

**HAYSVILLE
UNIFIED SCHOOL DISTRICT #261**

**Elementary
Parent and Student
Handbook
2023-2024**



**Freeman
Prairie**

**Oatville
Rex**

**Nelson
Ruth Clark**

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HAYSVILLE U.S.D. #261
1745 West Grand
Haysville, Kansas 67060



BOARD OF EDUCATION

Tom Gibson
Greg Fenster
Jennifer Bain
Kelly Ramsayer

Jeremy Bennett
Dr. Susan Norton
Courtney Williams

CENTRAL ADMINISTRATION BUILDING

Mr. Jeff Hersh	Superintendent
Mr. Craig Ryan	Asst. Superintendent, Finance
Mrs. Gillian Macias	Asst. Superintendent, Personnel
Mrs. Jennifer Reed	Asst. Superintendent Learning Services
Ms. Angie Karraker	Director of Special Education
Ms Penny Schuckman	Director of Grant Writing and Professional Development
Mr. BJ Knudson	Executive Director of Maintenance
Mr. Justin Bloomer	Transportation Director
Mrs. Gina Lee	Director of Food Service
Mrs. Adia Ludwig	Communications Director

CENTRAL ADMINISTRATION PHONE NUMBERS

Superintendent's Office	554-2200
Curriculum Office	554-2205
Business Office	554-2201
Information Services	554-2203
Special Education	554-2222
Central Supply & Maintenance	554-2210
Transportation	554-2213
Food Service – Director	554-2219

BUILDING ADMINISTRATORS

Mr. Shane Seeley	554-2236	Campus High School
Mr. Jeremy Winter	554-2231	Alt. High / Charter School
Mr. Jarrod Craig	554-2251	Haysville Middle School
Mrs. Nicki McMullin	554-2370	Haysville WestMiddle School
Mrs. Toni Haight	554-2265	Freeman Elementary
Mrs. Jenny King-Reid	554-2273	Nelson Elementary
Mrs. Laura Rogers	554-2281	Rex Elementary
Mrs. Natalie Lightcap	554-2290	Oatville Elementary
Mrs. Savannah Wright-Fox	554-2350	Prairie Elementary School
Mrs. Carla Wulf	554-2333	Ruth Clark Elementary
Mr. Craig McDaniel	554-2324	Tri-City Day School





Haysville USD 261



MOTTO

“Relentless pursuit of excellence”

MISSION STATEMENT

The mission of the Haysville Public Schools is the relentless pursuit of excellence.

VISION

To equip learners with 21st Century Skills to achieve excellence in a continually-changing world.

DISTRICT BELIEF STATEMENTS

We believe to accomplish the mission and vision:

- student success comes first
- learning is enhanced in a safe and caring environment
- students need rigorous, relevant and world class curriculum
- exploration, collaboration, and innovation are essential



NOTICE OF NONDISCRIMINATION

Haysville Unified School District 261 does not discriminate on the basis of race, color, national origin, sex, disability, military status or age in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: **Mrs. Gillian Macias Assistant Superintendent for Personnel, 1745 West Grand, Haysville, Kansas 67060 Office Phone (316)–554–2206, Email: gmacias@usd261.com**

STUDENT INFORMATION

AGE REQUIREMENTS FOR ADMISSION TO SCHOOL

Early Childhood - Child must be 3 years old and qualify for special education services to attend. Child must be 3 years old on or before August 31, 2023 and meet the At-Risk grant requirements to be eligible for the at risk program.

KINDERGARTEN – Child must be 5 on or before August 31, 2023.

FIRST GRADE – Child must be 6 on or before August 31, 2023.



ANIMALS AND PLANTS IN THE SCHOOL

Persons bringing animals and plants into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates and invertebrates, may be brought into the classroom for educational purposes. (See pages 36 - 44)

ATTENDANCE

When a student is absent, parents should telephone the proper school office before 9:00 a.m. to report the absence. -Your fullest cooperation is solicited in notifying the school of your child's absence: Freeman 554-2265, Nelson 554-2273, Oatville 554-2290, Rex 554-2281, Ruth Clark 554-2333, and Prairie 554-2350 when your child is to be absent

Attending school every day will help children as they progress through their academic careers. Helping your child get to school on time every day is an important way you can promote your child's academic success. KS Statute K.S.A. 72-3121 states that a child is required by law to attend school (see statute below).

K.S.A. 72-3121 (c) (1): Whenever a child is required by law to attend school and is enrolled in school, and the child is inexcusably absent therefrom 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 therefrom 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.

Chronic Absenteeism: According to the Kansas State Department of Education (KSDE), "being chronically absent means a student is missing 10 percent or more of school, for both excused and unexcused reasons. This puts the student at a higher risk of not graduating high school and possibly becoming a high school dropout." Chronic absenteeism is not the same thing as truancy. Chronic absenteeism considers excused, and unexcused absences, and truancy considers only unexcused absences.

Procedures for notifying parents on the day of a student's absence shall be published in the student handbook.

Excused/Unexcused Absences

The definition of "excused absence" includes the following:

- Personal illness;
- Health-related treatment, examination, or recuperation;
- Serious illness or death of a member of the family;
- Obligatory religious observances;
- Participation in a district-approved or school-sponsored activity or course;
- Absences pre-arranged by parents and approved by the principal; and
- Students of active duty military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment.

All absences which do not fit into one of the above categories would be considered unexcused

absences. A student serving a period of suspension or expulsion from the district shall be considered inexcusably absent.

Unexcused Absences from School: A student is unexcused when absent without a valid reason. Leaving without permission will be counted as unexcused when school is in session. Students who skip school or arrive late for unexcused reasons will be addressed in accordance with the building policy.

Excessive Absence: Parents may excuse students up to ten (10) absences per year without the need for documentation of an appointment from a health care provider. Each absence after the ten (10) per year will automatically become an unexcused absence unless a note from the health care provider is given and accepted by the administration. Exceptions: Students who are hospitalized or suffering from along-term or chronic illness while under the care of a licensed physician will be exempt from this provision. Long-term illness is defined as an illness that keeps student out of school for at least four consecutive days.

K.S.A. 72-3121 (d) (1): Prior to making any report under this section that a child is not attending school as required by law, the designated employee of the board of education shall serve written notice thereof, by personal delivery or by first class mail, upon a parent or person acting as parent of the child. The notice shall inform the parent or person acting as parent that continued failure of the child to attend school without a valid excuse will result in a report being made to the secretary for children and families or to the county or district attorney. Upon failure, on the school day next succeeding personal delivery of the notice or within three school days after the notice was mailed, of attendance at school by the child or of an acceptable response, as determined by the designated employee, to the notice by a parent or person acting as parent of the child, the designated employee shall make a report thereof in accordance with the provisions

of subsection (a). The designated employee shall submit with the report a certificate verifying the manner in which notice was provided to the parent or person acting as parent.

USD 261 Excessive Absence/Truancy Procedure	
Time Frame	Intervention
Daily	An attempt will be made to contact parents for all unexcused absences.
3 consecutive (in a row) unexcused absences	Per state law, after three consecutive (in a row) unexcused absences, a truancy report will be made to DCF.
5 unexcused absences per semester	Per state law, after five unexcused absences in a semester, another truancy report will be made to DCF.
7 unexcused absences per year	Per state law, after seven unexcused absences per year, another truancy report will be made to DCF.
10 excused or unexcused absences	A note from a health care provider may be required, or verification by the school nurse may be required to excuse further absences.

Vacations: All vacations must be pre-arranged with the building administrator at least five days before the student leaves. The vacation will be excused only if it falls within the district absence limit. Any days, which exceed the limit, will be counted as unexcused. Students who miss classes for vacations need to make arrangements in advance with their teachers for make-up work and may be required to complete assignments before leaving.

Healthcare Provider Appointments: To be excused, all appointments made with a healthcare provider after the district's absences limit must be verified by an appointment card. Every effort should be made to ensure that the student does not continue to miss the same class period for these appointments. In most cases, students will be excused for a maximum of one half-day for these appointments.

School-Sponsored Activities: All absences which result from students participating in school-sponsored activities will be excused. These absences do not count toward the district absence limit or will be counted towards chronic absenteeism. Students who miss class for school-sponsored activities need to make arrangements in advance with their teachers for their make-up work.

Military Families in Attendance: Students of active-duty personnel shall have additional excused absences at the principal's discretion for visitations relative to leave or deployment.

Significant Part of a School Day/Class: An absence of two or more hours in any school day shall be considered a half-day absence at all elementary buildings (grades K-5). In secondary buildings (grades 6th-12th), students who miss more than 25% of a class period will be considered absent for that class period.

Make-Up Work: It is the student's responsibility to obtain make-up assignments from teachers following an excused or unexcused absence. In general, two days are given to complete daily work missed due to each day of absence. Exceptions to this rule can be made through special arrangements with the teacher or administration. Tests, which have been scheduled in advance, and long-term assignments, must be completed on arrival back to school.

COMPULSORY SCHOOL ATTENDANCE LAW, K.S.A. 72-3121

K.S.A. 72-3121 (printed below) mandates that "each board of education shall designate one or more employees who shall report to the Secretary of Children and Families, or a designee thereof, or to the appropriate county or district attorney pursuant to an agreement as provided in this section, all cases of children who are less than 13 years of age and are not attending school as required by law, and to the appropriate county or district attorney, or a designee thereof, all cases of children who are 13 or more years of age but less than 18 years of age and are not attending school as required by law. School principals and assistant principals have been designated in our district to report truancy.

A child is considered in violation of the law where he/she is inexcusably absent on three (3) consecutive school days, five (5) or more school days in any semester, or seven (7) or more school days in a given school year.

The principals, as required by the law, shall serve written notice by person delivery or first class mail to the parent or guardian of the truant child prior to any report to DCF or the District Court.

72-3121 Same; noncompliance; duties of boards of education, secretary for children and families, county and district attorneys; agreements between secretary and county or district attorneys, duties; notification of absence to parents.

- (a) Each board of education shall designate one or more employees who shall report to the secretary for children and families, or a designee thereof, or to the appropriate county or district attorney pursuant to an agreement as provided in this section, all cases of children who are less than 13 years of age and are not attending school as required by law, and to the appropriate county or district attorney, or the designee thereof, all cases of children who are 13 or more years but less than 18 years of age and are not attending school as required by law. The designation shall be made no later than September 1 of each school year and shall be certified no later than 10 days thereafter by the board of education to the

secretary for children and families, or the designee thereof, to the county or district attorney, or the designee thereof, and to the commissioner of education. The commissioner of education shall compile and maintain a list of designated employees of each board of education. The local area office of the Kansas department for children and families may enter into an agreement with the appropriate county or district attorney to provide that the designated employees of such board of education shall make the report as provided in this section for all cases of children who are less than 13 years of age and are not attending school as provided by law to the county or district attorney in lieu of the secretary, or the secretary's designee. If such agreement is made, the county or district attorney shall carry out all duties as otherwise provided by this subsection conferred on the secretary or the secretary's designee. A copy of such agreement shall be provided to the director of such area office of the Kansas department for children and families and to the school districts affected by the agreement.

- (b) Whenever a child is required by law to attend school, and the child is not enrolled in a public or nonpublic school, the child shall be considered to be not attending school as required by law and a report thereof shall be made in accordance with the provisions of subsection (a) by a designated employee of the board of education of the school district in which the child resides. The provisions of this subsection are subject to the provisions of subsection (d).
- (c) (1) Whenever a child is required by law to attend school and is enrolled in school, and the child is inexcusably absent therefrom 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 therefrom 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.

(2) Each board of education shall adopt rules for determination of valid excuse for absence from school and for determination of what shall constitute a "significant part of a school day" for the purpose of this section.

(3) Each board of education shall designate one or more employees, who shall each be responsible for determining the acceptability and validity of offered excuses for absence from school of specified children, so that a designee is responsible for making such determination for each child enrolled in school.

(4) Whenever a determination is made in accordance with the provisions of this subsection that a child is not attending school as required by law, the designated employee who is responsible for such determination shall make a report thereof in accordance with the provisions of subsection (a), provided that the report would not violate the terms of the memorandum of understanding approved by the superintendent of the school district pursuant to K.S.A. 72-6143(i), and amendments thereto.

(5) The provisions of this subsection are subject to the provisions of subsection (d).

- (d) (1) Prior to making any report under this section that a child is not attending school as required by law, the designated employee of the board of education shall serve written notice thereof, by personal delivery or by first class mail, upon a parent or person acting as a parent of the child. The notice shall inform the parent or person acting as parent that continued failure of the child to attend school without a valid excuse will result in a report being made to the secretary for children and families or to the county or district attorney. Upon failure, on the school day next succeeding personal delivery of the notice or within three school days after the notice was mailed, of attendance at school by the child or of an acceptable response, as determined by the designated employee, to the notice by a parent or person acting as a parent of the child, the designated employee shall make a report thereof in accordance with the provisions of subsection (a). The designated employee shall submit with the report a certificate verifying the manner in which notice was provided to the parent or person acting as parent.
- (2) Whenever a law enforcement officer assumes temporary custody of a child who is found away from home or school without a valid excuse during the hours school is actually in session, and the law enforcement officer delivers the child to the school in which the child is enrolled or to a location designated by the school in which the child is enrolled to address truancy issues, the designated employee of the board of education shall serve notice thereof upon a parent or person acting as parent of the child. The notice may be oral or written and shall inform the parent or person acting as parent of the child that the child was absent from school without a valid excuse and was delivered to school by a law enforcement officer.
- (e) Whenever the secretary for children and families receives a report required under this section, the secretary shall investigate the matter. If, during the investigation, the secretary determines that the reported child is not attending school as required by law, the secretary shall institute proceedings under the revised Kansas code for care of children. If, during the investigation, the secretary determines that a criminal prosecution should be considered, the secretary shall make a report of the case to the appropriate law enforcement agency.
- (f) Whenever a county or district attorney receives a report required under this section, the county or district attorney shall investigate the matter. If, during the investigation the county or district attorney determines that the reported child is not attending school as required by law, the county or district attorney shall prepare a file and file a petition alleging that the child is a child in need of care. If, during the investigation, the county or district attorney determines that a criminal prosecution is necessary, the county or district attorney shall commence such action.
- (g) As used in this section, “board of education” means the board of education of a school district or the governing authority of a nonpublic school. The provisions of this act shall apply to both public and nonpublic schools.

DAILY SCHEDULE

No students will be permitted on the school grounds earlier than 8:10 a.m. except those registered and attending the morning Latchkey program. By then the teachers will have reported for duty and can properly supervise the children as they report to class.

DAMAGE TO SCHOOL PROPERTY

Any student who shall intentionally or accidentally destroy or damage any school property or who shall deface (by cutting or with writing or pictures, etc.) any fence, furniture, building, or other school property, shall immediately compensate for such damage, or upon refusal, may be suspended from school until compensation has been made.

EXCHANGE OR SALE OF ARTICLES

No student will be permitted to exchange or sell items such as pens, jewelry, articles of clothing, etc., at school.

FIELD TRIPS

Field trips, an integral part of the curriculum, are permissible and authorized by the Board of Education. All field and school trips must have the approval of the principal and come within the administrative rules and regulations established by the superintendent. It shall be the responsibility of the principal to see that every teacher or sponsor of a field trip or school trip exercises the kind of control, which will minimize the hazards of travel and maximize the safety of students while on the trip. All school trips shall have a school official in attendance. In order to help safeguard those in our care, the Haysville School District conducts criminal background history checks on all school employees and volunteers. This includes parents who are supervising on field trips.

GIFTS

The giving of gifts to a teacher by students or the giving of gifts to students by teachers is discouraged by the Board of Education. Such practices lead to embarrassment to some students and cause excessive expenditures at holidays, when parents, as well as teachers, have many other expenses.

HOMEWORK

The Board of Education reaffirms its position that homework is an important and meaningful part of the educational program in all district schools. The Board stated that homework be fair, reasonable and relevant, yet never be so extreme as to dominate the students' out-of-school time. According to the Board, there should be time for students to have the opportunity for school activities, family and friends, and community involvement.

The following guidelines will be observed by all teachers in USD #261.

1. Homework assigned should have a definable objective and enhance the learning of the students.
2. If required homework is due the next class period, adequate classroom time should be provided for the students to begin the assignment.
3. Longer homework assignments (ones which could not feasibly be finished in half an hour by the average student in that subject) should be planned and pre-announced so that the students can arrange their out-of-school time to complete the assignment.

4. No one subject should tend to dominate the students' study time regularly, unless in a remedial way. The students' time should be balanced between academic subjects they are studying. To aid this practice, the teachers should be aware of academic loads their students are studying and be generally aware of which subjects tend to have heavier homework assignments.
5. All teachers should discuss homework philosophies and practices early in the course.
6. All teachers should consider and implement optional enrichment homework assignments or plans, encouraging students to extend their learning.
7. Homework should be personalized to meet individual student differences in learning styles, backgrounds, and skill levels.
8. Homework assignments should be personally and promptly responded to by teachers either verbally or in writing.
9. Homework should be an outgrowth of the course and never a disassociated assignment.
10. Homework should never be used in a punitive way.
11. When students have been absent, teachers should allow a reasonable amount of time for completion of assignments.

KEEPING STUDENTS AFTER SCHOOL

Whenever it becomes necessary that a student be kept after school for disciplinary reasons or to complete unfinished assignments, a conference will be arranged with the parents' consent. Transportation will be the parents' responsibility in the event of an arranged work conference or if a student is kept after school for discipline reasons.

LATCHKEY PROGRAM: (Provided at each school by the Haysville Recreation Department)

Before and after school latchkey services will be provided for the 2023-2024 school year. Information packets will be available at enrollment by the Haysville Recreation Department or online at www.haysville-ks.com. Open registration will be taken throughout the school year at the HAC; each participant must register in advance, space is limited. The enrollment fee plus the first week's fees is due at the time of registration. Latchkey services are not available for Pre-Kindergarten students. For more information, contact Jill at (316) 529-5922 (Haysville Activity Center).

HOURS OF OPERATION: 6:30 - 8:15 AM and 4:00 - 6:00 PM

FEES: (as established by the Haysville Recreation Department)

Enrollment fee: \$30.00 per child

	<u>1 Day/Week</u>	<u>2 Days/Week</u>	<u>3-5 Days/Week</u>
AM or PM ONLY	\$15	\$25	\$35
Both AM and PM	\$20	\$30	\$45

PARTIES

Any school parties or projects must be approved first by the building principal. If parents bring refreshments to school for birthday parties, it is desirable that contact be made with the teacher to establish a time most convenient for his/her schedule. Training in manners and social graces should be a part of the activity.

PERSONAL PROPERTY

Students are discouraged from bringing to school such personal property as toys, laser pointers, radios, tape recorders, battery operated games or any article that may be considered dangerous or harmful to others. Cell phones, pagers, electronic games, and other electronic devices are not allowed to be brought to school by students. Those articles are often damaged or lost when at school and the school assumes no responsibility for their safety or security.

PLAYGROUND EQUIPMENT

Students should not bring to school those articles of playground equipment which are normally provided by the school (balls, bats, etc.).

RELEASE OF STUDENT DURING THE SCHOOL DAY

In recognition of the responsibility of the school district to parents for the health, welfare and safety of students, building principals will not release a student during the school day except to a student's lawful custodian as defined by Kansas law and whose identification is verified to the satisfaction of the principal or upon written or verbal request of the parent/guardian. The name, address, and telephone number of the lawful custodian shall be entered on the permanent record of the student in accordance with board policy JBH and JBH-R. **Parents are required to come into the building and sign students out if they leave early.**

SCHOOL HOURS

Early Childhood : 8:35 a.m. – 11:35 a.m. (Morning session)
1:00 p.m. - 4:00 p.m. (Afternoon session)

Grades Kindergarten – 5th: 8:35 a.m. - 4:00 p.m.



STUDENT ARRIVAL AND DEPARTURE

Where a school has a published time schedule for students' arrival and departure from school, neither the school nor the teacher will assume responsibility for the welfare and safety of students who come to school before the beginning of the time set for arrival without special permission to do so. Likewise, the school will not assume responsibility for the safety and welfare of students who return to the school site after being dismissed to go home, if the activity or play is not under the supervision or direction of the school.

STUDENT BICYCLES

Students are permitted to ride their bicycles to school. The exception to riding bicycles is at Ruth Clark. Bicycle racks are provided for safekeeping. Students are asked to place their bicycles in the rack at all times and to be sure they are locked.

STUDENT DRESS

It is recognized that the student and the parent are primarily responsible for proper dress and grooming. The school will become involved only as this responsibility is neglected. The goal is to maintain the best learning situation possible and the rights of the students to dress and groom themselves as they please will

be recognized, as long as doing so does not interfere in maintaining such a learning situation. The school principal will make the final determination relative to appropriateness of dress. Clothing which depicts or alludes to drugs, sex, violence, or alcohol will not be allowed to be worn at school.

STUDENT PROGRESS MONITORING AND REPORTS

(Available online with Power School)

Student academic progress can now be monitored by parents on a daily and weekly basis by accessing the information through Power School. This is an online program with access through the district website at www.usd261.com. The purpose of progress monitoring and progress reports to parents is to help children develop their full capacity within the school situation. The value of Power School as a means of communication with parents as well as the aims and objectives of the reporting system need to be understood. Information relative to these topics are explained during parent-teacher conferences.

STUDENT TEACHERS

USD #261 participates with area universities and colleges to include the use of student teachers in classrooms. The personnel office and building principals work with area universities and colleges to assure quality.

STUDENTS WHO MOVE

Students who move and are being transferred to another school district will be checked out through the school's office. Please notify your child's school prior to the last day of attendance. Providing forwarding information is very helpful to the office.

Upon recommendation of the principal and approval of the superintendent, any student, regularly enrolled in a school, who transfers his/her residence either within the district or to another district, may continue to attend such school until the end of the current report period. It shall be understood that the parents will assume complete responsibility for the regular and punctual attendance of the child.

A student living in one attendance area may not enter school in another attendance area without the recommendation of the principals involved and with the approval of the superintendent.

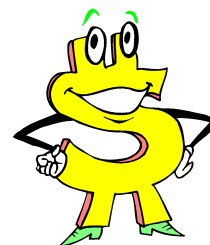
TEXTBOOK RENTAL

Rental books will be available for students in grades kindergarten through fifth (K-5). All textbooks and workbooks are furnished under the rental plan. All other supplies are furnished by the student.

All materials supplied under this plan must be returned at the end of the school year or if the student moves from the district. Any damage in excess of normal wear or loss of such materials, must be paid before credit will be allowed or final grades issued. If a student should move from the district before December 31, an adjustment on rental charge will be made by the school.

• Fees Charged:

Instructional fees for Pre-Kindergarten - 5-day student \$125
3-day student \$75
2-day student \$50



Instructional fees and rental rates for Grades Kindergarten through Fifth - \$100 (includes planner/Chromebook)

Yearbooks can be purchased for an additional fee that is determined each year by yearbook sales.

● **Free Textbooks**

Whenever the parents or guardians of any child attending any of the public elementary, middle school, or high schools in the State of Kansas are unable to purchase textbooks or provide fees for said child, the local district where the child resides shall, if written application is made and the district finds the application meritorious, furnish said child with the regular adopted textbooks free of cost.

USE OF SCHOOL TELEPHONE

Parents should feel free to call the school concerning any matter dealing with their children and the school. The office telephone is for conducting school business. Only in very special cases will students be called from their classrooms to answer a telephone call directed to them. Also, only in cases of serious need will students be allowed to use the phone, as such practice interferes with conducting school business in the office. Many of these calls can be averted if the child and parent will discuss plans for that day before the child leaves for school.

If a parent wishes to contact a teacher or student by telephone, the best approach would be to have the person who answers take a number and name and have the teacher of the student call back at a convenient time. In this manner, classroom instruction will be least interrupted. In some instances, the person who answers may convey a message to the teacher of the student and eliminate disruption of the instructional program.

VISITING SCHOOL

Parents are welcome at school and are encouraged to visit often. All visitors to the building must report to the main office. Visitors will be asked to provide a current state ID with photo to be logged into our visitor system and will be given a name tag to be worn in full view for the duration of the visit. In addition, buildings are maintaining a safe environment for students and staff by locking exterior doors during the school day. Several doors are equipped with video cameras and electronic locking devices which are monitored in the offices. Office personnel monitor doors and provide remote access. Please use the remote access button to gain entry during the school day when the exterior doors are locked. Thank you for your cooperation with these procedures. In addition, if parents desire a conference, please call the school so that a mutually agreeable date and time can be arranged.

VOLUNTEERS

School volunteers continue to play an important and valuable role in the Haysville School system. Students, staff, parents, and the community benefit from the work of individuals who freely share their talents and resources with the schools. All prospective volunteers, who will be volunteering on a regular basis, must complete a School Volunteer Application form which is available in the school office or online on the district website. In order to help safeguard our staff and students, the district conducts background checks on all school volunteers. Volunteers must also complete a volunteer authorization and disclosure form. Information obtained will be handled in a confidential manner.

STUDENT REGULATIONS

POSTIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

The Haysville School District implemented PBIS as a district initiative to improve student behavior. Each building developed a PBIS plan which includes specific procedures and routines for student behavior. This involves instructing students on appropriate behaviors and routines as well as reinforcing appropriate behaviors. Office discipline referrals (ODRs) will be utilized for major infractions.

BULLYING

Refer to BOE policies JDDC (see also EBC, GAAB, JCE, JDD, JGEC, and JGECA)

Bullying is behavior that is intentional and involves an imbalance of power leading to intimidation, fear, or harm. It can be written, verbal, physical, property damage or cyber related. Bullying is prohibited by the board of education of the Haysville school district in policies concerning bullying adopted pursuant to K.S.A. 72-8205 or subsection (e) K.S. A. 72-8205 and amendments thereto. Any act or encouragement of bullying is prohibited and therefore subject to disciplinary action.

JDDC Bullying (see also EBC, GAAB, JCE, JDD, JGEC and JGECA)

The board of education prohibits bullying in any form on school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

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.

INTERROGATIONS AND SEARCHES

Refer to BOE policies JCB-R, JCABB, and JCABB-R

Building principals shall have the authority and duty to conduct investigations and to search students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. When it has been determined by the building principal that there is a reasonable cause to believe that a student is in possession of an object which can jeopardize the health, welfare or safety of other students, that student shall be ordered to report to the building principal's office. The student may be requested to empty items such as but not limited to, pockets, purses, book bags and shoulder bags.

JCAB Searches of Property

Principals are authorized to search property if there is reasonable suspicion that district policies, rules or directives are being violated. In addition, all lockers shall be subject to random searches without prior notice or reasonable suspicion. All searches by the principal shall be carried out in the presence of another adult witness.

JCAB-R Searches of Property (cont.)

Any person other than the principal who wishes to search a student's locker or property shall report to the principal before proceeding. In no event shall any person be permitted to search a student's locker or property without the principal's consent unless the person has a valid search warrant authorizing a search. If a law enforcement officer desiring to search a student's locker or property has a search warrant, the principal shall permit the search, which shall be made in the presence of the principal.

Prohibited items found during the search shall remain in the custody of either the building principal or the law enforcement officer. If any items are turned over to law enforcement officials the principal shall receive a receipt for the items.

PHYSICAL FORCE

While in the course of his/her employment, a teacher may use a reasonable physical force against a pupil to protect him/herself, to protect other persons, to prevent the destruction of property, or to prevent any illegal overt act on the part of the pupil.

SEXUAL HARASSMENT

Sexual harassment will not be tolerated in the school district. Sexual harassment of students of the district by students, certificated and support personnel, vendors, and any others having business or other contact with the school district is strictly prohibited. It shall be a violation of this policy for any employee to sexually harass a student, for a student to sexually harass another student, for a student to sexually harass an employee, or for any employee to discourage anyone from filing a complaint or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Any student or employee who believes that he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. The initiation of a student's complaint shall not adversely affect the status of the student or the job security or status of any employee or student until a fact-finding determines that improper conduct occurred. Strict confidentiality shall be maintained throughout the complaint procedure.

If an employee's immediate supervisor is the object of a harassment complaint, the employee may bypass the supervisor and report directly to the superintendent. Complaints against the superintendent shall be heard by the board.

● Definition

It shall be a violation of district policy to harass another employee sexually, or to permit the sexual harassment of any employee by an employee or non-employee. Sexual harassment may include, but not limited to:

- a. Sexually oriented communication, including sexually oriented verbal "kidding" or harassment or abuse;
- b. Subtle pressure or requests for sexual activity;
- c. Creating a hostile school environment, including the use of innuendoes or overt or implied threats;
- d. Unnecessary touching of an individual; e.g. patting, pinching, hugging, repeated brushing against another person's body;
- e. Requesting or demanding sexual favors accompanied by an implied or overt promise of preferential treatment with regard to a student's grades or status in any activity; or
- f. Sexual assault or battery as defined by current law.

Any student who believes he or she has been subjected to sexual harassment should discuss the problem with his/her principal, or another certified staff member. Initiation of a sexual complaint will not cause any adverse reflection of the student. The initiation of a student's complaint shall not adversely affect the job security or status of any employee or student until a finding of fact determines that improper conduct occurred. Strict confidentiality shall be maintained throughout the complaint procedure.

RACIAL HARASSMENT

District employees shall not racially harass, or permit racial harassment of a student by another student, employee, non-employee or non-student. Neither shall a student racially harass another student or students. Violations of this policy shall result in disciplinary action, including termination of an

employee, or disciplinary action against the student(s) involved. Supervisors who fail to follow this policy or who fail to investigate complaints shall be in violation of this policy. If the principal is the object of a harassment complaint, the student may bypass the principal and report directly to the superintendent. Complaints against the superintendent shall be heard by the board.

Racial harassment shall include, but not be limited to:

- a. Treatment of a student differently on the basis of race, color, or national origin in the context of an educational program or activity without a legitimate, nondiscriminatory reason so as to interfere with or limit the ability of the student to participate in or benefit from the services, activities or privileges provided by the recipient.
- b. Harassing conduct (e.g., physical, verbal, graphic or written) that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by a recipient.
- c. Treatment which effectively causes, encourages, accepts, tolerates or fails to correct a racially hostile environment.

Any student who believes he or she has been subjected to racial harassment should discuss the problem with his/her principal, or another certified staff member. Initiation of a racial harassment complaint will not cause any adverse reflection of the student. The initiation of a student's complaint shall not adversely affect the job security or status of any employee or student until a finding of fact determines that improper conduct occurred. Strict confidentiality shall be maintained throughout the complaint procedure.

SUSPENSION AND EXPULSION

The Board of Education of any school district may suspend, expel, or by regulation authorize any certified employee or committee of certified employees to suspend or expel, any pupil or student guilty of any of the following:

- a. Willful violation of published regulation for student conduct adopted or approved by the Board of Education;
- b. Conduct which substantially disrupts, impedes or interferes with the operation of any public school;
- c. Conduct which endangers the safety of others or which substantially impinges upon or invades the rights of others at school, on school property, or at a school supervised activity;
- d. Conduct which, if the pupil is an adult, constitutes the commission of a felony or, if the pupil is a juvenile, would constitute the commission of a felony if committed by an adult;
- e. Conduct at school, on school property, or a school supervised activity which, if the pupil is an adult, constitutes the commission of a misdemeanor or, if the pupil is a juvenile, would constitute the commission of a misdemeanor if committed by an adult;
- f. Disobedience of an order of a teacher, peace officer, school authority, when such disobedience can reasonably be anticipated to result in disorder, disruption or interference with the operation of any public school or substantial and material impingement upon or invasion of the rights of others.

TOBACCO PRODUCTS

The use of tobacco products (this includes e-cigarettes) is prohibited at all times in or on all district owned or leased personal or real property.

WEAPONS

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon on the school grounds or off the school grounds at a school activity, function or event.

This policy shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

Possession of a firearm shall result in expulsion from school for a period of one year (186 school days.), except that the superintendent may recommend that this expulsion requirement be modified on a case-by-case basis under the provisions of policy JDC (Probation).

As used in this policy, the term “firearms” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or silencer, or any destructive device.

As used in this policy, the term “destructive device” means 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 one-quarter ounce, mine, or other device similar to any of these devices.

EXPLANATION:

The possession of any weapon or destructive device will immediately result in an out-of-school suspension. A weapon in the parking lot, even if meant for hunting purposes after school, will result in suspension with the possibility of expulsion. Any facsimile of a weapon or destructive device will result in the same suspension. This policy supports the contention that there will not be weapons (or facsimiles) on school grounds or at events.

Examples of weapons including, but not limited to: firearms-loaded or unloaded-including BB guns and pellet guns; knives that have a blade of two and one-half inches or more; any knife which can be opened by means of a switch, button or spring mechanism or which is displayed in any manner which tends to threaten, intimidate, frighten or harass another person; brass knuckles or other objects placed on the fist; nun chucks or any other martial arts weapon; slingshots; bludgeons, including any instrument intended to strike another person.

Weapon also means any object which is generally used for nonviolent or non-dangerous purposes, but which can be considered a weapon under this policy as a result of its intended or threatened use.

Other examples of weapons include, but not limited to: rocks, bottles or can, chains, shoes, belt, belt buckles; aluminum or wooden ball bats, ropes, mace or similar noxious chemical substances used in a threatening or improper manner.

Facsimile or replica of a deadly weapon is considered under this policy if used in a threatening, intimidating, violent or improper manner. Examples of facsimile or replica weapons include, but are not limited to: water pistols; cap guns; or any “look-alike” weapon.

STUDENT COMPUTER USAGE (Refer to BOE policy IIBG; also GAAB, JCE, and JCOA)

Computer systems and networks are for educational and professional use only. Violation of this policy would include, but not limited to: sending or displaying offensive messages or pictures; using obscene language; damaging computers, computer systems or networks, including creating, uploading or downloading computer viruses; violating copyright laws, or loading personal software on district

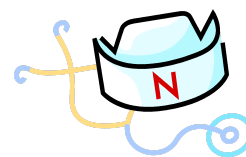
computers; harassing, insulting, or attacking others via computer networks; using others' usernames and employing district computers and networks for commercial purposes; and giving out personal information over the Internet, such as full name and address. The district retains the right to discipline any student, up to and including expulsion, for violations of this policy.

Students shall have no expectation of privacy when using district e-mail, instant messaging, Internet access, or other official communication systems. The school district retains the right to duplicate any information on district computer systems or on any hard drive. Any e-mail, instant messaging, Internet access, computer application, or information in district computers or computer systems is subject to monitoring by the administration.

E-mail, instant messaging, and Internet access shall be used primarily to conduct approved district business, educational research, and educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration. Students shall not install software on district computers or computer systems.

The USD 261 Haysville Public School district complies with federal and state Children's Internet Protection Act (CIPA) laws and promotes Internet safety for all students through a curriculum that addresses cyber bullying and appropriate interaction with other individuals on social networking websites and chat rooms. It is the responsibility of all members of the USD 261 Haysville Public school staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with the CIPA laws.

STUDENT HEALTH SERVICES



COMMUNICABLE DISEASE REGULATIONS:

Haysville Unified School District #261 must comply with the Public Regulations regarding the control of communicable diseases.

Public Health Regulations for the Control of Communicable Diseases:

1. No person having an infectious or contagious disease shall be admitted to any public, parochial, or private school, or in any other public place. A child who has any of the following diseases shall be excluded from school, other public places, and contact with other children until a written release is obtained from:

A. Wichita-Sedgwick County Health Department

- | | | | |
|--------------------|----------------|------------------|-------------------------|
| (1) Whooping Cough | (2) Diphtheria | (3) Meningitis | |
| (4) Typhoid Fever | (5) Smallpox | (6) Tuberculosis | (7) Any unusual disease |

B. Either the Wichita-Sedgwick County Health Department or from a private physician:

- (1) Streptococcal infections, including strep throat: Excluded until 24 hours after appropriate antibiotic therapy has begun or for duration of symptoms, if antibiotics are not administered. Antibiotics must be continued for a complete course of therapy. Inadequate therapy may cause permanent damage.
- (2) Ringworm : Students may attend school if receiving treatment but should not participate in athletic activities involving skin-to-skin contact until skin lesions are completely healed.

2. For the following diseases, no health department release is necessary; however, the child shall be excluded from school, all other public places, and contact with other children according to the following regulations:
 - A. Measles: Excluded until 4 days after rash appears. Unvaccinated students who were exposed must receive the MMR vaccine within 72 hours of exposure or the student will be excluded from school for 21 days from the date of exposure.
 - B. Chickenpox: Excluded until every little spot is crusted/scabbed over. Unvaccinated students that were exposed must receive the varicella vaccine within 72 hours of exposure or the student will be excluded from school for 21 days from the date of exposure.
 - C. Mumps: Excluded for nine (9) days from onset of symptoms and five days following the onset of swelling. Unvaccinated students that were exposed will be excluded from school from day 12 to day 25 after exposure.
 - D. Rubella: (German Measles): Excluded until seven (7) days after appearance of rash. Unvaccinated students who were exposed will be excluded from school for 21 days from the date of exposure.
 - E. Pinkeye: Infected children are not required to be excluded from school. Infected children should be allowed to remain in school once any prescribed therapy is implemented, unless their behavior is such that close contact with other students cannot be avoided.
 - F. Scabies: Students shall be excluded from attending school until 24 hrs. following initiation of appropriate antiparasitic therapy.
 - G. Pediculosis (Head Lice): A student with lice may finish the school day once identified. To be readmitted when free of lice.
 - H. Impetigo: Excluded until 24 hours after beginning antibiotic treatment.
3. A child may be excluded for an additional period of time if the principal or other school personnel designated by such feel it is necessary for the child's protection or for the protection of the other children.
4. Certification by a licensed physician that a child does not have a communicable disease after having been suspected by non-physician personnel of having such disease requires re-admittance.

DISPENSING OF MEDICATION

- A. School nurses, health aides or school personnel designated by such do not administer medications of any kind except to students on continued medication who have specific orders from their physicians or dentists. These medications must be in prescription containers for a specific student for who the medication was ordered, and be accompanied by a written note from both the student's physician or dentist and legal guardian(s). It is the lawful custodian's responsibility to assure that the medication and dosage in the container is the same as is described by the label. The lawful custodian can call the doctor for instructions for medication to be given at school and have the doctor's office send the written instructions to school. This written statement will be kept on file at the school for the duration of the stated treatment. Long-term treatment shall be updated annually. A change in medication dosage requires a new written notification with the attending physician's signature.
- B. The medications must be kept in a locked cupboard and administered by the school nurse, health aide, or school personnel designated by such.
- C. The administration of non-prescription (over the counter) medications shall not be dispensed by school nurses, health aides, or school personnel designated by such unless:
 - An OTC medication form is completed and signed by the guardian.

- Medication is provided in the original container.
- Medication will be given per package instructions. Any dosing that is different than package instructions will require a physician order.
- Medication will be stored in a locked cabinet in the health room. If you would like your child to self-carry medication a separate form and physician order will be required. Medications that are permitted for self-carry include epinephrine auto injectors, inhalers, and supplies/medication for diabetes.

Aspirin and oral homeopathic medications will continue to require a physician order

D. The doctor or dentist and legal guardian(s) should understand that the school will only be custodians of the medication, and are not to be liable for the student appearing at any specific times to take the medications.

E. The school nurse, health aide, or school personnel designated by such will keep a log concerning the dispensing of designated medication.

F. At no time are students, pre-school through twelfth grade, allowed to have any kind of medication, including non-prescription (over the counter) medicines, on their person, in purse, in locker, or on school premises except when enroute to the health room or leaving school.

G. Students may carry prescribed medications on their person (such as inhalers or anaphylaxis injection) with a doctor's written permission and a parent signature on a USD 261 waiver form. This form needs to be updated annually.

H. Student found with medications, including non-prescription (over the counter) medication not taken to the health room, will receive disciplinary action from the school.

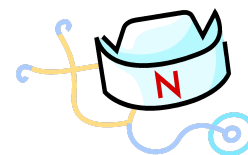
EXCUSES FROM PHYSICAL EDUCATION

Physical education instructors may require a doctor's permit for students to be temporarily excused from participation, except in emergency cases, where a note from home signed by the health nurse or an administrator will be accepted until a doctor's permit can be obtained. A health nurse or an administrator can only give a two-day extension from participating in physical education. After this two-day period, a doctor's permit must be submitted to excuse a student from participation in physical education.

STUDENT HEALTH SERVICES

HEALTH NURSE AND HEALTH AIDES

The district health nurse will coordinate health services and supervise special health programs, as well as perform regular school health nurse duties.



A registered nurse (RN) or health aide will be employed as required. The RN or aide will help maintain health records and check students referred by teachers.

HEALTH SERVICES

Accident and Illness – In case of illness of a student during the school day, the student is to report to the health room. If, as a result of an accident or illness, medical attention is required, the following procedures are followed:

- A. The parents or relatives are contacted immediately by the school health aide or nurse.
- B. The student is under the direct care of the school health aide until the parent can be reached.
- C. If the parents or relatives cannot be contacted in case of illness or injury, 911 will be called and the service of the police, county rescue squad and/or the sheriff's office will be enlisted.

- D. Students who exhibit symptoms of illness should not be sent to school. Health aides or school nurses reserve the right to decide whether the student should remain in school.
- E. Under no circumstances are students to spend an unreasonable amount of time in the health room. Students are not to call parents to pick them up unless the health aide authorizes them to do so.
- F. The school district's policy is that if a student feels too ill to remain in class, the parent or guardian should pick up that student at school as soon as possible.
- G. No student will be taken or sent home until the parent or another designated responsible person is contacted at home or at work. The parent or guardian must leave a telephone number of a relative or neighbor to be contacted when the parent or guardian cannot be reached; however, the parent or guardian must be sure the person whose number is given is aware of this responsibility.
- H. On the first day of an absence, parents or guardians should notify the student's school by 9:00 a.m. to report a student absence.

FREEMAN – 554-2265

PRAIRIE – 554-2350

NELSON – 554-2273

OATVILLE – 554-2290

REX – 554-2281

RUTHCLARK – 554-2333

INOCULATIONS

The Board of Education requires that all students in Unified School District #261 shall provide the superintendent or his designated representative proof of immunization of disease as required by Kansas State Law. Students who fail to provide said documentation as required by law may be suspended or expelled from school by the superintendent or his designated representative until proof of immunization is given to the appropriate administrator.



IMMUNIZATION REQUIREMENTS (Immunization Regulation 28-1-20)

As of March, 2004, Kansas requires all children entering school for the first time in Kansas to provide the school their immunization records and a health assessment prior to admission to and attendance at school. For the 2023-2024 school year, the Kansas Department of Health and Environment **requires all Early Childhood-18 year old** students to provide proof of having received the following immunizations **prior to** admission to, and attendance at school. A doctor or health department needs to sign the immunization record. **In order to meet the immunization requirements, each individual dose for each type of immunization must be recorded for school entry. A Doctor or health department needs to sign the immunization record.**

- 1) Five (5) doses of DTaP/Tdap (Diphtheria, Tetanus, Pertussis) with a minimum of **four weeks** between the first three doses and a minimum of **six months** between the third and fourth doses. Four doses acceptable if dose 4 was given **on or after the fourth birthday**. Six (6) doses is the limit, regardless of schedule.
- 2) Four (4) doses of Polio (IPV or OPV Schedule) with a minimum of **four weeks** between each dose, regardless of age given. Three doses acceptable if dose 3 was given **on or after the fourth birthday**. Five (5) doses is the limit, regardless of schedule.
- 3) Two (2) doses of MMR (Measles, Mumps, Rubella) **on or after the first birthday**. There must be a minimum of **four weeks** between first and second doses.

- 4) Two (2) doses of Varicella required for grades Kindergarten through twelfth for 2023-2024 school year. The first dose must be **on or after the first birthday**. None needed if Varicella disease verified as follows:
 - A) Signature of physician indicating history of disease and date of illness; or
 - B) Laboratory evidence of Varicella immunity.
- 5) Three (3) doses of Hepatitis B (required through Grade 12 for 2023-2024 school year) with a minimum of **four weeks** between first and second doses, **eight weeks** between the second and third doses, and **sixteen weeks** between the first and third doses. The third dose must be given **after twenty-four weeks** of age.
- 6) Two (2) Doses Hepatitis A – Effective August 2, 2023 PreK through Grade 7. Two Doses required. First dose on or after first birthday, and a minimum interval of 6 months between the first and second dose.
7. Pre-K students also have some additional vaccine requirements

Haemophilus influenza type b (Hib) Three to four doses required for children less than 5 years of age. Brands of vaccine approved for a three-dose series should be given at 2 months, 4 months, and 12-15 months. Brands of vaccine approved for a four-dose series should be given at 2 months, 4 months, 6 months and 12-15 months. Total doses need for series completion is dependent on the type of vaccine administered and the age of the child when doses are given.

Pneumococcal conjugate (PCV) Four doses required for children less than 5 years of age. Doses should be given at 2 months, 4 months, 6 months, and 12-15 months. Total doses needed for series completion is dependent on the age of the child when doses were given.

PHYSICAL ASSESSMENT

In addition to the required immunizations mentioned above, as of May 5, 1994, a child health assessment is now required for any school entry for children ages eight (8) and under. The physical health assessment must be signed by a physician (M.D.) or by a Doctor of Osteopathy (D.O.). This applies to children not previously enrolled in any Kansas school.

REGULATIONS FOR STUDENTS ENROLLING IN KANSAS

Any student enrolling in school for the first time in this district or currently enrolled in the district shall be required to present to the appropriate school authorities certification from a physician or local health department that such student has received prior to entering the school system such tests and inoculations as are deemed necessary by the Secretary of the State Department of Health and Environment, designated as: Measles, Mumps, Rubella, Polio, Diphtheria, Pertussis (Whooping Cough), and Tetanus. Tuberculin skin testing is no longer required for school entry. Any student not in compliance will be excluded from school until a completed record is submitted to the health room personnel.

As an alternative to the certification required above, a student shall present:

1. Annual certification from a licensed physician stating that the physical condition of the child to be such that the tests or inoculations would seriously endanger life or health of such child, or
2. A written statement, signed by one parent or guardian, that the child is an adherent of a religious denomination whose religious teachings are opposed to such tests or inoculations.

If the parents or guardians lack the means to pay for these required inoculations, they can be obtained by the parents or guardians through the Sedgwick County Health Department. If such is the case, the following schedules indicate the location and times such services are available.

SEDGWICK CO. HEALTH DEPARTMENT

2716 West Central
Wichita, Kansas 67212
Telephone: (316) 660-7300

Days and Hours of Operation:

Monday, Tuesday, Wed. and Friday
8:00 a.m. – 6:00 p.m.
Thursday – 12:00 p.m. to 6:00 p.m.

OR

Children's Clinic
(Call for an appointment)

Mon., Tues., Wed. and Friday
3:30 – 6:00 p.m.

SCHOOL BASED HEALTH CLINIC see appendix pg. 45

OTHER STUDENT SERVICES

GUIDANCE COUNSELORS

The Haysville Unified School District has guidance counselors serving its elementary population. The guidance and counseling program attempts to meet the social, emotional and personal needs of the elementary school population. The counselors provide both immediate and long-term counseling to those students in need of such assistance and work closely with both parents and teachers in attempting to create an appropriate environment in which each child can learn.

SCHOOL PSYCHOLOGIST

A school psychologist will work with students and staff providing psychological services including testing and evaluating to determine eligibility for special education services; serve as chairperson of the evaluation team consisting of the classroom teacher, principal, pupil service teacher, and others as appropriate; and act as consultant with students and staff.

SCHOOL SOCIAL WORKER

District social workers are available to assist students with social, emotional, personal, or behavioral needs. School social workers are the link between home, school and community by promoting students' academic and social/ emotional success. They work with students in one-on-one, small group, and large group settings during the school day. Social workers support the collaboration between school and the community mental health agencies. The social workers provide resources to students and families to help with a specific need and work closely with both families and the staff at school to create a safe and appropriate environment in which each student can learn.

SPEECH CLINICIANS

Speech clinicians provide services to students who have communicative disorders. A communicative disorder may range in severity from mild to profound and may be developmental or acquired. A speech disorder is an impairment of voice, articulation of speech sounds, and /or fluency. A language disorder is the impairment of deviant development of language comprehension or communication. The clinicians work with students individually and in small groups and provide consulting services to parents and teachers regarding speech language disorders.

SPECIAL EDUCATION CLASSES

The district provides special education classes and support services available for children who need a more specialized curriculum. These classes include all special education categories and related services specified by Kansas Law.

At each building, student intervention or pre-assessment team meets when a student is having difficulty. Initiation of team action is a result of teacher referral, parent referral or school-wide screening procedures. In pre-assessment, the classroom teacher and the pre-assessment committee work on a consultative and supportive basis to specifically identify the student's educational problem and decide if the student should be referred for comprehensive evaluation. The evaluation is multidisciplinary, that is, conducted by professionals qualified to assess areas of concern. Input from parents and other appropriate non-school personnel will be sought to obtain a comprehensive view of the student. No student is identified as exceptional or recommended for placement until the multidisciplinary team has documented that the student has been presented with learning experiences that are appropriate for his/her age and ability levels; and that potential for learning has not been achieved in the regular education environment.

SPECIAL EDUCATION PARENTAL RIGHTS

The parents of children who are or may be exceptional have certain rights, which are guaranteed by state and federal law. If you would like further explanation of these rights, please contact your local principal, school district administrator, director of special education or the Kansas State Department of Education, 120 S.E. 10th Avenue, Topeka, KS 1-800-203-9462. Copies of these rights in Braille, audiotape and other languages are available upon request. For more information about your rights, you may request a copy of the Parent and Professional Resource Manual: Active Participation in the Special Education Process from Families Together, Inc. (785) 233-4777 or (800) 264-6443.

Both you and the school district share in the education of your child. If you or the school has issues or concerns about the education of your child, you and your child's teacher should hold open discussions about the issues. You are urged to be actively involved in your child's education process.



DISTRICT WELLNESS PLAN AND FOOD SERVICES PROCEDURES PARENT INFORMATION AND GUIDELINES

DISTRICT WELLNESS PLAN

The Haysville School District adopted a wellness plan, as mandated by legislation, which promotes a healthy lifestyle for children. The goal is to improve the health and well-being of our students. Key points in the wellness plan include providing nutrition education to students and parents, providing healthy meals and snacks for students as well as encouraging more physical exercise and movement during recess. At several buildings, students will be participating in a fitness program which includes a walking program during a portion of their recess time.

In addition, parents are asked to assist by following guidelines for providing healthy items in their child's sack lunch as well as healthy snacks for parties and special occasions. While parties are a time to celebrate, providing healthy items can still be fun. This also includes snacks which are sent with children on a regular basis. When providing beverages for parties, please refrain from sending high calorie beverages or soft drinks. Fruit beverages should contain at least 50% fruit juice with no additional sweeteners. Clear liquids are preferred due to carpeting in the classrooms.

Approved snacks include the following items:

- cereal bars, granola Bars
- trail mix or assorted nuts
- crackers with cheese
- crackers with peanut butter
- Rice Krispie treats
- fruit snacks (100% fruit)

- fresh fruit, dried fruit such as raisins
- beef jerky
- rice snacks, rice crackers
- animal crackers
- Teddy grahams
- pretzels or popcorn
- fresh vegetables

For special parties, be creative and consider some of the following items:

- veggies and dip
- pizza with low fat toppings
- string cheese
- meat and cheese with crackers
- yogurt cups
- fresh fruit kabobs or parfaits
- pudding cups
- salsa and low-fat chips
- or various other healthy items
- fresh fruit with fruit dip

If you have questions or would like a copy of the district wellness plan, please speak with your child's teacher or call the school office. More information will be sent home each month regarding The district's wellness plan. Again, the staff appreciates your understanding and willingness to comply with our district's wellness plan

FOOD SERVICE **BREAKFAST / LUNCH PROGRAM**

LUNCHROOM RULES AND REGULATIONS

School Food Service is one of the nation's largest segments of the food service industry. The purpose of the School Food Service is:

1. To provide a nutritional meal.
2. To teach the importance of eating a variety of foods and develop sound eating habits.

The first school food service operation in the United States began in 1853. The National School Lunch Act of 1946 established school food service as a vital part of the educational process. Haysville Unified School District #261 participates in the National School Lunch Program, which means the local, state and federal governments have established guidelines that must be followed to provide at least 1/3 of the students' daily dietary requirements.

Freeman, Nelson, Oatville, Prairie, Rex, and Ruth Clark will be using the computerized **WINSNAP** program for accounting purposes for meals. When parents send money to school for milk, breakfast, or lunch, it will be applied to the student's account. Parents must request from Food Service to be notified when the account is low. If your child purchases school meals, please be sure there are adequate funds in their account for each day's meals. Students will no longer be allowed to borrow against their food service account when funds have been depleted. Meal account balances can be checked online using the parent component of the district's student data management tool, Power School. Please do not send your child to school without a lunch or money to pay for a lunch. **This information can accessed online using student or parent passwords at the following internet address: <http://www.usd261.net/public>. Free and reduced meals are available to students. Application forms are available in all school offices.**

Extra milk and various other items may also be purchased using meal account funds. Students and adults will be charged full price for additional milk since there is no federal reimbursement for this item.

BREAKFAST PROGRAM

The price for breakfast for the 2022-2023 school year.

PreK – Grade 5 -- \$1.15 per day

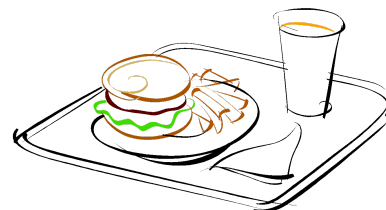
Extra Milk - - - - - .30 cents per carton

LUNCH PROGRAM

The prices of lunches for the 2022-2023 school year

Early Childhood – Grade 5 - - \$2.45 per day

Extra Milk - - - - - 30 cents per carton



Free and reduced meals will again be offered to students who qualify. Application blanks will be available during enrollment and also in all school offices.

Principals and teachers from buildings will set the rules and regulations pertaining to the lunch room procedures. Lunchroom and noon recess paras are employed by the district to provide supervision of students.

SCHOOL BUS TRANSPORTATION

Bus transportation is provided to all children residing 2½ miles or more from their assigned attendance center within boundaries of Unified School District #261. The bus service is a privilege extended to each child as long as established rules of behavior are followed.



Assignment of Bus: Each child will be assigned a bus number. This assignment is permanent and must be observed until changed by the school administration or transportation department. Reassignment may be made from time to time if requested by the parent for justifiable reasons, or by the school administration when necessary to balance or eliminate overloading.

Pick Up and Discharge Points: Each bus stop is established by the administration in keeping with safety, loading, and schedule consideration. Students will load and discharge only at established stops. A minimum number of stops are established per route and will not be modified except by administrative action. It is obviously impossible to stop at every home or street.

Behavior Rules and Regulations: The bus driver is responsible for behavior of the children on the bus. They must obey his/her requests cheerfully and promptly at all times in the interest of their own personal safety. The bus driver may at his/her option, assign seats to riders whenever warranted. The bus driver is required to report violations of established rules and regulations to the school administration for appropriate action. Several buses in the Haysville School district are equipped with video cameras to monitor student behavior. Please read the following BOE policy.

JGGA Use of Video Cameras (See JR and JRB)

The district may use video cameras to monitor student activity. Video cameras may be used to monitor students riding in district vehicles and to monitor student behavior in or around any district facility. Videotapes that are records of student behavior shall be secured in a locked file until the tapes are either reused or erased. The videotape shall be considered a student record and shall be subject to current law for the release of student record information.

THE FOLLOWING ESTABLISHED RULES AND REGULATIONS FOR BUS RIDERS WILL BE ENFORCED:

1. **Bus Stop:**

- A. Be on time. Schedules do not allow for waiting. Under normal conditions, the bus will not deviate more than five minutes from its regular schedule.
- B. Walk to stops facing traffic where there are no sidewalks.
- C. Wait off the roadway in a quiet, orderly manner. Respect other people's property.
- D. Remain off the road and do not attempt to board the bus until it comes to a complete stop.

2. **Boarding the Bus:**

- A. Wait for the driver's signal before crossing the street. Stay at least ten feet in front of the bus. Board the bus in a quiet, orderly manner. Go to your seat as quickly and quietly as possible without running or pushing.

3. **Riding the Bus:**

- A. BE SAFE
- B. BE COURTEOUS
- C. COOPERATE WITH THE DRIVER
- D. PROPER CLASSROOM BEHAVIOR IS EXPECTED
- E. KEEP THE AISLE CLEAN
- F. HELP KEEP THE BUS CLEAN.
- G. DO NOT DAMAGE THE BUS
- H. FIGHTING, HITTING, PUSHING, AND CUSSING ARE NOT ALLOWED.
- I. FOOD, DRINK, TOBACCO, DRUGS, AND WEAPONS ARE NOT ALLOWED



4. **Unloading:**

- A. Remain seated until the bus comes to a complete stop.
- B. Leave the bus quickly and quietly without crowding, shoving, or pushing.
- C. If crossing the street, do so at least ten feet in front of the bus. Wait until the driver signals before crossing, and then walk looking both ways before entering traffic lanes.

D. Get off only at your regular stop unless permission has been given to exit at another.

5. **Disciplinary Action:**

Bus transportation will be provided for students to and from school for those students who qualify. Students must observe the rules and regulations adopted by the board governing student transportation. Students will also be subject to the school's behavior code while riding school buses.

A copy of the bus discipline report will be sent home in each step. One or more of the steps will be omitted in dealing with severe discipline problems. Reports of unacceptable behavior will result in parent contact. Consequences for receiving a school bus discipline referral will be:

Step 1. Conference held with the student and a verbal warning given.

Step 2. Conference held with the student and a letter sent from the transportation department to inform the parent/guardian that the student continues to misbehave.

Step 3. Conference held and parent/guardian contacted informing them the student is suspended from the bus for three (3) to five (5) days. A letter will be sent home.

Step 4. Conference held and parent/guardian contacted informing them that the student is suspended from the bus for the remainder of the semester / year. A letter will be sent home.

One or more of these steps may be omitted in dealing with severe discipline problems. At any time during the process when there is a question about the incident, the administrator will refer the parent to the transportation supervisor so that he/she can meet with the parent. The transportation supervisor (554-2213) may choose to establish a parent/transportation supervisor/bus driver meeting.

HUMAN SEXUALITY / AIDS EDUCATION PROGRAM

A health program including human sexuality/AIDS education is being taught. The materials used in the health program, like all curricular areas, increases in both content and complexity in the upper grades. While the human sexuality/AIDS education materials are integrated within the total health program, your child's teacher will gladly share specific dates with you upon request. Approved videotapes and written materials presently being used for instructional purposes in human growth and development units are available for your viewing.

Parents are encouraged to have your child participate in the Health Human Sexuality/AIDS Education classes. However, parents may choose to teach these sensitive areas to your child at home instead of in the classroom setting. In this case, contact the school for more information about the curriculum or opting out of the classes. Please send a letter to your child's teacher and the school office if you do not want your child to participate.

Listed below are the state mandates for the Human Sexuality/AIDS Education Program for grades 4-5. In addition, please find the district's philosophy, goals, and considerations regarding the human sexuality program.

STATE OF KANSAS MANDATES – SEPTEMBER 1988

Concepts and Skills (Grades 4-5)

Positive Self-Esteem: (Appreciation of self and respect for others)

Communication Skills: (Self expression and listening)

Physical Growth and Development: (Life cycles, changes and adjustments)

Emotional Development: (Characteristics that make people special)

Personal Relationships: (Interacting with others)

Sexuality: (Males and females – Acceptance as a healthy part of personality)

Abuse and Violence: (Treating others in acceptable ways)

PHILOSOPHY We believe:

1. That the home is the primary provider for human sexuality education. Parents always have had that responsibility and the school in no way exists to assume that role.
2. That the basic principles of school human sexuality education are based upon respect for individual dignity, worth, and privacy.
3. That the school has a responsibility to provide accurate knowledge about reproductive anatomy and physiology and to teach those life skills, which help one to apply that knowledge to productive citizenry and life.
4. That a school-based human sexuality program most appropriately belongs in a comprehensive K-12 health education program or in the related fields.
5. That any school-based human sexuality program supports and affirms local community moral standards, but that no administrator, teacher, or resource person has the right to impose his/her values and beliefs on students.
6. That, although the primary purpose of school-based human sexuality education is knowledge and life-skill development, schools do have responsibility to address current crisis concerns such as teen pregnancy, child abuse, and STD's including AIDS.
7. That the study of human relationships should be treated with dignity and respect and that slang words or materials which present relationships in an irresponsible manner are not appropriate in a school setting.
8. That any human sexuality curriculum taught in a school district should be approved and governed by that district's board of education through the administrative process.

GOALS OF HUMAN SEXUALITY AND AIDS EDUCATION

Human Sexuality and AIDS education is intended to:

1. Enhance the self-esteem of all students. A basic tenet of human sexuality education programs is that youngsters must believe in their own personal self-worth. Acceptance of self is the essential link to developing a respect for others.
2. Increase the knowledge level of all students about human sexuality. Accurate knowledge about the biological, sociological, psychological, and ethical aspects of sexuality is necessary for understanding self and others. Accurate knowledge can dispel misinformation and is needed for responsible decision-making.
3. Improve responsible decision-making skills of all students. The acquisition of knowledge is the foundation of all education, but knowledge alone does not lead to wise decision-making. Clarifying and accepting personal and societal values, honing communication skills, coping with peer pressure, and considering possible consequences before acting are components of a human sexuality education program. Educating youth for a life of responsible decision-making requires a program built upon accurate knowledge and human respect.
4. Improve the quality of life for all students. The ultimate goal of human sexuality education is to better enable people to live meaningful and satisfying lives. Knowledgeable individuals who are comfortable with themselves and their own sexuality are persons who will not feel the need to exploit others. Self-accepting persons capable of responsible decision-making will be more likely to exhibit behavior that is consistent with society's morals.

CONSIDERATIONS REGARDING THE HUMAN SEXUALITY PROGRAM

1. Parent/Guardians who wish to assume the responsibility of human sexuality instruction of their students should send a letter to the teacher and principal requesting that their student be excluded from these specific instructional activities.
2. Staff in-service is imperative to ensure that the district has informed professionals who are able to provide factual information regarding human sexuality.

USE OF SCHOOL FACILITIES AND GROUNDS

The Board of Education has always been quite liberal in permitting organizations within our school district the use of school facilities so long as proper supervision is maintained. Proper respect of the buildings, equipment, and grounds is expected of all users.

Facility Use forms must be completed and signed in advance of usage of any school facility. These forms are online at USD261.com and must be approved by both the principal and superintendent.

The use of tobacco products is prohibited on all school grounds. The individual making the arrangements for use of the building will be responsible for enforcement of the regulations.

Use of school grounds, by community groups, must be approved by the superintendent. A deposit may be required to insure compliance with the city ordinance and to guarantee that the grounds will be left clean and in good condition.

Adequate adult supervision must be maintained at all times. An off-duty police officer shall be provided by applicants when so directed. Guards, to prevent trespassing in portions of the building not authorized to be used, must be provided when so directed.

CIVIL PREPAREDNESS – SCHOOL CRISIS PLAN

Each building in the district maintains a current Crisis Plan complete with emergency procedures. In the event of a crisis or an emergency, school personnel will assure for the safety of all students. Students and staff frequently review school procedures and familiarize themselves with the building crisis plans. In addition, staff members and students are asked to be observant of visitors and strangers in the buildings. All visitors should report directly to the office upon entering the building. Please contact the building principal for more thorough evacuation plans and additional building specific information.

FIRE

At least four fire drills are held at each school to acquaint our students and staff with proper evacuation procedures in case of fire.

TORNADO

During the period of the year when there is general concern regarding tornado weather conditions, and one other time during the year (total 2), a drill is held at school to acquaint students with procedures in taking protective cover. Each school has developed plans to place students where the least likelihood of harm will occur. Checking out students during a tornado is not recommended and is strongly discouraged. Safe rooms at all buildings require doors to remain closed during emergency situations such as tornados and chemical spills (shelter in place as recommended by authorities).

NATIONAL EMERGENCIES

The school will cooperate with all authorized Civil Preparedness Agencies in their plans for the total community in the event of an emergency. Information concerning this can be obtained from the local Civil Preparedness Director.

EMERGENCY CLOSING OF SCHOOLS

In our effort to improve communication between parents and school, USD 261 implemented a **telephone broadcast system (Regroup Notification System)** that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. The service may also be used from time to time to communicate general announcement or reminders. This service is provided by **Regroup Notification System**, a company specializing in school-to-parent communications. USD 261 will continue to report school closings due to snow or weather on local radio or television stations in addition to this system as an overlay to the public announcements.

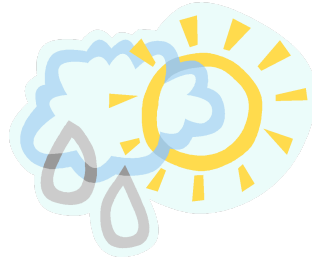
When used, the service will call all phone numbers in our selected parent contact lists and will deliver a recorded message from a school administrator. The service will deliver the message to both live answer and answering machines. No answers (phone ringing over 40 seconds) and busies will be automatically retried twice in fifteen minute intervals after the initial call.

In case it becomes necessary to close the schools as a result of weather or an emergency, various Media broadcasting methods will be utilized. In addition to local radio and television stations, the district website will also carry special school closing notifications and other emergency/special announcements. This information will be made available as soon as the webmaster has been notified and will be located on the district website in the dropdown menu "**Our District: Closings**". **The district website can be accessed by using the following internet address: <http://www.usd261.com>**

The following Radio Stations will be notified:

KFDI-AM 1070, KFDI-FM 101.3, KTHR-FM 107.3, KZCH-FM 96.3, B98-FM 98

The following Television Stations will be notified:
KAKE-TV 10, KWCH-TV 12



VISITORS TO DISTRICT PROPERTY / EVENTS **(Public Conduct on District Property)**

The Board encourages parents and other members of the public to visit district buildings and attend district events and activities; however, inappropriate behavior or conduct will not be tolerated.

Examples of inappropriate conduct include, but are not limited to:

1. Possessing or being under the influence of any alcoholic beverage or illegal substance.
2. Possessing a weapon in violation of Board policy.
3. Violating Board policy or the posted or stated rules of the event.
4. Fighting or otherwise striking or threatening another person.
5. Failing to obey the instructions of a security official or school district employee.
6. Engaging in any illegal or disruptive activity.

The principal may seek to deny future admission onto district property to any person by verbally notifying them or mailing a notice by first-class mail and by certified mail with return receipt requested. The notice should contain:

1. A description of the conduct.
2. The proposed time period for which admission to district events will be denied.
3. Instructions regarding the procedure for requesting to address the Board.

Unless the principal notifies the visitor otherwise, the visitor may be on district property for the limited purposes of:

1. Attending open public meetings of the Board of Education and its committees.
2. Transporting his or her child to and from school and school activities.
3. Attending scheduled conferences or meetings with district personnel pertaining to the visitor's child.

The principal will notify appropriate district staff of any individuals who are prohibited from being on district property, including the dates of the ban and any applicable exceptions.

Once a decision has been made to ban a person from district property, building principal or designee is authorized to file a trespassing complaint with local law enforcement if the person enters district property.

EMERGENCY SAFETY INTERVENTIONS

Article 42. – EMERGENCY SAFETY INTERVENTIONS

91-42-1. Definitions. As used in this regulation and in K.A.R. 91-42-2, each of the following terms shall have the meaning specified in this regulation:

- (a) "Chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.
- (b) "District" means a school district organized under the laws of this state that is maintaining a public school for a school term pursuant to K.S.A. 72-1106, and amendments thereto. This term shall include the governing body of any accredited nonpublic school.
- (c) "Emergency safety intervention" means the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.
- (d) "Mechanical restraint" means any device or object used to limit a student's movement.
- (e) "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.
- (f) "Physical restraint" means bodily force used to substantially limit a student's movement.
- (g) "School" means any learning environment, including any nonprofit institutional day or residential school and any accredited nonpublic school, that receives public funding or over which the Kansas state department of education has regulatory authority.
- (h) "Seclusion", when used with a student, means that all 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.
 - (3) The student is prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.
 - (4) "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.
- (i) (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective P-91-42-2. Policy, documentation, and reporting requirements. (a) Each district shall develop and implement written policies to govern the use of emergency safety interventions over all schools. At a minimum, written district policies shall conform to the definitions and requirements of these regulations, including that seclusion and physical restraint shall be used only when student conduct meets the definition of necessitating an emergency safety intervention. Parents shall be annually provided with the written policies on the use of emergency safety interventions. The written policies shall include the following:
 - (1) Policies and procedures for the use of emergency safety interventions:

Article 42. – EMERGENCY SAFETY INTERVENTIONS (cont.)

- (A) Policies and procedures shall prohibit the following:
 - (i) The use of prone, or face-down, physical restraint; supine, or face-up, physical restraint; physical restraint that obstructs the airway of a student; or any physical restraint that impacts a student's primary mode of communication.
 - (ii) the use of chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments; and
 - (iii) the use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation; and
 - (B) written policies developed pursuant to this regulation shall be accessible on each school's web site and shall be included in each school's code of conduct, school safety plan, or student handbook, or any combination of these;
- (2) school personnel training consistent with nationally recognized training programs on the use of emergency safety interventions:
- (A) Training shall address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies;
 - (B) training shall be designed to meet the needs of personnel as appropriate to their duties and potential need for emergency safety interventions; and
 - (C) schools and programs shall maintain written or electronic documentation on training provided and lists of participants in each training;
- (3) written parental notification whenever an emergency safety intervention is used. This notification shall be provided within two school days;
- (4) documentation of any incident of emergency safety intervention, which shall include the date and time of the intervention, the type of intervention, the length of time the intervention was used, and the school personnel who participated in or supervised the intervention;
- (5) procedures for the collection, maintenance, and periodic review of the use of emergency safety intervention at each school, which shall include the documentation described in paragraph(a)(4);
- (6) local dispute resolution processes. Each district shall develop policies that, at a minimum, shall include the following:
- (A) A complaint investigation procedure;
 - (B) a procedure for parents to present written complaints to the local board of education to initiate complaint investigation by the local board of education; and

- (C) a procedure for parents, the school, and the Kansas state department of education to receive written findings of fact and, if necessary, corrective action from the local board of education within 30 days of filing of a complaint by a parent.

Article 42. – EMERGENCY SAFETY INTERVENTIONS (cont.)

- (b) Each district shall develop a system to collect and maintain documentation for each use of an emergency safety intervention, which shall include the information described in paragraph (a)(4).
 - (1) Information maintained by the school shall be compiled and submitted, at least biannually, to the district superintendent or district designee.
 - (2) Documentation of any school's or district's use of emergency safety intervention shall be provided to the Kansas state department of education upon written request of the Kansas state department of education.
 - (3) Each district shall report all incidents of emergency safety intervention to the Kansas state department of education by the date and in the form specified by the Kansas state department of education. An annual report shall be provided by the Kansas state department of education to the Kansas state board of education.91-42-2

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective P- .)

USD 261

Animals in the Classroom**Kansas Department of Health and Environment Regulations****Animals in Kansas Schools:
Guidelines for Visiting and Resident Pets**

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Acknowledgement: This document was adapted from guidelines developed by the Alabama Department of Health

Introduction

The purpose of these guidelines is to provide information to promote safety for instructors and students when animals are brought into the classroom. Animals are part of our daily lives; they can be used effectively as part of our daily lives; they can be used effectively as teaching aids, and the positive benefits of the human-animal bond are well established.

However, the special situation of classrooms necessitates certain safeguards.

Inadequate understanding of animal disease and behavior can lead to unnecessary risks for children and animals alike. These guidelines are designed to promote a better understanding of:

1. Which animals may represent a health hazard and are not safe to bring in classrooms at all;
2. Health considerations when handling animals which have the potential to transmit disease;
3. Safety precautions for introducing animals into classrooms;
4. How to properly handle animal wastes to limit the spread of disease from animals to humans.

Regulations concerning animals in licensed day care facilities are found in K.A.R. 28-4-131.

Animals that are Unacceptable for School Visits

1. Wild animals

Defining a “wild” animal is difficult and subjective. For the purposes of these guidelines, a wild animal is any *mammal* that is **NOT** one of the following:

- a. Domestic dog
- b. Domestic cat
- c. Domestic ferret
- d. Domestic ungulate (e.g., cow, sheep, goat, pig, horse)
- e. Pet rabbit
- f. Pet rodent (e.g., mice, rats, hamsters, gerbils, guinea pigs, chinchillas)

Wild animals pose a risk for transmitting rabies as well as other *zoonotic diseases* (i.e., diseases which can be transferred from animals to humans) and should never be brought into schools or handled by children. In Kansas it is

unlawful to possess skunks, foxes, raccoons, and coyotes as pets (K.A.R. 28-1-14).

Wild animals’ behavior also tends to be unpredictable. A wild animal that has been raised in captivity is still a wild animal.

Domestication takes thousands of years, not just a generation or two.

Exceptions to this recommendation include those instances when the wild animals are presented at schools by a professional who has experience handling wildlife, and are displayed in enclosed cages which prevent contact between the animal and children. *Because of the high incidence of rabies in bats, raccoons, skunks, and wild carnivores, these animals (including recently dead animals) should not be permitted on school grounds under any circumstances.*

2. Poisonous animals

Spiders, venomous insects, poisonous reptiles (including snakes), and poisonous amphibians should be prohibited from being brought onto school grounds. Exceptions to this recommendation include those instances when these animals are presented at schools by a professional who has experience handling them, and are displayed in cases which provide a physical barrier between the animal and the children (e.g., animal is enclosed behind a sturdy glass or plastic).



3. Wolf-dog hybrids

These animals are crosses between a wolf and a domestic dog and have shown a propensity for aggression, especially toward young children. Therefore, they should not be allowed on school grounds.

4. Stray animals

Stray animals should never be brought onto school grounds because the health and vaccination status of these animals is unknown.

5. Baby chicks and ducks

Because of the high risk of salmonellosis and campylobacteriosis from these animals, they are inappropriate in schools. Transmission of these diseases from chicks and ducklings to children is well documented in the medical literature.

6. Aggressive animals

Animals which are bred or trained to demonstrate aggression towards humans or other animals, or animals which have demonstrated such aggressive behavior in the past, should not be permitted on school campuses. Aggressive, unprovoked, or threatening behavior should mandate the animal's immediate removal.

Exceptions may be sentry or canine corps dogs for demonstration that are under the control of trained military or law enforcement officials.

Special Conditions for Specific Animals

Specific recommendations should be observed for the following animals because of their zoonotic diseases that they may carry or because of certain tendencies:

1. Reptiles (including non-poisonous snakes, lizards, and iguanas) and amphibians

Because of the risk of contracting salmonellosis from these animals even when they are reared in captivity, special precautions are necessary when handling them. These animals may intermittently shed salmonella, and negative cultures will not guarantee that the animals are not infected. Treatment of infected animals with antibiotics has not proven useful and may promote the development and spread of resistant bacteria.

It is recommended that when reptiles and amphibians are present at schools they should be under the direct responsibility of professionals (including teachers) who have training and experience handling them. The animals should be kept and displayed in cases which provide a physical barrier between the animal and the children (e.g., sturdy glass or plastic).

Because Salmonellosis can be more severe in young children and because their hygiene practices are more questionable, handling of reptiles and amphibians is not recommended for children younger than 12 years. **Any time children are allowed to handle these animals, they should receive very clear instructions on how to wash their hands**

thoroughly after they finish. Hand washing instructions are in the appendix.

2. Psittacine birds

Because psittacine birds can carry zoonotic diseases such as psittacosis (Chlamydia psittacine, parrot fever), such birds (parrots, parakeets, budgies, and cockatiels) should not be handled by children. Birds showing any signs of illness should not be brought into school. Psittacine birds may be brought to school as long as their cages are clean and the bird's wastes can be contained, such as within a cage. Psittacine birds permanently housed on school property in cages should be treated prophylactically with appropriate tetracyclines for psittacosis for 45 days prior to entering the premises.



3. Ferrets

Ferrets can be allowed to visit school classrooms, but they must be handled by the person responsible for them. Because of their propensity to bite when startled, it is not recommended that school children hold ferrets visiting the classroom.

4. Fish

Disposable gloves should be worn when cleaning aquariums. Used tank water should be disposed of in sinks that are not used for food preparation, or for obtaining water for human consumption.

5. Guide, hearing, and other service animals and law enforcement animals

These animals should not be prohibited from being on school grounds or in classrooms.



Suggested Animals for Use in Schools

The following is a list of animals that are appropriate pets to be housed in schools:

1. Small pet rodents (e.g., mice, rats, hamsters, gerbils, guinea pigs, chinchillas)
2. Pet rabbits
3. Aquarium fish (salt or fresh water)
4. Non-psittacine cage and aviary birds (e.g., canaries, finches, mynahs, diamond doves)

All animals housed in schools should be provided an appropriate environment (e.g., secure housing, suitable temperature, adequate exercise) and a proper diet. In addition, there should be a plan for the continued care of these animals during the days that school is not in session.

Consultation with a veterinarian is advised to help with environmental and nutritional needs and provide care in the event of illness or injury to the animal.

General Guidelines for Animals that are Permitted to Visit Schools

It is important that animals that are brought onto school campuses be clean and healthy so that the risk of transmitting diseases is minimal. Children tend to be more susceptible to zoonotic diseases and parasitic infections than adults also because of their lack of hand washing and greater propensity for putting hands in their mouths. Therefore, animals which are brought to school should be clean and free of disease and external parasites such as fleas, ticks and mites, to decrease the likelihood of the animal transmitting these agents or vectors to the students. Visiting animals should be restricted to an area designated by the principal or administrator. Kittens and puppies are appropriate only for short classroom visits.

The following are specific recommendations for some common visiting animals:

1. Verified rabies vaccination

Current rabies vaccination by a licensed veterinarian should be documented for all dogs, cats, and ferrets brought onto the school campus for instructional purposes. Dogs and cats under three months of age or not vaccinated against rabies should not be handled by children.

2. Health certificates for dogs

A health certificate signed by a licensed veterinarian showing proof of current vaccination against canine distemper, canine hepatitis, leptospirosis, parainfluenza, Bordetella, and rabies should be available. Animals must have had a negative fecal exam or proof of successful treatment for internal parasites in the past year. The animal should be free of external parasites such as fleas, ticks, and mites and free of obvious skin lesions. Dogs over four months of age should be housebroken.

3. Health certificate for cats

A health certificate which is signed by a licensed veterinarian showing proof of current vaccination against feline panleukopenia (feline distemper), rhinotracheitis, calicivirus, chlamydia, feline leukemia, and rabies should be available. Animals must have had a negative fecal exam or proof of successful treatment for internal parasites in the past year. The animal should be free of external parasites such as fleas, ticks, and mites and free of obvious skin lesions.

4. Health certificates for ferrets

A health certificate which is signed by a licensed veterinarian showing proof of current vaccination against canine distemper and rabies should be available. Animals must have had a negative fecal exam or proof of successful treatment for internal parasites in the past year. The animal should be free of external parasites such as fleas, ticks, and mites and be free of obvious skin lesions.

Proper Restraint of Animals

Because animals may react strangely in classroom situations, it is important to have an effective way to control them. Fear may cause an animal to attempt to escape or even act aggressively in situations which are unusual to them (the “flight or fight” phenomenon). Appropriate restraint devices will allow the holder to react quickly and prevent harm to students or escape of the animal.

1. Collars and leashes

Dogs, cats, and ferrets should be wearing a proper collar, harness, and/or leash when on the school campus or in the classroom so they can be easily controlled. Household rope or string is not an appropriate restraint tool. The owner or responsible person should stay with the animal during its visit to the school. No animal should be allowed to roam unrestrained on the school campus or in the classroom.

2. Pet birds

Pet birds should never be allowed to fly free in a classroom.

3. Designated areas

All animals should be restricted to the area designated by the principal or administrator. In school facilities in which the common dining area is also used as an auditorium, gymnasium, or multipurpose room animals may be allowed in the area **at times other than meals if:**

- a. effective partitioning or self-closing doors separate the area from food storage and food preparation areas;
- b. condiments, equipment, and utensils are stored in enclosed cabinets or removed from the area when animals are present; and
- c. dining areas, including tables, countertops, and similar surfaces are effectively cleaned before the next meal

service. Cleaning should be done with a 10% bleach solution or commercial disinfectant.

Animals should **not** be in dining areas during mealtimes.

4. Estrus

Female dogs and cats should be determined not to be in estrus (heat) at the time of the visit.

Student Contact with Animals

Increased activity and sudden movements can make animals feel threatened, so all student contact with animals should always be supervised and conform to a few basic rules. Even very tame animals may act aggressively in strange situations.

1. Animal bites can usually be avoided if students are kept in small groups.
2. Rough play or teasing should absolutely not be allowed.
3. Children should not be allowed to feed pets directly from their hands.
4. Small animals such as rabbits, hamsters, gerbils, and mice should be handled very gently.

Rabbits rarely like to be held and will struggle to free themselves.

Rodents may bite when they feel threatened, but rabies post-exposure prophylaxis is almost never warranted with small rodent bites.

5. Children should be discouraged from “kissing” animals or having them in close contact with their faces.
6. Education with animals should be used to reemphasize proper hygiene and hand washing recommendations. All children



who handle animals should be instructed to wash their hands immediately after handling them.

7. Animals should not be allowed in the vicinity of sinks where children wash their hands, or in any areas where food is prepared, stored, or served. Animals should not be kept in areas used for cleaning or storage of food utensils or dishes. Animals should also be restricted from nursing stations or sterile and clean supply rooms.
8. Do not allow cats or dogs in sandboxes where children play.
9. Immunocompromised students (e.g., children with organ transplants, children currently receiving cancer chemotherapy or radiation therapy) may be especially susceptible to zoonotic diseases; therefore, special precautions may be needed to minimize the risk of disease transmission to these students. Consultation with the child's parents about precautionary measures is strongly advised.
10. In the event of an animal bite, contact the local health department for guidance.

Recommendations for specific precautionary measures may also be solicited from the Kansas Department of Health and Environment, Office of Epidemiologic Services (785-296-2951).

Handling and Disposal of Animal Wastes While on School Campuses

1. **Clean up of animal wastes.** Children should not handle or clean up any form of animal waste (feces, urine, blood, etc.). Animal wastes should be disposed of where children cannot come into contact with them, such as in a plastic bag or container with a well-fitted lid or via the sewage waste system for feces.

Food handlers should not be involved in the clean-up of animal wastes.

2. **Prohibited areas.** Animal wastes should not be disposed of and visiting animals should not be allowed to defecate in or near areas where children routinely play or congregate (e.g., sandboxes, school playgrounds).
3. **Litter boxes.** Litter boxes for visiting animals should not be allowed in classrooms.

Humane Treatment

To avoid the intentional or unintentional abuse, mistreatment, or neglect of animals, the humane care and husbandry recommendations of the National Association of Biology Teachers and the National Science Teachers Association should be adopted (See Appendix).

Conclusion

Animals can serve as excellent teaching tools, and students love to have them visit the classroom. When using animals as an instructional aide, the objective should always be well planned in advance. By following the above recommendations, the use of animals in the classroom can be made safe and enjoyable for both the animals and the children.

Further Information

For further information, please contact the Kansas Department of Health and Environment, Office of

Epidemiologic Services, 1000 SW Jackson, Suite 210, Topeka, KS 66612-1274; phone (785) 296-2951; fax (785) 291-3775.

National Science Teachers

These guidelines are recommended by the National Science Teachers Association for use by science educators and students. It applies, in particular, to the use of non-human animals in instructional activities planned and/or supervised by teachers who teach science at the pre-college level.

Observation and experimentation with living organisms give students unique perspectives of life processes that are not provided by other modes of instruction. Studying animals in the classroom enables students to develop skills of observation and comparison, a sense of stewardship, and an appreciation for the unity, inter-relationships, and complexity of life. This study, however, requires appropriate humane care of the organism. Teachers are expected to be knowledgeable about the proper care of organisms under study and the safety of their students.

These are the guidelines recommended by NSTA concerning the responsible use of animals in a school classroom/laboratory:

1. Acquisition and care of animals must be appropriate to the species.
2. Student classwork and science projects involving animals must be under the supervision of a science teacher or other trained professional.
3. Teachers sponsoring or supervising the use of animals in instructional activities including acquisition, care, and disposition, will adhere to local, state, and national laws, policies and regulations regarding species of organisms.
4. Teachers must instruct students on safety precautions for handling live animals or animal specimens.
5. Plans for the future care or disposition of animals at the conclusion of a study must be developed and implemented.
6. Laboratory and dissection activities must be conducted with consideration/ appreciation for the organism. Laboratory and dissection activities must be conducted in a clean and organized workspace with care and laboratory precision.
7. Laboratory and dissection activities must be based on carefully planned objectives. Laboratory and dissection objectives must be appropriate to the maturity level of the student.

National Association of Biology Teachers Position Statement: The Use of Animals in Biology Education

8. Student views or beliefs sensitive to dissection must be considered; the teacher will respond appropriately.

National Science Teachers Association July 1991

The National Association of Biology Teachers (NABT) believes that the study of whole organisms, including nonhuman animals, is essential to the understanding of life on Earth. NABT recommends the prudent and responsible use of animals in the life science classroom. Furthermore, NABT believes that biology teachers should foster a respect for life; and should teach about the interrelationship and interdependency of all things, and that humans must care for the fragile web of life that exists on this planet.

Classroom experiences that involve nonhuman animals range from observation to dissection. NABT supports these experiences so long as they are conducted within the long-established guidelines of proper care and use of animals, as developed by the scientific community. As with any instructional activity, the use of nonhuman animals in the biology classroom must have sound educational objectives. Any use of animals, whether for observation or dissection, must convey substantive knowledge of biology; and NABT believes that biology teachers are in the best position to make this determination for their students.

NABT acknowledges that no alternative can substitute for the actual experience of dissection and urges teachers to be aware of the limitations of alternatives. When the teacher determines that the most effective means to meet the objectives of the class do not require dissection, NABT supports the use of alternatives to dissection, such as models and videodiscs. The association encourages teachers to be sensitive to substantive student objections to dissection and to consider providing appropriate alternatives for those students.

NABT provides guidelines for the care and use of live animals in classrooms and science fairs. These guidelines are consistent with the tenets of proper care and use of animals and reflect the consensus of the teaching and biomedical research communities.

National Association of Biology Teachers

November 1993

Hand washing Instructions

Washing hands thoroughly and frequently avoids most contagious diseases.
Thoroughly means:

Wet hands with running water
Pump soap into palms
Rub together to make lather
Scrub hands vigorously for 15 seconds
Rinse soap off of hands
Dry hands

Frequently means:

After going to the toilet
After petting or handling animals
Before eating
Before preparing foods



Produced by the Kansas Department of Health and Environment, Offices of Epidemiologic Services and Public Information, 900 SW Jackson, Room 1051-S, Topeka, Kansas 66612. This document may be copied and shared as long as the content remains unchanged. 10-27-97. KDHE library number AB1007

Haysville Elementary Outdoor Recess Guidelines

- **Cold-Related Conditions**

Regular outdoor recess will be held if:

- Outside air temperature and/or wind chill is **20° (F) or greater**
- There is no falling precipitation
- **Limited outdoor recess** will be held if:
 - Outside air temperature and/or wind chill is between 10° and 19° (F)
 - There is no falling precipitation
- **Indoor recess** will be held if:
 - Outside air temperature and/or wind chill is lower than 10° (F) or there is falling precipitation

- **Heat-Related Conditions**

Regular recess:

- If the outside temperature or heat index is less than 95° (F)
- **Limited outdoor recess:**
 - Students may go out for a portion of their normal recess during the school day using the following guidelines for students and staff when the temperature or heat index is between 95° and 99° (F)
 - Make sure abundant water is available and frequent breaks are given.
 - Consider allowing students to use water bottles in order to pre-hydrate.
 - Watch for signs of heat cramps, heat exhaustion or heat strokes.
- **Indoor recess:**
 - It is recommended that students and staff remain inside for recess when the temperature or heat index is 100° (F) or greater.

- **The heat index, also known as the apparent temperature, is **what the temperature feels like to the human body when relative humidity is combined with the air temperature.** This has important considerations for the human body's comfort. When the body gets too hot, it begins to perspire or sweat to cool itself off.*

Understand the Weather

Wind-Chill



- 30° is **chilly** and generally uncomfortable
- 15° to 30° is **cold**
- 0° to 15° is **very cold**
- -20° to 0° is **bitter cold** with significant risk of **frostbite**
- -20° to -60° is **extreme cold** and **frostbite** is likely
- -60° is **frigid** and exposed **skin will freeze** in 1 minute

Heat Index



- 80° or below is considered **comfortable**
- 90° beginning to feel **uncomfortable**
- 100° **uncomfortable** and may be **hazardous**
- 110° considered **dangerous**

All temperatures are in degrees Fahrenheit
Weather Guidelines for Children

Weather Guidelines for Children

		Wind Speed in mph								
		Calm	5	10	15	20	25	30	35	40
Air Temperature	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-35	-37	-39	-41	-43

Comfortable for out door play
 Caution
 Danger

		Relative Humidity (Percent)												
		40	45	50	55	60	65	70	75	80	85	90	95	100
Air Temperature (F)	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	105	109	113	117	122	127	132
	94	97	100	103	106	110	114	119	124	129	135			
	100	109	114	118	124	129	130							
	104	119	124	131	137									



SCHOOL BASED HEALTH CLINIC

KU Wichita Pediatrics, KU Wichita Medical Practice Association and USD 261 Haysville Public Schools are excited to announce our school-based health clinic (SBHC) to serve students and staff within the Haysville District.

It is our hope the SBHC will make access to health care easier for Haysville students and staff and eliminate the need to drive out of town for health care. This may decrease school absences for students and reduce missed work time for parents and staff members.

The clinic will be open in the USD 261 administrative building at 1745 W Grand, Monday through Wednesday from 7:30 AM to 11:30 AM and Thursday and Friday from 12:30 PM to 4:30 PM. Krista Weaver, APRN, will be the health care provider on site. The SBHC will function similarly to other primary care clinics and will provide services for district students including comprehensive and acute care. This will include well-child visits (including vaccinations), as well as the evaluation of acute illness or injury such as sports injuries, cough, cold, fever, rashes, headaches, urinary tract infections, acne, COVID-related concerns, and others. Screening, assessment, treatment and referral for mental health concerns can also be provided through the SBHC. Student sports physicals are also provided through the SBHC. The clinic will provide acute care services to USD 261 staff. Additionally, several onsite laboratory services will be provided through LabCorp for students when needed. To schedule an appointment, call the clinic at (316)554-2317.

KU Wichita Medical Practice Association bills for all services provided by the SBHC USD 261 Haysville. Most major insurances including Medicaid/KanCare are accepted. Your services will be billed to your insurance on file and any remaining deductibles or coinsurance will be billed to the responsible party. If you have any concerns regarding payment for services, please reach out to us. All USD 261 students will be seen regardless of the ability to pay. If your child does not have health insurance, the SBHC can assist through our partnership with Healthy Kansas Kids. Contact us at (316)554-2317 for more information. Our goal is to provide care to all who need it, and to assist you with obtaining health insurance coverage whenever possible.



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

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

COMMON LANGUAGE

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

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

HOLD

"In Your Classroom or Area"

Students are trained to:

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

Adults and staff are trained to:

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



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

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



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

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

Adults and staff are trained to:

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



EVACUATE

"To a Location"

Students are trained to:

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

Adults and staff are trained to:

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



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

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

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

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





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

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

SECURE

“Get Inside. Lock outside doors”



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

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

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

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

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

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

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

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

LOCKDOWN

“Locks, Lights, Out of Sight”



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

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

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

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

SHOULD PARENTS TEXT THEIR STUDENTS?

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

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

WHAT ABOUT UNANNOUNCED DRILLS?

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

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

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

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

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





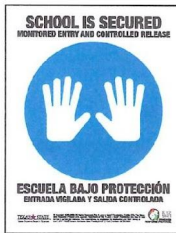
STANDARD RESPONSE PROTOCOL

INDICACIONES PARA LOS PADRES/ MADRES DE FAMILIA

En caso de que se produzca un suceso real, es posible que los padres/madres de familia se pregunten qué papel pueden tener.

SECURE (PROTEJAN)

“Vayan adentro. Echen llave a las puertas exteriores”



La orden de proteger se acciona cuando pasa algo peligroso fuera del edificio. Los/las estudiantes y el personal irán adentro del edificio y se echará la llave a las puertas exteriores. Es posible que la escuela muestre un cartel que indique que el edificio está bajo protección (Building is Secured) en las puertas de entrada o en las ventanas cercanas a la misma. Dentro, se continuará con la actividad rutinaria.

¿Deberían los padres/madres ir a la escuela cuando ocurra una situación de protección?

Probablemente no. Durante una situación de protección se hará todo lo posible para seguir con las clases de forma normal. Además, es posible que se pida a los padres/madres que se queden fuera durante una situación de protección.

¿Qué pasa si los padres/madres tienen que ir a buscar a sus hijos/as?

Según la situación, es posible que dejar salir a los estudiantes suponga un riesgo. Si las circunstancias evolucionan, podría cambiarse la orden de situación de protección a entrada vigilada o salida controlada.

¿Se notificará a los padres/madres cuando se active una situación de protección?

Cuando la situación de protección sea breve o el riesgo de carácter no violento, como por ejemplo un animal silvestre en el patio de recreo, es posible que no sea necesario notificar a los padres/madres mientras la situación de protección se mantenga activada.

En caso de situaciones de mayor duración o peligro, es posible que la escuela haga saber a los padres/madres de familia que se han incrementado las medidas de seguridad.

LOCKDOWN (CIERRE DE EMERGENCIA)

“Echen llave, apaguen las luces, escóndanse”

La orden de poner en marcha un cierre de emergencia se acciona cuando pasa algo peligroso dentro del edificio.

Los estudiantes y el personal han sido instruidos para que accedan o se queden en un salón al que se le pueda echar la llave y permanezcan en silencio.

El cierre de emergencia solo se inicia cuando hay un peligro activo dentro o muy cerca del edificio.

¿Deberían los padres/madres ir a la escuela cuando ocurra un cierre de emergencia?

Durante un cierre de emergencia la inclinación natural de los padres/madres es dirigirse a la escuela. Aunque se entiende perfectamente, puede ser un problema. Si existe un peligro dentro del edificio, las autoridades policiales responderán a la situación. No es probable que se permita a los padres/madres acceder al edificio o ni siquiera al campus escolar. Si un padre o madre de familia ya se encuentra en la escuela, se le pedirá que participe en el cierre de emergencia.

¿Deberían los padres/madres enviar mensajes de texto a sus hijos/as?

La escuela reconoce lo importante que es la comunicación entre los padres/madres y sus hijos/as durante una situación de cierre de emergencia. No obstante, los padres/madres de familia deben saber que durante el período inicial de un cierre de emergencia es posible que enviar textos a sus padres/madres sea demasiado arriesgado para los/las estudiantes. Una vez que la situación se resuelva, se le pedirá a los/las estudiantes que comuniquen a sus padres/madres información actualizada de forma regular.

En algunos casos, es posible que se evacue a los/las estudiantes y se les lleve a un lugar fuera de la escuela para que se reúnan con los padres y madres.

¿Se harán simulacros no anunciados?

Es posible que la escuela realice simulacros no programados, no obstante es sumamente desaconsejable realizar simulacros sin aviso previo. Estos se conocen como simulacros no anunciados y pueden causar preocupación y estrés innecesarios.



Los padres/madres de familia deben saber que la escuela informará siempre de que se trata de un simulacro durante el aviso inicial.

Es importante explicar la diferencia entre un simulacro y un ejercicio. Un simulacro se usa para crear "memoria muscular" asociada con una acción practicada. No se hacen simulaciones de situaciones, solo se realizan las acciones. Un ejercicio simula una situación actual para probar la capacidad del personal y el equipo.

¿Pueden los padres/madres observar o participar en los simulacros?

La escuela no tiene ningún inconveniente en permitir a los padres/madres que lo deseen observar o participar en los simulacros.



INFORMACIÓN PARA PADRES/ MADRES DE FAMILIA Y TUTORES/AS LEGALES

Nuestra escuela ha adoptado el Protocolo de Respuesta Estándar (SRP por su sigla en inglés) desarrollado por "I Love U Guys" Foundation. Los/las estudiantes y el personal serán capacitados, practicarán y harán simulacros sobre el protocolo.

LENGUAJE COMÚN

El Protocolo de Respuesta Estándar (SRP por su sigla en inglés) se basa en un método para todo tipo de riesgos en vez de para situaciones particulares. Al igual que el Sistema de Comando de Incidentes (ICS por su sigla en inglés), el protocolo SRP utiliza un lenguaje común claro al mismo tiempo que posibilita la flexibilidad en el protocolo.

La premisa es simple: durante un suceso se pueden activar cinco acciones específicas. Cuando se comunique, la acción usará un "término específico" que irá seguido de una "orden". Los participantes activos, incluidos estudiantes, empleados, docentes y personal de respuesta inmediata llevan a cabo la acción. El protocolo SRP se basa en las siguientes acciones: Hold (esperen), Secure (protejan), Lockdown (acceso bloqueado), Evacuate (evacuen) y Shelter (busquen resguardo).



HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

Se capacita a los/las estudiantes en lo siguiente:

- Permanecer en el área hasta que se indique que la situación se ha resuelto
- Continúen con la actividad rutinaria

Se capacita a las personas adultas en lo siguiente:

- Cerrar la puerta y echen la llave
- Contar a los estudiantes y a los adultos
- Continuar con la actividad rutinaria



SECURE! (Lockout) (¡PROTEJAN!) Vayan adentro. Echen llave a las puertas exteriores.

Se capacita a los/las estudiantes en lo siguiente:

- Regresar adentro

• Continuar con la actividad rutinaria

Se capacita a las personas adultas en lo siguiente:

- Llevar a todas las personas adentro
- Echar llave a las puertas exteriores
- Mantener la alerta sobre lo que ocurre en su entorno
- Contar a los estudiantes y a los adultos
- Continuar con la actividad rutinaria



LOCKDOWN! (¡CIERRE DE EMERGENCIA!)

Echen llave, apaguen las luces, escóndanse.

Se capacita a los/las estudiantes en lo siguiente:

- Desplazarse a un lugar donde no se les vea
- Guardar silencio
- No abrir la puerta

Se capacita a las personas adultas en lo siguiente:

- Llevar a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
- Echar llave a las puertas interiores
- Apagar las luces
- Desplácese a un lugar donde no se les vea
- No abrir la puerta
- Guardar silencio
- Contar a los estudiantes y a los adultos
- Prepararse para evadirse o defenderse



EVACUATE! (¡EVACUEN!)

(Es posible que se especifique un lugar determinado)

Se capacita a los/las estudiantes en lo siguiente:

- Evacuar a un lugar determinado
- Llevarse sus teléfonos
- Cuando se proporcionarán instrucciones sobre si deben llevarse o dejar sus pertenencias

Se capacita a las personas adultas en lo siguiente:

- Dirigir la evacuación a un lugar determinado
- Contar a los estudiantes y a los adultos
- Reporte lesiones o problemas usando el método de Tarjeta Roja / Tarjeta Verde



SHELTER! (¡BUSQUEN RESGUARDO!)

Riesgo y estrategia de seguridad.

Los riesgos pueden incluir:

- Tomado

- Materiales peligrosos
- Terremoto
- Tsunami

Las estrategias de seguridad pueden incluir:

- Evacuar a un área resguardada
- Sellar el salón
- Agacharse, cubrirse, agarrarse
- Dirigirse a terreno elevado

Se capacita a los/las estudiantes en lo siguiente:

- Estrategias adecuadas de seguridad y para situaciones de riesgo

Se capacita a las personas adultas en lo siguiente:

- Estrategias adecuadas de seguridad y para situaciones de riesgo
- Contar a los estudiantes y a los adultos
- Reporte de lesiones o problemas usando el método de Tarjeta Roja / Tarjeta Verde