

Atchison Elementary School



2018-2019 Student/Family Handbook

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Stop School Violence
Anonymous – Toll Free 1.877.626.8203
Kansas School Safety Hotline

Atchison Public Schools USD 409

The mission of the Atchison Public School District shall be to identify and remove all barriers to promote equal opportunities for success by all students.

The vision of the Atchison Public School District:
Building Successful Futures – Every Student, Every Day.

Welcome to AES

It is our pleasure to welcome you and your family to Atchison Elementary School. Our team is devoted to providing a safe, enriching, and nurturing environment for your child. We realize the importance of instilling in each child an attitude of self-respect and self-worth, and we strive to provide a variety of opportunities for each student to reach their potential in their academics and character development.

Atchison Elementary is a positive place. Exhibiting a positive attitude is essential for all members of our school community. With a positive attitude, respect for everyone, and belief in their potential, students will achieve success in their class work, activities, and relationships with their peers and staff.

Your support is an integral part of our success as a community of learners. Cooperative efforts between home and school pave the way for a successful elementary experience. We welcome your suggestions and look forward to your active participation in their education this year.

Heather Renk
Primary Principal

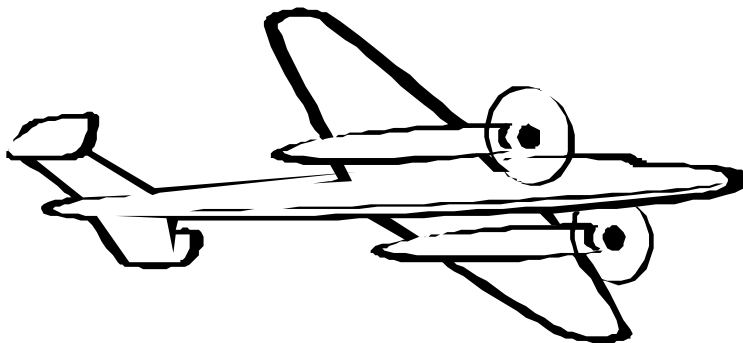
Nichole Honeywell
Intermediate Principal

Lisa Pierce
Assistant Principal

The AES staff commits to every student learning to SOAR – at AES and beyond!

Atchison Elementary School Aviators:

Show integrity
Own your learning
Accept responsibility
Respect yourself and others



NOTE: This handbook is meant to be an abbreviated version of Atchison Public Schools policies, rules and regulations. Should a discrepancy between Board policy and any language in this handbook arise, Board policy will supersede this handbook.

Table of Contents

Welcome to AES	1
Address/Phone Number Change	4
Attendance	4
Attendance - Release of Student During School.....	4
Bullying Policy - Bullying by Students	4
Our Plan to Address Bullying.....	5
AES Rubric for Peer-to-Peer Bullying Behaviors.....	6
Explanation of Consequences	6
Cold Weather Policy - Recess	7
Daily Schedule	7
Dress Code	7
Electronic Devices	8
Emergency Drills	8
Evacuation/Relocation	8
Emergency Safety Interventions.....	8
Field Trips	13
Health Information	13
Health - Head Lice (Pediculosis).....	13
Homework	13
Nuisance Items	14
Nutrition Services	14
Breakfast	14
Promotion & Retention	14
Reporting of Accidents	14
Social-Emotional Learning	15
Student Conduct	15
Discipline Categories of Inappropriate Behavior	15
Category 2: Behaviors that are related to illegal activity.....	15
Category 1: Behaviors that disrupt the learning environment	15
Discipline Philosophy	17
Student Conduct: Bus Riding.....	17
Student Conduct: Cafeteria Conduct	19
Student Conduct: Recess/Playground Conduct	19
Student Transportation	19
Morning Drop Off	19
During School Pick Up.....	19
Afternoon Pick Up	20
Bus Riders	20
Success for All Reading	20

Telephone Calls	20
Tobacco Products	20
Vandalism	20
Visitors	20

Address/Phone Number Change

Please notify the school secretary within seven days if any of the following change: numbers for home or parent/family members' work, mailing or street address, e-mail address, or emergency contacts. School Messenger will be our main electronic means of communication with families, so please keep your information current.

Attendance

Family members must call or contact the building office if a child is absent from school for any reason. A student's absence from the classroom learning experience disrupts the continuity of the learning process. Many of the benefits of attending school are lost during extended absences and cannot be entirely regained even by additional instruction. Thus, school attendance is necessary and the school district requires regular attendance in compliance with state law. The State of Kansas expects schools to have an attendance rate above 90%. By Kansas Statute 72-1111, all children between the ages of 7 and 18 are required to attend school on a regular basis. Furthermore, Kansas Statute 72-1113 requires school administrators to report to DCF or the County Attorney students who are inexcusably absent from school for all or a significant part of three consecutive school days, or five school days in a semester, or seven days in a year, whichever occurs first. If a child has been to the doctor's office, please make sure that a "return to school" note is sent to the office. We will accept a doctor's note up to 5 school days after the child returns to school. The principal is responsible for determining whether an absence/tardy is excused or unexcused. The following absences may be excused by the principal: illness or injury, doctor appointments (may require a doctor's note), religious reasons, family emergencies, death in the family, or reasons approved by the principal. Absences will not be excused for shopping trips, babysitting, hair appointments, working part-time jobs, or general absences for personal business, which could be taken care of outside the school day. Students of active duty military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment. Note: If a student is tardy more than 2 hours (10:25 am), the student will be counted absent for one half day.

Attendance - Release of Student During School

Students shall not leave the school grounds during the school day. To be allowed to leave the school grounds for any reason, the student must receive permission from the office. This permission shall only be granted by the office staff if they receive a written or telephone request from the student's parent or approved family member. **Approved adults must check in at the office before going to the child's classroom, and sign their child out of the building before removing them from the school grounds.**

Bullying Policy - Bullying by Students

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

The administration shall propose, and the board shall review and approve a plan to address bullying as prohibited herein. The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board.

Students who have bullied others in violation of this policy may be subject to disciplinary action, up to and including suspension and expulsion. If appropriate, students who violate the bullying prohibition shall be reported to local law enforcement.

The Atchison Public School District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- It is aggressive behavior or intentional harm toward others.
- When it is carried out repeatedly and over time.
- When it occurs within an imbalance of power.

Harassment, intimidation or bullying can take many forms including, but not limited to: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refer to the individual’s choice to engage in the act rather than the ultimate impact of the action(s). “Cyberbullying” means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.

In any harassment, intimidating, or bullying situation, there are at least three types of participants:

- The Bully; one who exhibits bullying behavior;
- The Target; the one or ones to whom the bullying behavior is intended; and
- The Bystanders; those who stand and watch the harassment, intimidation, or bullying behavior, but do not get involved in any manner.

The goal of the Atchison Public Schools is to eliminate the types of negative behavior listed above, to help students, employees, volunteers, and patrons have an avenue to report such behaviors, and to educate everyone in how to identify and stop such behaviors from occurring on USD 409 grounds and vehicles.

Our Plan to Address Bullying

1. Our district Board of Education has set policy concerning the creation of a plan to eliminate bullying behaviors through the educational processes at AES. The Board Policy is written in the school calendar, and you can also receive a copy from each attendance center.
2. We have set clear rules and consequences that will be followed by administration and staff. A rubric of those rules and consequences will be found in the following pages.
3. We will continue to reward positive behavior within each classroom. We encourage parents/families to follow through with praise for appropriate behaviors at home.
4. We will assess bullying behaviors at school. In addition, we will analyze all data to improve the overall climate at AES in an effort to reduce and eliminate bullying behaviors.
5. The staff will be provided on-going training on the identification of bullying behaviors, and how to address those situations to reach a positive outcome for everyone involved.
6. Our expectation is that bullying behaviors are reported to the appropriate adults in the school setting; bus drivers, teachers, paraprofessionals, other staff members, and administration in a timely manner. This will aid the administration in dealing with the issues as they arise. Family members can access a reporting link on the District webpage (www.usd409.net - Schools – Elementary School – Report An Incident on left side of page).
https://docs.google.com/a/usd409.net/forms/d/1T4vgd4FzBcluQ2br52PuZxiU7ssXbR2e0vOaI6xl_to/view_form?embedded=true
7. Our goal is to provide good communication with parents/families when students exhibit bullying behaviors, when students are targets of such bullying behaviors, and students who may be involved as bystanders.

AES Rubric for Peer-to-Peer Bullying Behaviors

Note: The administrator reserves the right to work with parents/families and students in a different manner than is outlined in the rubric below.

BULLYING BEHAVIOR	FIRST INCIDENT	SECOND INCIDENT	THIRD INCIDENT	FOURTH INCIDENT
Teasing/Exclusion	<ul style="list-style-type: none"> • Verbal reminder by staff member • Note to parent/family by teacher 	<ul style="list-style-type: none"> • 1 Day ISS • Reflection on more appropriate behavior • Apology note • Parent/Family contacted 	<ul style="list-style-type: none"> • 3-5 days ISS • Parent/family contacted • Individual behavior plan 	<ul style="list-style-type: none"> • Office referral • Parent/family conference • 1 day OSS

Physical Bullying	<ul style="list-style-type: none"> • 1 day ISS • Parent/family contacted • Reflection sheet • Apology 	<ul style="list-style-type: none"> • Office referral • Parent/family contacted • 3-5 days ISS • Individual behavior plan 	<ul style="list-style-type: none"> • Office referral • Parent/family conference • 1 day OSS 	<ul style="list-style-type: none"> • Office referral • Parent/family conference • 3-5 days OSS • Contact outside agencies
Severe Physical Bullying, Threats of Serious Violence, or Severe Harassment (Sexual and/or Racial)	<ul style="list-style-type: none"> • Office referral • Parent/family conference • 3-5 days ISS • Contact District Office 	<ul style="list-style-type: none"> • Office referral • Parent/family conference • 5-10 days ISS • Individual behavior plan • Contact outside agencies 	<ul style="list-style-type: none"> • Office referral • Parent/family conference • 1-5 days OSS 	<ul style="list-style-type: none"> • Office referral • Parent/family conference • 5-10 days OSS • Consider long term suspension or expulsion

Explanation of Consequences

(For use by teachers or administration)

- **Verbal Behavior Reminder** – Staff member clearly explains appropriate behavior expectations and gives examples of what to do differently next time.
- **Loss of Privilege** – A consequence which will remove the student from regular classroom activities (recess, lunch in the office, parties, assemblies and other activities determined by the staff or administrator)
- **Parent/Family Contact** – A note, email, face-to-face conference, or phone call may be made to the parent. Students may be asked to share their participation in the bullying behavior.
- **Reflection** – Depending on the grade level, this may be a thinking and oral process or a written document during the time of lost privilege or at home. The student must describe the inappropriate behavior, the understanding of the consequence, and what behavior will occur in the future.
- **Apology** – Depending on the grade level, this may be oral or in writing. The student will describe the inappropriate behavior, identify how the target must have felt, and what appropriate behavior will be exhibited in the future.

- **Office Referral** – A written document of the student’s actions and/or words, and a consequence given by the administrator.
- **Individual Plan** – Any of the following; student, parents/family members, teacher(s), staff members, and principal will meet to create an action plan for the student to follow in the future. The plan will outline the appropriate behaviors that should occur, and what consequences will be earned if the student exhibits inappropriate behavior in the future.
- **ISS** – In School Suspension – The student will be removed for all or part of the class period or school day as outlined in the office referral. This time may be spent in the office or in another classroom supervised by a staff member.
- **OSS** – Out of School Suspension – The student will be removed from school for the length of time outlined on the office referral. The student will not be permitted on school or District grounds for any activity during the OSS period.
- **Contact District Office** – If it is deemed necessary by the administrator, the appropriate personnel at the USD 409 District Office will be contacted for further documentation or reporting.
- **Contact Outside Agencies** – If it is deemed necessary by the administrator, any outside agency such as police, The Guidance Center, DCF (Department of Child and Family Services), KVC (Kaw Valley Corporation), etc. will be contacted to report the incident. Pursuant to K. S. A. 72-89b03 and USD 409 District Policy, if the student has broken the law, the principal must notify the police.

(Note: The administrator reserves the right to use any and all of the above consequences outline above at any incident level depending on the details of the situation.)

Cold Weather Policy - Recess

In an effort to give students as much physical activity and fresh air as possible, teachers and staff at AES will attempt to have students play outside throughout the school year during recess times. We will plan to go outside for all or part of a recess period if the wind chill temperature is above 20 degrees Fahrenheit.

Daily Schedule

Students are not to arrive at school before 7:45 a.m. School begins at 8:25 a.m. All students are to be present in the gym at this time. Tardiness begins at 8:30 a.m. If a student arrives at school late, the student is to report to the office before proceeding to the classroom. If there is a change of transportation plans it must be in writing or called in to the office by 3:00 p.m. on the day of the change. School will be dismissed at 3:31 p.m. Parents/Families are encouraged to pick up students promptly at 3:31 p.m. There is an early release school schedule for teacher professional work time – 8:25 am start time to 2:21 pm dismissal time. Generally, these early release days are every two weeks on Wednesdays. Dates are outlined on the District calendar. You can obtain the dates for early release days from the AES office.

Dress Code

In addition to the district dress code policy, AES includes the following information about appropriate dress at school. This includes dressing appropriately for recess during colder weather. Neatness and decency are emphasized as guidelines for the dress code. The principal shall make the final determination regarding the appropriateness of a student's appearance. Students who are inappropriately dressed will be required to change their clothing.

1. Students' bodies must be sufficiently covered to insure modesty: No bare midriffs, chests, or net shirts. Short shorts or skirts are prohibited. Each must extend to mid-thigh. Shirts must extend over pants. No flesh shall be exposed when seated or raising hands.
2. Any apparel with reference to tobacco, alcohol, obscenity, or profanity is prohibited.
3. Hats and sunglasses are not to be worn in any part of the school building. (Unless designated as a Spirit Day.)
4. For student safety tennis shoes are strongly recommended. Heelies roller skates are not permitted. For safety reasons, it is recommended that students wear no open toe/heel shoes such as sandals, flip-flops or crocs. This is a safety issue with our playground surface.
5. In certain areas of curricular and extracurricular activities more specific dress standards may be established and maintained.

Electronic Devices

We recognize that cell phones have become a common tool for communication. However, they have also become a major distraction to the learning environment and are vulnerable to theft. We ask that you allow your child to carry a cell phone **only if absolutely necessary**.

While on school property or while attending school-sponsored or school-related activities, or on school busses or vehicles provided by the district, students shall not use electronic devices in a manner that poses a threat to the academic integrity, disrupts the learning environment or violates the privacy of others. This includes such devices but not limited to cell phones, iPods, iPad, computers, and mp3 players. Students in possession of the devices shall observe district and building policies. Upon entering the building in the morning, students who bring cell phones to school must keep them powered **off** and in their backpack at all times while on school grounds. If a student's phone or any other personal electronic device is discovered turned "on", it may be confiscated by the staff member and sent to the office. Atchison Elementary School is not responsible for lost, stolen, or damaged cell phones or personal electronic devices. If a student chooses to bring any of these items to school, and a theft or disappearance occurs, the student and or parent or a family member should contact the local police department and report the incident. **Sexually Explicit, Vulgar, or Violent Material**- Students shall not send, share, display, view or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, nudity, vulgar, threatening, or violent material. This includes creating/taking pictures of themselves or others. This prohibition does not apply to curricular material that has been approved by district staff for its educational value.

Emergency Drills

All schools conduct emergency drills at various times throughout the school year. Students shall be informed of emergency drill procedures at the beginning of each school year. Every student and adult must participate and follow directions closely. The drills are designed to prevent injury and save lives and therefore must be treated seriously.

Evacuation/Relocation

Atchison Public Schools may decide to initiate emergency evacuation procedures at any one of its buildings to ensure the safety and security of students and staff. Subsequent to an evacuation, the relocation of students might be undertaken if it is determined that they will not be able to re-enter their school within a reasonable amount of time or circumstances dictate that it is unsafe for them to remain on campus. The relocation site will be determined on a case-by-case basis in relation to the facts and circumstances of the specific incident. Regular bus riders might be transported home depending upon the circumstances of the event, while other students might be relocated to a safe place for reunification with their parents/guardians.

Decisions regarding evacuation/relocation are always based upon what is the safest resolution for students and staff. The paramount concern during an evacuation and relocation is to maintain the safety of our students and account for their presence. All information regarding such an evacuation/relocation will be made available to parents/guardians via USD 409 Alerts. Other means of communication may also be used. These notifications may include specific instructions regarding where and when to reunite with students.

Emergency Safety Interventions

The board of education is committed to limiting the use of Emergency Safety Interventions ("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 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; or (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

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

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

Prohibited Types of Restraint

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

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

Use of Emergency Safety Interventions

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

ESI Restrictions

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

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

Use of Seclusion

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

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

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

Training

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

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

Notification and Documentation

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

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

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

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

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

For a student without an IPE or Section 504 plan the school staff and the parent shall meet within ten (10) calendar days following the third incident to discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

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

Local Dispute Resolution Process

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

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

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

Upon receipt of a formal written complaint, the superintendent shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a school administrator or an 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) calendar days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of education and shall be mailed to the parents and the state department within 30 days of the board's receipt of the formal complaint.

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

Policy GAAF

Field Trips

Field trips are planned in order to provide additional educational experiences for your child. Written permission is necessary for your child to go on field trips. A field trip information sheet covering a trip will be sent home prior to the trip. Please sign and return it to your child's teacher. If a signed sheet is not in the teacher's possession, the child will remain in the building. Our desire is that students ride back to school using Apple Buses. However, if families want to transport their child after the field trip, please check off the space on the permission slip, and sign out your child with the teacher before leaving. We want all students accounted for before heading back to school.

Health Information

A student will be sent home when their temperature is 100 degrees or higher. Other potentially contagious symptoms may require that students go home and include:

- Red eyes with thick yellow/green or white discharge
- Undiagnosed rash
- Vomiting
- Diarrhea
- Severe cough

Parents should not allow their student to return to school until the child has had a temperature below 100 degrees for 24 hours without the use of medication.

Health – Head Lice (Pediculosis)

USD 409 follows the recommendations made by Kansas Department of Health & Environment, Kansas Association of School Boards, and by the Kansas Department of Education as to the procedures the school district will use in addressing cases of head lice.

Kansas Administrative Regulation (K.A.R. 28-1-6) states, "Each student infested with lice shall be excluded from school, child care facility or family day care home until treatment with an anti-parasitic drug is initiated." When nits, shell cases and/or living lice are found to be present the school will immediately notify the parent(s)/guardian(s). If the student has living lice, the family(ies) will be asked to immediately pick up their student.

Families are asked to complete treatment and return their child/children to school within 24 hours of notification. Upon return to school, school personnel will check the child. Families will be informed if further treatment is necessary.

Primary effort should be directed to elimination of live lice from the hair and thorough combing of eggs or nits from the hair using a metal-tooth lice comb to prevent re-infestation by hatching eggs. Other family members should be checked and treated only if found to be infested with head lice. Vacuuming of carpet and upholstery and thorough washing of worn clothing and bed linens in hot water is helpful. Household members should not share hats or combs. Pesticide sprays are not necessary. The human louse can live only 24 hours off the human head.

While head lice can cause intense itching of the scalp, they are not associated with any serious health risk and are found in all socioeconomic levels. Lice do not hop or fly and are spread primarily through close contact. The community at large is responsible for the control of head lice through weekly checks of household members with appropriate treatment.

Homework

In order to achieve the educational objectives of the school, the home and the school need to work together in close relationship. Homework may be assigned as an extension of our daily school program. When homework is assigned, it will be given by the teacher with the amount and frequency determined on the basis of pupil needs.

These needs may arise when:

SFA Nightly Reading: Students should be reading 20 minutes each night or 80 minutes for the week. Family members sign off on the reading and students return their sheet to the SFA teacher. In the event that reading homework is not completed at home, our STUCO members will be on the stage in the gym each morning to help students read. STUCO members will sign off on the reading sheet.

1. Absence(s) necessitates make-up work. For each day of a pupil's absence from school, the student will have 2 days to complete the work before it is considered late work.
2. Pupils are not working up to expectancy or work is not completed in class.
3. A particular difficulty is to be overcome.
4. Pupils are to be encouraged to broaden their understanding.
5. Specific abilities in individuals are to be developed.

Homework is an opportunity for parents/families to really become involved with the child's education.

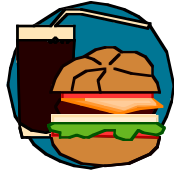
Parents/Families can help by providing the right atmosphere for studying. Some of the following are suggested:

1. Limit TV watching.
2. Provide a good work area. This means good lighting, a desk to work on, the right tools (a good dictionary is especially helpful), and peace and quiet.
3. Agree on a regularly scheduled homework time.

Nuisance Items

No nuisance items are to be in the possession of students on the school premises or on the school bus. This includes any item that disrupts the educational environment or transportation of students. This may include but is not limited to the following examples: balloons, animals or parts of animals, noisemakers, puzzle cubes, electronic games, toys, trinkets, jewelry, trucks or any other items unless otherwise authorized by the teacher in charge. Such items will be confiscated and returned to the parents or adult family members only. Such items have a way of disappearing or getting lost at school and we do not have the time or resources to protect them. This rule is for the protection of your child's personal property. (See: Electronic Devices)

Nutrition Services



Breakfast

Breakfast will be served in the cafeteria from 7:55 A.M. to 8:25 A.M. on a first come-first served basis. In order to give your child adequate time to eat breakfast, please have him/her to school by 8:10am.

Promotion & Retention

1. All fees must be paid one week prior to participation in promotion or graduation ceremonies. (5th Grade)
2. All academic requirements must be met in order for students to be successfully promoted to the next grade.
3. Retention is a last resort measure in helping a student to be successful. Consideration of retention will require a conference between the parent/guardian, teacher, and administrator.

Reporting of Accidents

Students should report any injury that occurs at school or a school-sponsored activity to the teacher or principal, or appropriate adult sponsor. When appropriate, a parent/family member shall be notified of a student injury as soon as possible to determine appropriate action. If the student needs medical attention and the parent/family cannot be reached, the principal shall seek emergency medical treatment.

Social-Emotional Learning

AES will address the social-emotional learning needs of all students across the building using the Second Step curriculum. The curriculum covers a wide variety of social skills in grades PreK-5. AES also uses the Family Model of character education, addressing, but not limited to, growth mindset, self-esteem, goal setting, problem solving, and collaboration.

Student Conduct

Discipline Categories of Inappropriate Behavior

Category 2: Behaviors that are related to illegal activity.

Examples are:

Alcohol/Drug Possession or Use	Possession or use of any alcoholic substance or drug on school grounds or at a school sponsored activity.
Tobacco Use	Possession or use of any tobacco product on school grounds or at a school sponsored activity.
Explosive Device/ Weapon	Student is in possession of objects (guns, knives, real or look alike) readily capable of causing bodily harm.
Arson	Student plans and/or participates in intentional burning of property.
Bomb Threat	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosions.
Single Assault	One student carries out physical/verbal aggression, but the other child does not reciprocate. The aggressive student will receive consequences or suspension depending on the severity.
Racial or Sexual Harassment	The targeting of an individual due to race, ethnicity, or gender through verbal language, written language, or actions. Includes inappropriate and/or unwanted touching.
Disability Harassment	The targeting of an individual because of their disability through verbal language, written language, or actions.
Bullying	Student acts with an intention to cause physical or mental harm to another student. Actions occur within an imbalance of power, are intentional, and are repeated on multiple occasions.

Possible Consequences may include but are not limited to:
Parent/Family conference, ISS or OSS, suspension hearing, or police report.

Category 1: Behaviors that disrupt the learning environment.

Examples are:

Teasing/Intimidation	Student intentionally harasses by making fun of, criticizing, or threatening (verbal, written, gestured, physical) another person that includes taunting, teasing, intimidation, or written notes. Inappropriate messages include negative comments based on gender, disability, race, religion, age and/or national origin. Examples: intimidating verbally, taunting, threatening to beat up, actions designed to obtain money or valuables.
Fighting	A physical confrontation with the intent to harm. An exchange of physical aggression such as, but not limited to hitting, kicking, biting by two or more students. (Mutual Participation – an incident involving physical violence where there is no major injury). All students involved in a fight will receive consequences or suspension depending on the severity.

Stealing/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.
Possession of Combustible Materials	Student is found to be in possession of or having passed on combustible materials. (Examples: matches, lighter, or other combustible material)
Possession of Lewd or Inappropriate Materials	Student is found to be in possession of or having passed on materials that are lewd or inappropriate in nature or can be reasonably predicted to cause a disruption in the school environment.
Disruptive Behavior in Class	Behavior causing an interruption in a class or activity. Examples: sustained loud talk, yelling, screaming, noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior.
Disruptive Behavior in Hallway/Cafeteria/School Activity/Before or After School/Restroom	Student creates a significant disruption and does not respond to redirection or reminders. Some examples are running, horseplay, and loud noises/comments.
Inappropriate Physical Contact	Student delivers inappropriate physical contact towards another student without the intent to harm. Example: horseplay, play fighting, hitting, kicking, slapping, playful physical interaction.
Defiance	Repeated refusal to cooperate or exhibiting behaviors that contradict adult's requests. Examples: excessive arguing, ignoring an adult, refusal to follow directions, rude interactions, talking back
Leaving Class Without Permission	Student leaves class/school without permission or stays out of class/school without permission.
Inappropriate/Offensive Language	Verbal messages that include swearing, profanity, name calling, or use of words in an inappropriate way; with aggression. Verbal, written, or with gestures.
Vandalism/Property Damage	Student deliberately damages the usefulness of property. Student participates in an activity that results in substantial destruction or disfigurement of property. Student defaces school property leaving a permanent marking. Examples: band instruments, art supplies, graffiti, athletic equipment, computers, writing on property that is not theirs, tearing and/or writing in textbooks.
Inappropriate Use of Technology	Student uses technology in an inappropriate way. Examples: unapproved internet sites, use of another student's password/files, emailing, retrieving other's information, downloading materials, chatting, instant messaging.
Instigating a Fight	Student engages in activities that are reasonably connected to a fight or potential fight.
Academic Dishonesty	Student copies another's work and claims it as his/her own. Examples: Use of another person's original ideas or writing without giving credit to the true author; using prohibited notes on a quiz, test, or assignment. Providing work for another student to copy or claim as his/her own. Sending or receiving another student's work via social media, email, text message or any other electronic means shall also be considered academic dishonesty.
Repeated Horseplay	Repeated offenses of rough or loud play that are not diminished by redirection or reminders.
Trinkets, Inappropriate Items	Student is repeatedly in possession of trinkets or inappropriate items that distract from his/her learning and/or the learning of other students.
Dress code	Repeated violation of dress code guidelines.

The building administrator reserves the right to use any of the following consequences in response to inappropriate student behavior in the school building, on school grounds, on USD 409 property, or while at

school sponsored events (amount of time and number of days may vary depending on the severity of and/or frequency of behavior):

Conference with student	In-school suspension
Conference with student and teacher(s)	Out-of-school suspension
Parent/Family Contact	Short term expulsion
Loss of Privileges	Long term expulsion
Loss of Activities	Apology Letter
Detention inside or outside the classroom	Restitution/replacement of items
Alternate activity in or out of classroom	Referral to community services
Contact law enforcement or outside agencies	

Discipline Philosophy

A set of procedures designed to teach and model responsible patterns of behavior in order to maintain a safe, positive, and productive learning environment.

1. Teaching discipline takes the cooperative efforts of teachers, administrators, and parents.
2. Self-discipline, manners, and politeness are learned through modeled behavior.
3. Discipline policies must be consistently enforced across grade levels and by all staff members.
4. Teachers and parents have the responsibility to teach and model appropriate behavior on a daily basis throughout the school year.
5. The misbehavior of one student will not be allowed to interfere with teaching and learning.
6. Discipline at home and in the classroom should lead to self-discipline of the student.

Student Conduct: Bus Riding

Riding the bus to and from school is a privilege. Student conduct while riding a bus must be appropriate in order to provide a safe environment for all riders. Parents/Families will be contacted when behaviors are not appropriate and endanger the safety of all riders. Bus drivers will report misconduct to the director of transportation. The building administrator may suspend or revoke the transportation privilege of a student who violates any safety guideline.

Bus Expectations

1. Follow instructions from the adult or bus driver when given the first time.
2. Sit in assigned seat, face forward with quiet hands, voices, and feet on the floor and out of aisle.
3. Cursing, loud, obnoxious behavior will not be accepted.
4. No eating (food or candy, etc.), or drinking on the bus.
5. No littering, vandalism on the bus or to anyone else's property.
6. Students should be on time, load, and depart the bus in an orderly fashion. They are not allowed to get off the bus at any place other than their designated drop-off point.
7. When crossing the road in front of the bus, watch the bus driver to give you a signal when it is safe to cross the road. Never walk behind the bus.

These expectations are focused on our pledge, "Be a Smart Rider!"

- Sit in your seat
- Use a quiet voice
- Use quiet hands
- Listen to the driver

Safety is a major concern in the Atchison Public School District. We continually stress the importance of students being safe riders. The bus ride is an extension of the school day and students are under the supervision of school and bus personnel. For this purpose, video cameras are placed on buses to monitor driver safety standards and student behavior.

Student conduct that is inappropriate will be handled in the following manner:

The director of transportation will enter a bus conduct log entry, and the principal will conference with the student and contact parents/families concerning student behavior. The principal may host a meeting with the parents/families and the student to discuss appropriate behaviors. Students may be removed from the bus and denied transportation privileges if inappropriate behaviors continue. At the beginning of the second semester, all students will start over at log entry #1. (Example: Your child has a 3rd major infraction and has been off the bus for 1- 5 days during the first semester. At the beginning of the second semester, all those log entries will be set aside and he/she will begin at the first, with the following exception - NOTE: Major offenses may lead to immediate bus suspension for the remainder of the year. This decision will be at the discretion of the building principal.

Minor Infractions: (May include, but not limited to this list.)

Failing to follow expectations 1-7 listed above could result in the following consequences that include, but are not limited to:

Minor - First Offense: The director of transportation will enter a bus conduct log entry. The building principal has a conference with the student, identifies the infraction, and contacts the parent/guardian.

Minor - Second Offense: The director of transportation will enter a bus conduct log entry. The building principal has a conference with the student, identifies the infraction, and contacts the parent/guardian. The student(s) may be assigned a new seat.

Minor - Third Offense: The director of transportation will enter a bus conduct log entry. The building principal has a conference with the student, identifies the infraction, and contacts the parent/guardian. A detention may be served. The focus of the detention will be to educate the student on safe bus rider behavior. Students are transported home.

Minor – Fourth Offense: Student(s) may serve another detention or the offense may be treated as a major infraction.

Major Infractions: (May include, but not limited to this list.)

1. Any body parts out of windows
2. Throwing objects on the bus
3. Moving from assigned seat to another seat without permission while bus is in motion.
4. Physical aggression of any kind against any person.
5. Possession or use of tobacco, alcohol or any controlled substance
6. Vandalism to the bus.
7. Extreme disrespect toward the bus driver or other bus occupants.
8. Other behaviors as determined by the transportation director and/or building principal.

Major Infractions – Students will conference with the building principal and parents/guardians will be contacted.

Additional consequences may include, but are not limited to:

1. A bus detention may be served. The focus of the detention will be to educate the student on safe bus rider behavior. Students are transported home.
2. 1 – 10 day bus suspension.
3. After receiving the above consequences, students whose bus behavior continues to be inappropriate may serve a long-term bus suspension.

Bus Line Expectations

1. Report to your dismissal point in an orderly fashion.
2. Follow instructions from the adult or teacher when given the first time.
3. Sit in assigned bus line with quiet hands, voices, and facing forward.
4. Follow all school rules.

Bus line Consequences include, but are not limited to:

1. Conference with the adult(s) in charge.
2. Conference with principal and parent contact.
3. Change in bus line position.
4. A bus detention may be served.
5. Student may serve time in in-school suspension.

Note: The building administrator reserves the right to use any consequence in response to inappropriate student behaviors on the bus. (Refer to AES student conduct – List of possible consequences.)

Student Conduct: Cafeteria Conduct

1. All milk cartons, straws, napkins and wrappers are to be deposited in the trashcans and tray equipment returned to the check-in area. Articles are not to be left on the tables.
2. If a student is leaving the school for lunch, they must be checked out in the school office by a parent or approved family member.
3. Appropriate dining behavior is expected.
4. Students must remain in the cafeteria during lunch.
5. Supervisors are to report students not following proper procedures. Students who persist in this will be denied the privilege of dining in the cafeteria setting.

Student Conduct: Recess/Playground Conduct

During regularly scheduled recesses, the playground is supervised by adults at all times. Specific playground rules will be covered and explained by all classroom teachers. Students will be required to acknowledge that they understand and will obey the playground rules by signing a contract of acceptance. Listed below are general regulations that will be followed by all students regardless of grade level:

1. No student is permitted to leave the designated playground area for any reason.
2. Tackling, wrestling, or unnecessary roughness is not allowed on the playground.
3. Throwing of rocks, sticks, dirt, and snowballs is strictly prohibited.
4. Students should not kick balls against the building.
5. There are to be no hard baseballs brought to school or used on the playground.
6. During muddy or snowy days students are to play on the hard top area only.
7. No student may reenter the building at noon or at recess until the group comes in or by special permission of the playground supervisor.
8. No tag or chasing other students, grabbing of other student's body or student's clothing.

Student Transportation

In an effort to ensure our students are safe during pick up and drop off, we will consistently use the following guidelines:

Morning Drop Off

(front of building)

If you choose to bring your child to school in the morning:

- Students in private vehicles will be dropped off in the front of school when coming to school. Private vehicles are prohibited from dropping off students in the back of the school. Buses will drop off students in the back of the school when coming to school.
- Please pull along the curb in the front of the building.
- All students will be dropped off at the primary office doors. Doors open at 7:45am. Do not let your child out of the car until he/she is in front of the primary doors. Student should remain in the vehicle until 7:45am.
- For everyone's safety, please stay in the car line. Do not exit the line to go around another car.

*If you must enter the building with your child, pull into a parking spot in the front of the building. You may enter through the Intermediate or Primary doors. Cars will not be permitted to park along the curb.

During School Pick Up

(front of building)

- When students need to be picked up before school is out, private vehicles should pull into the diagonal spaces and enter the building through the main doors at the Intermediate or Primary entrances. Buses will be pulling into the front parking lot along the curb starting about 3:00 pm (2:00 on early release days). Private vehicles are prohibited from parking along the curb in the front of the school after 3:00 pm (2:00 pm on early release days).

Afternoon Pick Up

(back of building)

Parents have two options for picking their children up at the end of the school day. Dismissal begins at 3:31pm in the back of the building. Students not picked up by 3:45pm will be escorted to their respective office for pick up.

*Option 1 - Park and Pick Up

- Park your vehicle in a parking spot located in one of the center isles in the back of the building. Cars will not be permitted to park along the curb.
- Use the crosswalk in front of the back primary entrance to walk to the primary cafeteria doors to pick up your child. Wait outside and your child will be sent out to you. Use the crosswalk as you walk with your child to your vehicle.

*Option 2 - Car Loop

- Join the car line along the curb in the back of the school. Pull up to the end of the loop and your child will be brought to your vehicle from the intermediate cafeteria doors. Loop supervisors will direct traffic to ensure student safety.

Bus Riders

- Students are expected to ride their regular bus to their designated drop off point. Any changes to bus transportation that are made, must be cleared in advance through the Apple Bus Service Center – 913-367-6382.

Success for All Reading

In an effort to give your child every advantage possible in developing strong reading skills, we have asked that you see that your child spends 20 minutes reading at home each day.

Please let us know if there is any way we can help you in finding a time for your child to read at home. Reading outside of the school day is important because it gives the children much needed practice, shows them that their families value reading as an important skill, and allows children to celebrate their progress in reading with those whose opinions matter the most. Thank you for taking the time to invest in your child's future as a reader.

Telephone Calls

District telephones are for school business. Use of phones for personal business should be avoided except in case of an emergency. Use of phones for social calls is not permitted. Students shall not make long distance calls on district telephones without the prior permission of the principal. Use of cell phones during regular school hours is prohibited.

Tobacco Products

The use of tobacco products in any form is prohibited in all K-12 school buildings, grounds and vehicles, owned, leased or rented by the district. This includes electronic devices that emit nicotine vapor.

Vandalism

The board shall seek restitution according to law for loss and damage sustained by the district. When a juvenile is involved in vandalism to district property, the superintendent shall contact the parents and explain their legal responsibility. The parents shall be notified in writing of the dollar amount of loss or damage. Juveniles or their parents shall make restitution payments to the business office, and accounts shall be kept. If necessary, provisions may be made for installment payments. Accounts not paid in full within the specified time may be processed for legal action.

Visitors

Patrons and parents/families are encouraged to visit the district facilities. All visits shall be scheduled with the building principal. To ensure safety and security all visitors must enter the building through the front, gazebo entrances. There will be a "buzz in" system during the majority of the school day. The principal reserves the right to allow visitors into the building during school hours. All other doors are locked and no one is allowed to let you in. You must check in at the office before proceeding to contact any other person in the building or on

the grounds. We also require that every visitor wear a visitor's badge while on the school grounds. Students are not allowed to bring visitors to school without prior permission of the principal.