.

Personal information shall be transferred to a third party only on the condition that such party shall not permit any other party to have access to such information without the written consent of the student's parents or the eligible student. The board and staff shall protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted or authorized by the board or administration.

Regulations established under this policy shall include provisions controlling the use, dissemination and protection of such data.

~~Forwarding~~ Prohibition on Withholding Pupil Records

Administrators shall forward student's school records upon request and may not withhold them for any reason.

Expedited Transfer of Exceptional Student Records

All records of an exceptional student, who is transferred to another district or across a school boundary within the district, shall be transferred at the same time that the student is transferred, or as soon thereafter as possible.

If an exceptional student's transfer is a result of the student's change in placement by the Department for Children and Families ("DCF"), the Kansas Department of Corrections, or the Office of Juvenile Justice and Delinquency Prevention, it shall be the duty of the respective secretary or commissioner to notify the affected school district or districts that the student's placement has changed and request that student's records be transferred.

It shall be the duty of the school district and school in possession of any records pertaining to the student to cooperate with the secretary or commissioner and transfer all such records to the school district or school where such student is transferred. Such records shall be transferred as soon as possible following receipt of such ~~notice ,~~notice, but not later than two business days following the business day that such notice was received by the school district.

Records of Transferred Foster Care Students

The school district and school in possession of any records pertaining to a foster care student transferred due to a change in placement from one school district to another or across a school boundary within the district shall cooperate with DCF and transfer all school records of the student to the school district or school where the student is transferred. These records shall be transferred as soon as possible following receipt of notice of the student's change of placement, but not later than two business days following the business day that such notice was received by the school district.

As used in this policy, "business day" means any weekday from Monday through Friday in which the school district or school's administrative office is open. "Business day" does not include any federal or state holiday, any weekday that the school district or school's administrative office is closed, or any weekday in which the school day has been canceled due to inclement weather or any other unforeseen circumstance.

Approved:

KASB Recommendation – 7/96; 6/00; 7/02; 7/03; 4/07; 2/13; 6/14; 12/16; 6/26

16. **Student Issue**

16.A. Executive Session Regarding A Student Issue

17. **Closing Items**

17.A. Debriefing

17.B. Adjournment