



**McLouth USD 342
Elementary
Student/Parent Handbook
2016-2017**

McLouth USD 342 Mission Statement

"Together, we learn in a community that promotes academic excellence, respect, life-long learning and responsible citizenship."

*217 Summit St.
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ELEMENTARY STAFF

PHONE - (913) 796-6152

Steve Lilly	Superintendent of Schools
Lorie Patterson	Business Manager/BOE Clerk
Sherri Brown	Central Office Secretary
Jerome Johnson	Principal
Bethany Lasher	Elementary Secretary
Danielle Nowasell	Pre- K
Amy Pound	Pre- K
Beth Robinette	Kindergarten
Susan Schenk	Kindergarten
Kristin Brey	First Grade
Tosha Landau	First Grade
Brandie Wright	Second Grade
Jessica Lindshield	Second Grade
Rachel Boucher	Third Grade
Terri Downs	Third Grade
Chelsee Poskey	Fourth Grade
Kahle Spence	Fourth Grade
Allison Putman	Fifth Grade
Franki Stidham	Fifth Grade
Vickie Feuerborn	Elementary Counselor
Annamaria Rainey	Elementary Counselor Secretary
Sarah Walker	Music
Jacob Bubb	Band
Ryan Scott	Physical Education
Rachel Schrek	Art
Sandy Nowasell	Title 1
Forrest Creager	Technology Director
Gina Holwick	Media Director
Beth Meyers	Special Education

BOARD OF EDUCATION

Kristie Carlton	Heather Coit
Kim Troupe	James Copeland
Andy Sullivan	Nathan Jolley
Dean Wolfe	

COOKS

Cory Sullivan, Head Cook	Tara Stauch
Becky Sheley	

Custodial Staff

Wes Patterson	Randy Chastain
Barbara Reliford	Peggy Rule
Angie Reiling	David Denham

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GENERAL INFORMATION

McLOUTH SCHOOLS MISSION STATEMENT

Together, we learn in a community that promotes academic excellence, respect, life-long learning, and responsible citizenship.

BELIEF STATEMENTS

STUDENTS

We believe:

- * All students can learn.
- * Sufficient time to learn and appropriate support are crucial to the learning process.
- * Schools should create an environment for student success.
- * A student's self-esteem will have a direct bearing on his success.
- * The rate of student learning will vary according to the task and among individuals. What is important is that the student learns and experience success.
- * All students have unique skills and talents that should be identified and nurtured.
- * All students can acquire skills and understandings at higher cognitive levels.
- * Students are partners with teachers, administrators, parents, and peers in the learning process.
- * Students shall respect the rights and property of others.
- * Students welcome opportunities for new educational experiences.

TEACHERS

We believe teachers:

- * Are the foundation of a successful educational system.
- * Are committed to continued self-development, professional growth, and the school improvement process.
- * Are role models for students and shall establish high expectations for themselves and their students.
- * Will actively seek parent support and involvement.
- * Should enhance the students' feelings of self-worth both as learners and as people.
- * Are partners with students, administrators, and parents in the learning process.
- * Should serve as advocates of the students.
- * Will identify and develop the unique skills and talents of each student.

PRINCIPALS

We believe a principal:

- * Is the instructional leader of the school responsible for creating a positive learning environment.
- * Is committed to continued professional growth and is a leader in the school improvement process.
- * Is a partner in the learning process with students, teachers, administrators, and parents.
- * Will maintain high expectations for him / herself, students, and staff members.

SUPERINTENDENT

We believe the superintendent:

- * Is the leader, implementer, and facilitator of a successful school district.
- * Promotes the positive educational climate of the school district.
- * Is committed to continued professional growth and is a leader in the school improvement process.
- * Will maintain high expectations for him/herself, the students, and all district employees.
- * Is the district representative when dealing with individuals and outside organizations.
- * Is a partner with teachers, staff, students, and parents in the learning process.

BOARD OF EDUCATION (BOE)

We believe:

- * The students are the number one priority.
- * The BOE is in partnership with administrators, teachers, students, and parents in the educational process.
- * The BOE policies will reflect the educational needs of the community.

- * The BOE will maintain high standards for themselves with expectations for excellence from administrators, teachers, and students.
- * Each board member will be committed to continued professional growth and the school improvement process.

COMMUNITY

The district believes:

- * Parents/guardians and patrons are an important part of the community.
- * The community is interested and informed about the educational process.
- * The community should be involved in school activities, planning sessions, problem solving, and other volunteer efforts which support the educational process.
- * The community communicates its ideas and concerns to the school.

PARENT/GUARDIAN

The district believes:

- * It is the primary responsibility of the parents/guardians to teach their children morals, social skills, responsibility, and citizenship, and to work with the school to have an acceptable program in place for educators to supplement these teachings.
- * It is the responsibility of the parents/guardians to see that their children attend school and come adequately prepared to learn.
- * Parents should provide support and encouragement for their children throughout the educational process.
- * Education should be a partnership between parents, students, teachers, administrators, staff, and the Board of Education.
- * Parents should communicate with the school in a constructive manner.

DAILY PROGRAM

McLouth Grade School operates a six hour and thirty-six minute instructional day. School begins at 8:10 a.m. and ends at 3:30 p.m. Students who arrive after 8:15 a.m. without an excusable reason will be marked as tardy.

Kindergarten through fifth grade students are not to arrive at school before 7:45 a.m. (7:45 if eating breakfast) or stay after 3:30 p.m., unless they are on an early or late bus, participating in a school function or activity, or have an appointment with an instructor and a note verifying the appointment. Students on the school grounds outside these hours are not supervised. The doors will be locked until 7:45 a.m. When students arrive, they are to go directly to the gymnasium. All elementary students should leave the school grounds immediately after school is dismissed and should not play on the playground equipment.

No student should ever leave the school grounds or building after arriving, without obtaining a pass from the school office. Students will be allowed to leave only in the company of a parent or legal guardian or with a properly signed note or phone call from the parent or guardian.

SCHOOL CLOSING

In case of school cancellation because of bad weather or other emergency situations, McLouth U.S.D. #342 announcements will be broadcast on local radio and television stations--WIBW radio and TV, channels 27 and 49 in Topeka, KLWN radio in Lawrence, WDAF-61 Country radio, KCMO radio and TV, in Kansas City. These announcements will be made as early as possible the day concerned.

On days of bad weather (snow and ice) buses will start about 15 minutes early. People at the beginning of the route may expect the buses early, middle of route about on time, and end of route will be a little later. During some inclement weather conditions, morning bus routes may run an hour behind schedule, which will be announced on local stations. When weather conditions deteriorate during the school day, students may be sent home early. **It is the parent's responsibility to be aware of school closing early once it has been broadcasted.** Parents should develop alternate baby-sitting, supervision, and pick up plans for bad weather days. At enrollment time, parents will complete an Emergency Release Plan. This plan will indicate where their child is to go in case school dismisses early. **It is the parent's responsibility to update the form in case there are any changes. We will attempt to contact Kindergarten, first and second grade parents/guardians for early dismissal. Also, we will try to contact Kindergarten parents/guardians if there is a delayed starting time.**

CHANNELS OF COMMUNICATION

Patrons who have complaints, concerns, or compliments must follow this procedure in this order: (1) see the teacher; (2) talk to the principal; (3) schedule an appointment with the superintendent; (4) fill out a complaint form which may be secured from any office.

MARKING PERIODS

1st Quarter August 18, 2016 – October 13, 2016
2nd Quarter October 15, 2016 – December 21, 2016
3rd Quarter January 4, 2017 – March 9, 2017
4th Quarter March 13, 2017 – May 17, 2017

ACADEMIC PROGRAMS

GRADE SCHOOL GRADING POLICY

Kindergarten through Second

- 4 - Exceeds Grade Level Standard
- 3 - Meets Grade Level Standard
- 2 - Making Acceptable Progress Toward Grade Level Standard
- 1 - Needs Support at School and Home to Meet Grade Level Standard

Third through Fifth

A+ - 98-100%	B- - 80-82%	D - 63-66%
A - 94-97	C+ - 77-79	D- - 60-62
A- - 90-93	C - 73-76	F - 59-below
B+ - 87-89	C- - 70-72	
B - 83-86	D+ - 67-69	

REPORT CARDS

Report Cards will be made available online, via PowerSchool. Paper copies can be made available, per parent/guardian request. All 4th quarter grades will be mailed home.

TESTING

Kansas Assessments, AIMSWeb, and other local assessments are given each year, at McLouth Elementary. Test results are provided to the parents at various times throughout the year. If you have questions about the testing program or desire more information, please contact the testing coordinator or principal. We will be happy to discuss these results with you.

ASSIGNMENT OF STUDENTS

Assignment to a particular grade level or particular classes shall be determined by the building principal based on the educational abilities of the student. If the parent(s) disagree, the principal's decision may be appealed to the superintendent. If the parent(s) are still dissatisfied with the assignment, they may appeal in writing to the board.

PROMOTION

Kindergarten promotion is dependent upon readiness skills for first grade. In cases where this may be a question, the decision will be made in a conference with the parents or guardian, the instructor, and the principal. Promotion to the next grade in grades first through fifth will be dependent on satisfactory completion of the course work.

RETENTION

Kindergarten students, who do not meet grade level outcomes and expectations, may be retained at the end of the year. In some situations a teacher may request a committee to review the retention. The committee will consist of the counselor, the teacher, the principal, the parent(s) or guardian(s) and another faculty member. The committee will recommend promotion or retention to the building principal and the parent or guardian. In cases where the parent or guardian disagrees with the grade placement, a form signed by the parent or guardian will be placed in the student's cumulative folder.

Should a student miss a significant amount of school, due to an illness or hospitalization, he/she may be a candidate for retention, if homebound services do not provide adequate growth. The school will use the procedure describe above to determine the appropriate placement.

The final decision in any case pertaining to grade placement of a regular educational student shall rest with the appropriate building principal. The final decision for grade placement of a student with an IEP shall rest with the IEP team.

STUDENT PROGRESS REPORTS

A progress report will be sent home if a student has a below "C" average after completion of five weeks of instruction in a marking period. If your child is below average in any academic areas, we would encourage you to set up a conference with the teacher. If you wish a weekly progress report, please request this from the teacher.

HOMEWORK

Students are encouraged to do a majority of their class assignments during school hours. Some students find it necessary however, to do some work on their own outside school hours. This is sometimes true because students have been absent, are slow workers, have poor study habits, or need additional time. It is most desirable for students to have their evenings and weekends free for recreational reading and other educational and cultural activities. Teachers try to present new material, instruction and assignments in such a way that the students will know what is expected of them.

Homework assignments will be given in the elementary grades, and as the student advances through school, more homework may be expected. In grades kindergarten through second, homework should not exceed more than 30 minutes per night. Grades third and fourth homework should not exceed 60 minutes per night, and in fifth grade, homework should not exceed 90 minutes per night. Schools have found that parent-teacher-student teamwork paves the way to successful learning. These suggestions are offered for parents helping with homework:

1. Provide a suitable place for work or study.
2. Provide a dictionary or other resource materials.
3. Assist with drill and routine work.
4. Exercise patience in helping the student.
5. Give encouragement and show interest, but avoid undue pressure.
6. Work should never be done for the student, but assistance and encouragement should be given.

PARENT-TEACHER CONFERENCES

All parents will be contacted for a conference two times yearly at parent-teacher conference dates. These will be announced in the school calendar. Elementary conferences will be by appointment arranged through the office. All teachers are available for conferences. Please call the elementary office, if you desire additional conferences at 796-6152 to set up your appointment.

CLASSROOM VISITATION

We encourage patrons to visit our classrooms because we are excited about positive things that are happening in our school. To assure that your classroom visitation is a positive experience, we request that you follow these guidelines.

1. Please call the elementary office to schedule your visitation at least one day in advance.
2. Please check in with our office the day of your visitation & receive a visitor's badge before going to the classroom.
3. When visiting the classroom, please sit quietly and observe.

PARENT/STUDENT/TEACHER COMPACTS

All parents and students will be encouraged to complete a parent/student/teacher compact.

TEXTBOOK FEES

All students will be required to pay a textbook fee established by the Board of Education. Students who are eligible for free school lunches will be allowed to waive this fee. Enrollment will take place in August.

TEXTBOOK GUIDELINES

1. Textbooks will be issued to students by the classroom teacher. Each book will be marked and numbered. All books must be checked in at the end of the school year.
2. Books are not to be marked in any way, except for the student's name.
3. Minor damages will be charged to the student causing damage.
4. A book, damaged beyond repair or lost, must be paid for.
5. Report cards may be held if damages are not paid.

ABSENCES

If a student is going to be absent from school, the administration requests that a **parent/guardian contact the school office at 796-6152 before 10:00 a.m.** Without a phone call, the absences may be unexcused. An attempt will be made to contact a parent/guardian who has not given prior notice to the school office of a student's absence. Please notify the office to reduce the number of calls the office staff has to make and to avoid unnecessary interruptions at home or work. **Any student arriving after 8:30 will be counted as absent.**

The excusable absences are for personal illness, illness in the family, or such other reasons as are deemed excusable or unavoidable by the principal. An excused absence entitles the student to make up the work missed. Delay in making up work, forfeits the privilege. No student is permitted to re-enter class when absent without clearance from the principal's office.

The principal's office will notify the parents of students with poor attendance records. After this notification, if attendance does not improve, the school may require a note from a doctor stating the reason for additional absences. The parents will be notified of such action by mail. Excessive absences will be referred to the juvenile authorities.

Kansas law requires a student under the age of 18 to be enrolled and in regular attendance at school. A student who has three consecutive days unexcused absence; five days unexcused absence in a semester or seven days unexcused for the year is considered to not be in regular school attendance. Students not in regular school attendance will be reported to the proper authorities as prescribed by Kansas Statute 72-1113.

MAKE UP WORK

1. Students with an excused absence will be allowed to make up work, when possible.
2. Students knowing they will be absent, should make arrangements with the teacher to get the day's assignments. Assignments will be due and complete the day the student returns to school.
3. Tests that are missed due to an excused absence may be made up at the discretion of the teacher. If the test may not be made up, no grade will be recorded.
4. Students are responsible for contacting their teachers to get assignments.

Planned Absence:

An excuse for a prearranged absence may be obtained when parent and principal agree in advance of the absence. Absences will be recorded on an hourly basis. Parents/guardians may pick up a "Notice of Planned Absence" from the office prior to the absence.

NOTICE OF PLANNED ABSENCE

This form must be filled out completely signed by parents, initialed by teachers and principal, and turned in to the office at least **one school day** before the absence is to occur.

Please excuse _____
(Student's Name)

from school on _____ (Date) _____

Reason for Absence: _____

This is being done with my knowledge and approval. I understand that this absence in no way absolves my child from his/her turning in assignments or taking examinations. Furthermore, I fully understand that my child's grade may be affected by his/her absence.

(Parent's Signature) (Date)

Teacher should initial their approval.

Teacher	Assignments	Student is passing (Y/N)

(Principal's Signature) (Date)

Excused Unexcused

The State of Kansas has identified an excused absence as: A) illness of the student, verified by the parent either orally to an administrator or in writing, B) doctor or dentist's appointment as verified by parent or doctor, C) death in the immediate family. "Take Your Child To Work Day" needs to be a planned absence.

Unexcused Absence:

An absence will be determined as unexcused, when in the judgment of the principal, the reason given by the parent does not justify the absence or if the parent **fails** to call the school office to explain the absence. All absences following the student's eighth absence per semester will be counted as unexcused unless accompanied by a doctor's note or approved by the building principal.

STUDENTS ABSENT FROM SCHOOL ON A PARTICULAR DAY WILL NOT BE IN ATTENDANCE AT OTHER SCHOOL FUNCTIONS DURING THAT DAY OR EVENING.

Unexcused Tardies:

It is important that the students are here on time to help begin their day at school. Daily assignments, lunch count and attendance are done first thing in the mornings and if a student is tardy, it disrupts the classroom. At this age level it is difficult to punish the child when the parents may be responsible. The building principal will help determine proper procedures.

Per nine weeks:	
1st and 2nd Tardy	Warning
3rd and 4th Tardy	15 minutes after school
5th and 6th Tardy	30 minutes after school
7th and more Tardy	Reported to the proper authorities

KINDERGARTEN ROUNDUP/SCREENING

To be eligible for kindergarten roundup/screening, children must be five years of age on or before August 31 of the year they will enroll. Kindergarten roundup is usually held in April. Eligible children and their parents should attend this roundup. The kindergarten teachers, county health nurses, speech therapist, and others will be present to screen potential kindergarten students.

BIRTH CERTIFICATES, IMMUNIZATIONS, AND HEALTH ASSESSMENTS

Children entering kindergarten or as a new student are required to present a certified birth certificate. All students must have a birth certificate number on file in the office.

State law requires that *prior to admission* each pupil must present certification by a licensed physician or local health department showing that the pupil has received or is in the process of receiving immunizations against diphtheria, pertussis (up to age 7), tetanus, polio, measles, rubella and mumps. Hepatitis B vaccine is required for all kindergarten students. Permissive legal alternatives to such requirements are provided by law and are set out on the Kansas Certification of Immunization form.

A school health assessment ("medical exam") performed by a licensed health care provider is required for all students, ages 8 and under, who are entering a Kansas School for the first time. It must have been completed within 12 months prior to school entry.

ADMISSION REQUIREMENTS

All resident students shall be admitted to attend school in the district unless they have been expelled.

A resident student is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who is a resident of the district.

The district is not required to admit non-resident students. Non-resident students must apply to the superintendent for approval.

A non-resident student who has been suspended or expelled from another district will not be admitted to the district unless approved by the administration.

Any student(s) enrolling after the school year starts will attend classes the following day after enrolling.

McLouth USD #342 Elementary Supply List 2016-17

3 & 4 YEAR OLD PRESCHOOL

- 1 4 oz. white school glue
- 4 small glue sticks
- 1 set of water colors
- 1 pair of blunt scissors
- 2 Playdoh containers
- 2 dry erase markers
- 1 box facial tissues
- 1 notebook
- 1 plastic folder with pockets
- 1 bottle of hand sanitizer
- 2 Clorox wipes
- 1 backpack or book bag
- Spare change of clothes
- Boys- gallon size Ziplock bags
- Girls- sandwich size Ziplock bags
- Headphones less than \$10-no ear buds

KINDERGARTEN

- 2 boxes of 8 color washable markers (name on each marker)
- 1 regular backpack labeled w/ student's name
- 1 pencil box (plastic only)
- 1 pair blunt metal Fiskars scissors
- 2 erasers
- 3 of 24 count boxes of Crayola crayons (name on each crayon)
- 12 glue sticks
- 2 of 4 oz. bottles Elmer's glue
- 2 large boxes facial tissues
- 2 sturdy plastic pocket folders
- 20 yellow #2 pencil (unlabeled)
- 2 spiral notebooks – 70 count
- 2 pack thin dry erase markers-blue or black
- Spare change of clothes
- Boys- 3 Playdoh containers
- Boys- 1 large box of gallon size freezer Ziplock bags
- Girls- 1 large box of sandwich size freezer Ziplock bags
- Girls- 1 tub Clorox wipes
- Headphones-less than \$10-no ear buds

GRADE 1

- 2 boxes of colored pencils
- 2 boxes of 24 count crayons
- 24 #2 sharpened pencils with erasers
- 2 large erasers
- 6 pencil top erasers
- 1 pair metal pointed scissors
- 14-oz bottle white glue
- 1 small pencil box for desk supplies
- 1 book bag or back pack
- 2 pocket folders
- 4 glue sticks
- 2 large boxes facial tissues -unlabeled
- 3 tubs of Clorox wipes
- 1 large box of sandwich size freezer Ziplock bags
- Headphones-less than \$10-no ear buds

GRADE 2

- 2 boxes of 24 count crayons
- 12 #2 sharpened pencils with erasers
- 1 pink eraser
- 1 pair metal pointed scissors
- 6 glue sticks & 1-4 oz. bottle of glue
- 2 wide ruled 70 page spiral notebooks
- 4 plain pocket folders (no brads)
- 2 pkgs. washable markers (classic 8 colors)
- 4 red grading pencils (not pens)
- 2 large boxes of facial tissues
- 1 plain plastic pencil box
- 1 wooden ruler (metric & inches)
- 1 backpack or book bag
- 1 tub disinfectant wipes -75 ct. or more
- 2 dry erase markers
- Boys- 1 box quart size bags
- Girls- 1 box gallon size bags
- Headphones-less than \$10-no ear buds

GRADE 3

- 24-#2 sharpened pencils w/ erasers
- 1 8 ct. markers
- 1 box 24 count crayons
- 1 large pair metal pointed scissors
- 1 pkg. loose leaf notebook paper- wide rule
- 2 of 2 pocket folders
- 1 spiral notebook- wide ruled 1 subject
- 1 yellow highlighter
- 2 red grading pens or pencils
- 1 pencil box (8" x 5")
- 1 bottle Elmer's white glue
- 2 large boxes of facial tissue
- 3 glue sticks
- 2 large erasers
- 2 dry erase markers
- 1 package of index cards
- Boys- 1 tub Clorox wipes
- Girls- 1 large box Ziplock bags
- Headphones-less than \$10-no ear buds

GRADE 4

- 1 box 8 count colored markers
- 1 box 24 count colored pencils
- 12 of #12 pencils
- 1 box 24 count crayons
- 1 pair metal pointed scissors
- 2 glue sticks
- 1 wooden ruler- standard/metric --no flexible or jointed ruler
- 2 large boxes of facial tissues
- 2 pkg. loose leaf wide ruled notebook paper
- 6 of 2 pocket folders
- 1 spiral notebook – one subject
- Erasers/pencil top erasers
- 1 yellow highlighter
- 1 pencil box (8" x 5")
- 1 - dry erase markers-4 colors w/ eraser
- 1 composition notebook
- Girls- Clorox wipes
- Boys- 1 box Ziplock bags
- Headphones-less than \$10-no ear buds

GRADE 5

- 5 of 2 pocket folders
- 1 of 1 1/2" or 2" binder with pockets
- 1 set of binder dividers
- 2 of one subject spiral notebooks
- 1 composition notebook (not spiral)
- 1 pkg. loose leaf wide ruled notebook paper
- 1 pkg. pencil top erasers
- 12 of #12 pencils
- 1 pkg. 7mm mechanical pencils (optional)
- Mechanical pencil lead (optional)
- 1 pencil box (8" x 5")
- 2 highlighters (any color)
- 2 ballpoint pens (any color)
- 4 dry erase markers (any color)
- 1 pair metal pointed scissors
- 4 glue sticks
- 1 pkg. 24 count colored pencils
- 1 pkg. 8 ct. thin markers
- 1 pkg. 8 ct. classic markers
- 2 large boxes facial tissue
- Girls- Clorox wipes
- Boys- hand sanitizer
- Headphones-less than \$10-no ear buds



PLEASE NOTE:

All students are required to supply one package of 20 lb. white copy paper

Label all supplies (except those marked as do not label) with student's name in permanent marker.

Send supplies in on the first day of school

If your child does not wear tennis shoes to school every day they will need to keep a pair of non-marking gym shoes and an extra pair of socks at school for gym class. If kindergarten students cannot tie please send with Velcro shoes

School supplies may need to be restocked throughout the year

McLOUTH USD #342 DISCIPLINE POLICY & GUIDE

The Board of Education of USD #342, McLouth, understands the many roles expected of schools and recognizes that none is more important than the teaching and learning of the intended curriculum for all students. The intended curriculum is any subject area that has a designated curriculum that is expected to be taught.

It is very obvious that instruction techniques (pedagogy), curriculum work, and forms of assessments are means to support the teaching and learning of the intended curriculum. It should be just as obvious that the discipline process is also a means to support the teaching and learning of the intended curriculum. Without the proper learning environment, teaching and learning will be greatly hindered.

To ensure a productive teaching and learning environment for all students K-12, McLouth U.S.D. #342 is committed to maintaining a safe environment, an orderly environment, and a productive classroom environment in all schools and at all school activities. To ensure the structure and consistency necessary to maintain such a positive teaching and learning environment, McLouth U.S.D. #342 has implemented a discipline process built on a foundation that consists of:

1. a definition of discipline,
2. belief statements regarding the handling of behavior, and
3. expectations for staff, student, and parent behavior.

This foundation is the basis for all decisions made in the handling of discipline situations, as well as the daily treatment of all. Students may serve their time in the office.

OFFICE TIME PROCEDURES

1. Remain seated facing directly forward.
2. Do not talk to and/or disturb others.
3. Raise hand to be recognized by staff.
4. Complete any assignments given.
5. All school rules must be observed. (In school handbook.)

OFFICE INFORMATION

1. Who is Office Time for?

The Office Time is for students who are being disruptive and keeping the teacher from teaching or the students from learning. This gives the student a chance to be removed from the classroom and put into a different environment to do their work.

2. How long will a student be in Office Time?

A minimum of 15 minute, based on the circumstance per administrative investigation.

3. What will they work on during Office Time?

The student may discuss the reason he/she was sent to Office Time and problem solve better solutions. The student also will continue to work on curriculum for their grade level.

4. What happens if a student is sent to Office Time more than one time a day?

The first time a student is sent to Office Time twice in one day, he/she may have a note sent home from the principal. The second time a student is sent to Office Time twice in one day, he/she may be sent home. This will start over each nine weeks.

5. If a student is sent to Office Time 5 times in a 9 week period he/she may be suspended.

INTERVENTIONS / CONSEQUENCES

The following are examples of interventions available in McLouth U.S.D. #342:

Ignore behavior	Looking in the vicinity of the misbehavior
Walking toward the area of the misbehavior	Verbal reprimand
Informal talk	Isolation
Writing assignment	Standing on the wall
Loss of privilege	Office Time
Parent communication	Teacher-parent conference
Behavior contract	Detention packet/written assignment
Detention	Referral to principal
School service	Principal-teacher-parent conference
After school assignment	Removal from bus
Suspension from school-related activities	Parent shadowing (optional)
Referral to Student Intervention Team	Expulsion for 186 school days
Referral to counselor	Referral to local agencies
Short term out-of-school suspension	Long-term suspension
Expulsion for the remainder of the school year	

B.I.S.T.

Our behavior support will come from the B.I.S.T. (Behavior Intervention Support Team) model. All of our students will learn a process to help them work through learning social skills, behavior management strategies, and life goals.

The life goals are:

- I can manage an overwhelming feeling.
- I can be okay when others around me are not.
- I can do something even when I don't want to.

The purpose of the BIST model is to partner with students when they are struggling and help them be accountable for their actions to make changes in their life. BIST is designed to teach and protect students via GRACE and ACCOUNTABILITY so that students can demonstrate the Goals For Life and stay out of trouble and feel successful in their learning environment.

There are basic concepts of BIST that your student will be sharing with you.

These include:

- **Safe Seat:** A seat in the classroom away from other students.
- **Buddy Room:** A seat in another room to help a student regroup so they may return to the safe seat.
- **Recovery/Focus Room:** A place where students can go to stop acting out, calm down, prepare an apology and create a plan to stay out of trouble.
- **Think Sheet:** A tool that the student completes to help him/her take ownership of the problem and create a plan to be successful.
- **Processing:** Questions that the adult asks the student so he/she may take ownership, practice skills and make a plan to stay out of trouble.
- **Target Behavior Sheet:** A daily visual of goals the student is working on to make life changes.
- **Triage:** Daily "check-in" with an adult to assess emotions, establish focus about what it means to have a good day and formulate solutions if problems occur.
- **Class Meeting:** Weekly meetings facilitated by the adult to help students solve problems, plan events and maintain a positive classroom community.

We want students...

- to be successful and learn (academic progress)
- be trusted and respected (be liked and have friends)
- to feel good about him/herself (high self-esteem)
- to make good decisions and be successful (have self-control)

McLOUTH U.S.D. #342 DISCIPLINE PROCESS

PART I. First Priority

The first priority of the district is “teaching and learning of the intended curriculum for all students, including misbehaving students.”

Everything done in U.S.D. #342 must support the first priority, “Teaching and learning of the intended curriculum for all students, including misbehaving students.” Discipline is one of many ways of supporting the teaching and learning process. The focus of all discipline procedures is to lessen the negative impact that misbehaviors will have on a safe, orderly, and academically productive environment.

Besides maintaining a safe and orderly environment, the discipline process must protect the time assigned for teaching and learning. It is important to decrease the amount of interference that misbehaviors cause in the academic time on task for both the rest of the class and the misbehaving student. There should be no hidden agendas when it comes to discipline. The handling of all discipline situations must support the teaching and learning of the intended curriculum for all students, including misbehaving students.

Disciplinary infractions accumulate over a student's career in elementary school. A student's discipline history may be reviewed and considered when administering discipline. Students who accumulate multiple violations may be subject to more severe interventions than a first time offender. After 5th referral to Office Time each quarter, appropriate discipline action may be assigned based upon the environment that was disrupted (level).

The administration reserves the right to review each situation and may deviate from a normal disciplinary progression as deemed necessary.

PART II. The Discipline Foundation

A discipline foundation was established through a process that included the input of the district staff and parents on site councils. It is expected that all staff members will internalize this foundation and use it to guide all their decisions in the handling of all behaviors. Also, the foundation must guide all practices, strategies, policies, procedures, and rules.

This foundation consists of three parts: definition of discipline, belief statements, and expectations. Remember, this foundation has been created to assure that discipline supports our first priority, “Teaching and learning of the intended curriculum for all students, including misbehaving students.”

A. DEFINITION OF DISCIPLINE

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

Key Words of the Definition

Process. Discipline is a process that must support the priority of the district, “teaching and learning of the intended curriculum for all students, including misbehaving students.” This process is ongoing, with continuous evaluation and adjustments.

Teach. The desired outcome of the discipline process is to change unacceptable behavior to acceptable behavior. Teaching students acceptable behavior is the most effective means of establishing a safe, orderly, and academically productive classroom environment. It is our responsibility to teach all students the expected behaviors.

Model. One of the most effective means of teaching is through example—by modeling. All staff members are expected to model the behaviors expected of students and to reinforce students when they demonstrate such behaviors.

Appropriate strategies. Appropriate strategies and/or consequences are any intervention that lessens the effect the misbehavior has on the teaching and learning of other students and holds the misbehaving student responsible for the learning activity.

Responsible behaviors. The ultimate goal in the area of discipline is the development of students who demonstrate self-discipline and choose to behave in a responsible manner.

Changing unacceptable to acceptable. The purpose is to change the unacceptable behavior to acceptable behavior in a manner that has the least interference with the teaching and learning process for all students.

B. BELIEF STATEMENTS

Teaching and learning of the intended academic curriculum for all students is the highest priority. Therefore:

- The misbehavior of one student will not be allowed to interfere with the learning opportunities of another student or with teachers' responsibility to teach all students. Teachers will be expected to respond to all behaviors that interfere with their responsibility to teach other students. When a student does not respond to a teacher's instruction to stop a disruptive behavior, staff have the authority to remove the student from the learning activity.
- The misbehavior of a student will not excuse that student from successfully completing the learning objectives. Students required to leave the classroom will be expected by the teacher to perform the missed assignment(s). Students who are suspended will be given the opportunity to come to school after hours to work on missed lessons.
- Changing behavior takes time. Changing unacceptable behaviors to acceptable behaviors is a continuous involved process.
- Discipline is a part of the daily routine, not a disruption of the daily routine. Staff should not be surprised when students misbehave and not take such behaviors personally.
- Self-discipline is the expected outcome. Success in a discipline process occurs when students demonstrate self-discipline and make appropriate choices without coercion.
- Every discipline situation is an opportunity to teach expected behavior. Staff must be willing to teach school expectations by talking and counseling with students. Staff will use discipline situations as an opportunity to teach the expected behaviors.

- Teaching and modeling appropriate behaviors, along with implementing consequences for inappropriate behaviors, is the best way to help change unacceptable behaviors to acceptable behaviors. Discussing and modelling rules and expectations in class help students to understand that rules exist for everyone's benefit.
- Punishment by itself cannot change behavior. Punishment alone will not bring about self-discipline.
- In the handling of unacceptable behaviors, the focus will be on judging of the behavior of the student, not on judging the student.
- Staff will respond to misbehavior in professional way. It is not always possible to avoid taking some behaviors as a personal attack. Staff will not respond in a personal way.
- Staff will show respect to students and parents at all times, regardless of the students' and parents' behavior. One of the responsibilities of staff is to *build* bridges. Staff will handle disrespect in a respectful way. Staff are not expected to accept disrespect, but they will engage in such situations with respect.
- Staff will handle all discipline situations in a professional manner. All staff members are expected to:
 - Respond to only the misbehavior.
 - Judge the behavior, not the student.
 - Show respect at all times.
 - Respond in a professional—not personal—manner.
 - Refrain from using put-downs or allowing students to use put-downs.
- Parents will be expected to support the school staff in the correction of inappropriate behaviors of their children and to take advantage of the opportunities presented to help their children make up academic assignments. Parents have a responsibility to ensure that their children's behaviors do not take away from a safe and productive learning environment for others.

C. EXPECTATIONS

The definition of discipline and the belief statements will provide the structure and consistency necessary to maintain a safe, orderly, and academically productive environment. The third part of the Discipline Foundation is the behavior expectations for all. Staff, students, parents and visitors will be expected at all times to:

- Demonstrate self-respect; respect for others;
- Help maintain a safe and orderly environment through the use of self-discipline.
- Handle all conflicts without the use of or threats of violence.
- Provide learning opportunities for misbehaving students.
- Assist misbehaving students to change their unacceptable behavior to acceptable behavior.

PART III. Identified Levels of Expectations, Unacceptable Behaviors, Consequences

To provide the staff with consistency in the handling of misbehaviors, we have defined levels of misbehavior that will direct the staff in the handling of all misbehaviors. The identified levels address the three branches necessary to provide a positive and productive teaching and learning environment (safe, orderly, and academically productive environment).

- Level 1: Personal Environment**
- Level 2: Productive Learning Environment**
- Level 3: Orderly Environment**
- Level 4: Safe Environment**

LEVEL 1: Personal Environment.

Behaviors that occur in the classroom and affect only the disruptive student.

EXPECTED BEHAVIORS

These are examples of acceptable behaviors we expect in our school.

- Being prepared
- Being on task
- Completing and turning in work
- Putting forth the best effort everyday

MISBEHAVIORS

Misbehaviors that occur in the classroom that affect only the disruptive student are considered Level 1. This type of behavior is considered at the lowest level because it does not negatively affect a safe and orderly environment and it does not interfere with other students' opportunity to learn. The teacher should not stop the learning activity to deal with such behaviors. Examples are, but not limited to:

- Not having appropriate equipment and materials
- Sleeping
- Being off task, but not disrupting others
- Failing to turn in homework/failing to complete assignments
- Failing to dress out for P.E.
- Cheating/plagiarism
- Repeat offenders may be dealt with differently

CONSEQUENCES

For behaviors that occur in the classroom and affect only the disruptive student, the possible consequences are, but not limited to:

- Looking in the vicinity of the misbehavior
- Walking toward the area of the misbehavior
- Verbal response
- Informal talk
- Isolation
- Parent communication
- Parent-teacher conference
- Behavior contract

LEVEL 2: Productive Classroom Environment.

Behaviors that occur in the classroom and interfere with the learning of others.

EXPECTED BEHAVIORS

These are examples of acceptable behaviors we expect in our school.

- Following instruction
- Listening
- Taking teaching/learning opportunities seriously
- Keeping order in classroom - hands and feet to oneself
- Respecting everybody and everything

MISBEHAVIORS

Misbehavior of the Level 2 category would bring an affirmative answer to this question: "Does the misbehavior interfere with another student's opportunity to learn?" Level 2 misbehaviors must be corrected immediately. Any behaviors that interfere with another student's opportunity to learn cannot and will not be tolerated. Examples are, but not limited to:

- Failing to follow or respond to a reasonable request
- Talking out
- Horseplay
- Disturbing another student in any way
- Being out of seat without permission
- Showing disrespect/defiance
- Improper/unauthorized use of equipment
- Cheating/plagiarism
- Repeat offenders may be dealt with differently

CONSEQUENCES

For behaviors that occur in the classroom and interfere with the learning of others, the possible consequences are, but not limited to:

- Looking in the vicinity of the misbehavior
- Walking toward the area of the misbehavior
- Verbal reprimand
- Isolation
- Writing sentences
- Standing on the wall
- Loss of privileges
- Opportunity room
- Parent-teacher conference
- Behavior contract
- Referral to principal
- Principal-teacher-parent conference
- Detention
- In-school suspension

LEVEL 3: Orderly Environment.

Behaviors that occur that are not intended to cause physical or mental harm to another individual and are not illegal, but do negatively affect an orderly classroom environment. Inappropriate remarks to another student such as an idle threat.

EXPECTED BEHAVIORS

These are examples of acceptable behaviors we expect in our school.

- Cooperation at school/activities
- Good sportsmanship
- Being present - reliability
- Being on time - promptness
- Responsible driving
- Acquiring permission for hall passes
- Protecting and caring for school property
- Self control
- Healthy practices and living - personal responsibility
- Appropriate dress - hats off

MISBEHAVIORS

The second key to a productive teaching and learning process is assuring an orderly environment - eliminating misbehaviors that occur that are not intended to cause physical or mental harm to another individual, and negatively affect an orderly environment. Students are expected to handle themselves in a positive way at all times and in all areas. Examples are, but not limited to:

- Disruptive behaviors at school or school activities
- Skipping/tardiness/truancy
- Being in the hall without appropriate pass
- Inappropriate use of a motor vehicle
- Solicitation (selling unauthorized items at school)
- Inappropriate literature/graphics
- Filing false emergency reports
- Destruction or defacement of property
- Inappropriate display of affection
- Dress code violations
- Theft
- Profanity
- Failure to follow directions/defiance
- Disrespect toward anyone
- Repeat offenders may be dealt with differently

LEVEL 4: Safe Environment.

CONSEQUENCES

For behaviors that occur that are not intended to cause physical or mental harm to another individual and are not illegal, but do negatively affect an orderly classroom environment, the possible consequences are, but not limited to:

- Looking in the vicinity of the misbehavior
- Walking toward the area of the misbehavior
- Verbal reprimand
- Informal talk
- Isolation
- Parent-teacher conference
- Behavior contract
- Referral to principal
- Principal-teacher-parent conference
- Restitution
- Detention
- After school assignment (3:30-6:30)
- Saturday school
- Removal from bus
- Suspension from school-related activities
- Parent shadowing (optional)
- Out-of-school suspension - short-term

Behaviors that are intended to cause another individual physical or mental harm and/or are illegal.

EXPECTED BEHAVIORS

These are examples of acceptable behaviors we expect in our school.

- Fair play - honesty
- Showing respect
- Walking away from a potential altercation
- Learning from mistakes
- Remorse and change of attitude
- Responsibility for reporting unsafe behavior in others

MISBEHAVIORS

The first key to a productive teaching and learning process is assuring a safe environment for all. Behaviors that contribute to an unsafe environment will not be tolerated and will be dealt with immediately. The following are some, but not all, of the misbehaviors that cause a school environment to be unsafe.

- Weapons
- Threats/intimidation
- Fighting-assault or battery of any kind
- Gross disrespect toward adults
- Defiance that contributes to an unsafe environment.
- Alcohol/Drugs/Tobacco/Drug-related Paraphernalia
- Harassment of any kind
- Arson
- Explosive devices
- Repeat offenders may be dealt with differently.
- Situations deemed serious acts by Principal

Level 4 misbehaviors take priority over everything else, including teaching and learning. All staff members are required to assist in the correction of such misbehaviors. Any misbehavior is considered a level 4 misbehavior if it would bring an affirmative answer to any part of this question: "Is this behavior intended to cause another individual physical or mental harm and/or is it illegal?"

CONSEQUENCES

For behaviors that are intended to cause another individual physical or mental harm and/or are illegal, the possible consequences are:

- Out-of-school suspension
- Long term suspension
- Expulsion for rest of the year
- Expulsion for 186 school days
- Evening or Saturday school for minor 1st time offenders maybe considered, usually fighting on the playground.
- ISS (In School Suspension). In school suspension will be held from 8:10 am – 3:15 pm with a 25 minute Break for lunch. The student will be Kept in the OR (opportunity room) or another place of isolation. They will not be allowed to participate in any activities during the day.

McLouth USD 342 Board of Education Policy

Emergency Safety Intervention (03/10/14)

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

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook.

Definitions (K.A.R. 91-42-1)

“Emergency Safety Intervention” is 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.

“Seclusion” requires all three of the following conditions to be met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving , or reasonably believes that the student will be prevented from leaving, the enclosed area.

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

“Mechanical Restraint” means any device or object used to limit a student’s movement.

“Physical Restraint” means bodily force used to substantially limit a student’s movement.

“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.

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

Prohibited Types of Restraint

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

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

Training

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

Each school building shall maintain documentation regarding the training that was provided and a list of participants.

Notification and Documentation

The principal or designee shall provide written notification to the student's parents at any time that ESI is used with a student. Such notification must be provided within two (2) school days.

In addition, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the intervention,
- Type of intervention,
- Length of time the intervention was used, and
- School personnel who participated in or supervised the intervention.

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

Reporting Data

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

Local Dispute Resolution Process

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

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent.

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

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

ESI Acknowledgement Form
(printable version available on website)

Kansas Regulations now require that we provide all parent with notice of our written policies regarding Emergency Safety Interventions (ESI). **Our district policy is available on our website at www.mclouth.org and in our student handbooks.** In addition, we will provide a copy of the policy at any time upon request.

Please select one of the following options:

- I have been informed of the district's policy, and I do not want a copy of the policy.
- I have been informed of the district's policy, and I do want a copy of the policy.
By my signature below, I acknowledge that I have received a copy of the policy.

PARENT SIGNATURE

DATE

SCHOOL GUIDELINES AND BUILDING RULES

Students, parents and teachers may report any activity that threatens our school to the Safe School Helpline. It's free and confidential. 1-800-418-6423 ext. 359

POSSESSION OF WEAPONS (LEVEL 4 BEHAVIOR)

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

Possession of a Firearm

Possession of a firearm shall result in expulsion from school for a period of one year (186 school days), except the superintendent may recommend this expulsion requirement be modified on a case by case basis. Expulsion hearings shall be conducted by the superintendent or other certificated employee or committee of certificated employees of the school in which the pupil is enrolled or a hearing officer appointed by the board.

Students violating this policy shall be referred to the appropriate law enforcement agency(ies) and, if a juvenile, to SRS.

Definition of Firearms and Destructive Devices

As defined in district policy, the term "firearm" means any weapon which will, or is designed to, or may readily be converted, to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or silencer, or any destructive device.

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.

VANDALISM

The board shall seek restitution according to law for loss and damage sustained by the district.

DETENTION

The classroom teacher and the building principal will not hold a child after school for longer than 45 minutes for minor conduct problems. If the student is transported, the teacher or principal will contact the parent to set up the detention time for the following day.

SUSPENSION AND EXPULSION PROCEDURES

A student may be suspended or expelled, for reasons set forth in Kansas law, by the following certified personnel: superintendent, principal, assistant principal.

A suspension may be for a short term not exceeding ten school days, or for an extended term not exceeding 90 school days. An expulsion may be for a term not exceeding 186 school days.

Any student who is suspended or expelled shall receive a copy of the current suspension and expulsion law and this policy. Expulsion hearings for weapons possession shall be conducted by the superintendent/designee. Expulsion hearings shall be conducted by the superintendent or other certificated employee or committee of certificated employees of the school in which the pupil is enrolled or a hearing officer appointed by the board, or another person appointed by the board.

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

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

Reasons for Suspension or Expulsion

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

- •willful violation of any published, adopted student conduct regulation;
- •conduct which substantially disrupts, impedes, or interferes with school operation;
- •conduct which endangers the safety or substantially impinges on or invades the rights of others;

- conduct which constitutes the commission of a felony;
- conduct which constitutes commission of a misdemeanor;
- disobedience of an order of a school authority if the disobedience results in disorder, disruption or interference with school operation; and
- possession of a weapon at school, on school property or at a school-sponsored event.

SHORT TERM OUT-OF-SCHOOL SUSPENSION (OSS) (LEVEL 3 OR LEVEL 4 BEHAVIOR)

Except in an emergency, a short-term suspension (not exceeding 10 school days) must be preceded by oral or written notice of the charges to the student at an informal hearing. If a hearing is not held prior to the suspension, an informal hearing shall be provided no later than 72 hours after imposition of a short-term suspension. Written notice of any short-term suspension shall be delivered to the student's parent or guardian within 24 hours after the suspension has been imposed. Short-term suspension hearings may be conducted by any person designated in policy as having the authority to suspend.

At the informal suspension hearing, the student shall be:

- notified of the right to be present;
- informed of the charges;
- informed of the basis for the accusation; and
- allowed to make statements in his/her defense.

When a suspension is imposed during the school day, the student shall not be removed from school until a parent has been notified. If a parent cannot be notified during regular school hours, the student shall remain at school until the regular dismissal time.

LONG TERM SUSPENSION/EXPULSION

Long-Term Suspension or Expulsion Procedures

Before a student is subject to long-term suspension (not to exceed 90 school days) or expulsion (not to exceed 186 school days), a hearing shall be conducted by a hearing officer who has authority to suspend or expel. The superintendent/principal shall designate a hearing officer. Formal hearings shall be conducted according to procedures outlined in current Kansas law and:

- The student and parents or guardians shall be given written notice of the time, date and place of the hearing.
- The notice shall include copies of the suspension/expulsion law, and appropriate board policies, regulations and handbooks.
- The hearing may be conducted by either a certified employee or committee of certified employees.
- Expulsion hearings for weapons violations shall be conducted in compliance with Kansas law by persons appointed by the board.
- Findings required by law shall be prepared by the person or committee conducting the hearing.
- Records of the hearing shall be available to students and parents or guardians according to Kansas law.
- Written notice of the results of the hearing shall be given to the pupil and to parents and guardians within 24 hours after determination of such result.

Student Rights During a Long-Term Suspension/Expulsion Hearing

The student shall have the right:

- to counsel of his/her own choice;
- to have a parent or guardian present;
- to hear or read a full report of testimony of witnesses;
- to confront and cross-examine witnesses who appear in person at the hearing;
- to present his or her own witnesses;

- to testify in his or her own behalf and to give reasons for his or her conduct;
- to an orderly hearing; and
- to a fair and impartial decision based on substantial evidence.

Appeal to the Board

- Written notice of the appeal shall be filed with the clerk within 10 calendar days of the hearing.
- The board shall schedule an appeal with the board or a hearing officer appointed by the board within 20 calendar days.
- The student and the student's parent shall be notified in writing of the time and place of the appeal at least 5 calendar days before the hearing.
- The hearing shall be conducted as a formal hearing using the same rules noted earlier for expulsion hearings.
- The board shall provide a certified court reporter to transcribe the hearing.
- The board shall render a final decision within 5 calendar days after the conclusion of the appeal hearing.

CORPORAL PUNISHMENT

Corporal punishment shall not be used in the district.

SEARCHES OF STUDENTS

Principals are authorized to search students' clothing and belongings if there is reasonable suspicion that district policies, rules or directives are being violated.

INTERROGATIONS AND INVESTIGATIONS

Building administrators and others designated by the superintendent may conduct investigations and question students about infractions of school rules or the student conduct code. If there is reason to believe a violation of a criminal law has been committed, the principal shall notify the appropriate law enforcement agency and may request further investigation of the alleged violation.

When law enforcement officers conduct an investigation and/or question a student(s) during school hours, the building principal shall make reasonable attempts to contact parent, guardian or representative of the student(s) prior to questioning. To the extent possible reasonable requests of the parents, guardian or representative shall be observed. Notification or attempted notification of parent, guardian or representative shall be documented by the administrator involved. If a student's parents, guardian or representative is not present during questioning of a student, the principal or a certified school staff member shall be present.

CONDUCT AT SCHOOL EVENTS

Your cooperation is needed when attending school events. We encourage you to support our school related activities.

We have established these guidelines to assure smooth operation of school events.

1. Students must always walk on the outside of the purple lines of the court.
2. Be seated in an area other than the official scorer's table.
3. After leaving the building, students will not be allowed to re-enter.
4. Remember we are the hosts, therefore, treat our guests courteously.
5. Do not loiter in the rest rooms.

SEXUAL HARASSMENT

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

It shall be a violation of this policy for any employee to sexually harass a student, for a student to sexually harass another student, or for any employee to discourage a student from filing a complaint or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when: (1) submission to such conduct is made, explicitly or implicitly, a term or condition of the individual's education; (2) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or (3) such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment. Sexual harassment may include, but is not limited to: verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extra-curricular activities, etc.

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

Any student 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. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district's discrimination complaint procedure.

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

MANDATORY SRS REPORTING

Any employee of the district who has reasonable cause to know or suspect that a child had been subject to abuse or neglect or has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect will immediately report this fact to the local Social Rehabilitation Services (SRS) office or to the local law enforcement agency if the SRS office is not open.

School employees will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to prove that the child has been abused or neglected.

CHANGE OF ADDRESS

Inform the office if you have a change of address or phone number in order to help in addressing mailings and in case of emergencies. All parents must fill out an emergency contact card which lists an emergency phone number where they can be reached quickly. Work phones should also be listed and corrected when changed.

CUSTODIAL RESTRICTIONS

Inform the office if your child has custodial restrictions. **It is required that we have a copy of the court order in the student's file in order to enforce the restriction.**

CARE OF YOUR PROPERTY

Americans are fortunate to have public schools to attend. This is a privilege which should be respected. A great amount of money has been invested in McLouth Elementary School, and we are fortunate to have a community that fulfills the obligation of education by providing us with an adequate building. We must assist the community by taking personal pride in our building. Please refrain from marring desks and tables, hall lockers, walls, and floors, and other destructive acts which may destroy public property. Students defacing desks or other school property will be charged the full price of property restoration or replacement. Have pride in your surroundings. Keep them as beautiful as they are when you enter the building.

HALL TRAFFIC - SILENCE IS GOLDEN

Hall traffic is expected to be kept moving in an orderly fashion, at all times. Students should pass to classes by the shortest and most direct route. Loitering obstructs traffic.

Students are expected to:

1. Do their part to keep traffic moving. Walk on the right side.

2. Display proper conduct in the halls at all times. Proper conduct does not permit running, pushing or shoving, loud visiting, or other behavior which causes halls to be unnecessarily noisy. When parents are picking up students, they should quietly remain in the hall until the bell rings.

STUDENT DRESS

We believe that the primary responsibility for proper dress rests with the parents and their child. It would seem apparent that students would not wish to appear in public dressed in a manner which would be damaging to their reputation and the schools. Therefore, we leave the initial responsibility of appropriate dress to you and expect good judgment to be used. Male & Female: No tube-tops, garments without shoulder straps and no spaghetti straps for 3rd-5th grade. Flip flops are not recommended for footwear. Watching students on the playground and during fire/tornado drill they are not a safe form of footwear. No Wheelie shoes will be worn during school time both inside the building or on the playground blacktop. If, in the judgment of the principal, the student's dress is obviously in poor taste and would be considered indecent or disruptive to school, the student will be required to change to appropriate clothing. Students will not wear hats or handkerchiefs on their heads during school hours unless approved by building principal. (exceptions being stocking caps at recess during cold months)

TOYS FROM HOME

Students are not to bring personal toys and play equipment to school with them. If toys are brought to school for "Show and Tell," they will be held by the teacher until "Show and Tell" time. Students will not be permitted to play with the toy or carry it to other classrooms. If such items are brought to school, they must not be shared with other students. Trading cards brought to school will be kept in the office until a parents/guardian can come pick them up. The school is not liable for broken or lost items.

INVITATIONS

Home party invitations should not be delivered at school unless everyone in the class is to be a recipient. If it is necessary to bring a gift to school that is being taken to a party, please leave it in the office before school, and pick it up after school.

BIRTHDAY GIFTS

All gifts, balloons, flowers, etc., to children for birthdays or holidays, should be delivered to the office for the child to pick up after school.

ELEMENTARY PARTIES

The classroom teachers and room parents will sponsor two parties during the school year, Halloween and Valentine parties. The room parents and teachers should plan these parties together. Teachers may have a holiday party in the classroom the last day before the winter holiday. Students may be asked to donate drinks, snacks, and paper goods for the party. The students may also hold a gift exchange. Gift costs should be kept at a reasonable limit of \$2-4 or under \$5.

FOOD BROUGHT TO SCHOOL

Before food items are brought to school for parties, birthdays etc., please call and have the items approved through the office. Some students in our school may have food allergies, Also, if you are attending lunch with your child and would like to bring in outside food please call and have this approved through the office. A school lunch maybe purchased through the office if you choose.

ANIMALS IN THE CLASSROOM

- Must have prior approval from classroom teacher and building principal
- Must be housed in a cage, container, or restrained in a way that it cannot harm anyone
- Must be handled by the owner

Transportation

Arrival

Car riders- All K- 5th grade students will be dropped off in the back car loop. The doors will open at 7:45 a.m. for breakfast. Students will enter in through the purple gym door hallway. They may go into the cafeteria to eat or head into the purple gym and sit in the designated area for their class. The doors will be locked at 8:10 am.

VIP students (both morning and afternoon) will enter in the back car loop outside the elementary hallway closest to the preschool classrooms.

Walkers- Students will enter through the front entrance. They will be permitted to come in at 7:45 am for breakfast or to wait in the gym in the designated area for their class.

Bus riders- Students will enter through the front entrance and go directly to the cafeteria or the purple gym to sit with their class.

Dismissal

Car riders- Students that are car riders will be picked up in the back car loop. Please pull all the way forward in front of the building and stay in your vehicle. Teachers will help students get in and buckle seat belts or child safety seats. ****If you park and walk over to pick up your student, please only cross in the very front of the car line. DO NOT walk between parked vehicles.

Walkers- Students will be dismissed from the front entrance to walk down the sidewalk before crossing the street.

Bus riders- Students will be dismissed from the front entrance to walk to their assigned bus.

BUS ROUTES

McLouth USD #342 operates six regular bus routes over a 104 square mile area, and a number of special education routes that transport students to special service programs out of our district. Our buses are safety inspected yearly. The bus drivers attend state sponsored transportation workshops. It is our desire all bus routes are designed to operate under a 60 minute time frame, but routes may run longer.

Since we are striving to keep all routes under a 60 minute suggested time frame, we need your cooperation to make sure that students are ready to board the bus when it arrives at your stop. Drivers are told not to wait more than one minute if students are not ready. If your child is not ready after one minute, the bus will leave. At the beginning of the school year, please have students ready at least ten minutes ahead of the scheduled time. This is to assure that students are ready to board on time. After about a week of school, all routes usually even out and your driver should be arriving at a fairly regular time each day.

The following bus riding guidelines have been established to assure a safe operating bus route. Please review these with your child.

BUS RIDING GUIDELINES

1. A note will need to be approved through the office if the student is not going to ride the bus back to school after the activity. The parent/guardian must sign the student out with their teacher before they are allowed to leave.
2. Each student may be assigned a seat during the first three weeks of school.
3. The students assigned to a particular seat will be responsible for keeping that area clean and free from damage.
4. No one will stand up on the bus except to load at the proper time (when the bus is completely stopped).
5. No food, candy or pop is to be taken on the bus without approval.
6. Students may talk with other students seated with or near them.
7. NO pushing, shoving, or keep-away is ever allowed on the bus or at points where students wait to be loaded or unloaded.

8. No object of any description will ever be thrown on the bus or out of the bus.
9. Any time the bus is coming to a stop or is stopped, there will be no talking until the bus is underway again.
10. No adult or student will smoke while riding a school bus.
11. No profane language will be tolerated while riding a school bus.
12. No arms, heads, etc., outside the bus.
13. Students will be required to show respect of their peers.

Bus misconduct will be identified as Level 2 Productive Environment, Level 3 Orderly Environment, or Level 4 Safe Environment under the Discipline Guide.

FIELD TRIPS

We ask your written consent to take your child on field trips in connection with the education program of McLouth Grade School. Parents who go on field trips are asked to refrain from smoking. Younger siblings on field trips are not allowed on the bus. The school personnel reserve the right to select and limit sponsors (including parents, family and friends) on school field trips.

BUS RIDING GUIDELINES FOR FIELD AND ACTIVITY TRIPS

1. Students must ride the bus both ways unless released directly to the parents. No notes will be accepted.
2. Buses will be clean and in usable condition for the following day's bus run. The sponsor will be responsible for the condition of the bus.
3. The assignment of students to a seat will be at the discretion of the sponsor.
4. No students will get on or off the school bus by the rear door.
5. No one will stand up on the school bus, except to load or unload when the bus is at a complete stop.
6. No food or drink will be allowed on the bus.
7. Noise may not exceed normal conversational levels, except when under the direct control of the sponsor, and reasonable for the safe operation of the school bus.
8. No form of "horseplay" or fighting will be tolerated.
9. Nothing is to be thrown into, inside, or out of any school bus.
10. Students will become quiet when coming to a stop, and remain quiet until the bus is moving steadily again.
11. No adults or students will smoke while riding on a school bus.
12. No profane language or obscene gestures will be tolerated.
13. Buses will depart on schedule at all times. Anyone not arriving by the scheduled departure time, does not attend the activity.

STUDENT SERVICES

BULL PUP PRIDE PROGRAM

To instill and promote positive elementary school spirit, we are continuing the Bull Pup Pride program. Starting in September and ending in April two students will be recognized daily as Bull Pups. Two display cases will be provided so that each child may display collections or personal memorabilia from home.

With the help of a staff member, students will need to put their items in the display case outside the office between 7:50-8:00 a.m. The items will be returned to the students before the end of the school day. In the event of illness or emergency school closing, a new date for recognition will be set up.

Bull Pups of the day will be given some special responsibilities such as reading the morning announcements through the intercom and saying the "Pledge of Allegiance".

Parents and family members of students are invited to have lunch on their Bull Pup day. All guests will be required to pay cash for their lunch in the elementary office.

BOOK IT

The BOOK IT! National Reading Incentive Program motivates children in grades kindergarten through fifth to read by rewarding them for their reading accomplishments. Its purpose is to develop in children a lifelong love of reading. This is an optional activity in some classrooms.

ELEMENTARY SCHOOL AWARDS

At the end of the school year, we will have a special awards assembly for our elementary students. The awards are as follows:

1. Outstanding attendance awards for students whose cumulative attendance equals less than one day missed.
2. One student is chosen by their instructor from each class in grades first through fifth to receive a citizenship award. Criteria for the award are as follows:
 - A. Responsibility.
 - B. Cooperation toward others and instructors.
 - C. Maintain a positive attitude toward school and others.
 - D. Demonstrate respect for others and self discipline.
3. Other awards as deemed appropriate by the principal and teachers.)

STUDENT INSURANCE

Student insurance is made available to parents who wish to have the coverage. This is not a school sponsored program. Please contact the elementary office for more information. Applications are made available to interested parents throughout the school year.

THE SCHOOL DOES NOT PROVIDE ACCIDENT INSURANCE FOR STUDENTS.

LOST AND FOUND ARTICLES

All students should assume the responsibility of taking care of their own possessions. The following suggestions are made to help prevent losses and to aid in recovery of lost items:

1. Place your name in or on all of your books, notebooks, purses, billfolds, wearing apparel, etc., so that such articles may be identified and returned when found.
2. Do not bring unnecessary items to school, especially items of value.
3. Do not carry purses or other possessions that are unnecessary. The more items you carry, the easier it will be to lose or misplace them.
4. Take care of your books and other possessions. Do not leave them in the hallways.
5. DO NOT BRING MORE MONEY THAN IS NECESSARY.
6. Found items should be brought to the principal's office as soon as possible. Items will be placed in the LOST & FOUND box.
7. If you lose something, check daily!

ELEMENTARY LIBRARY POLICY

BOOK CHECK-OUT:

1. All books and reference materials are loaned to students for a two week period.
2. Books should be returned or rechecked, on or before the due date.
3. Students are expected to behave properly in the library. Excessive talking or rowdiness in the book stacks may lead to suspension of library privileges.

BOOK DAMAGE:

1. If a student notices any damage, (ie, scribbles, torn pages, etc.) please report this before check-out; otherwise the student will be held responsible.
2. If damage occurs while a book is checked out, please report it and return the book to the library, so pages can be repaired before the damage becomes worse.

3. Charges for lost or damaged books will be sent home.

MUSICAL INSTRUMENTS

Students using school owned instruments will be responsible for maintenance and repair incurred during the regular school year. Repair is to be done by a certified repairman and approved by the music instructor. All instruments will be in proper playing order prior to checkout and must be returned at the end of the academic year in the same order. Limited numbers of large band instruments are supplied by the school. These are instruments not normally owned by students such as tubas, bass clarinet, etc. The use of these instruments will be determined by the music instructor.

PARKING ZONE

If parents are waiting for their child after school or visiting the school for any reason, please observe the **NO PARKING ZONE** areas (fire zones). If you are in these areas you maybe asked to move your vehicle or the police maybe notified.

POSTERS

Posters and other notices are not to be placed in or around the grade school without first obtaining permission from the grade school administration. If these posters are approved, they will be initialed by the principal.

VISITORS

All visitors are required to report to the grade school office immediately upon entering the building. Visitors must enter through the elementary front doors; all other doors will be locked during the school day. All visitors must sign-in and receive a visitor's badge. Even if you are picking up your child from school you need to check-in.

If parents are waiting for their child after school, they maybe required to wait in the school cafeteria and not in the hallway.

Parents and friends of the school are welcome to visit classes. Children not enrolled in McLouth Elementary School may not attend classes unless they have received permission from the grade school principal and classroom teacher. At least one day's notice is required so that instructors can provide for the visitor.

Visitors are welcome to eat lunch with students; however, the frequency of visits maybe limited by the administration. Our school office is to receive notification from one parent or legal guardian, regarding all lunch room visitors by 10:00 am the morning of the visit to ensure our Food Service staff prepares enough food for the day.

TELEPHONE

When there is an emergency the office will deliver telephone messages. Students will be allowed to call home for emergency situations only. Students will not be called from class for telephone calls except in an emergency. Parents and others should be instructed to leave their number when calling students and expect them to call between classes, at the lunch period, or after school.

CELL PHONES

Cell phones will not be used during school hours 8:00 am- 3:30 pm except in case of extreme emergencies.

FIRE DRILLS

Fire drills are called once per month during the regular school year to familiarize everyone with the proper safety procedures. When a fire alarm is sounded, pupils and teachers will proceed rapidly, but in an orderly manner, to the designated area. Instructions and the routes to be taken will be given before the first fire drill so that students will know exactly what is expected of them. There is to be no unnecessary talking during a drill. Students are to keep their hands and feet off other students while passing.

TORNADO DRILLS

Tornado and disaster drills will be announced by the public address speaker and a tone siren. Students will leave their classrooms under the supervision of their teachers. Try to remain calm whether it is a drill or an actual emergency. Again, there should be no unnecessary talking or body contact.

FOOD SERVICE PROGRAM

We at McLouth USD #342 are proud of our food service program. We feel it is one of the best programs in the area. We encourage patrons to come to school and eat lunch with us. If you wish to do so, please call our office so we can provide a meal for you.

Breakfast and hot lunches are served daily in the school cafeteria. All students are encouraged to use the lunch ticket program. The lunch program is a computerized lunch system that has been set according to state and federal accounting guidelines and will operate as follows:

1. Each student will be assigned a unique ID number. Each student's meal account will track individual purchases made. Any money you send to school with your student for meals will go into that individual student's account - no cash will be given back to them. Checks for the accounts can be mailed to the elementary office. When sending in a payment for multiple children in one family please write on the memo section or send a note specifying how you would like the money divided among your children, otherwise the office staff will divide it evenly per child.
2. Money may be put into the meal account in the office. No money will be put into an account in the lunchroom.
3. Reminder slips will be mailed or email notification will be sent to the parents once a week when a student's individual account has reached a low balance.
5. No charges will be allowed if the student account balance is at negative ten dollars (-\$10.00).

Students may still pay cash for their meals; but will have to do so in the office then receive a ticket to present to the cafeteria staff at time of service.

BREAKFAST PROGRAM

Students have the opportunity to choose only the foods which they intend to eat in the School Breakfast Program. Each day students will be offered a complete breakfast which includes a serving of:

1. Milk
2. Fruit/Vegetable
3. Grain/Bread
And/Or
4. Meat

A school breakfast provides approximately one-fourth of a student's daily nutritional needs. If they select at least three food items, the school is able to receive federal reimbursement to cover the cost of the meal. However, the price per meal remains the same whether the student selects the minimum of three food items or all four. Through careful selection of only those foods the student wishes to eat, they will be helping to conserve both food and money, two valuable resources.

LUNCH PROGRAM

Students have the opportunity to choose only the foods which they intend to eat in the School Lunch Program. Each day students will be offered a complete lunch which includes a serving of:

1. Milk
2. Bread

3. Meat
4. Fruit
5. Vegetable

A school lunch provides approximately one-third of a student's daily nutritional needs. If they select at least three food items, the school is able to receive federal reimbursement to cover the cost of the meal. However, the cost of the meal remains the same whether the student selects the minimum of three food items or all five. Through careful selection of only those foods the student wishes to eat, they will be helping to conserve both food and money, two valuable resources.

LUNCH AND BREAKFAST PRICES

VIP – 5th grade

Breakfast: \$1.40

Lunch: \$2.45

FREE AND REDUCED LUNCH APPLICATIONS

Free and reduced price lunch applications are distributed to all parents at the beginning of each school year. The application should be filled out and returned directly to the principal. This information is kept confidential.

Parents are notified by mail of acceptance or denial. Free and reduced price lunch applications are available at any time during the school year from the principal's office.

CAFETERIA GUIDELINES AND REGULATIONS

1. Students may talk quietly in line.
2. Once seated - stay seated.
3. Students may talk quietly to only immediate neighbors at their table.
4. Never throw anything in the lunchroom.
5. No food swapping.
6. Don't leave the table until dismissed by the lunchroom supervisor.
7. Follow the supervisor's directions when being seated or leaving the lunchroom.
8. Be neat with trays and garbage.
9. Never run, push, shove, or crowd. This will result in removal from the lunchroom.
10. No food or drink may be taken from the eating area except when special permission is granted from the lunchroom supervisor.
11. Saving places for a friend in line or at the table is not allowed.
12. Trays are to be stacked neatly, when returned to the window.
14. No carbonated beverages are allowed in the cafeteria without permission from the building principal.

Student Health, Welfare & Safety

Communicable Diseases (Isolation and Incubation periods)

A list of common diseases, including isolation and incubation periods, is listed below. Information was collected from the Kansas Classroom Handbook of Communicable Diseases. If you require further information, please contact either your family physician or the health department.

<u>Disease</u>	<u>Isolation</u>	<u>Incubation</u>
Chicken Pox	6 days from onset of rash	10-21 days
German Measles	7 days from onset of rash	14-23 days
Head Lice	Shampoo with medicated soap & all nits removed	7-14 days
Influenza (flu)	3-7 days from onset of illness	1-5 days
Measles	4 days from onset of rash	8-13 days
Mumps	10 days from onset of illness	12-25 days
Pertussis (whooping cough)	5 days of antibiotic treatment	7-10 days
Pink Eye	May return to school after 24 hours of prescription treatment and eye discharge has stopped	1-3 days
Ringworm	May return to school, if receiving treatment from a physician	4-14 days
Staphylococcal Infections (example: impetigo)	May return to school if receiving treatment from a physician	4-10 days
Streptococcal Sore Throat/Scarlet Fever	24 hours following antibiotic drugs: if drugs not administered, 10 days from onset or duration of symptoms	2-5 days

Illness

Students exhibiting signs of communicable diseases will be excluded from school and activities for the period of time listed in K.S.A 65-128 and the Kansas Classroom Handbook of Communicable Disease. The student's physician or health department may give written approval for the student to return to school.

Care is taken to see that children do not remain in school when they become ill, show signs of a rash, sore throat, or has a temperature above 99.7. A member of the school staff will phone you when your child becomes ill.

Please provide the school office with current phone numbers. Students sent home with a fever may not return until they are 24 hours fever free.

Injury

Every effort is made to avoid accidents. All minor injuries will be treated. However, should any serious accident occur, a parent/guardian will be notified immediately

Immunizations (Kansas Law)

K.A.R 28-1-20 defines immunization required for any individual who attends school or a childcare program operated by a school.

K.A.R. 28-1-20

Immunization Requirements for the 2014 - 2015 School Year

K.A.R. 28-1-20 defines immunizations required for any individual who attends school or a childcare program operated by a school. There are changes in requirements for immunizations for the upcoming school year.

Please carefully review the requirements below. The usual number of doses required are listed; however there are exceptional circumstances that could alter the number of doses a child needs. If you have questions about your child's immunization status, contact your child's primary care provider or local health department.

Proof of receiving the immunizations must be provided to the school prior to attending the first day of school.

Early Childhood Program Operated by a School Ages 4 Years and Under

Vaccine	Requirement
DTaP/DT (diphtheria, tetanus, pertussis)	4 doses
IPV (polio)	3 doses
MMR (measles, mumps, rubella)	1 dose
Varicella (chickenpox)	1 dose*
Hepatitis A	2 doses
Hepatitis B	3 doses
Hib (haemophilus influenza type B)	4 doses~
Prevnar (pneumococcal conjugate)	4 doses~

Kindergarten - Grade 6

Vaccine	Requirement
DTaP/DT (diphtheria, tetanus, pertussis)	5 doses
IPV (polio)	4 doses ~~
MMR (measles, mumps, rubella)	2 doses
Varicella (chickenpox)	2 doses*
Hepatitis B	3 doses

Grades 7 - 10

Vaccine	Requirement
Tdap	1 dose***
IPV (polio)	4 doses ~~
MMR (measles, mumps, rubella)	2 doses
Varicella (chickenpox)	2 doses*
Hepatitis B	3 doses

Grades 11 - 12

Vaccine	Requirement
Tdap	1 dose***
IPV (polio)	4 doses ~~
MMR (measles, mumps, rubella)	2 doses
Varicella (chickenpox)	1 dose**
Hepatitis B	3 doses

Notes

* *Varicella (chickenpox) vaccine is not required if child has had chickenpox disease **and** disease is documented by a physician signature.*

Without a physician signature, vaccine is required even if you believe child has had chickenpox disease.

** *Although 1 dose of varicella is required for school attendance in these grades, 2 doses are recommended by the ACIP (Advisory Committee on Immunization Practices).*

*** *All 7th - 12th graders are required to have one dose of Tdap regardless of the interval since the last dose of DTaP (diphtheria/tetanus/pertussis) or Td (tetanus/diphtheria).*

~ *Total doses needed is dependent upon age of child when doses were received.*

~~ *All students in grades K - 3, all new students and students currently completing the polio series must have 6 months between the last 2 doses of polio vaccine, and one dose must be after the 4th birthday.*

Additional ACIP Recommended Vaccines NOT REQUIRED for School Entry

- **Influenza (flu)** vaccine annually for everyone 6 months of age and older
- **HPV (Human Papillomavirus)** vaccine for females and males at 11 -12 years of age
- **Meningococcal (meningitis)** vaccine at 11 - 12 years of age, with a booster at 16 years of age



Dental Examinations

We recommend all students have annual dental examinations. Dental cards should be returned to the school office as soon as possible after completion of work.

Health Assessments/Physicals

All students under 9 years of age entering a Kansas school for the first time must have a school entry health assessment on file. Assessment must have been completed within 12 months of school entry. (K.S.A. 72-5214)

Medications: Prescription and Nonprescription

USD # 342 will assist in dispensing medication to a student if necessary during the school day. Before ANY medications will be dispensed to a student, the following MUST be followed:

1. All medication will be kept in the office. No medication will be kept in the classroom or with the student.
2. The school will have on file a signed request for medication administration.
3. Medication need to be in its original prescription container with a pharmacy label **OR** physicians signature on the medication administration request. Nonprescription medications need to be its original container.
4. If the medication needs altered in any way (pills cut in half) parent/guardian must make the necessary changes.
5. Dosing instructions from parents/guardian must be within manufactures/physicians recommendations.
6. **NO EXPIRED MEDICATIONS WILL BE KEPT AT THE SCHOOL!**

HEAD LICE: THE ULTIMATE FACT SHEET

THE HEADLICE IS AN INSECT WHICH LIVES ON THE HUMAN HEAD. It can survive for a few days at room temperature in such places as caps and crevices of overstuffed furniture, or on brushes, coat collars, and bedding. Animals are not involved in headlouse infestation and transmission.

THE HEADLOUSE CANNOT FLY OR HOP. It can crawl, but it cannot travel extensively on its own. It travels from person-to-person by direct contact (infested head touching uninfested head) and by indirect contact (sharing combs, brushes, scarves, caps and other headgear, hanging coats on top of each other, and via infested bedding or overstuffed furniture).

THE USUAL HEADLOUSE INFESTATION CONSISTS OF ONLY A FEW LICE. They live on the scalp and obtain blood meals in a manner similar to a mosquito. The female lays eggs called nits which are stuck to the hair VERY TIGHTLY and within one-fourth inch of the point where the hair emerges from the scalp. One female can lay up to 100 eggs in her two month lifetime. The eggs hatch in one week and mature into adult lice in two weeks. Lice and nits are both about one millimeter in length. However nits are more easily seen than is the louse. Thorough examination requires good light and careful parting of the hair. Infestations are usually most apparent in the hair above and behind the ears.

LIKE ALL INSECTS, LICE CAN BE DESTROYED BY CHEMICAL INSECTICIDES. However, insecticides to be used on the body should be carefully selected and approved for the purpose. Special insecticidal creams and shampoos are available for use on hair and scalp. Sprays are available for use on overstuffed furniture which cannot be washed.

ONLY PERSONS WHO ARE INFESTED SHOULD BE TREATED WITH INSECTICIDE SHAMPOO OR CREAM. The treatment has no residual or preventive value.

TREATMENT IS NOT COMPLETE UNTIL NITS ARE REMOVED. The nits will not wash out. A fine-toothed comb, good light, and patience are needed. A vinegar rinse helps loosen nits, but is not in itself a treatment. Removal of nits is important because: (1) if nits remain, effectiveness of treatment is difficult to evaluate; (2) the shampoo or cream treatment may not kill all nits; (3) the infested person will be more acceptable to himself and others when nits are gone; **(4) freedom from nits is the strongest proof of freedom from louse infestation.** Itching, a symptom of infestation, may continue for a few days following treatment.

TREATMENT SHOULD BE REPEATED IN ONE WEEK. The purpose of re-treatment is to eliminate lice that may have survived the first treatment as nits (nits hatch within one week). Treatment should not be repeated earlier than one week unless there is overwhelming evidence of treatment failure or of re-infestation. Treatment failure or re-infestation are shown by a new crop of nits close (within one-fourth inch) to the scalp. Newly discovered nits beyond this point do not indicate failure or reinfestation--they are old nits which are overlooked in the nit-removal process and should be removed promptly.

INFESTED STUDENTS MAY RETURN TO SCHOOL FOLLOWING TREATMENT AND REMOVAL OF NITS. There is no need to miss more than one or two days of school for louse infestation. K.A.R. 28-1-6, requires that all nits be removed before students may return to school. Students must be checked by the county health department or their family doctor before returning to school. Students must be brought to the school office and cleared by the Jefferson County Health Department, a licensed doctor or school personnel before re-admission to the classroom. They may not ride the bus. Treatment with insecticide shampoo or cream should be repeated in one week.

REINFESTATION IS A DEFINITE RISK. The school's responsibility is to assist in identifying infestation and to provide information regarding control. The individual's responsibility is to rid himself and his home environment of the pests. For clothing and bedclothes, normal washing with drying in dryer or sun is adequate. Non-washable fabric items may be tumbled in the dryer, hung in sunlight all day, or dry cleaned. Overstuffed furniture and carpets may be treated with insecticide sprays and vacuumed.

ANYONE CAN GET HEADLICE. Special effort is required to get rid of them. Appropriate individual action is the key to control.

The school has your child's welfare in mind and these above requirements and recommendations are one specific means of promoting health and safety in the school system.

MISCELLANEOUS

EVALUATING YOUR SCHOOL

We know that parents wish to take pride in the school system and in the education obtained by their children. Taking a short term view, it is easy enough to look at the building or at a spelling paper to see whether it is good or bad. In the long term view we must recognize that there will be some humdrum and trying occasions in spite of what anyone can do about it. Although there will be times of trial, difficulty, and discouragement for the pupil, an overall optimism and confidence on the part of educators and parents should prevail. Educators recognize that optimism and confidence is based on a sound program. Educators, being human, can always improve. The school system as a whole and in its various parts always has room for improvement. Parents are urged to be supportive of the school and its policies. If you have concerns please contact your child's teacher first. We are always in a posture of self-evaluation and welcome constructive criticism from our patrons. Some of this improvement will depend on the knowledge, interest, and good will of the citizens of the community.

JOIN THE PARENT-TEACHER ORGANIZATION -- you should take an active part in PTO for your child's sake and for the school's sake. Your PTO meets monthly during the school year. Get acquainted with the teachers, discuss common problems, hear fine speakers, and work together to improve your school.

EDUCATIONAL PHILOSOPHY

The following statements define the basic educational philosophy of Unified School District No. 342.

The Board of Education:

1. subscribes to the principle that all children served by the district, regardless of economic background, religious affiliation, race, educational need, or gender will be provided equal educational opportunity.
2. believes that the school district should provide dynamic leadership in shaping the culture, encouraging responsible citizenship, and increasing the educational, vocational and professional opportunities for all persons residing within its borders.
3. will strive to maintain the highest possible educational standards. The quality of education will be determined principally by the quality of the persons who teach.
4. believes the school is an integral part of the community and should be constructively cooperative with churches, service organizations, family groups, and other community organizations.
5. recognizes that society is in a state of constant change. In order to fully meet the needs created by this change, the district must continuously consider, evaluate, and when appropriate, implement new and improved educational techniques, curriculum or programs.
6. will work to maximize achievement through expectations of excellence and the highest of professional ethics from the Board of Education, administration, faculty, district personnel, and students.
7. will maintain a framework of fiscal responsibility. Recognized principles of sound business management shall be rigorously applied.
8. will strive to provide an environment that is conducive for constructive communication between the Board of Education, district employees, students, and the community.

BOARD OF EDUCATION POLICIES

Maintaining Proper Control:

Each employee is responsible for maintaining proper control in the school. An employee may use reasonable force necessary to ward off an attack, to protect a student or another person, or to quell a disturbance which threatens physical injury to others.

Security:

Any district employee who believes any of the following has occurred at school, on school property or at a school sponsored activity shall immediately report this information to local law enforcement: an act which constitutes the commission of a felony or a misdemeanor; or an act which involves the possession, use or disposal of explosives, firearms or other weapons as defined in current law. The building administrator will be notified.

Anyone making a report in accordance with state law and without malice, shall have immunity from any civil liability.

ANNUAL NOTIFICATION

"Upon request, the district discloses education records, without consent, to officials of another school district in which a student seeks or intends to enroll." This language is included in the Appendix to the 1996 FERPA regulations, published November 21, 1996.

NON-DISCRIMINATION (adopted 11/11/96)

Discrimination, insult, intimidation, or harassment against any student on the basis of race, color, national origin, sex, disability, or religion in the admission of access to, or treatment in the district's programs and activities is prohibited. The Superintendent of Schools, USD 342, P O Box 40, McLouth, KS 66054-0040 Phone (913) 796-2201, has been designated to coordinate compliance with nondiscrimination requirement contained in the Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990. Any student who believes that he or she has been discriminated against may file a complaint with the building principal or the compliance coordinator.

Any student may file a complaint with the principal against the application of any school rule or regulation to the student. The complaint must be in writing, filed within 20 days following the application of the rule or regulation to the student, and must specify the basis for the complaint. The principal shall investigate the complaint and inform the student of the resolution of the complaint within 10 days after the complaint is filed.

Any student may file a complaint of discrimination with the building principal or the compliance coordinator. Any student complaint of discrimination shall be resolved under the district's discrimination complaint procedure.

FIRE DRILL PROCEDURES FOR OCCUPANTS WITH DISABILITIES

Each principal together with his/her staff will develop and determine any necessary rules and regulations relative to Fire Drill and Evacuation procedures for occupants with disabilities. This policy along with relevant rules and regulations will be included in faculty and student handbooks and will be available in all school offices.

Students:

It shall be the responsibility of each building principal to instruct faculty and staff to explain Fire Drill and Evacuation procedures to all students with disabilities at the beginning of each school year and periodically thereafter.

Each teacher or para professional in charge of any student(s) with disabilities at the time of any drill or evacuation is responsible to see the student(s) is evacuated safely and in a timely manner.

Students requiring special assistance may be assigned to a designated area following evacuation. Students not needing special assistance are to be evacuated to areas assigned to all other students. If a student(s) is assigned to a designated area, the person responsible for evacuating will report to the building principal or his/her designated representative immediately when the evacuation is complete and all individuals assigned to that area are accounted for.

Public:

The following announcement or similar announcement will be printed in all programs provided at public events that are held inside. This announcement will be made over the public address system any time attendance exceeds 300.

In accordance with the Kansas State Fire Marshal Regulations, we request that you take a moment to identify the emergency exits closest to you. We have checked these exits and other emergency equipment in this building and verify that they are operable in case of emergency.

In case an evacuation is necessary during a public event, the person in charge of the event, i.e., building principal, athletic director, faculty sponsor, etc., will be responsible to see that all occupants requiring special assistance are evacuated from the building in a safe and timely manner. Those individuals that are responsible for assisting in the administration of the event, i.e., ticket sellers and or takers, faculty sponsors, personnel assigned crowd control, custodians, etc., will immediately notify the person in charge of the event of any individual(s) requiring assistance for evacuation has entered the building and where they are located. The person in charge will then designate one or more individuals assisting in the administration of the event to be responsible for seeing that this individual(s) is evacuated in a safe and timely manner.

CRISIS PROCEDURES

The district crisis plan includes details and procedures the school staff will follow in case of an emergency. If you would like a copy of the district's crisis plan including evacuation procedures, please call the elementary office.

PROCEDURES FOR ACCIDENTS

If a child is injured at school, staff will administer first aide as appropriate. Regarding any major injury, parent will be notified immediately.