

ROCK HILLS ELEMENTARY SCHOOL

303 N. West Street
Mankato, KS 66956



Student Handbook 2021-2022

I will be respectful. I will be responsible. I will learn to the best of my ability.

Table of Contents

USD 107 Mission Statement	3
RHES Mission Statement	3
Foreword	3
Safe School Environment	3
Rock Hills Elementary School Beliefs	4
Telephone Numbers	5
School Closing Information	5
Weather Road Plan	5
Bus Delay Procedures	5
Rock Hills Elementary School Faculty	6
Rock Hills Elementary School Support Staff	6
Beloit Special Education Cooperative Staff	6
USD 107 Board of Education Members	6
Educational Matters	7-10
Arrival and Dismissal	7
Attendance Policy	7
Birthday Celebrations and Class Parties	8
Dress	8
Field Trips	8
First Aid and Medications	8
Flower/Gift Delivers	9
Fundraisers to Benefit Others	9
Grading	9
Independent Reading Practice	9
Leaving the Building	9
Lost and Found	9
Meals, Milk Breaks, Classroom Drinks, Food Allergies	9
Personal Items	10
Report Cards	10
School Fundraisers	10
Schoolwide Drills	10
Student Accidents	10
Students Staying After School	10
Visitors to the Building	10
Code of Conduct	11-13
Academic Dishonesty	11
Bus Rules	11
Destruction of School Property	12
Electronic Devices	12
Hazing, Harassment, Intimidation, Bullying, Menacing	12
Searches of Lockers and Students	12
Use of Tobacco Products	12
Student Discipline	13
Discipline Referral	13
Emergency Safety Interventions (ESI)	13
Student Suspension	13
Weapons.....	13
Board Policy	14-25
GAAF: Emergency Safety Interventions	14-19
IIBGA: Children's Internet Protection Act	19-21
JCDBB: Weapons	21-22
JDDA: Drug-Free Schools	22-23

JDDC: Bullying	23-24
JGEC: Sexual Harassment	24-25
Rock Hills USD 107 Transportation Safety.....	26
USDA Nondiscrimination Statement.....	27

USD 107 Mission Statement

Rock Hills Schools, in partnership with our communities, will provide opportunities to become lifelong learners and responsible citizens.

RHES Mission Statement

It is the mission of Rock Hills Elementary School to provide and enhance all learners with enriching opportunities that promote independence, with the confidence to have a unique voice, and with the willingness to contribute to their community and global environments.

FOREWORD

The USD 107 Board of Education and Rock Hills Elementary School staff extend a friendly welcome to all students and USD 107 families. Please feel welcome to arrange a visit to school at any time. Your participation in classroom experiences and during extracurricular activities is appreciated.

The purpose of this handbook is to furnish our students’ families with information about the school. We want your experiences with USD 107 and Rock Hills Elementary School to be positive and productive.

We strive to equally meet our students’ intellectual, social, emotional, and physical needs. So that we may meet these needs, Rock Hills Elementary School will provide:

- A system of studies that provides for the intellectual development of students and prepares them for further studies.
- A safe, orderly, and nurturing learning environment.
- Instruction in appropriate social skills, citizenship, personal accountability, and responsibility to self and others.
- Opportunities for the physical and cultural growth of students.
- Ongoing communication with families of our students through agenda notes, newsletters, and class activities. The usd107.org website, RHES Facebook page, and *Swift K12* notification system are the primary modes of communicating information about school and district events.

SAFE SCHOOL ENVIRONMENT

One of the goals of Rock Hills Elementary School is to provide a safe and orderly environment. A student is requested to inform a teacher or the principal if his/her safety is in question. A student may also call the **KANSAS SCHOOL SAFETY HOTLINE** at **1-877-626-8203** about safety concerns in his/her school. The statewide hotline is open 24 hours/day and callers may remain anonymous.

Rock Hills Beliefs

Learners:

All students need to learn, can learn, and must accept responsibility for learning.

Students have a right to an education that meets their individual needs.

Students should be encouraged to develop positive attitudes, and respect for themselves and others.

Students should establish goals, make decisions, and solve problems to adapt to a changing world.

School Staff:

Staff will model and help students develop social skills, responsibility, self-esteem, and self-worth.

Provide a safe and orderly environment for learning.

Staff will provide a solid educational background in Kansas College and Career Ready Standards so that the students can become productive citizens.

Staff will be prepared and willing to educate all students, recognizing individual differences.

Staff will communicate with the community about educational matters.

Parents:

Parents should emphasize the desire to learn and have high expectations for learning.

Parents should be aware of their child's progress in school and be willing to share the responsibility of their child's education.

Parents should send their students to learn.

Parents should share responsibility for maintaining open lines of communications between the school and home.

Parents should be supportive of staff, policies, and educational goals.

Community:

The community must share in the responsibility of providing the necessary resources for the learning process to take place.

The community should demonstrate positive examples of life-long learning and be knowledgeable of the district's educational goals.

The community should responsibly act upon their ownership in the schools and help provide a safe, orderly learning environment.

The community should support schools.

CONTACT INFORMATION

	<u>Telephone</u>	<u>Fax</u>	<u>Toll Free</u>	<u>Website</u>
Superintendent	785-378-3102	785-378-3438	N/A	usd107.org
Elementary	785-378-3822 785-378-4104	785-378-3467	888-877-6998	usd107.org
Jr/Sr High School	785-378-3126	785-378-3530	888-877-6999	usd107.org

All Rock Hills staff may be contacted via e-mail (first initial last name@usd107.org)

SCHOOL CLOSING INFORMATION

In the event of severe weather or storms that result in changes to school schedules or transportation routes, families of students and staff will be notified through *SwiftK12* notification system, and may also check the following television or radio stations:

TELEVISION

KOLN (Lincoln, NE)	1011now.com/weather/closings
WIBW (Topeka, KS)	wibw.com
KWCH (Wichita, KS)	kwch.com/weather/schoolclosings

RADIO

KVSV – 1190 AM/105.5 FM (Beloit) kvsradio.com	KREP – 92.1 FM (Belleville) kr92country.com
KDNS – 94.1 FM (Glen Elder) kdcountry94.com	KRFS – 1600AM/103.9 FM (Superior) krfsfm.com

FACEBOOK

USD 107, Rock Hills Elementary School, and Rock Hills Junior/Senior High School pages

INCLEMENT WEATHER ROAD PLAN

In the event of unpassable rural roads due to weather conditions, those students living on a rural route will meet the bus at the following locations after being notified through the instant messaging system: Burr Oak, in front of former school; Esbon, in front of former school; Jewell, in lot east of former school; Formoso, at corner of Main and Patterson south of firehouse; Ionia, at Hwy. 128 and G Ave.; Lovewell, at 280 and V Road (if 280 is passable); North Branch, at Hwy. 128 and 100 Rd.; Montrose, at north side of Hwy. 36 and 225 Road.

BUS DELAY PROCEDURES

In the event that a bus is running more than 20 minutes behind schedule, the primary school center for those students shall be responsible for notifying the parents of such delays. The driver shall notify the school of the bus delay, where it is delayed, and an estimate of how long before it will be in service again. The school shall then use its

route list to notify all the parents from that point on. It's the responsibility of the transportation director in these events to get the bus repaired as soon as possible.

ROCK HILLS ELEMENTARY SCHOOL FACULTY

Cassi Owen	PreK-5 Principal
Jessica Shulda	PreK
Janice McMillan	Kindergarten
Nikki Ost	Kindergarten
Ashton Cates	First Grade
Megan Young	First Grade
Kimberly Brown	Second Grade
Megan Duskie	Second Grade
Megan Badger	Third Grade
Hannah Daniels	Third Grade
Trent Duskie	Fourth Grade
Libby Duffy	Fifth Grade
Julia Wilson	Fifth Grade
Zachary Duffy	PK-5 Physical Education
Barbara Elbracht	K-5 Vocal Music; Fifth Grade Instrumental Music
Michelle Morain	PK-5 Student Support
Sarah Warne	MTSS Coordinator
Virginia McKeown	K-5 Art

ROCK HILLS ELEMENTARY SCHOOL SUPPORT STAFF

Aundrea Badger	PreK Paraprofessional
Francine Ernst	Food Service
Joni Meier	Food Service
Sarah Ortman	Secretary; District Data Quality Coordinator
Sherry Partridge	Library Paraprofessional
Amy Rice	MTSS Paraprofessional
Tandra Sholtz	Head Housekeeping
Kristin Thronson	MTSS Paraprofessional
	MTSS Paraprofessional

BELOIT SPECIAL EDUCATION COOPERATIVE STAFF

Debbie Beckmeyer	K-5 Gifted Coordinator
Tina Boyles	Special Education Teacher
Jana Coil	Psychologist
	Speech/Language Services
June Pumphrey	Early Childhood Special Education Teacher
Corinna Dill	Resource Paraprofessional
Heather Garst	Resource Paraprofessional
Zoe Gurka	Resource Paraprofessional
Myka Zadina	Resource Paraprofessional

USD 107 BOARD OF EDUCATION

Bobi Fogo
Lori Slate

Marc Grout
Brenden Wirth

Brandon Hollerich
Lori Yelken

Kenny Mizner

EDUCATIONAL MATTERS

ARRIVAL AND DISMISSAL: SCHOOL HOURS 8:05 A.M. – 3:25 P.M. BUSES; 3:30 TOWN OR PARENT PICK-UPS

The Elementary door will open at 7:40 a.m. Non-bus students are dismissed at 3:30 p.m. after the buses have departed. **Parents who wish to wait for students we asked that you wait outside the building on the sidewalk by the street. Not only does this minimize disruptions to end-of-day classroom procedures but because of the increased number of students it allows for a more safe follow for students and staff to exit the building for dismissal.** Please call and/or write in the student's agenda any transportation changes for students. PLEASE CALL BEFORE 3:00 P.M. TO CHANGE TRANSPORTATION FOR STUDENTS.

ATTENDANCE POLICY

One of the most important factors in determining a child's success in school. When a student is absent from class, it is impossible to recreate the situation that existed during that absence. Make-up work cannot take the place of having been in the classroom when instruction was given. It is important that each student be in the classroom every day possible. The habits of today will carry over to tomorrow. Students must learn responsibility, and as they grow older, assume responsibility for regular attendance. In order to provide this kind of experience, the following attendance policy will be followed at Rock Hills Elementary School.

Federal education law (ESSA) defines chronic absenteeism as a student being absent from school 10% or more of scheduled school time. RHES tracks and reports to parents and the Kansas Department of Education when a student is chronically absent.

KSA 72-3120 defines truancy as: Whenever a child is required by law to attend school and is enrolled in school, and the child is inexcusably absent on either three consecutive school days or five school days in any semester or seven school days in any school year, whichever of the foregoing occurs first, the child shall be considered to be not attending school as required by law. A child is inexcusably absent from school if the child is absent there from all or a significant part of a school day without a valid excuse acceptable to the school employee designated by the Board of Education to have responsibility for the school attendance of such child.

The building principal is authorized by the USD 107 Board of Education to determine whether individual student absences will be recorded as "excused" or "unexcused."

For the safety of your child, it is important for you to call the school when your child is absent. **Please state the reason your child will not be at school. Include symptoms if your child is sick.** If you have not called by 8:30 a.m., the school will make a phone call to you to verify the absence.

A "significant part of the day" is defined as ninety minutes per half-day session. A student who misses ninety minutes or more per half-day session is considered absent for that half day.

Students must have a written excuse explaining their absence or a telephone call to the building principal or secretary from their parents prior to the absence or upon return to school. An absence will be recorded as unexcused

if no reason is received **within three (3) school days**. Requests for homework may be made at the time of the call, and we will make every effort to collect homework for an absent student.

For grading purposes, **an excused absence allows the student the opportunity to make up the work missed for credit**. This may be done before or after the excused absence as agreed upon between the teacher and parent(s). **Students will be given one day plus the number of days absent to complete their work**. Work not received by the due date will result in an incomplete grade for the grading period.

Unexcused absences may result in a conference between student, parent, teacher(s), counselor, social worker and principal. Unexcused absences will have a direct bearing on a student's grade. **Excessive unexcused absences from school will lead to a truancy report to the Department of Children and Families.**

Students who are tardy to school may be required to make the time up after school (minute for minute) each time they are tardy when they have reached three tardies in a nine week period.

BIRTHDAY CELEBRATIONS AND CLASS PARTIES

Parents are asked to contact their student's teacher to determine the most appropriate time to celebrate birthdays. Classroom teachers will schedule class parties and ask for assistance from parents to plan and coordinate them. Parents may send sealed boxes of prepackaged snacks with your student in his / her backpack. No homemade treats. **RHES encourages parents to provide nutritious treats for birthday celebrations and classroom parties.**

DRESS

Students are asked to wear neat and clean clothing for school and school activities. Students are required to have P.E./playground tennis shoes (Velcro closure if students cannot tie shoes) to leave in their lockers. If a student's appearance disrupts a class or activity, administration has the right to address the situation. Hats or bandanas will not be worn in the buildings unless it is for a predetermined special event, and hoods will not be allowed to be up on hooded apparel in the buildings. Clothing advertising alcoholic beverages/tobacco products or those with obscene or questionable printing on them will not be allowed. Students are strongly discouraged from wearing flip-flops due to the potential for injury on the playground.

FIELD TRIPS

Class field trips are an extension of the regular curriculum. All students will participate in field trips as part of their grade-level instructional program unless a parent requests that the student be excused from school for the day. Whenever possible, field trip admission fees will be paid through RHES student funds acquired through school fundraisers. Food service staff will send a nutritious school lunch for each student attending a field trip through the lunch program. Teachers may ask for parent volunteers to accompany and supervise students on field trips.

FIRST AID AND MEDICATION

Only emergency first aid is administered at school. No internal medication will be administered without written instructions signed by a parent or legal guardian. Only medication in its original container sent to the school office by the parents with appropriate instruction pertaining to time and dosage will be administered. Due to the possibility of an adverse reaction, initial dosage must be given at home, not at school. If medication is not in the original container or specific dosage instructions are not provided, a parent will need to come to the school to administer the medication.

In case of an accident or illness, an attempt will be made, if possible, to contact the parents or the emergency contact person prior to seeking treatment. If the parents are not available, pursuant to board policy emergency treatment will be administered as per the statement signed by the parents at the time of enrollment and the parents will be responsible for any transportation and medical cost.

FLOWER/GIFT DELIVERIES

Deliveries of flowers and gifts for students are not permitted at RHES because of the difficulties young students face transporting them home.

FUNDRAISERS TO BENEFIT OTHERS

RHES may conduct one fall fundraiser to benefit a local cause and one spring fundraiser to benefit a foundation.

FUNDRAISERS TO BENEFIT RHES

RHES raises money for field trips and other activities by collecting *Best Choice Labels* and *Boxtops for Education*.

GRADING

Grades reflect a student's progress in the adopted Rock Hills Elementary School curriculum. All teachers in grades 1-5 at RHES will grade students based on classroom Guided Learning and Assessments.

Examples of guided learning include homework, outlines, practice, daily practice, projects. Examples of assessments include quizzes, tests, projects, and performance tasks. Assessments require each student to independently demonstrate his/her mastery of knowledge and skills stated in the learning objectives.

Grades 1-5 will use the following letter grades and corresponding percentages:

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

PreK and Kindergarten will use a standards checklist for reporting students' academic progress.

Learning takes place through skill development, practice and mastery.

INDEPENDENT READING PRACTICE

RHES teachers strongly recommend that each RHES student practice reading independently for at least two minutes times the student's age each day. Regular reading practice helps students to excel in all content areas.

LEAVING THE BUILDING

If a student leaves school FOR ANY REASON during the school day, the student must first receive permission and check out through the office. Students who become ill during the school day should report to the office. Office personnel will determine if the student should go home. IN ALL CASES, THE STUDENT IS NOT ALLOWED TO LEAVE WITHOUT PARENTAL PERMISSION.

LOST AND FOUND

All lost and found articles are to be turned in to the office.

MEALS, MILK BREAKS, CLASSROOM DRINKS, AND FOOD ALLERGIES

All students are required to eat in the designated cafeteria. **To comply with the USD 107 Wellness Policy, students may bring only milk, water, fruit juice, or vegetable juice to drink with a packed lunch.** Breakfast will be served to students at the elementary building from 7:40 a.m. until 8:00 a.m. RHES reserves the right not to serve breakfast or lunch to students who have \$50.00 or more billed. Morning or afternoon milk and milk purchased to consume with a packed lunch will be served only to those students who have a positive balance in their meal accounts. Notices will be sent to parents weekly. Parents may also access PowerSchool to check account balances. Students may resume eating school meals when the bill is paid or the amount owed is below \$50.00. Board policy requires an alternative meal of a peanut butter sandwich or cheese sandwich. Students are encouraged to consume plain water only in spill proof containers in classrooms. **Please send a water bottle with your child. Water bottle refill stations are available in the main building and the practice gym.**

USD 107 is committed to protecting the health of students and staff members who have identified food allergies. Rock Hills Elementary School will designate an allergy free seating zone in the cafeteria as needed; notify all families who have children in a classroom and on district transportation where a student or staff member has a food allergy; train staff members on the use of an epinephrine auto-injector; and take the appropriate steps to notify parents or emergency contacts and health emergency personnel if there is an allergic reaction emergency. Frequent and clear communication between school, home, and medical providers is critical when a food allergy exists.

PERSONAL ITEMS

Money and personal items are the responsibility of the student. It is advised that students leave money and personal items of value at home. The school is NOT responsible for a student's personal property.

REPORT CARDS

Periodic reports shall be issued to parents of all students on the academic progress of the student. Parent/teacher conferences will be held during the fall and spring. Teachers will notify parents when their child is failing or near failing. Report cards will be issued for each student at parent-teacher conferences. Semester and year-end report cards will be mailed home.

SCHOOLWIDE DRILLS (Fire, Tornado, Evacuation, Shelter in Place)

Schoolwide drills are practiced as required by law. Students are to maintain order during schoolwide drills. Students are to move to the designated area in a quiet, orderly manner. Teachers will remain with their class at all times.

STUDENT ACCIDENTS AT SCHOOL

USD 107 Board of Education recommends that all students be covered by some type of accident insurance. USD 107 **does not** purchase accident insurance for students. Injuries occurring during the school day will be documented and these records will be placed in students' cumulative files.

STUDENTS STAYING AFTER SCHOOL

At the principal or teacher's discretion, a student may be required to remain after school for additional academic or social skills instruction. Incomplete or missing homework may result in a student being required to stay after school with the teacher. The student and/or teacher will contact parents to arrange after-school time.

VISITORS TO THE BUILDING

Parents are welcome at school. To avoid disruptions to teaching and learning, please arrange visits and birthday parties in your child's classroom with his/her teacher in advance. Visitors to school are asked to check in at the office so that office staff may announce your visit to teachers. If you have any questions about your child having a guest at school, please contact the building principal. RHES teachers respectfully request that visitors to classrooms make an appointment prior to visiting; limit their visits to one hour; turn off and put away cell phones; sit in a place designated by the classroom teacher; allow your child and all children to remain engaged and participating in the lesson; use the experience to observe the lesson.

ADDITIONAL PARENT INFORMATION:

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

Teachers, mentors, or MTSS para's are assigned to work with students in groups or individual basis. Rock Hills Students will receive supplemental educational services as a result of Title I.

Parents may request from the Elementary Principal information regarding the professional qualification of their student(s) classroom teacher.

Parents may request to get information regarding their student(s) state assessments scores from the Elementary Principal.

CODE OF CONDUCT

For any organization to be successful, there must be cooperation of all members. RHES students and staff members will be respectful of others and follow school and classroom procedures established through use of the *Well-Managed Schools* protocol (Boys Town Education Model and Methods). Social skills instruction in the following areas will be taught and reinforced in all areas at RHES:

- Following instructions
- Accepting criticism or a consequence
- Accepting "No" for an answer
- Greeting others
- Getting the teacher's attention
- Disagreeing appropriately
- Making an apology
- Accepting compliments
- Having a conversation
- Asking for help
- Asking permission
- Staying on task
- Sharing something
- Working with others
- Listening
- Appropriate voice tone

In all discipline matters, students will be treated in a fair, equitable manner.

ACADEMIC DISHONESTY

Cheating, defined as copying another student's work and claiming it as one's own, and plagiarism, defined as using another person's original ideas or writing without giving credit to the true author, are both prohibited practices. Materials taken from electronic sources are covered by this policy. A student who engages in any form of academic dishonesty, including any individual who provides materials to be copied, will be subject to the loss of credit for the work in question. All decisions may be subject to review by the building principal.

BUS RULES

For the safety of all students and drivers and efficiency of district transportation, USD 107 has the following expectations:

1. Students will conduct themselves as they would in the classroom.
2. The driver will assign a seat to each student. Students may move from the seat only if given permission by the driver. (See Rock Hills USD 107 Transportation Safety on pgs. 26-27)
3. The driver will wait approximately two (2) minutes for those who are tardy.
4. Students will stand safely off the roadway while waiting for the bus.
5. Students will converse with the driver only if necessary.
6. Students will keep arms, legs, or heads inside the bus at all times.
7. Students and drivers will keep the bus clean and sanitary at all times.
8. Students will wait until the bus comes to a complete stop before moving on the bus, entering the bus, or exiting the bus.
9. Students will report to the driver if they note or cause any damage to the bus.

The driver and/or administration may contact parents of students who do not meet these expectations. In certain circumstances, parents may be required to provide transportation to/from school for their student(s).

DESTRUCTION OR LOSS OF SCHOOL PROPERTY

Any student who breaks, defaces, destroys, or loses school property will pay for the damage or loss. No student will attempt to repair any school-owned equipment.

ELECTRONIC DEVICES

Students are not allowed to use personal electronic devices during school hours (7:40 a.m. – 3:30 p.m.). Calling, texting, taking pictures or videos, and any other cell phone uses are also strictly prohibited on school sponsored activities, unless approved by the teacher in advance. If a student brings his/her phone and has it out during this time, teachers will collect the phone from the student and return it when the class returns home. If a student needs to call his/her parents, permission to do so will be given to the student by the teacher before they can use their phone. Students using any of these devices will be required to turn them in to the office for the day and they will be given back at the end of the day. If it occurs a second time, parents will be notified of the situation and will have to come to the school and pick up the item.

HAZING/HARASSMENT/INTIMIDATION/BULLYING/MENACING

Rock Hills is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing or bullying is strictly prohibited and shall not be tolerated in the district. Any USD 107 staff member who witnesses bullying is required to report it to administration. Bullying is defined as any intentional gesture or threat creating an intimidating environment for a student or staff member by students, staff members (any person employed by the district) or parents (guardian, custodian, or other

person with authority to act on behalf of the child). Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board of Education. Individuals may also be referred to law enforcement officials. (See USD 107 Board Policy JDDC, pg. 21)

SEARCHES OF LOCKERS AND STUDENTS

Student lockers are the property of the school district and there is no expectation of privacy in a student's locker. Searches of lockers and students shall be conducted in accordance with the rules adopted by the board. No law enforcement officer may search any locker without a search warrant unless he/she has the consent of the principal and is accompanied by the principal or designated representative. In order to protect the health, safety or welfare of students under school jurisdiction, building principals or designated representatives are authorized to search students, but are prohibited from using unreasonable force when conducting the search. All searches shall be carried out in the presence of an adult witness.

The lockers in the schools of the district shall be under supervision of the building principal or designated representative and assigned to the student for storage of school materials and clothing necessary to school attendance. Students may supply their own lock for lockers, but must provide the office with either the combination or an extra key. It would be a good practice not to share the combination with anyone else.

USE OF TOBACCO PRODUCTS

Students are prohibited from possessing and using all forms of tobacco products, including snuff, chew, or electronic cigarettes, vaping products and equipment and illegal drugs any time while in attendance at school on school property or at any school sponsored event or any school activity at USD 107. All violations will be handled according to district policy.

STUDENT DISCIPLINE

DISCIPLINE REFERRAL

School personnel will contact parents when necessary. All discipline issues will first be addressed by teaching/practicing the *Well-Managed Schools* social skills. Discipline consequences may include any or all the following: A suspension and/or expulsion, the student's removal from the classroom or activity for a short period of time or to after-school time being assigned to the student, in which case parents will be required to provide transportation home for the student.

Repeated office referrals will result in counseling sessions to address behavior concerns either with the counselor or social worker and an MTSS (multi-tiered systems of support) plan initiated by the principal. If additional referrals occur, the MTSS team and the parents may consider implementing a behavior plan.

EMERGENCY SAFETY INTERVENTIONS (ESI)

USD 107 is committed to limiting the use of Emergency Safety Interventions. Please refer to USD 107 Board Policy GAAF, found at the end of this handbook and on the usd107.org website, for more detailed information.

STUDENT SUSPENSION

If a serious or persistent discipline issue arises, in-school suspension may be used as a type of disciplinary action. While a student is under an in-school suspension he/she will spend the regular amount of time in school. He/She will do the regular amount of classroom work in a quiet, separate, supervised setting. Except as limited by Section 504 or IDEA, a student may be suspended or expelled for reasons set forth in Kansas law.

WEAPONS

A student shall not knowingly possess, handle or transmit any object that can be reasonably considered a weapon at school, on school property, or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

Possession of a weapon and/or destructive device shall result in expulsion from school for a period of one calendar year, except that the Superintendent may recommend that this expulsion be modified on a case-by-case basis. (See USD 107 Board Policy JDCBC)

POLICY OF THE BOARD OF EDUCATION UNIFIED SCHOOL DISTRICT NO. 107 Jewell County, Kansas

GAAF Emergency Safety Interventions (See GAO, JRB, JQ, and KN)

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prohibited Types of Restraint

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

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

Use of Emergency Safety Interventions

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

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESL. 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 ESL. Notwithstanding the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

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

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

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

Training

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

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

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same--day

notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

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

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

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

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

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

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

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

Local Dispute Resolution Process

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

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

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

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

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

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

Approved: July 8, 2013

Revised per KASB Recommendation: March 10, 2014

Revised per KASB Recommendation: July 8, 2015

Revised per KASB Recommendation: June 23, 2016

Revised per KASB Recommendation: January 14, 2019

IIBGA Children's Internet Protection Plan

The district shall implement and enforce an internet safety plan meeting the requirements of both the federal and the Kansas Children's Internet Protection Acts (CIPA). The superintendent shall develop a plan to implement the Children's Internet Protection Acts.

Such plan shall include technology protection measures and such other measures as deemed appropriate to address the following issues:

- (1) Access by minors to inappropriate matter on the Internet and World Wide Web,
- (2) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications,
- (3) Unauthorized access, including so-called "hacking," and other unlawful activities by minors,
- (4) Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- (5) Measures designed to restrict minors' access to materials that may be harmful to them.

For the purposes of this policy, "minor" shall be defined to mean any student who is under 18 years of age. The board charges the superintendent to develop the CIPA implementing plan so that all of the protections provided by this policy and the corresponding plan may be afforded to all district students, regardless of their age.

If the district is providing public access to any computer, the CIPA plan shall also implement and enforce technology protection measures to ensure no minor has access to visual depictions that are child

pornography, harmful to minors, or obscene. This plan shall be on file with the board clerk and in each school office with Internet access, and copies shall be made available upon request. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

Approved: November 8, 2004

Revised: August 13, 2012

Revised: July 8, 2013

Children's Internet Protection Act (CIPA) Safety Plan

Goals:

It is the policy of USD 107 to take the following technology protection or other specified measures in order to better protect our district students from harmful online and electronically transmitted content:

- install blocks or Internet filters to the district network in order to limit access by both minors and adults to child pornography and visual depictions or materials that are obscene, inappropriate, or harmful to minors and/or the transmission thereof;
- monitor the online activities of students while at school, at school sponsored activities, or while utilizing the district's network, computer system, computers, e-mail system, or electronic devices having access to the Internet;
- address issues related to the safety of students when using e-mail, chat rooms, and other electronic communication;
- educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms as well as on cyberbullying awareness and response;
- hinder unauthorized access (hacking) and other unlawful on-line activities by students; and
- prevent unauthorized disclosure, use, or dissemination of personal information regarding minors, which shall include, but may not be limited to, personally identifiable information contained in student records; and
- comply with the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practicable, technology protection measures or Internet filters shall be used to block or filter the Internet or other forms of electronic devices from accessing child pornography as well as obscene, inappropriate, or harmful material given the age and maturity levels of district students. It is the district's goal to implement and enforce technology protection measures under this plan in such a way as to ensure no minor has access to visual depictions that are child pornography, harmful to minors, or obscene.

Subject to administrative approval, technology protection measures may be minimized only for bonafide research or other lawful purposes that are closely monitored by district staff.

Inappropriate Network Usage

To the extent practicable, steps shall be taken to promote the safety and security of users of the district's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, in accordance with CIPA, measures to prevent inappropriate network usage shall include frequent monitoring of the District's network, computer systems, and equipment to detect any unauthorized access to prohibited materials as described earlier in this plan, hacking, and other unlawful activities by students or staff members. Such monitoring shall also strive to detect unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the District's staff to educate, supervise, and monitor appropriate usage of online computer network access to the internet in accordance with this policy and CIPA. If, during the course of such monitoring, a student or staff member discovers a violation of this policy, the student or staff member shall make a report as follows:

1. Students shall report suspected violations of this policy to any classroom teacher.
2. Staff members shall report suspected violations of this policy to their immediate supervisor when possible.

Disciplinary Measures

The district retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violation of this policy.

Adoption

This Children's Internet Protection Act Safety Plan was adopted by the Board of USD 107 at a public meeting, following normal public notice and a hearing, on July 8, 2013.

Approved: November 8, 2004

Revised: August 13, 2012

Revised: July 8, 2013

JCDBB Weapons (See EBC, JDC, JDD, JHCAA and KGD)

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon at school, on school property, or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

Weapons and Destructive Devices

As used in this policy, the term "weapon" and/or destructive device shall include, but shall not be limited to:

- any weapon 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 weapon described in the preceding example;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or similar device;
- any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than 1/2 inch in diameter;
- any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled;
- any bludgeon, sand club, metal knuckles, or throwing star;
- any knife, commonly referred to as a switchblade, 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, falls, or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.

Penalties for Weapon Violations

Possession of a weapon and/or destructive device listed under the “Weapons and Destructive Devices” heading of this policy shall result in expulsion from school for a period of one calendar year, except the superintendent may recommend this expulsion be modified on a case-by-case basis.

Possession of, handling of, and/or transmitting a weapon of a type other than described under the “Weapons and Destructive Devices” heading above, an item being used as a weapon or destructive device, or a facsimile of a weapon may result in disciplinary action up to and including suspension and/or expulsion. Expulsion hearings for weapons violations shall be conducted by the superintendent or the superintendent’s designee.

Students violating this policy shall be reported to the appropriate law enforcement agency(ies) and, if a juvenile, to the Secretary for DCF or the Secretary of KDOC as appropriate.

Possession of an air gun at school, on school property, or at a school supervised activity will not be prohibited for students participating in an air gun-related activity sponsored by an organization held at school or when in transit to or from such activities held off district property.

Approved: December 13, 2004

Revised per KASB Recommendation: July 8, 2015

Revised per KASB Recommendation: June 23, 2016

JDDA Drug-Free Schools (See GAOB, JGFGB, JGFGBA, and LDD)

Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. Unless otherwise specified in this policy, the possession, use, sale, distribution, and/or being under the influence of illicit drugs, controlled substances, and/or alcohol by students at school, on or in school property, or at school sponsored activities or events is prohibited.

Possession, use, and/or being under the influence of a controlled substance by a student for the purposes of this policy shall only be permitted if such substance was:

- Obtained directly from, or pursuant to a valid prescription or order, issued to such student from a person licensed by the state to dispense, prescribe, or administer controlled substances;
- In the case of use or possession, approved and administered, if administered at all, in accordance with board policy JGFGB and/or board policy JGFGBA; and
- Used, if at all, in accordance with label directions.

Student Conduct

As a condition of continued enrollment in the district, students shall abide by the terms of this policy.

Students shall not unlawfully manufacture, distribute, dispense, possess or use illicit drugs, controlled substances or alcoholic beverages on school district property, or at any school activity. Any student violating the terms of this policy shall be reported to the appropriate law enforcement officials, and shall be subject to the following sanctions:

1. First Offense. A first time violator shall be subject to the following sanctions:
 - a. Suspension from school for a period of not less than (5) five school days and up to (15) fifteen. The terms of the extracurricular activities policy consequences as found in the activities handbook will be served at the conclusion of the suspension.

- b. A student placed on long term suspension under this policy may be readmitted on a probationary status if the student agrees to complete a drug and alcohol rehabilitation program.

2. Second Offense. A student who violates the terms of this policy for the second time shall be subject to the following sanctions:

- a. A punishment up to and including expulsion from school for one calendar year from the date of the beginning of the expulsion.
- b. Suspension from participation and attendance at all school activities for the duration of the expulsion.

Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in board policies and Kansas statutes, K.S.A. 72-8901, et seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. If a student agrees to enter and complete a drug education or rehabilitation program, the cost of such a program will be borne by the student and his or her parents.

A list of area drug and alcohol counseling and rehabilitation programs, along with names and addresses of contact persons for the programs, is on file with the board clerk. Parents or students should contact the directors of the programs to determine the cost and length of the program.

A copy of this policy will be provided to all students and the parents of all students. Parents of all students will be notified that compliance with this policy is mandatory.

Approved: September 9, 2002

Revised per KASB Recommendation: August 13, 2012

Revised per KASB Recommendation: March 10, 2014

JDDC Bullying (EBC, GAAE, JCE, JDD, JGEC, JGECA, and KGC)

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/or expulsion. If appropriate, students who violate the bullying prohibition shall be reported to local law enforcement.

Approved: August 11, 2008

Revised: July 8, 2013

JGEC Sexual Harassment (See GAAC, GAAD, GAF, JDDC and KN in District Policy)

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. Sexual harassment shall 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.

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 Acts Against Discrimination. 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 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 is 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 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.

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

Any student who believes that he or she has been subjected to sexual 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 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 district compliance coordinator. The building principal or district compliance coordinator 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 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 prevent its reoccurrence.

An employee who witnesses an act of sexual harassment shall report the incident to the building principal. Employees who fail to report complaints or incidents of sexual 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 sexual harassment may also face disciplinary action.

When a complaint contains evidence of criminal activity or child abuse, the building coordinator or district 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 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 a 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.

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.

Approved: December 13, 2014

Revised per KASB Recommendation: July 8, 2013

Revised per KASB Recommendation: July 8, 2015

Revised per KASB Recommendation: January 14, 2019

Rock Hills USD 107 Transportation Safety
Topic: Seating Charts

There are questions sometimes posed to a transportation department that are similar in nature, as to procedure or policy related to what or why we do things. The driver is charged with the task of safely operating a heavily regulated 30,000 pound commercial vehicle. Our drivers do this with a safety record significantly above the norm. Why do we have assigned seating and why is it important?

1. Drivers are required to have seating charts. They are following a directive for assigned seating. It is even part of their evaluation process.
2. The driver's main focus is the operation of the vehicle and for the most part is restricted to the driver's seat. This limits the driver's interaction with students. In a classroom, students are engaged

in a task, and a teacher can position herself to redirect off-task student behavior. A driver on a bus is strapped in a chair with their back to off-task students while driving down the highway.

Assigned seating is the backbone of discipline management and control for a driver. A driver uses seating to establish control and set the tone for authority on the bus. Seating can be used to help deal with disruptive behaviors, as some students are assigned to a seat on the bus that lessens their disruption on a bus. In some instances it is used to keep students separated that are in conflict with each other. It is also used to separate age or sex differences between students. If one student will not comply about where to sit, then that student may displace another student, causing a chain reaction of students being displaced and ultimately undermining order.

If a driver has no control over student compliance with seating, then the students will believe the driver has no authority or control for anything else. This leads to increased discipline issues on the bus and dangerous distractions for the driver. Ultimately, the lack of order and respect for authority can spill back into the campus, undermining the atmosphere in the building and classroom.

3. Assigned seating serves many administrative purposes. It assists in the taking of attendance on the bus. Drivers are required to make certain that a bus is cleared of students at the end of each route. If a student becomes unaccounted for or missing, it helps in the process of determining where to start looking for that missing student. It makes it easier to determine if the student was on the bus. Assigned seating also assists in the investigation of discipline issues by knowing which students may have information about an issue because of where they sit on the bus.

4. Assigned seating and a seating chart identify specific students to specific locations on the bus. If vandalism is found it makes it a lot easier to identify which student is responsible. Drivers are required to pre-trip and post-trip their bus. If a driver checks the bus before and after each run then they know when any damage appears. If only a certain student sits in that seat then it makes it easier to hold a student accountable.

5. In the event of an accident, even a minor one, the first thing law enforcement wants is a seating chart. They have to identify the location and age of every passenger on the bus. This information goes into the police report. To not have this information delays the work of the police and keeps a bus load of students sitting longer than needed. This may lead to discipline issues.

If the accident is serious, multiple Federal agencies and crash engineers will be involved in an investigation similar to that which takes place with a plane crash. There will be an official and published report by the National Highway Traffic Safety Administration (NHTSA) after the investigation. With fatalities the location of passengers helps with the recreation of the accident. This helps in determining specifically what the contributing causes were in passenger deaths. Industry recommendations and improvements will be made as a result of the accident report.

To help accomplish the goal of transporting the students in a district safely takes ownership and participation by all stakeholders in the district. Support and understanding the reasons for seating assignment helps in the mission.

USDA Nondiscrimination Statement for USD 107 Participation in National School Lunch Program

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local)

where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.