

*Victoria
Elementary
School*



Parent Handbook
2016 - 2017

Victoria U.S.D. #432

Board of Education Goals

District Mission Statement:

U.S.D. #432 is focused on student achievement and school improvement:

- *Caring Relationships
- *A Responsive Culture
- *Relevant Educational Opportunities
- *Rigorous Coursework
- *Results Evident in Growth and Learning

District Goals:

To ensure a quality education for all students, U.S.D. #432 will provide:

- Δ Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;
- Δ Sufficient knowledge of economic, social and political systems to enable the student to make informed choices;
- Δ Sufficient understanding of governmental process to enable the student to understand the issues that affect his or her community, state and nation;
- Δ Sufficient self-knowledge and knowledge of his or her mental and physical wellness;
- Δ Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
- Δ Sufficient training or preparation for advanced training in either academic or enable each child to choose and pursue life work intelligently; and
- Δ Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

2016 – 2017

Victoria Elementary School

U.S.D. #432 - Policies and Procedures

U.S.D. #432 Mission Statement:

U.S.D. #432 is focused on student achievement and school improvement. The Five R's will guide us as we prepare our PK-12 students for college and career readiness; Caring Relationships, A Responsive Culture, Relevant Educational Opportunities, Rigorous Coursework, Results Evident in Growth and Learning.

Values and Beliefs About Children and Learning U.S.D. #432

1. We believe our schools should be responsive to the diverse needs of students.
2. We believe our schools and educators should emphasize process as well as outcome and should stress critical thinking and problem solving.
3. We believe that learning is a life-long process where students should be active problem solvers and responsible decision-makers.
4. We believe our schools should provide a positive and safe atmosphere that enhances human potential and promotes respect for self, community, and country.
5. We believe our schools should ensure a secure environment where all students will acquire knowledge, grow in wisdom, develop confidence, and value life-long learning.

Age for Entering School

A child must be four (4) years old on or before August 31 to enter our preschool and five (5) on or before August 31 to enter kindergarten. You must present a birth certificate at the time of kindergarten enrollment and prior to the child entering school for the first time.

Arrival and Dismissal

Parents are asked to have their children at school within 5-10 minutes of the scheduled start of their morning activities. Breakfast for all students starts at 7:20 a.m. and ends at 8:00 a.m. Regular school classes begin for all students at 8:00 a.m. Because we do not bus students to the schools in our district, and because the majority of our students are transported by parents and older siblings, we understand that students may have to be to school earlier than desired. We do provide limited supervision and we ask you cooperation with this service. Crossing Guards are on duty at the grade school starting at 7:30 a.m. We ask that only students that eat breakfast at VES arrive prior to 7:45 a.m. Students will be sent to their respective classrooms at 7:45 a.m. All students that arrive at school prior to 7:45 a.m. are to report directly to the cafeteria.

Recess Before Lunch K-6 Schedule

Grade	Recess & Wash Hands	Lunch
K-1	10:45 – 11:05	11:05 – 11:35
2-3	11:15 – 11:35	11:35 – 12:05
4-6	11:45 – 12:05	12:05 – 12:35

Breakfast / Lunch

Breakfast and hot lunch are provided every school day. Breakfast is \$1.60 and lunch is \$2.70. Payments can be made on the account of your child/ren at any time. Please send it to the school office. At this time we are unable to process credit/debit card payments. You can monitor the amount of money in your child's account by logging on to easyschoolpay.com. Directions on how to do this will be sent home with kindergartners and new students the first week of school. Your child may choose to bring a sack lunch. We do not allow any sacks with advertisement (such as McDonald's, Wendy's etc.) brought into the cafeteria. No pop is allowed either. Parents may occasionally eat lunch with their children. All adult lunches must be ordered by 9:00 a.m. on the date you plan to eat with us. Adult lunches are \$3.45, payable the day you eat.

Visitors

Parents and patrons are always welcome in the schools. Please check in with the office when you come to school. Child visitors must be accompanied by an adult and will not be allowed to stay in the classrooms. Due to the fact that we take our students' education very seriously, student visitors are not allowed.

Leaving the Building

On those occasions when it is necessary for your child to leave the building he/she must be signed out through the office. We appreciate knowing in advance if a child will be leaving. Children will not be allowed to sign themselves out. All students will check out through the grade school office.

Absences

Please notify the office when your child is absent. Have your child check with his/her teacher for any missed work. Grade school students may pick up their assignments at the end of the day or call to make arrangements with their teacher.

Reasonable deadlines for make-up work will be set with the teachers, depending on the nature of the work. Ultimately it is the responsibility of the individual to take care of his/her make-up work.

School Closings

The decision to call off school is made by the superintendent or his designee. That decision is generally made by 6:30 a.m. Local radio stations are notified, as are the three main TV stations. Also, a text message will be sent to all those subscribed to this service.

Discipline

Victoria Public Schools have a proud tradition of providing quality educational opportunities for all students. We use assertive discipline procedures. If you have any questions please talk to your child's teacher promptly. Your cooperation is essential to the overall success of your child's education.

Report Cards and Parent Conferences

Report cards are sent out four times a year, and parent conferences are held twice a year. Please consult the school calendar for dates. You will be notified directly of exact dates and times of your child's individual conferences.

Grading Scale

A (S+) = 90-100

B (S) = 80-89

C (S-) = 70-79

D (NI) = 60-69

F (U) = Below 60

PowerSchool

All parents with students in grades 2-6 are issued passwords for PowerSchool, our on-line grading program. Parents will need to set up an account with the issued passwords; this account will remain the same for all children in the family. Once the account is set up, parents can access all children's accounts. Please use this information to track your child's progress throughout the school year. Check with your child's teacher if you have any questions.

Special Education

U.S.D. #432 belongs to a special education cooperative and provides the full range of special education services mandated by the state and federal governments. If your child is experiencing difficulties in school, you will be notified of possible services available.

Enhancement Programs

U.S.D. #432 provides several extra programs for parents and students: Title I services for students experiencing problems and who do not qualify for special education, and an at-risk program that provides extra help for any student. We also provide student placement for the “gifted” program through our cooperative.

Parent Involvement

Providing our children with a quality education requires the entire community. There are many ways to stay involved with your child’s education. Become active in your P.T.O., join site council, attend all conferences, go over your child’s work daily, listen to him/her read, and for 5th and 6th grade students check his/her agenda regularly, etc. Most especially, call or e-mail your child’s teacher if you have any questions or concerns. If problems arise, please consult with your child’s teacher to resolve the situation as soon as possible.

School Nurse

The school nurse is available everyday. Only the school nurse or another designated personnel can administer medicines. This includes all over-the-counter medicines. We cannot administer any medicine without a written request or a doctor’s order. This policy is for your child’s protection. Check with the school nurse if you have any questions. The school nurse also monitors whether or not students have been properly immunized. Talk to the nurse if you have any questions about when your child is due for any immunizations.

Accidents

The school does not carry an accident insurance policy for students. Parents may purchase a student accident policy for their child/ren. The information for the policy may be obtained at registration or from any school office. This policy is reasonably priced.

Lost and Found

Lost items will be kept in the grade school office. Check the Lost and Found regularly. To prevent lost items, plainly mark personal belongings with your child’s name. Unclaimed items are donated to charity at the end of the year. The school is not responsible for lost, broken, or stolen items. Please monitor the types of items, especially electronic devices, that your child brings to school.

Use of Facilities

Groups needing to use school facilities should call the office to obtain the proper forms. Approval is needed for all non-school related use of the buildings. Check in at the grade school office or with the principal. The building usage policy will be followed.

Dress Code

Our Victoria students, generally speaking, are well-dressed. However, what might be acceptable for weekend and after school is not always appropriate for school. Students are not permitted to wear clothing with sayings or pictures that are determined to be offensive by the school. Parents are asked to please monitor the T-shirts and sweatshirts their children wear to school. Appropriate clothing should be worn to school each day. No hats, halter or spaghetti strap tops, bare midriffs or other inappropriate attire is allowed. In the normal school setting undergarments should not be visible to others. Appropriate dress shorts may be worn before Halloween and after Spring Break.

Bullying Policy

Bullying of other students is strictly forbidden by U.S.D. #432 policy and Kansas State Law. This also includes any kind of cyber-bullying. Students who feel they are being bullied should report any incident to their teacher or principal immediately. The district wide bullying policy is in place and attached to this document. All students are educated on this policy and will sign the bullying agreement.

Sexual Harrassment

Students who feel they have cause for concern regarding sexual harassment should see a trusted teacher or the principal. The district sexual harassment policy will be explained and implemented immediately.

Weapons Policy

The safety and welfare of all students and patrons is a primary concern of the school board and administration of U.S.D. #432, the following policy is enacted: The possession/use of any kind of weapon or firearm by any individual on school grounds or within any school building/facility is prohibited. Violations of this policy will be reported to appropriate law enforcement officials. Students violating this policy will be subject to immediate short term suspension from school, until a due process hearing can be held. If found by the hearing official to be in violation of this policy, the student will be subject to long term suspension or expulsion from school for up to 180 days. The length of term of the suspension/expulsion will be determined by the superintendent of schools. The superintendent will reserve the right to establish conditions under which the student may be readmitted to school prior to the completion of the suspension/expulsion period. (Adopted by the U.S.D. #432 Board of Education, 6/12/1995.)

Drug and Alcohol Policy

Drugs, tobacco and alcohol are illegal substances for all students. Students may not have these substances at school or at school sponsored activities. Each incident will be handled separately, but can include any of the following consequences: notification to parents, police or appropriate agencies, detention, long term suspension, out of school suspension, or expulsion.

PreK – 6th Counselor

The elementary school counseling program is designed to assist the students in making the most of their educational experiences. The school counselor is concerned about students' emotional well being, academic progress, and personal/social development. The counselor will strive to provide a multitude of services that include large group guidance, small group counseling, individual counseling, as well as consultation with parents, teachers, and administrators. Please "Like" Mrs. Sander's GS Counseling Page on Facebook to see updates and posts about VES counseling.

The school counselor will help students:

- Understand themselves and others in relation to the world in which they live;
- Cope with emotional crisis;
- Prevent major problems before they occur;
- Encourage better peer relations
- Learn coping skills, conflict resolution, decision-making skills, anger control, and communication skills
- Work through academic challenges

The counselor will help parents:

- Understand the growth and development of their children;
- Develop realistic perceptions of their children's development in relation to their potential;
- Providing parenting skills and/or behavior management techniques for their children

The school counselor will help teachers:

- Encourage the positive growth and development of all children;
- By providing techniques and ideas for students who have special need

Agendas

All students in grades 5 & 6 are provided with an Agenda. These books are excellent organizational tools. They allow students to write down assignments and keep track of tests, grades, etc. For students who are struggling, this can be a means of daily communication between home and school.

Cell Phones

Students are not allowed to have cell phones in class. When a student walks into the classroom, they must put their cell phone (turned off) into a basket on the teacher's desk, or leave them (turned off) in their school bag. Students who are found with a cell phone on their person in class will have the cell phone confiscated and kept in the office the first time. After that, the cell phone will only be given back to the student's parent. The following is U.S.D. #432 Cell Phone Policy

U.S.D. #432 Cell Phone Policy
Written May 22, 2009
Adopted BOE: July 2009

Student possession and use of cellular phones, iPods, pagers and other electronic signaling devices on school campuses and school buses, at school-sponsored activities and while under the supervision and control of school district employees is permitted under the circumstance described below.

All students may use these devices on campus before school begins and after school ends. Students' may use such devices during the lunch period. Students will also be allowed to use these devices during passing periods, however, they must be shut off or silenced upon entering a classroom and placed in a basket throughout each class period (exception would be for a family emergency and prior approval has been given by the building principal). AIM and CAT are considered class periods.

Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore unauthorized use is grounds for confiscation of device by school officials., including classroom teachers. If a cell phone, pager, or other electronic signaling device is confiscated by an instructor or school administrator, a detention will be given, a parent or guardian will be notified, and the parent or guardian must pick up the device.

No Right to Privacy – similar to the district computer use policy, students will have no rights to privacy when using such devices during school hours.

All immediate emergencies should go through the school office. Parents are requested to call the school office if a student needs to be contacted during class periods.

Faculty Cell Phones: Faculty members are Professionals and will use such devices appropriately.

Computer Use Policy

No student has the expectation of privacy concerning district-owned computer use. Students are responsible for knowing and understanding current computer use policies. They are also responsible for the ethical and legal use of Internet. The following is the U.S.D. #432 Acceptable Use Policy.

Unified School District #432 Victoria Schools Acceptable Use Policy

We are pleased to offer students of the U.S.D. #432 Public Schools access to the district computer network for electronic mail and Internet. To gain access to e-mail and the Internet, all students must obtain parental permission and must sign and return this form to the school office.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. The purpose of computer usage and on-line services is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of computers, the Internet and other on-line services must be in support of education and research consistent with the educational objectives and the outcomes for U.S.D. #432.

Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and informed sources. To that end, U.S.D. #432 supports and respects each family's right to decide whether or not to apply for access.

ACCEPTABLE USE

The purpose of Internet access through U.S.D. #432 is to facilitate communications in support of research and education, by providing access to unique resources and an opportunity for collaborative work. Network access must be in support of and consistent with the educational objectives of U.S.D. #432. Access to the Internet is made possible through an appropriate provider to be designated by U.S.D. #432 at its sole discretion. All users of the Internet must comply with this Acceptable Use Policy.

UNACCEPTABLE USE

- ✓ Sending or displaying offensive or anonymous messages or pictures
- ✓ Using obscene language
- ✓ Harassing, insulting, or attacking others
- ✓ Damaging computers, computer systems, or computer networks
- ✓ Violating copyright laws
- ✓ Using another's password – attempting to access another person's account, or attempting to change or alter any password
- ✓ Trespassing in another's folders, work or files
- ✓ Intentionally wasting limited resources
- ✓ Employing the network for personal advertising or solicitations

Users will agree that the use of the Internet/E-mail/Network communications is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. Violations may result in a loss of access as well as other disciplinary or legal action.

Users will agree that administration, faculty, or staff will decide what is inappropriate use.

USER AGREEMENT AND PARENT PERMISSION FORM

As a user of the U.S.D. #432 Public Schools computer network, I agree to follow the Acceptable Use Policy and use the network in a responsible manner.

Student Name (print): _____
Date _____

Student Signature: _____

As a parent or guardian of this student, I have read the terms and conditions of the U.S.D. #432 Acceptable Use Policy for network and Internet access. I understand that this free access is designed for educational purposes. However, I recognize that it is impossible to restrict access to all controversial materials and I will not hold U.S.D. #432 responsible for materials acquired or sent via the network. I accept responsibility for guidance of Internet use – setting and conveying standards for my daughter or son to follow when selecting, sharing, or exploring information and media.

Parent Name (print): _____
Date _____

Parent Signature: _____

This policy will remain in effect until the end of the school year unless we receive a written request revoking these privileges.

U.S.D. #432... Bullying Agreement

I, _____, will remain aware of bullying behaviors and will refrain from such behaviors. I am committed to healthy, respectful relationships with others.

Bullying Behaviors

Bullying is any repeated behavior that causes someone embarrassment, pain, or discomfort. It is an aggressive act used to hurt, frighten, or control others.

Direct/Indirect:

Bullying can be direct (hands on) or indirect (hands off, behind someone's back)

PHYSICAL: pinching, shoving, pushing, hitting, fighting, any undesired touching

VERBAL: taunting, jeers, name calling, bullying, intimidation, threats

SOCIAL: ostracizing or social isolation, scapegoating or blaming others, gestures, starting or spreading rumors

CYBER: threatening or mean communication or rumors through cell phones, computers, etc.

SEXUAL: written or verbal communication of a sexual nature, unnecessary and unwanted touching that is not consensual

I understand that if I am involved in any bullying behaviors and/or activities, it will result in consequences and could result in a detention, isolation, or suspension from school. I further understand some forms of bullying are against the law, and law enforcement may be contacted.

My signature represents that I have read and understand the terms of the bullying agreement.

Student Signature

Date

Parent Signature

Date

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U.S.D. #432... Bullying Reporting & Consequences

Student _____

*Each homeroom teacher will discuss the Bullying Agreement document and the Bullying Reporting & Consequences document. Classroom discussions will occur to define bullying and identify strategies to prevent and/or stop bullying.

INSTANCE #1 Date _____

Bullying is reported to administrative staff, teacher, psychologist or counselor.
Offending student will visit with the administrative staff about incident and future consequences.

DOCUMENTATION: _____

INSTANCE #2 Date _____

Student will contact parents by phone and inform them of the incident and their consequences while in the supervision of the administrative staff. Automatic detention and the student may lose privileges of being in the area where bullying took place.

DOCUMENTATION: _____

INSTANCE #3 Date _____

Automatic detention with student losing additional privileges and restricted social time in school. A meeting is set up with the student's teachers and the administrative staff makes a parent contact.

DOCUMENTATION: _____

INSTANCE #4 Date _____

Team meeting is held and administration makes parent contact. Appropriate consequences are determined by administration and could include in-school or out of school suspension.

DOCUMENTATION: _____

INSTANCE #5 Date _____

Administration contacts parent... possible school resource officer involvement, possible in-school, or out of school suspension.

DOCUMENTATION: _____

The administrative staff reserves the right to consider the severity of the behavior and expedite the consequences when appropriate. Each incident may be dealt with on a case-to-case basis.

Classroom Descriptions

Preschool Program

Monday through Friday
8:00 a.m. – 10:45 a.m.

The Victoria Preschool Program is open to any child age four and older. An accredited teacher teaches the program. Classes are held five days a week for three hours. The preschool provides a supportive and stimulating environment where children can actively engage in learning through interaction with materials, people and ideas. The curriculum is designed to meet the varied needs of preschoolers. Activities and lessons are designed to support child development. This includes cognitive, language, social, emotional, physical, cultural and aesthetic growth through the use of a high-quality developmentally appropriate early childhood curriculum.

The current monthly cost for the preschool is \$100 for five days per week. Children not living in the USD 432 School District may be accepted based on the decision of the Board of Education. If you have any questions, please call the school at 785-735-2870.

Kindergarten

Animated Literacy

Animated Literacy is an integrated approach to language arts instruction. We begin with the Animated Alphabet, which introduces the letter sounds and spelling patterns used to read and write. The Animated Alphabet, which contains 43 characters, introduces children to the character's story, sound, gesture, and song. Children learn to access prior knowledge to predict and comprehend events in the story, increase vocabulary, and develop listening and participation skills. With the character stories, that are "overloaded" with that particular character's letter and sound, and the "silly" songs introduced, children learn to recognize, isolate, and produce sounds. Shared readings of related literature help to reinforce the letters sounds. A second component of Animated Literacy is the drawing component. During the guided drawing lesson, children learn to draw a picture. After drawing, the children listen to the sounds in the word, gesture the sounds, say each sound, and print the letter that represents that sound to label the picture. Children are then encouraged to color and add more ideas to their pictures. As the children improve their writing skills, they can write sentences about their picture. The guided drawing lesson helps them develop segmenting and blending skills, associate sounds with letters, and build confidence as they draw, label, read, and write.

Handwriting Without Tears

HWT is a multisensory approach to handwriting that addresses all learning styles and makes handwriting fun! The first nine weeks, children sing songs, manipulate wood pieces, and practice on small chalkboards, using the Wet-Dry-Try method, to learn position and placement skills and words, and correct letter formation. The student workbook, Letters and Numbers for Me, is divided into three major sections – capitals, lowercase letters, and numbers.

Math

In Kindergarten, the children are "doing math" from the moment they come to school until they go home. Kindergarten math involves many opportunities for hands-on learning. Children spend a great amount of time at the calendar each morning counting, singing, learning about the daily schedule, days of the week, months of the year, skip counting, tally marks, etc. Children do lots of counting, representing, sorting, graphing, and comparing to develop good number sense. In addition, children learn about shapes, patterns, measurement, time, and money.

Science and Social Studies

Children learn about themselves and their relationships with others in a school community. They develop social skills when working and playing with others in school. Children learn about school rules, safety, personal hygiene, healthy foods, and exercise. They also learn about special holidays, traditions

and other cultures. Many of their experiences are based on personal experiences and events in their lives during the kindergarten year.

1st Grade

Language Arts (Writing/English/Spelling, Reading, Handwriting)

Writing/English/Spelling

Students in first grade develop their writing skills by writing, writing, writing. These young learners are at varying stages of writing. So through interactive whole group writing, students learn about capital letters, spacing, punctuation, organization, and word choice. They also learn about writing stories, facts, lists, and poetry. Both fiction and non-fiction books are read aloud to students, and through these books students get a better understanding of different ways to write. They write often during a school day, and they write in all subject areas. First graders need many opportunities to write in order to become writers. They are new to the craft of writing, so throughout the year their writing changes. Students go from writing with many capital letters with little spaces or very large spaces to a more conventional look. Their spelling also changes from words spelled primarily by sound to words with more conventional spellings. This change happens as their phonemic awareness and phonics skills increase. This shows there is a strong reading/writing connection.

Reading

First grade is a magical time as students become readers, and their world opens up to great adventures through books. They are exposed to a variety of literature through books read aloud. The books include fiction and non-fiction. By interacting and talking about the books, students build their vocabularies, and make connections between the books and their own lives, other books, and the world around them. All this helps set the foundation for their reading success. First graders need many opportunities to work with words and understand sounds. Animated literacy is used to help students learn about letters, and their sounds and spellings. Word work helps students read and spell short vowel and long vowel words. This helps students as they read. When they get stuck on a word, they can look for parts of words they know. Through small and large group instruction, first graders also learn other strategies to help them as they read. They learn to think about what makes sense, looks right, and sounds right. At the first grade level a great deal of meaning comes from the pictures in the books. Students read and reread books to increase their understanding and build fluency. Both skills are valuable for comprehension. Students in first grade develop their reading skills by reading, reading, reading.

Handwriting

Handwriting Without Tears is the program used for handwriting instruction.

Math

The main focus of first grade math is building students' number sense. When first graders learn math they use different objects to count, sort and pattern. They explore math facts through number bonds. (5 and 2 make 7, 3 and 4 make 7, etc.) They work on the bonds up to 10. Students learn to take numbers apart and look for tens in numbers. (42 is 40 and 2 or 20, 20 and 2 or 30, 10 and 2) Model drawings are used for problem solving. Model drawings help students change the story problems into picture form and numerical form with the math problem. To help first graders make connections, calendar time each day is used to talk about the date as well as work with the number of days in school and both written and numerical form. Shapes, time, money, and fractions, counting by two, five, and ten, counting on and back, more or less, and understanding graphs also add to the first grade math time. Many fiction books with math content are read to the students to help build their number sense.

Science

Using hands-on discovery, literature, and vocabulary lessons first graders are exposed to life science, physical science, and earth science.

Social Studies

Map skills, state and national symbols, settlers and settlements, and family relationships, cultures, and holidays studied in first grade. These topics are learned through literature, unit studies, and other class activities.

Second Grade

Language Arts (Reading, Phonics, Spelling and Language)

The Language Arts curriculum is aligned with the Common Core Standards. The Scott Foresman Reading program is the core of the Second Grade Language Arts Curriculum. The vocabulary, spelling and grammar lessons are all integrated within the stories we read each week. The use of level readers allow for additional practice of newly taught skills and also provides opportunity to read for enjoyment. Reading aloud to students provides an opportunity to expose them to a range of literary genre. Reading aloud also provides students with a model of fluent reading and shows them how to read with expression and to engage their imagination. Oral reading fluency is stressed and students are strongly encouraged to read daily outside the classroom. The Pals Reading Diagnostic test is given in the Fall and then again in the Spring to evaluate the students performance in reading and spelling. We use the Renaissance Learning Program to measure students reading abilities by administering the Star Tests to allow students to read books at their reading level. The Accelerated Reading Program personalizes reading practice to each student's current reading level. The overall goal of the language arts curriculum is to have the students continue to develop skills and to progress in all the areas of written and oral communication. It is also the goal to nurture the student's enthusiasm for learning through reading and writing – to build a lifelong love of reading!

Math

The language of math is spoken in the 2nd grade classroom. Instructional time will focus on four critical areas to meet the Common Core Standards: (1) Extending understanding of Base Ten Notation; (2) Building fluency with addition and subtraction; (3) using standard units of measure; and (4) Describing and analyzing shapes. Model drawing is part of the 2nd graders daily routine. Each day the students work to solve a story problem in their math journal. The word problems are designed to engage students and to promote mathematical thinking and problem solving skills. Students work toward the mastery of the basic addition and subtraction facts. Students also work on two-digit addition and subtraction with and without regrouping. Money, time, measurement, graphing, fractions, estimation and place value are worked on throughout the year. Multiplication and division are introduced through various activities. Manipulative, activities and games are used daily to enhance instruction and promote enjoyment of math.

Science

The curriculum in 2nd grade science is aligned with the Next Generation Science Standards. The curriculum is divided into four units: (1) Inquiry; (2) Physical Science; (3) Life Science; (4) Earth/Space Science. A variety of digital and hands on activities are used to explore, investigate and experiment the scientific methods taught. This experience in the classroom inspires a sense of wonder and enthusiasm that leads to the opportunity for students to generate questions based on their observations. The science curriculum also reinforces core math and language arts skills.

Social Studies

In 2nd grade Social Studies we learn about families – their traditions and customs along with different cultures and holidays. The students begin to understand the many ways people affect the world around them. The students learn how our government works as well as the roles of city, county, state and federal officials. The students also practice geography daily by reading maps to sharpen their map skills.

Handwriting

Handwriting Without Tears is the program used for handwriting instruction.

Third Grade

ELA: The third grade language arts curriculum incorporates the five key components of the Kansas College and Career Readiness Standards including; reading, reading foundations, speaking and listening, writing, and language as well as spelling and grammar. Accelerated Reader, Study Island, Reading A-Z and variety of other technology rich applications combine to cover this third grade curriculum. STAR tests as well as reading diagnostic tests are given throughout the year to demonstrate student growth. Each week students receive 15 new spelling words that focus on reliable patterns to help students become better readers, writers and spellers. Each year, the third grade students publish an original piece of writing that consists of a piece of narrative writing as well as a formative piece.

Math

In third grade students will develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Handwriting

Third grade students will be introduced to cursive handwriting through a program called Handwriting Without Tears. This series is a continuation of the manuscript series that is taught in primary grades. Students will first be introduced to lower case letters one at a time. They will practice writing each letter individually, gradually learning how to connect to other letters to make blends and eventually words. Next, capital letters will be introduced one at a time. By second semester, students will begin to write complete sentences in cursive. The goal at the end of the year is for each student to have legible cursive writing according to the four s's: size, shape, slant and spacing.

Science

In third grade I help students to formulate answers to questions such as: "What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?" Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that

reduces the impacts of such hazards. Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the third grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Social Studies

The theme for the entire school year centers around communities. Units covered within this realm are differences and similarities in communities, understanding that different places have different natural resources, why rules and laws are necessary at all levels of government, how communities differ from country to country, and changes in communities over time. We also explore important events in our country's history including Jamestown, the American Revolution, US Constitution, and the Civil War. Each day students will answer daily geography questions that pertain to the understanding of the spatial organization of the Earth's surface and relationships between people and places and physical and human environments. Students will also focus on major economic concepts including, producers, consumers, good and services, wants and needs, supply and demand, loans, interest, principle through an economics fund raising project.

Fourth Grade

Language Arts

The fourth grade language arts curriculum includes reading, English, spelling, and handwriting. The reading series allows students to read fiction and non-fiction selections from the Scott Foresman: Seeing is Believing textbook. A student resource book is used to evaluate student understanding of the selection vocabulary and comprehension. Also, students will read various novels by numerous authors. Students will have many opportunities to create projects and develop creative writing skills by reading all the various literature books and developing research skills on the Internet. The students will use many iPad apps and projects. The Accelerated Reading computerized program is used to encourage silent reading and test comprehension. The students will have independent reading time in school and at home. The English curriculum focuses on all language arts standards. Grammar, composition, and creative writing are highly stressed. Students will develop many creative projects to show they understand the skills. Students will learn many word families and other fourth grade level words in the spelling program. Student writing is a vital part of all language arts components.

Math

The fourth grade math curriculum focuses on helping students make sense of mathematics in meaningful ways. The Scott Foresman-Addison Wesley math textbook, Internet websites, and many math manipulatives are all used. They will use the iPad technology to enhance lessons as well. Number computation, geometry, algebra, and data are the main categories learned in fourth grade math. The curriculum allows students, through lessons and approaches, an opportunity to demonstrate knowledge

of all these categories. Problem solving strategies are analyzed and many cooperative group sessions are utilized.

Science

Fourth grade science takes a hands-on approach for exploring the many wonders of science. Students are encouraged to utilize the scientific method by asking questions, hypothesizing, identifying variables, conducting research, collecting and analyzing data, and stating a conclusion. Reading and writing skills are essential to completing these tasks.

The fourth grade science curriculum with the support of the Scott Foresman textbook encompasses many topics including life science, physical science, earth science, and the human body. This is accomplished through a variety of instructional methods including experiments, investigation activities, technology, and print media.

Fifth Grade

Language Arts

The fifth grade language arts curriculum incorporates a study of literature, spelling, grammar, and creative writing. The Accelerated Reader Computerized Program is incorporated into the reading curriculum to promote independent reading and to help develop comprehension skills. The reading level of each student is determined through the STAR computer program. Study Island and Lexia provides instruction and practice to prepare for the state assessments. The core of spelling continues to reinforce and develop phonetic patterns and will include common everyday words using the Spelling City app. Basic parts of speech, rules of grammar, and the Six-Trait Writing Model are reinforced through creative writing activities. The Scholastic News magazine and app builds critical academic skills along with teaching current events. Daily Review and Read Alouds are used daily to support the basic standards. (5-16)

Math

The fifth grade math curriculum helps students develop a sense of mathematics in a meaningful, challenging, and relevant learning atmosphere. Students continue to build on and become more proficient in computations and problem solving. The curriculum is based on the Common Core Standards of Operations and Algebraic Thinking, Numbers and Operation in Base Ten, Numbers and Operations Fractions, Measurement and Data and Geometry. Students will use Daily Review activities, Math Minutes, Study Island, Moby Max, and a variety of other iPad apps to reinforce these standards. (5-16)

Social Studies

The fifth grade social studies curriculum begins with learning about geography. Students then learn about the Native Americans, European explorers and the settlement of North America, English Colonies and the founding of the United States of America including the American Revolution, the Constitution, and the early years of American government. These units are all project based. (5-11)

Science

The fifth grade science curriculum covers areas of life science (comparing living things, classifying plants and animals, heredity, adaptations, and ecology); earth and space science (astronomy, climate, and the changing earth); physical science (matter and energy). Students are encouraged to “think like a scientist” as various topics are studied through hands-on activities, experiments, and projects as well as Science Buddy activities, Science Weekly magazines, and Mystery Science units. (5-16)

Sixth Grade

Language Arts

The 6th grade language arts curriculum includes literature, grammar, spelling, and writing. Students read various excerpts from works of fiction and nonfiction featured in the Language of Literature textbook. Students learn to identify story elements, theme, main idea, cause-effect, making predictions, inferences,

vocabulary, etc. Novel units such as Bridge to Terabithia, Snow Treasure, and A Wrinkle in Time are some that are read and discussed throughout the year. The Accelerated Reader computerized program is incorporated to encourage frequent reading and test comprehension. The reading level of each student is determined through the STAR computer program. The Language Network textbook covers various parts of speech including: sentences, nouns, pronouns, verbs, adjectives/adverbs, prepositions/conjunctions/interjections, subject-verb agreement, capitalization, and punctuation. The spelling series Zaner-Bloser is used. Daily Language, Daily Writing, and Study Island are used to enhance the curriculum.

Science

6th grade science curriculum focuses on physical science. It also includes life science and earth and space science. Prentice Hall is the text series used. Science Studies Weekly-Endeavor is used to compliment the text series. Daily Science, Study Island, hands on experiments, and various resources are also used to enhance the curriculum.

Social Studies

6th grade social studies curriculum focuses on civics-government, economics, geography, U.S. history, and world history, beginning with the study of ancient cultures evolving to the present. Emphasis is placed on the effects these cultures have had on the development of our present world. McGraw Hill is the current text series used as well as World History Studies Weekly to complement the text.

Math

6th grade math curriculum focuses on whole numbers and patterns, introduction to algebra, decimals, number theory and fractions, collecting and displaying data, proportional relationships, geometric relationships, measurement and geometry, area and volume, integers (graphs and functions), and probability. The sixth grade text series is Holt Mathematics. Daily Math and Study Island are used to enhance the curriculum.

K-6 Art

Art classes meet once a week with each grade having a designated day and time. Students are introduced to basic art concepts, which include the relevant history of theories and traditions. Throughout the year, a variety of media are provided for each student, along with instructions on preferred techniques. This serves to encourage the student's enhanced creativity and visual expression. The art lessons often include concepts relating to other important academic subjects such as math, science and history. Critical thinking and problem solving become part of completing an art project, which aids in the student's development. There is always a focus on craftsmanship and attention to detail as part of the process.

K-6 Music/Band

General music classes at Victoria Elementary School seek to introduce students to the various elements of music. Students experience a variety of activities including singing, moving, playing instruments, learning to read musical notation, and occasionally creating their own music. In addition, students learn about various composers and their music. The goal is to help each student develop his/her own musical skills and instill and appreciation for all music. Concerts are performed several times a year.

Sixth grade band students will learn basic musical skills to launch them toward musical proficiency on a musical instrument. The focus will be on "fun" and "fundamentals". Every student is born with musical ability. Band will offer students the opportunity to expand that ability while having fun. 6th grade band students will gain skills that will prepare them for entry into the upper level band program.

K-6 Library

The goals of the U.S.D. #432 K-6 library are: 1. To provide a rich variety of current, relevant library materials for all levels of abilities and interests, organized for each access and convenience. 2. To provide a program that creates a desire to read, an appreciation of reading and to teach age appropriate, sequential curriculum-related library skills so that students will develop the skills and aptitudes for undertaking a successfully completing independent research.

K-6 Physical Education

The goal of Physical Education at USD 432 is to teach life long skills to promote physical fitness, sportsmanship, and teamwork. Skills are taught using age appropriate activities. Six fitness tests will be given during each quarter to check student achievement. Students will learn why fitness is important physically, mentally, and socially for their lifetime. Tennis shoes are required for safe activity, so please make sure your child either wears them or brings them along in their bookbag.

A note from the parent or guardian is required if a student cannot participate in PE for health reasons. Should the student be unable to participate for more than three days, a note from a doctor may be requested. Please remember that if participation is restricted in P.E., your child's participation at recess should also be restricted.

Title I

Title I services are provided to qualified students in grades K-6. A half-time Reading Recovery teacher works with first grade students in a pull-out program. Three paraprofessionals work with students and teachers in the classroom. Parents are notified of their child's eligibility for Title I services. This is a program funded by Federal dollars and follows all the requirements set forth by the Federal Government. All students in school are potentially eligible for these services.

Special Education

Special education, including speech and language therapy, interrelated services, occupational and physical therapy and psychological services are provided at levels K-12 for children that qualify. Specific criteria must be met for placement in special education. A complete evaluation will be conducted for each referral.

K-6 Resource Room

The Victoria Elementary Resource Room services students with special needs in grades K-6. If needed, students may also receive related services such as speech/language therapy and/or occupational or physical therapy. Students identified as having special needs have an IEP or Individual Education Program. This document outlines their specific needs and present levels of performance. Each student has specific goals and objectives based upon their unique needs, which are targeted and monitored on a regular basis. Students receive individualized instruction, at their instructional level, for the subjects that are identified as areas of need. Student may receive direct special education instruction within the special education setting or inclusive services within the general education setting.

Victoria Elementary School At-Risk Teacher

To meet the needs of all of our students we are adding a half time at-risk position at VES. This position will allow us to better meet the needs of our larger class sizes. It will provide teachers in grades K-6 the opportunity to utilize the skills of the at-risk teacher to help meet the needs of students that are struggling to meet the challenges of their grade level curriculum. We will target students for services that don't meet the required criteria for special education yet struggle to grasp age appropriate concepts, skills and tasks.

Health Services

The district employs a registered nurse to serve the schools for health related needs and health education. Parents should report any special health condition involving their child to the school nurse. If necessary, the school nurse, with the input of the parents and the health care provider, will develop a special health care plan addressing the specific needs of the student.

Immunizations and Health Assessments:

USD 432 and Kansas Law requires all students to meet immunization requirements and to have these records on file at school. All immunization completed or updated need to be submitted to the school nurse. Students without updated immunizations may be excluded from school until they are completed.

Enrollment of kindergartners must include a record of current immunizations and a physical.

Medications

It is recommended that all medications be given at home. However, it is understood that it may be necessary for a student to receive both over the counter and prescription medicine at school. If your child must take medicine at school a parent or guardian must complete and sign a "Permission for Medication" form, available from the nurse's office. The medication must be in the original, completely labeled

container. All medication must be labeled and kept in the nurse's office. Any exceptions to this must be prior approved. "Self-Administration of Medication" such as inhalers, epi-pens, or diabetic injections are allowed with the permission of the school nurse. Students requiring daily medications will be responsible for reporting to the Health Office at the specified time.

Screenings

Three screenings are required for Kansas Schools. Vision screening is required within the first year of enrollment and no less than every 2 years after that. Vision will be screened for all Kindergarten, through 6th, 7th, 9th and 11th grade. Hearing is required no less than every 3 years. Hearing will be screened for all Kindergarten through 6th, 7th, 9th and 11th. Dental screening is required every year. Dental screenings will take place for all Kindergarten through 12th grade. Should you have any questions or concerns about the screenings or would prefer that your child not be screened; you can contact the school nurse. Parents will be contacted with any abnormal results.

Contagious Diseases

Students showing signs of a contagious disease or illness will not be allowed in school. A student with a fever greater than 100°, vomiting in less than 24 hours, and/or severe sore throat, cough or cold symptoms should remain home. A student must be fever free without medication for 24 hours before returning to school.

Illness/Injury

When a student becomes ill or injured at school, they will be evaluated by the school nurse. In the event of a serious accident or illness the parents/guardians of the student will be notified. These students need to be dismissed to a parent/guardian promptly.

After School CARE

Parents who work appreciate our after school care program. Students in grades K-6 have a fun, safe and well supervised program from 3:20 – 5:30 each school day. If school is called off or dismissed early due to inclement weather, the program will not be held. Snacks are provided daily. The cost of the program is \$2.00 an hour per child with a \$.75 snack fee daily. This program provides peace of mind for parents at an extremely affordable rate. We offer the following activities in CARE: arts & crafts, outdoor play, games, and movies. We also offer homework help.

The staff includes caregivers who have previous experience working with children. All staff and volunteers are carefully screened to ensure quality of care.

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

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

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

Definitions

“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-8222, and amendments thereto.

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

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

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

“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or

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traffic law of this state or any Kansas municipality. This term includes a campus police officer.

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

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

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing

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state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

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

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;

- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, *except*:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;

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- Any device used by a certified law enforcement officer to carry out law enforcement duties; or
- Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

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

ESI Restrictions

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

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

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subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

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

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

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

Training

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

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

Notification and Documentation

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

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

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documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

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

Law Enforcement, School Resource, and Campus Security Officers

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

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of

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an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

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

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

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

documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

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Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral

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assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

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

Local Dispute Resolution Process

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

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

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informal resolution with the board of education and provide a copy to the state department of education.

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

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

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

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

GAAF **Emergency Safety Interventions**

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Approved:

KASB Recommendation – 6/19; 12/13; 6/15; 6/16