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Goals and Objectives

JA

(See BDA, CM, GAA and JCDA)

These student policies are designed to prevent misunderstanding by students about their rights and responsibilities. The ideas and recommendations of students shall be considered when adopting policies, rules, and regulations governing the conduct of students and their rights and responsibilities.

All student handbooks shall be consistent with board policy, approved by the board, and adopted, by reference, as a part of these policies and regulations.

Approved:

KASB Recommendation—7/96; 4/07; 12/15; 6/22

JB Attendance Records

JB

Daily attendance records shall be maintained for each student in each school. The primary responsibility for recording attendance shall be assigned to teachers using forms prescribed by the superintendent. A cumulative attendance record for each student shall be kept in the principal's office.

The superintendent shall include attendance data in the annual report to the board. Attendance problems shall be reported to the board as necessary.

Approved: KASB Recommendation-7/96

A “resident student” is any child who has attained the age of eligibility for school attendance and: (1) lives with a parent or a person acting as a parent who is a resident of the district; (2) lives in the district as a result of placement by a district court or the Kansas secretary for child and families; or (3) is “homeless” as defined by Kansas law. For purposes of this policy, “parent” means the natural parents, adoptive parents, step-parents and foster parents. For purposes of this policy, “person acting as a parent” means a guardian or conservator, a person liable by law to maintain, care for or support the child, a person who has actual care and control of the child and contributes the major portion of the cost of support of the child or a person who has actual care and control of the child with written consent of a person who has legal custody of the child or person who has been granted custody of a child by a court of competent jurisdiction. (See JQKA)

Non-resident Students (See JBCC) Non-resident students are those who do not meet the definition of a resident student.

Enrollment Restriction

No student, regardless of residency, who has been suspended or expelled from another school district will be admitted to the district until the period of such suspension or expulsion has expired. Students with pending suspension or expulsion proceedings in another school district will not be admitted to the district until such suspension or expulsion proceedings have been concluded.

Enrollment Procedures

The superintendent shall establish orderly procedures for enrolling all students, including pre-enrollment, changes in enrollment, normal enrollment times and communication to parents and to the public. Subject to the above restrictions, resident students are eligible to enroll in either the district’s in person learning or virtual learning programs.

Part-Time Enrollment

Any child residing in the district may enroll part-time to attend any courses, programs, or services offered by the district if the child:

- is also enrolled in a nonaccredited private elementary or secondary school or in any other private, denominational, or parochial school as required by law;
- requests to enroll part-time in the district; and
- meets the age of eligibility requirements for school attendance.

District administrators shall make a good faith attempt to accommodate scheduling requests of students enrolling in the district in these situations but shall not be required to make adjustments to accommodate every such request.

Part-time students, other than those specified previously in this policy, may enroll with the administration's permission if they complete all paperwork in a timely fashion and are in attendance no later than September 19. Such part-time students may be admitted only to the extent that staff, facilities, equipment, and supplies are available, and the students follow the district's student conduct policies and rules.

Identification of Student

All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in kindergarten or first grade shall provide a certified copy of their birth certificate, a certified copy of the court order placing the child in the custody of the Secretary of the Department for Children and Families, or other documentation which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript, similar pupil records, or other documentary evidence the board deems satisfactory.

The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by federal or state law. The district will work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary enrollment documentation.

If proper proof of identity of the student is not provided within 30 days of enrolling, the superintendent or designee shall notify local law enforcement officials as required by law and shall not notify any person claiming custody of the child.

Enrollment Information

The enrollment documentation shall include a student's permanent record card with a student's legal name as it appears on the birth certificate, or as changed by a court order and the name, address, telephone number of the lawful custodian. The records shall also provide proper proof of the identity of the student.

Assignment to a School Building, Grade Level or Classes

Resident students will ordinarily attend school buildings according to school boundaries as set by the board of education. Any student desiring to attend a school outside the attendance area in which the student resides may do so only with the prior written permission of the superintendent or his/her designee. Non-resident students will be assigned by the superintendent or his/her designee.

If required by law, students placed in foster care or students who are homeless may be educated in their "school of origin" instead of the building corresponding to the assigned attendance area. (For definition of "school of origin", see regulations for JBCA and JBCB.)

Assignment to a particular grade level or particular classes shall be determined by the building principal based on the educational abilities of the student.

Transferring Credit

In the middle and high school, full faith and credit shall be given to units earned in other accredited schools at the time the student enrolls in the district, unless the principal determines there is valid reason for not doing so. For online credit approval procedures after enrollment, see board policy IIGBG.

Transfers from Non-Accredited School

Students transferring from non-accredited schools will be placed by the principal. Initial placement will be made by the principal after consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student's documented past educational experiences and performance on tests administered to determine grade level placement.

Approved: November 13th, 2023

Cross References

IIBGB - Online Learning Opportunities

JBCA - Homeless Students

JBCB - Foster Care Students

JBCC – Enrollment of Nonresident Students

JQKA - Foreign Exchange Students

Enrollment of Nonresident Students
(See JBC, JBCA, JBCB, and JQKA)

JBCC

Kansas law requires the board to allow nonresident students to enroll in and attend the schools of the district if the board's capacity determination finds there are open seats for such students. In order to determine the district's capacity to accept nonresident students at each grade level in each district school and for each program, the board has adopted this policy.

Nothing in this policy should be construed to guarantee placement of a non-resident student in any particular school, grade level or program in the district. Placement in any grade level, school building or program shall be limited to those students determined to be eligible and qualified for such placement. Resident students will have first priority and preference should there be capacity in any school building or program. All students regardless of residency may be assigned or transferred to or from any school or program at the discretion of the superintendent or his/her designee. No student, regardless of residency, who has been suspended or expelled from another school district will be admitted to the district until the period of such suspension or expulsion has expired. Students with pending suspension or expulsion proceedings in another school district will not be admitted to the district until such suspension or expulsion proceedings have been concluded.

Details concerning the open enrollment and continued enrollment processes for nonresident students may be found in this policy, while general processes on enrollment documentation, assignment to buildings and classes, etc., may be found in board policy JBC.

Definitions

For the purposes of this policy, the following definitions apply:

"Homeless child" means a child who lacks a fixed, regular and adequate nighttime residence and whose primary nighttime residence is:

- A. A supervised publicly or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters and transitional housing for the mentally ill;
- B. an institution that provides a temporary residence for individuals intended to be institutionalized; or
- C. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for humans.

"Nonresident student" means a student who is enrolled and in attendance at or seeking to enroll and attend a school located in a district where such student is not a resident.

"Parent" means and includes natural parents, adoptive parents, stepparents, and foster parents.

"Person acting as parent" means:

- A. A guardian or conservator; or
- B. a person, other than a parent, who:
 - i. Is liable by law to maintain, care for or support the child;
 - ii. has actual care and control of the child and is contributing the major portion of the cost of support of the child;
 - iii. has actual care and control of the child with the written consent of a person who has legal custody of the child; or
 - iv. has been granted custody of the child by a court of competent jurisdiction.

Enrollment of Nonresident Students

JBCC-2

"Receiving school district" means a school district of nonresidence of a student who attends school in such a school district.

"Sibling" means a brother or sister of the whole or half blood, adoptive brother or sister, a stepbrother or stepsister or a foster brother or foster sister.

Determining Capacity for Nonresident Enrollment

The superintendent or designee has the responsibility for studying capacity in each school of the school district and at each grade level within each school and for each program and for making recommendations to the board regarding the district's capacity to accept nonresident students. To make recommendations to the board to assist with determining capacity, the superintendent or the superintendent's designee(s) shall do the following.

The superintendent or designee shall develop recommendations on capacity and classroom student-to-teacher ratios in each grade level in each school serving kindergarten students and students in grades one through eight. Such recommendations may be based on, but not be limited to, the following factors:

- Present classroom student-teacher ratios in each grade level in each school;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

The superintendent or designee shall develop recommendations on capacity and student-to-teacher ratios for each school building or program serving students in grades nine through twelve.

Such recommendations may be based on, but not be limited to, the following factors:

- Present building or program student-teacher ratios;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends;
- anticipated demand for particular courses or programming; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

On or before May 1 of each year, the superintendent shall present the recommendations concerning capacity and student-to-teacher ratios to the board for adoption or modification, and the board shall determine, for each grade level in each school building of the school district for the next succeeding school year, the following:

Enrollment of Nonresident Students

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- Capacity based on the study conducted by the superintendent or the superintendent's designee;
- the estimated number of students expected to attend school in the school district; and
- the estimated number of open seats potentially available to nonresidents at each grade, building, or program.

On or before June 1 of each year, the district shall publish the estimated number of open seats potentially available to nonresident students in each grade level or program for each school building of the district for the next succeeding school year on the school district's website.

From June 1 through June 30, district administration shall accept applications from nonresident Students. If the number of qualified applications for a grade level, school building or program is less than the number of available seats for that grade level, school building or program, qualified nonresident students will be accepted for enrollment and attendance in the school district, except as provided below for nonresident students regarding continued enrollment.

If the number of applications for a grade level, school building or program is greater than the number of available seats for the grade level, school building or program, district administration shall randomly select from the qualified nonresident students using a confidential lottery process. This process shall be completed on or before July 15 of each year. The district will provide to the parent or person acting as a parent of a nonresident student who was not accepted for or denied enrollment in such school district the reason for the nonacceptance or denial and an explanation of the nonresident student selection process.

Priority in Filling Open Seats

Subject to having capacity to enroll nonresident students, the district will give priority in enrollment to the following nonresident students (provided they are otherwise qualified), who shall receive open seats without necessity of being selected through the open-seat lottery:

- Any sibling of a nonresident student who was accepted to enroll in and attend school in the district, with priority given when the nonresident student is first accepted and, if necessary, at any other time the district considers transfer applications;
- any nonresident student who is a military student as defined in K.S.A. 72-5139, with priority given when the student is first accepted and, if necessary, at any other time the district considers transfer applications;
- any child who is in the custody of the Department for Children and Families and who is living in the home of a nonresident student who transfers to the district:

Enrollment of Nonresident Students

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- any nonresident student who has a parent or person acting as parent employed by the district shall be permitted to enroll in and attend school in the district as if the student is a resident of the district while the parent or person acting as a parent remains employed by the district;
- any nonresident students residing outside of the state of Kansas but attending school in the district during the 2023-2024 school year shall be treated as if resident students and not required to apply for nonresident status, although continued enrollment may be evaluated each year under the factors outlined below; or
- any child who is experiencing homelessness shall be permitted to enroll in and attend the school district of origin or the school district of residence.

If one of these exceptions no longer applies to the student, the student's enrollment status would be subject to review under the terms for continued enrollment under this policy.

Prohibitions Regarding Open Enrollment Provisions of this Policy

The district shall not:

- Charge tuition or fees to any nonresident student who transfers to the district pursuant to this policy, except fees that are otherwise charged to every student enrolled in and attending school in the district; or
- accept or deny a nonresident student transfer based on ethnicity; national origin; gender; income level; disabling condition; proficiency in the English language; or measure of achievement, aptitude, or athletic ability; or any other reason prohibited by law.

Except for a child in the custody of the Department for Children and Families or a child who is experiencing homelessness, a nonresident student shall not transfer more than once per school year to one or more receiving school districts pursuant to the provisions of this policy or authorizing Kansas law.

Transportation of Nonresident Students

The district, by virtue of being a receiving school district of a nonresident student, shall not be required to provide transportation to nonresident students unless otherwise required to do so by state and/or federal law, as a related service through a student's individualized education program, or as an accommodation pursuant to the student's Section 504 plan. If space is available on district transportation vehicles, the district may assign nonresident students an in-district bus stop to and from which transportation may be provided by the district for nonresident students. The district shall ensure that transportation for nonresident homeless students is provided comparably to that of housed students.

KSHSAA Eligibility

Enrollment of Nonresident Students

JBCC-5

Nothing in this policy or state law shall exempt a nonresident student who transfers into the district from the requirements of the Kansas State High School Activities Association ("KSHSAA") regarding eligibility to participate in KSHSAA activities.

Information Share with the Kansas State Department of Education

The superintendent shall submit or have submitted to the Kansas State Department of Education this policy, the number of nonresident student transfers approved and denied in each grade level and whether the denials were based on capacity or in accordance with the policy's terms, as required.

Nonresident Student Continued Enrollment

A nonresident student who has been accepted for enrollment and attendance at a district school shall be permitted to continue enrollment and attendance in the district until such student graduates from high school, reaches the age of 21 (if the student is a student with an exceptionality, not solely eligible for gifted services under an individualized education program), or receives a G.E.D., unless such student is no longer deemed by district administration to be in good standing.

Except as otherwise specified herein, nonresident students who have previously been accepted for enrollment by the school district will be allowed to continue enrolling in the district as specified above. The district will not require parents to resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student unless the district provides notification to the parent, person acting as a

parent, or student that enrollment is not going to be continued for the upcoming school year for reasons specified as follows. Regardless of capacity to accept nonresident students at a nonresident student's grade level or in the student's designated school or program, an individual student may be denied continued enrollment for not being in good standing. Nonresident students admitted to the district shall be evaluated each spring by district administration to determine standing for continued enrollment.

Students may be denied continued enrollment for the next school year based on the results of these evaluations. However, if the student has a disability, the student's ability to meet these expectations shall be considered prior to denying continued enrollment in the district. Similarly, administration shall consider the adverse impact of homelessness on a student's attendance and any resulting suspensions or expulsions before making a determination on the continued enrollment of a student who is homeless. As part of this reflection, administration shall consider the obstacles a homeless student faces to arrive at school on time or each day due to housing instability, lack of transportation, or lack of other basic resources that can hinder consistent attendance.

Enrollment of Nonresident Students

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A student meeting one or more of the following criteria shall automatically be deemed not in good standing and may be denied continued enrollment based solely thereon.

- The nonresident student failed to maintain a 90% attendance rate in the last school year, excluding excused absences under board policy JBD and/or any relevant student handbook language;
- the nonresident student or the student's parent or person acting as a parent provided false or fraudulent information in the application process;
- the nonresident student is not a resident of Kansas;
- the student is currently under a period of suspension or expulsion from any Kansas school district, and such suspension or expulsion will not expire until after the next school year has begun (Students with pending suspension or expulsion proceeding in another school district will not be admitted to the district until such suspension or expulsion proceedings have been concluded.);
- the student has had three or more out of school suspensions in the current school year, excluding suspensions a manifestation determination determined to be a manifestation of the student's disability or a failure on the part of school staff to implement an individualized education program, Section 504 plan, or behavior intervention plan; or
- the student has been given a long-term suspension or expulsion by the district in the current school year.

Parents shall be informed of any administrative decision not to continue enrollment of a nonresident student no later than _____.

Approved: November 13th, 2023
KASB Recommendation – 6/23

JBCA Homeless Students (See EDAA and JBC)

JBCA

The district, in accordance with state and federal law and the Kansas state plan will ensure that homeless children in the school district have access to a free and appropriate public education. Homeless students are individuals who lack a fixed, regular, and adequate nighttime residence. For the purposes of this policy, a student awaiting foster care placement shall not be considered homeless.

Coordinator

The board shall designate a homeless coordinator for the district.

Approved:

KASB Recommendation – 7/03; 4/07; 12/16; 7/17

Note: The reader is encouraged to review regulations and forms for related information.

Homeless Student Regulations Required by Federal and State Law

NOTE: This document MUST be approved by board action to become policy. File with clerk, distribute to principals, and duplicate as necessary in district newsletters and other documents.

Homeless students shall, by definition, include the following:

1. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youth who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children who meet one of the above-described circumstances.

Enrollment/Placement (See JBC)

The district, according to the child's or youth's best interest, shall either continue the child's or youth's education in the school of origin for the duration of homelessness in any case in which: 1) a family becomes homeless between academic years or during an academic year; and 2) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

JBCA HOMELESS STUDENTS

School Stability

In determining the best interest of the child or youth, the district homeless student liaison shall:

- 1) presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- 2) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth;
- 3) if, after conducting the best interest determination based on consideration of the presumption in clause (1) and the student-centered factors in clause (2), it is determined that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal such determination; and
- 4) in the case of an unaccompanied youth, ensure that the district homeless student liaison assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such

JBCA HOMELESS STUDENTS

unaccompanied youth, and provides notice to such youth of the right to appeal.

Immediate Enrollment

The school selected shall immediately enroll the homeless child or youth, even if the child or youth:

- 1) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or
- 2) has missed application or enrollment deadlines during any period of homelessness.

Relevant Academic Records

The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

Relevant Health Records

If the child or youth needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent or guardian of the child or youth, or (in the case of an unaccompanied youth) the youth, to the district homeless student liaison, who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records.

Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained so that the records involved are

JBCA HOMELESS STUDENTS

available, in a timely fashion, when a child or youth enters a new school or school district and in a manner consistent with the Family Educational Rights and Privacy Act. See policies JR through JRD.

Enrollment Disputes

If a dispute arises over eligibility, school selection, or enrollment in a school:

- 1) the child or youth shall be immediately enrolled in the school in which enrollment is sought (whether sought by the parent, guardian, or unaccompanied youth), pending final resolution of the dispute, including all available appeals;
- 2) the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions; and
- 3) the parent, guardian, or unaccompanied youth shall be referred to the district homeless student liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute.

Placement Choice

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

JBCA HOMELESS STUDENTS

Privacy

Information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information, under policy JRB.

Contact Information

Nothing shall prohibit the district from requiring a parent or guardian of a homeless child or youth to submit contact information.

Definition

The term “school of origin” means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.

When the child or youth completes the final grade level served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

Comparable Services

Each homeless child or youth shall be provided services comparable to services offered to other students in the school selected, including:

- 1) Transportation services;
- 2) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners;
- 3) Programs in career and technical education;

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- 4) Programs for gifted and talented students; and
- 5) School nutrition programs.

Coordination

The district shall coordinate the provision of services under these regulations with the Department for Children and Families and other agencies or entities providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.), and transportation, transfer of school records, and other interdistrict activities, with other local educational agencies.

Housing Assistance

If applicable, the district shall coordinate with state and local housing agencies responsible for developing the comprehensive housing affordability strategy to minimize educational disruption for children and youths who become homeless.

The coordination required shall be designed to:

- 1) ensure that all homeless children and youths are promptly identified;
- 2) ensure that all homeless children and youths have access to, and are in reasonable proximity to, available education and related support services; and
- 3) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

Homeless Children and Youths With Disabilities

For children and youths who are both homeless and eligible for services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.),

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the district shall coordinate the provision of services under these regulations with the provision of programs for children with disabilities served by the district and other involved local educational agencies.

District Homeless Student Liaison

The board designates the following individual to act as the district's homeless student liaison: (Name of Office) (Business Address) (Phone-Fax). The district shall inform school personnel, service providers, and advocates working with homeless families of the duties of this liaison.

The district homeless student liaison shall ensure:

- 1) homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- 2) homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, district schools;
- 3) homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act (42 U.S.C. 9831 et seq.), early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and other preschool programs administered by the local educational agency;
- 4) homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;

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- 5) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- 6) public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- 7) enrollment disputes are mediated in accordance with these regulations;
- 8) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school that is selected;
- 9) school personnel providing services under these regulations receive professional development and other support; and
- 10) unaccompanied youths:
 - a. are enrolled in school;
 - b. have opportunities to meet the same challenging state academic standards as Kansas establishes for other children and youth; and
 - c. are informed of their status as independent students under federal law regarding student financial assistance for higher

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education acquisition and that the youths may obtain assistance from the district homeless student liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

The liaison shall also work with the state coordinator for education of homeless children and youth to request and receive needed technical assistance and monitoring to ensure the district complies with federal and state law regarding homeless students. Similarly, the liaison will coordinate with the state coordinator in order to provide professional development opportunities for district personnel to aid them in identifying and meeting the needs of homeless children and youths and will respond to inquiries from parents, guardians, and homeless children and youths to ensure they are provided with the full protection of the law and services they are due.

Notice

The district shall inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the district homeless student liaison, and publish annually updated contact information for the liaison on the district's website.

Local and State Coordination

The district homeless student liaison, as a part of assigned duties, shall coordinate and collaborate with state coordinators, the community, and school personnel responsible for the provision of education and related services to

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homeless children and youths. Such coordination shall include collecting and providing to the state coordinator the reliable, valid, and comprehensive data.

Homeless Status

The district homeless student liaison may affirm, without further agency action by the Department of Housing and Urban Development, that a child or youth who is eligible for and participating in a program provided by the district, or the immediate family of such a child or youth, who meets the eligibility requirements, is eligible for such program or service.

Dispute Resolution Process

A complaint regarding the placement or education of a homeless child or youth shall first be presented orally and informally to the district's homeless student liaison. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless student liaison. The written complaint must include the following information: date of filing, description of concerns, the name of the person or persons involved, and a recapitulation of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the superintendent of the formal complaint and the disposition.

Transportation (See EDAA, JBC and JGG)

If it is in the best interest of the homeless child or youth to attend the school of origin, transportation to and from that school will be provided at the request of the parent or guardian or, in the case of an unaccompanied youth, the

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homeless coordinator. If the student's temporary housing is outside the attendance area of the school of origin, then the district will work with the school of origin to agree on a method to apportion the responsibility and costs for transporting the child. If an agreement cannot be reached, the costs will be shared equally.

Approved:

KASB Recommended Regulation – 7/03; 4/07; 12/16; 7/17

Complaint Form

PROGRAMS FOR HOMELESS STUDENTS

(Assignment to a School Other than School of Origin/School Requested by the Parent)

After reviewing the situation, it would be in the best interest of your child or youth to be educated at _____.

Explanation of decision: _____

If you so choose, you may appeal this decision in the following manner:

You may verbally and informally state your complaint to the district's homeless student liaison. If the complaint is not promptly resolved, you may complain in writing to the district homeless student liaison. You must include the following information: date of filing, description of the complaint, the name of the person or persons involved and an explanation of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the liaison will provide you a written decision, with supporting evidence and reasons. In addition, the liaison will inform the superintendent of the formal complaint and the result.

Approved:

KASB Recommended Regulation – 7/03; 4/07; 12/16; 7/17

The district, in accordance with state and federal law and the Kansas state plan, will ensure that students placed in foster care within the school district have access to a public education in a stable educational environment. For the purposes of this policy and its applicable regulations, “foster care” means 24-hour substitute care for children placed away from their parents and for whom a child welfare agency has placement and care duties.

Point of Contact

The board shall designate an employee to serve as a point of contact for child welfare agencies on behalf of the district.

Mobile Crisis Helpline

Crisis support for Kansas families and children to resolve an emotional, psychiatric, or behavioral health crisis is available through the Department of Children and Families Mobile Crisis Helpline, 1-833-441-2240, including:

- Problem solving to resolve behavioral health crisis;
- Referral to community resources or recommendation to engage in stabilization services;
- In-person support via mobile crisis response; and
- Contacting mobile crisis response unit to assist in emergency situations.

Services are available to all Kansans 20 years or younger including anyone in foster care or formerly in foster care.

Approved: March 7, 2022

KASB Recommendation – 12/16, 3/22

Foster Care Student Regulations

To Aid In Implementation of Federal Law

NOTE: This document MUST be approved by board action to become policy. File with clerk, distribute to principals, and duplicate as necessary in district newsletters and other documents.

The Every Student Succeeds Act (“ESSA”) addresses additional protections for students in foster care and establishes a system of joint responsibility for school districts, the Kansas State Department of Education (“KSDE”), and the Kansas Department for Children and Families (“DCF”) to ensure the educational stability of students in foster care.

For the purposes of these regulations, “foster care” means 24-hour substitute care for children placed away from their parents and for whom a child welfare agency has placement and care duties. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes.

Transportation of Students in Foster Care

ESSA requires each Kansas school district to collaborate with child welfare agencies, such as DCF and tribal child welfare agencies, to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (when in the student’s best interest) will be provided, arranged, and funded. The procedures must ensure that the transportation will be provided promptly, in a cost-effective manner, and in accordance with federal law. Also, they must address how additional costs will

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be absorbed. Therefore, if there are any additional costs incurred to maintain a foster care student in his or her school of origin, the district will provide the transportation if:

1. DCF agrees to reimburse the district for the additional costs;
2. The district agrees to pay the additional costs; or
3. DCF and the district split the additional costs.

Upon request, the district will provide an assurance to KSDE that the district has transportation procedures meeting the above requirements.

Additional Costs

“Additional costs” reflect the difference between what the district would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. Title I, Part A funds may be used to pay for additional transportation costs in Title I districts.

School of Origin

The “school of origin” is the school in which a student is enrolled at the time of placement in foster care or of a change in placement. A student in foster care is entitled to remain enrolled in his or her school of origin unless it is determined not to be in the student’s best interest to stay at that school.

Best-Interest Determination

DCF will make the final decision regarding whether it is in a student’s best interest to remain in the school of origin. District staff may be asked to provide information on the “educational best interest” of the student to support educational decision-making based on what is best for the student academically. For students receiving special education and related services under the Individual with Disabilities Education Act or for students on Section 504 accommodation

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plans, it is recommended that relevant team members should be consulted in the best interest determination process, as the district will still be required to ensure compliance with Least Restrictive Environment requirements.

The United States Department of Education has provided a list of factors that may be considered in determining the student's educational best interest, which include appropriateness of the current setting, proximity of placement to school attendance centers, the child's preference, the parents' preference, the child's attachment to the school of origin, where siblings will be placed, and the availability of needed services. The "best-interest determination" may not be made based on transportation costs or funding.

District Foster Care Liaison

The "district foster care liaison" is a district employee who facilitates the enrollment in or transfer to a public school of a student in the district who is a ward of the state. The district's foster care liaison is considered the designated point of contact for collaboration with DCF on transportation procedures.

The District has designated the following staff person as the District foster care liaison:

Name: Superintendent of Schools

Position: Superintendent

Address: 401 S. High School St, PO Box 189, Altamont, KS 67330

Telephone: 620-784-5326

JCB FOSTER CARE STUDENT REGULATIONS

Child Welfare Agency

In Kansas, DCF is the regular child welfare agency for collaboration on transportation procedures. The Child Protective Services (“CPS”) division of DCF will typically be the division that works with the district on issues related to students in foster care, however, tribal child welfare agencies may also be involved with this process. Therefore, whenever DCF is used in these regulations, it may be deemed to apply to any child welfare agency based on the circumstances.

Child Welfare Contact

The district, if receiving Title I, Part A funds, must collaborate on transportation procedures with the DCF-designated contact if DCF notifies the district in writing that DCF has designated an employee to serve as a point of contact for the district.

Approved:

KASB Recommended Regulations – 12/16; 7/17

JBCB FOSTER CARE STUDENT REGULATIONS

General Transportation Procedures (OPTIONAL)

To ensure that transportation is provided promptly when it is determined to be in the best interest of a student in foster care to remain in the school of origin, the district has developed the following transportation procedures. These procedures will guide the development of an individual transportation plan for a student needing transportation to his or her school of origin.

Funding Strategies

The district and DCF have identified the following funding options that may be implemented if additional costs to transport a student in foster care to the school of origin are determined:

(Adjust the items below to include those agreed upon by the district and DCF. Consider any cost-sharing strategies that the district has used successfully with neighboring districts in transporting students who are homeless to and from their school of origin or any other programs where transportation costs are shared.)

- 1. Cost sharing between the district and DCF through use of a specific transportation strategy in which each party is responsible for a segment of the transportation;*
- 2. Offset of costs by DCF, such as using Title IV-E funds paid to a foster parent or caregiver for transportation;*
- 3. Cost sharing between the school district of attendance and the school district where the student is living;*
- 4. Use of the district's Title I funds;*
- 5. Use of Medicaid reimbursements if the IEP for a student receiving special education services will include transportation as a related service;*

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6. *Use of any available grant funds; and*
7. *[Other].*

Transportation Strategies

The following transportation strategies may be considered in achieving transportation to a student's school of origin:

(Adjust the items below to include those agreed upon by the district and DCF. Consider any strategies that have been used successfully to transport students who are homeless to and from their school of origin and effective practices currently used to share transportation costs with neighboring districts, community partners, or others.)

1. *Arranging transportation by the foster parent or caregiver to the school of origin or to a bus stop on a route to the school of origin, such as when the foster parent lives within a certain distance from the school of origin;*
2. *Arranging transportation by a relative or another adult approved by DCF with whom the student has a relationship and whose existing commute aligns with the student's transportation need to the school of origin or a bus stop on a route to the school of origin;*
3. *Maximizing the existing district transportation system by exploring ways the student can be transported to an existing bus stop that serves the school of origin (options to transport the student to an existing bus stop could occur through use of public transportation with a bus pass or transportation voucher, or transportation by the foster parent or caregiver, a relative, or another adult with whom the student has a relationship);*

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4. *Using existing intradistrict transportation options that allow students to be transported within the district, such as routes for students who are homeless, students attending magnet programs, or students receiving special education services (this option may require the addition of a bus stop on an existing route or that an existing route be rerouted to accommodate the transportation needs);*
5. *Coordinating with the district in which the student is living to provide transportation to the district boundaries or an existing bus stop within the district;*
6. *Evaluating whether an IEP for a student receiving special education services will include transportation to the student's special education program at the school of origin as a related service;*
7. *Contracting with a private transportation company, such as a taxi service, for the student's transportation needs;*
8. *Using public transportation with a bus pass or transportation voucher;*
9. *Adding a district transportation route; or*
10. *[Other].*

Individual Transportation Plan

When DCF determines that the best interest of a student in foster care is to remain in the school of origin, the district foster care liaison will take steps to promptly collaborate with relevant DCF staff on how transportation to the school of origin will be provided, arranged, and funded.

When possible, and to allow for adequate consideration of the student's needs, individual transportation planning will begin in advance of placement

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changes and will occur in coordination with the consultation on the student's educational best interest.

The district foster care liaison will convene a meeting to establish an individualized transportation plan for the student. The liaison will attempt to include the student's DCF education decision-maker and others who may be involved in education decision-making for the student, such as the student's caseworker, foster parent or caregiver, and the court-appointed special advocate (CASA) liaison. The District foster care liaison may also involve other district staff, as appropriate. The liaison will involve the district transportation director if the individual transportation plan will involve adjustments to existing bus routes.

If necessary, the district foster care liaison will identify a short-term transportation strategy that may be used until the final transportation plan is completed so that the student can remain at the school of origin without interruption.

In evaluating transportation options to the school of origin, participants will prioritize student safety, cost effectiveness, reliability, and time and distance of the commute.

Determining Additional Costs

To identify whether additional costs will be incurred in an individual transportation plan to transport the student to the school of origin, the foster care liaison will consult with the district transportation director to calculate the cost of transporting the student to the school that the student would otherwise attend, which will be used as a comparison. In accordance with the federal Non-Regulatory Guidance, if the district is able to provide transportation through an

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established bus route, there are no additional costs. If the district will reroute buses or provide transportation through a private vehicle or transportation company, the district may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.

Administrative costs, such as additional staff time to coordinate transportation, will also be considered in determining whether there are additional costs to transport the student in foster care to the school of origin.

Plan Elements

The individual transportation plan may include:

- 1. A daily transportation strategy;*
- 2. One or more backup transportation strategies;*
- 3. Transportation strategies to allow participation in after-school and extracurricular activities;*
- 4. A description of the funding strategy that will be used if additional costs to transport the student to the school of origin are identified;*
- 5. Identification of who is responsible for each aspect of the transportation strategy;*
- 6. Designation of an adult to accompany younger students, if necessary, such as when public transportation is used;*
- 7. For transportation strategies with multiple segments, sign off procedures to ensure that the student safely and successfully completes each segment;*
- 8. A communication protocol between the District and DCF when transportation for a student is no longer needed; and*

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9. *A regular review process for adjusting transportation strategies when circumstances change.*

The final individual transportation plan will require a signature by the foster care liaison and a district official who has authority to approve any additional expenditure. The DCF education decision-maker and the foster parent or caregiver, if different from the education decision-maker, will also be asked to sign the plan.

Approved:

KASB Optional Procedures – 12/16; 7/17

When a student is absent from school, an attempt shall be made to contact the parent or guardian to determine the reason for the absence. The principal has been designated to determine the acceptability and validity of excuses presented by the parent(s) or the student.

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

Excused/Unexcused Absences

The definition of "excused absence" includes the following:

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

All absences which do not fit into one of the above categories would be considered an unexcused absence. A student serving a period of suspension or expulsion from the district shall not be considered inexcusably absent.

Significant Part of a School Day

An absence of two or more hours in any school day shall be considered an absence for a significant part of the school day.

Make-Up Work

It is the student's responsibility to obtain make-up assignments from teachers following an excused or unexcused absence.

Approved: September 14, 2015

KASB Recommendation – 7/96; 9/97; 4/07; 12/14; 6/15

Truancy

JBE

(See AEB, IDCE, JBD, and JQ)

Unless reporting would violate the terms of any memorandum of understanding between the district and the authority to which reports would be made. The building principal (or ____) shall report students who are inexcusably absent from school to the appropriate authority.

Truancy is defined as any three consecutive unexcused absences, any five unexcused absences in a semester, or seven unexcused absences in a school year, whichever comes first. Truancy shall not apply to students who have attained a high school diploma, a general educational development credential, or a high school equivalency credential or any child who is determined to be an exceptional child, except for an exceptional child who is determined to be a gifted child, under the provisions of the special education for exceptional children act. Exceptions also exist for students attending the Kansas academy of mathematics and science and for students who are part of a recognized church or religious denomination objecting to a regular public high school education under circumstances specified in state law.

For truancy purposes, being enrolled and continuously attending a public school; a private, denominational, or parochial school taught by a competent instructor for a period of time which is substantially equivalent to the period of time public school is maintained in the school district in which the private, denominational, or parochial school is located; or a combination of attendance in both a public school and a private, denominational, or parochial school may satisfy compulsory attendance requirements. School year means the period from July 1 to June 30. Students who are absent without a valid excuse for a significant part of any school day shall be given an unexcused absence for truancy accounting purposes considered truant.

Prior to reporting to either the Department for Children and Families (if the student is under 13) or the county or district attorney (if the student is 13 or more years of age but less than 18 years of age), a letter shall be sent to the student's parent(s) or guardian notifying them that the student's failure to attend school without a valid excuse shall result in the student being reported truant.

Waiver of Compulsory Attendance Requirements

Students 16 or 17 years of age may be exempt from compulsory attendance regulations if:

- The student is regularly enrolled in and attending a program recognized by the board as an approved alternative educational program;
- the parent(s) or person acting as parent provides written consent to allow the student to be exempt from the compulsory attendance requirement and the student and the student's parent or person acting as parent attend the counseling session required by law and signs the appropriate consent and waiver form;

- the student is not subject to truancy law in accordance with law or this policy;
- the child is regularly enrolled and continuously attending school as required by law and is concurrently enrolled in a postsecondary educational institution; or
- the student is exempt from compulsory attendance requirements pursuant to a court order.

Involvement of Law Enforcement

Law enforcement officers may return truant children to the school where the child is enrolled, to the child's parent or guardian, or to another location designated by the board to address truancy issues.

Reporting to Parents

If a truant child is returned to school by a law enforcement official, the principal shall notify the parent or guardian.

Dual Enrollment Students

Eligible students who are enrolled in a board-approved dual enrollment program shall not be considered truant for the hours during the school day they attend classes at a Regent's university, community college, technical college, vocational educational school, or Washburn University.

Approved:

KASB Recommendation – 7/96; 9/97; 8/98; 7/02; 6/04; 6/06; 4/07; 6/10; 6/12; 11/12; 1/13; 6/16; 6/22

JBE TRUANCY

Waiver of Compulsory Attendance Form

I, (name of parent(s) or legal guardian), understand that pursuant to Kansas law, (name of student) is required to attend school until he/she receives a high school diploma or General Educational Development (GED) credential or reaches the age of 18, whichever occurs first.

Pursuant to K.S.A. 72-3120, as amended, Unified School District No. _____ encourages (name of student) to remain in school or to pursue an education alternative.

The school has informed me that the academic skills listed below have not been achieved by (name of student):

[List skills that have not been achieved.]

Based on information attached below, I understand the difference in future earnings power between a high school graduate and a high school drop out.

The school has indicated to me and to my child that (name of student) is encouraged to attend one of the following alternative educational programs:

[List available alternative educational programs.]

The undersigned hereby give(s) written consent to allow (name of student), who is **[choose one]** 16 17 years of age, to be exempt from the Kansas compulsory attendance requirement and state I/we have attended the final counseling session conducted by Unified School District No. _____ in which the above information was presented to us.

Signed: _____
Parent or Legal Guardian

Date: _____

Signed: _____
Student

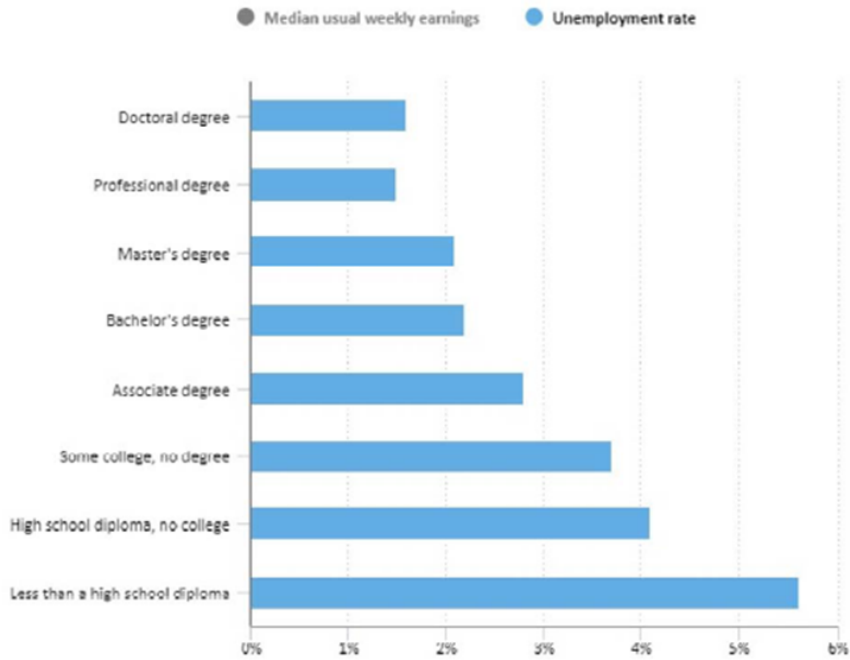
Date: _____

Approved:

KASB Recommended – 12/20

JBE TRUANCY

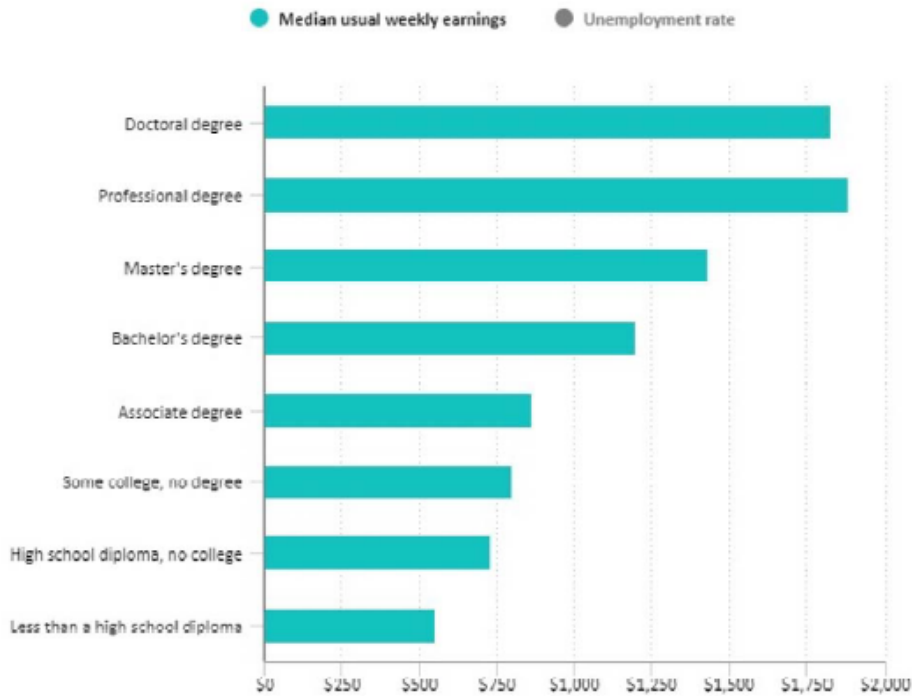
Median weekly earnings and unemployment rate by educational attainment, 2018



Click legend items to change data display. Hover over chart to view data.
 Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
 Source: U.S. Bureau of Labor Statistics, Current Population Survey.



Median weekly earnings and unemployment rate by educational attainment, 2018



Click legend items to change data display. Hover over chart to view data.
 Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
 Source: U.S. Bureau of Labor Statistics, Current Population Survey.



**LIFETIME EARNINGS INFORMATION
FOR HIGH SCHOOL PRINCIPALS**

Education Level	Total Lifetime Earnings
Less than high school diploma	\$1,052,647
High school diploma	\$1,418,890
Some college—no degree	\$1,702,780
Associate Degree	\$1,769,090
Bachelor's Degree	\$2,498,260
Master's Degree	\$2,865,460
Doctorate Degree	\$3,897,650
Professional Degree	\$5,137,355
Bachelor's Degree or higher	\$2,834,510

Source:

Day and Newburger 2002; calculations at <http://www.census.gov/prod/2002pubs/page23-210.pdf>

JBH Release of a Student During the School Day

JBH

Building principals shall not release a student during the school day except upon a written or verbal request from the student's lawful parent or person acting as a parent.

Approved: KASB Recommendation-7/96

JBH-R Release of a Student During the School Day

JBH-R

Before releasing a student during the school day, the building principal shall be responsible for verifying the identity of the person seeking release of the student.

If the principal is not satisfied with the identification provided by the person seeking release of a student, the student's release may be refused.

Students shall not be allowed to run personal errands for school employees off school premises during the school day.

Approved: KASB Recommendation-7/96

JCAB Searches of Property

JCAB

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

Approved: March 11, 2002

JCAB-R Searches of Property

JCAB-R

Search of Lockers

Lockers in the district schools shall be under supervision of the principal. Students shall have no expectation of privacy in any school locker.

The combinations and/or keys to all locker locks shall be in the possession of the principal and stored in a place designed to guard against unauthorized access or use. The principal may search any locker at any time without notice. Students shall not place locks, other than those approved by the school, on any locker.

Searches of Property

Any person other than the principal who wishes to search a student's locker or property shall report to the principal before proceeding. In no event shall any person be permitted to search a student's locker or property without the principal's consent unless the person has a valid search warrant authorizing a search.

If a law enforcement officer desiring to search a student's locker or property has a search warrant, the principal shall permit the search which shall be made in the presence of the principal.

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

Use of Trained Dogs to Search

At the request of the administration, law enforcement officers or licensed private agencies may use trained dogs on school premises to identify student property which may contain illegal or illicit materials and to determine whether materials are present which may threaten the general health, welfare and safety of students and/or district employees.

(Whenever the principal is mentioned in this rule, it shall be construed so as to include the superintendent " or designated representative.")

Approved: March 11, 2002

JCABB Searches of Students

JCABB

Principals are authorized to search students if there is reasonable suspicion that district policies, rules or directives are being violated. Strip searches shall not be conducted by school authorities. All searches by the principal shall be carried out in the presence of another adult witness.

Approved: KASB Recommendation-7/96; 8/98

JCABB-R Searches of Students

JCABB-R

The student shall be told why a search is being conducted. The student shall be requested to empty items such as, but not limited to, pockets, purses, shoulder bags, book bags and briefcases. The principal shall attempt to call the student's parent/s and may call law enforcement. Items which the principal believes may be connected with illegal activity shall remain in the custody of the principal unless the items are turned over to law enforcement officials. If the student refuses to cooperate, the principal may take disciplinary action and/or seek assistance from law enforcement. (See JDD and JCAC)

If law enforcement assistance is present, further search of the student shall be with cooperation and assistance of law enforcement officials. The principal shall remain with the student and be present during any search of the student made by law enforcement officials on school property. The principal shall receive and file a receipt for items turned over to law enforcement officials.

If the principal believes a student is in possession of an object which can jeopardize the health, welfare or safety of the student or others, the student shall be removed to a safe location. This determination may be based on any information received by the principal or any member of the faculty or staff.

A written report of each search shall be made by the principal and submitted to the superintendent. The superintendent shall keep a copy of the written report on file.

(Whenever the principal is mentioned in this rule, it shall be construed so as to include the superintendent "or designated representative.")

Approved: KASB Recommendation-7/96; 8/98

Interrogation and Investigations

JCAC

(See EBC, GAAD, JCABB, JCEC and JHCAA)

Building administrators, school security officers, and/or others designated by the superintendent may conduct investigations and question students about violation of school rules, the student conduct code, and/or law. Unless otherwise provided herein, such investigators shall not be required to contact the student's parent, guardian, or representative prior to questioning and may request law enforcement, school resource officer(s), and/or school security officer(s) for assistance in conducting the investigations.

If there is reason to believe a violation of a criminal law has been committed, the building administrator, the superintendent's designee, and/or school security officer with authorization of the superintendent or the superintendent's designee shall notify the appropriate law enforcement agency of criminal conduct as provided in law and/or board policy and may request further investigation of the alleged violation.

When a school resource officer or campus police officer initiates an investigation of a potential violation of criminal law by a student on the officer's own initiative and not at the behest of a building administrator or the designee of the superintendent, such officer will notify the building administrator and will make a reasonable attempt to contact the student's parent, guardian, or representative prior to initiating questioning.

Coordination with Law Enforcement

School administrators and/or school security officers shall meet at least annually with local law enforcement officials to discuss the district's policies and rules regarding law enforcement contacts with the district and reporting of potential criminal acts at school or school activities.

Notification of Investigations Conducted by Law Enforcement Officers

When law enforcement officers initiate an investigation involving questioning of a student on a topic unrelated to a report of child abuse or neglect or to the identity of the student during school hours, the building administrator shall make a reasonable attempt to contact a parent, guardian, or representative of the student(s) prior to such questioning. Notification or attempted notification of a parent, guardian, or representative shall be documented by the administrator involved. If a student's parent, guardian, or representative is not present during such questioning of a student, the principal may be present unless otherwise specified in law or board policy.

Child Abuse and Identity Investigations Conducted by Law Enforcement Officers

The administration shall cooperate with law enforcement officers who are conducting investigations of suspected child abuse or neglect or concerning the student's identity. For any

Interrogation and Investigations

JCAC-2

investigations concerning known or suspected child abuse or neglect, school staff shall follow the procedures outlined in board policy GAAD instead of the requirements of this policy.

Law Enforcement Initiated Investigations at School

In cases not involving the investigation of known or suspected child abuse or neglect or involving the student's identity, law enforcement officers shall not be permitted to initiate and conduct investigations involving the questioning of students during school hours unless the student's parent or guardian has given the school permission to allow the questioning, a valid warrant has been presented to the building administrator for such purpose, or in demonstrated emergency situations. If a demonstrated emergency is found, the building administrator shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the building administrator is not satisfied with either the identification or the reason, the request shall not be granted. The building administrator shall attempt to notify the superintendent and the officer's superiors of the reasons for the refusal.

Taking Students Into Custody

Students shall not be voluntarily released by school officials to law enforcement authorities unless the student has been placed under arrest or taken into custody by law enforcement, school resource officers, campus police officers; or Department for Children and Families ("DCF") authorities pursuant to a child abuse investigation. Except as otherwise specified in this policy, a reasonable effort shall be made to notify the student's parent, guardian, or representative when students are removed from school for any reason. Parents shall not be notified by school officials when their child is taken into custody by DCF, school resource officers, campus police officers, and/or law enforcement as a result of allegations of abuse or neglect and there is reason to believe sharing the information may lead to harm of the child or others. Except as provided above and/or as specified in a court order or arrest warrant, if a student is taken into custody by a law enforcement officer, school resource officer, or campus police officer, building administrators shall make a good-faith effort to contact the student's parent or guardian. Notification efforts shall be documented.

When a student has been taken into custody or arrested on school premises without prior notification to the building administrator, the school staff present shall ask the law enforcement officer to notify the building administrator of the circumstances as quickly as possible and shall themselves contact the building administrator with any information they have regarding the child being taken into custody. School resource officers and campus police officers are expected to contact the building administrator as soon as practicable after taking a student into custody.

Disturbance of School Environment

Law enforcement officers may be requested to assist in controlling disturbances at school and, if necessary, to take students or other persons into custody.

Definition

For the purposes of this policy, “campus police officer” is a school security officer employed by and designated by the board to aid and supplement law enforcement agencies of the state, city, and/or county in which the school district is located.

For the purposes of this policy, students will not be deemed to be “taken into custody” when they are being questioned by a school resource officer, school security officer, and/or campus police officer about a violation of state law, county resolutions, city ordinances, board policy or regulation, and/or school rules on property owned, occupied, or operated by the school district or at the site of a function sponsored by the school district.

Approved:

KASB Recommendation–7/96; 6/04; 4/07; 6/07; 10/12; 1/13; 6/18; 12/18; 6/22

JCDA Student Conduct

JCDA

Each principal shall develop rules and regulations to govern student conduct consistent with board policies. The rules shall be reviewed by the board and adopted as policy by reference. A copy of the current rules shall be filed with the state board of education.

Approved: KASB Recommendation-7/96

JCDA-R Student Conduct

JCDA-R

The rules of conduct shall be published in student handbooks.

(See JA)

Violation of any provision of the behavior code may result in disciplinary action up to and including suspension and/or expulsion. (See JDD)

Approved: KASB Recommendation-7/96

(See GAOC and KMA)

The use, possession, or promotion of any tobacco product by any student is prohibited at all time in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property.

Student violations will result in disciplinary actions as outlined by board policy and/or student handbooks. Disciplinary actions may include parent/guardian notification, participation in a tobacco and electronic nicotine delivery systems education program, referral to a cessation program, and/or community service. Student violations may be reported to law enforcement if use or possession is deemed to be illegal.

The following definitions apply to this policy.

“Tobacco product” means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled, or ingested by any other means, including, but not limited to, electronic nicotine delivery system (hereafter “ENDS”), cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or snus. Tobacco product also means any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes, charging devices, cartridges, and any substances used in ENDS, whether or not they contain nicotine. This definition does not include FDA-approved nicotine replacement therapies including transdermal nicotine patches, nicotine gum, and nicotine lozenges prescribed to the student by a medical practitioner or obtained over the counter and used in accordance with label requirements.

“Electronic nicotine delivery system” or “(ENDS)” means any device that delivers a vaporized solution (including nicotine, THC, or any other substance) by means of cartridge or other chemical delivery systems. Such definition shall include, but may not be limited to, any electronic cigarette, vape pen, hookah pen, cigar, cigarillo, pipe, or personal vaporizer. ENDS are not FDA-approved nicotine replacement therapy devices.

“Promotion” includes, but is not limited to, product advertising via branded gear, bags, clothing, any personal articles, signs, structures, vehicles, flyers, or any other materials.

Approved: 04-12-2021

KASB Recommendation 7/96; 9/97; 4/07; 6/13; 6/16; 12/18; 6/20

JCDB Dress Code

JCDB

Neatness, decency and good taste are guidelines of the district dress code. Dress codes shall be published in the appropriate student handbooks.

Approved: KASB Recommendation-7/96

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

Weapons and Destructive Devices

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

- * any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- * the frame or receiver of any weapon described in the preceding example;
- * any firearm muffler or firearm silencer;

Any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or similar device;

any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than 1/2 inch in diameter;

- * any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled;
- * any bludgeon, sand club, metal knuckles, or throwing star;

* any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife or any knife having a blade that opens, falls, or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;

* any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.

JCDBB Weapons**Penalties for Weapon Violations**

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

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

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

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

Possession of a firearm at school or on school property for purposes of participation in the Clay Target (Trap Shooting) Club will not automatically result in penalties or discipline if the student possesses: (1) the proper, express written permission of the Superintendent or designee, and (2) has complied with all terms and conditions of the Clay Target Club Participation Agreement.

Approved: 08-09-04; 06-10-13; 10-10-1; 3-7-2022

CLAY TARGET (TRAP SHOOTING) CLUB PARTICIPATION AGREEMENT

In consideration of being allowed to participate in the Clay Target (Trap Shooting) Club, the undersigned acknowledges, understands and agrees that:

1. I will not possess firearms on school property or on school grounds absent receiving express written permission from the Superintendent or designee;
2. The only firearms I will possess on school property or on school grounds are those for which I have received permission from the Superintendent for use in the Clay Target Club;
3. I must complete and submit to the Superintendent or designee either: 1) a state-approved hunter education certificate; or 2) the SAFE Certification provided by the Kansas State High School Clay Target League;
4. I will only load ammunition and fire weapons at the Clay Target Team’s designated practice facility;
5. When not in use during Clay Target practice or competition, all firearms will be unloaded and securely stored in a designated gun safe or off school property;
6. I will comply with all rules and policies of Labette USD No. 506 as well as State and federal law;
7. I understand that strict compliance with this Agreement and district policies is mandatory and that failure to comply may result in my violation of State or federal law;
8. If, at any time a school employee requests firearms be removed from school property, I will immediately comply, regardless of whether prior approval was given by the Superintendent or designee;
9. Participation includes potential for serious accident or injury;
10. I KNOWINGLY AND FREELY ASSUME ALL SUCH RISKS, both known and unknown, EVEN IF ARISING FROM THE NEGLIGENCE OF THE RELEASEES or others, and assume full responsibility for my participation; and
11. I, for myself and on behalf of my heirs, assigns, personal representatives and next of kin, HEREBY RELEASE Unified School District No. 506, its board members, officers, administrators, coaches, employees and/or agents, as well as other participants, agents, sponsoring agencies, sponsors, advertisers, and if applicable, owners and lessors of premises used to conduct the event (“RELEASEES”), WITH RESPECT TO ANY AND ALL ILLNESS, DISABILITY, DEATH, or loss or damage to person or property, WHETHER ARISING FROM THE NEGLIGENCE OF RELEASEES OR OTHERWISE, to the fullest extent permitted by law.

I HAVE READ THIS PARTICIAPATION AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IF FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

Student Signature: _____ Date: _____

Student Name (printed): _____

I am the parent or legal guardian of the minor named above. I have the legal right to consent to and, by signing below, I hereby do consent to the terms and conditions of this Release.

Signature: _____ Date: _____

Name (printed): _____

Approved by: _____ Date: _____

Complaints About Discrimination

The district is committed to maintaining a working and learning environment free from discrimination, insult, intimidation, or harassment due to race, color, religion, sex, age, national origin, or disability.

Any incident of discrimination including acts of harassment shall promptly be reported for investigation and corrective action by the building principal or district compliance coordinator. Any student or employee who engages in discriminatory conduct shall be subject to disciplinary action, up to and including termination from employment or expulsion from school.

Discrimination against any student on the basis of race, color, national origin, sex, disability, or religion in the admission or access to, or treatment in the district's programs and activities is prohibited. Superintendent, P.O. Box 188, Altamont, KS 67330-0188, 620-7784-5326, has been designated to coordinate compliance with nondiscrimination requirements contained in 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, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of discrimination or harassment from a student shall inform the student of the employee's obligation to report the complaint and

any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the report shall be made to the district compliance coordinator. Any student complaint of discrimination shall be resolved under the district's discrimination complaint procedures in policy KN.

The district prohibits retaliation or discrimination against any person for opposing discrimination, including harassment; for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or hearing.

Complaints About School Rules

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

Approved: September 14, 2015

KASB Recommendation – 7/96; 8/98; 4/07; 6/15

JCEC Demonstrations

JCEC

Student demonstrations on school property shall be conducted in an orderly and non-disruptive manner. Demonstrations may be terminated at any time by the principal or the superintendent. (See JCAC)

Approved: KASB Recommendation-7/96

JDA Corporal Punishment

JDA

Corporal punishment shall not be permitted in the school district.

Approved: June, 2013

JDB Detention

JDB

Detention periods may be established by building principals and administered according to rules approved by the board.

Approved: KASB Recommendation-7/96

JDC Probation (See JCDBB and JDD)

JDC

Any punishment, suspension or expulsion, may be deferred by the principal and/or superintendent. The student involved may be placed on probation for a set period of time. The punishment, suspension or expulsion, shall remain deferred so long as the student meets the conditions of the probation. If a student is placed on probation, written notification shall be sent to the student's parent or guardian. Any decisions on probation for students found to be in violation shall be handled by the superintendent.

Approved: KASB Recommendation-7/96

JDC-R Probation

JDC-R

A student placed on probation shall be given a written list of the terms and conditions of the probation. The student shall sign a statement that: the terms and conditions have been explained, the student understands the conditions, the student agrees to abide by the conditions and failure to abide by the conditions may be reason to reinstate the original punishment.

Approved: KASB Recommendation-7/96

JDD **Suspension and Expulsion Procedures** **JDD**
(See AEB, EBC, IHEA, JBD, JCDBB, JDC, JCDA, JDDB, JDDC, and JHCAA)

Except as limited by Section 504 or the Individuals with Disabilities Education Act (“IDEA”), a student may be suspended or expelled, for reasons set forth in Kansas law. Any student who is suspended for a period of more than 10 days or expelled shall receive a copy of the current suspension and expulsion law and this policy. Suspension/expulsion hearings shall be conducted by the superintendent/designee or other certificated employee, or committee of certificated employees of the school in which the pupil is enrolled, or by any other hearing officer appointed by the board.

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 at school, on school property, or at a school supervised activity which constitutes the 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 Suspension

Except in an emergency, a short-term suspension (not exceeding ten school days) must be preceded by oral or written notice of the charges to the

student and 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 have the right to be present and to be notified of the charges and the basis for the accusation. The student shall have the right to make statements in his/her defense after receiving notice of the charges.

Long-Term Suspension or Expulsion

Before a student is subject to long-term suspension (not to exceed 90 school days) or expulsion (not to exceed 186 school days or one calendar year for certain weapon and/or destructive device violations), a hearing shall be conducted by a hearing officer who has been authorized by the board. 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 authorized by the board, the chief administrative officer, or other certified employee of the district in which the student is enrolled, or by an officer appointed by board.

JDD Suspension and Expulsion Procedures

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- 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.
- A record of the hearing shall be available to students and parents or guardians according to Kansas law.

Written notice of the result of the hearing shall be given to the pupil and to parents and guardians within 24 hours after determination of such result.

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 parents to attend the hearing shall result in a waiver of the student's opportunity for the hearing.
- 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. (See JDC)
- If the expulsion is related to a weapons violation the superintendent may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation if the student is allowed to return. (See EBC, JCDBB and JDC)
- 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.

A student over the age of 18 or the parents or guardian of a student who is 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.

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.

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

The following conditions shall apply if a student who is age 18 or older or the student's parent or guardian files a written appeal of a suspension or expulsion:

- Written notice of the appeal shall be filed with the clerk within 10 calendar days of receiving the results 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 rules similar to those noted earlier for expulsion hearings.
- The board shall record the hearing.
- The board shall render a final decision no later than the next regularly scheduled board meeting after the conclusion of the appeal hearing.

Approved: July 12, 2021

KASB Recommendation – 7/96; 8/98; 6/99; 6/00; 4/04; 6/06; 4/07; 12/14; 12/15; 6/21

JDD REPORT TO STAFF OF EXPULSION OR CONVICTION

Report to Staff Member USD 506

Pursuant to K.S.A. 72-6143, administrative, professional or paraprofessional employees of a school who have information that a pupil has engaged in the following shall report the information and the identity of the student to the superintendent. The superintendent shall investigate the matter, and, if it is determined the student has been involved in the following, the superintendent shall provide information and the identity of the pupil to all employees who are involved, or likely to be directly involved, in teaching or providing related services to pupil:

1. Any student who has been expelled for conduct which endangers the safety of others;
2. Any student who has been expelled for commission of felony type offenses;
3. Any student who has been expelled for possession of a weapon;
4. Any student who has been adjudged to be a juvenile offender and whose offense, if committed by an adult, would constitute a felony, except a felony theft offense involving no direct threat to human life;
5. Any student who has been tried and convicted as an adult of any felony, except theft involving no direct threat to human life.

You are notified that _____, within the past 365 days, has been expelled, adjudged or convicted for an activity listed above.

School District staff are required by both Federal Law and K.S.A. 72-6311 to protect the right of privacy of any student under the age of 18 and the student's family regarding personally identifiable records, files, data, and information directly related to the student and his/her family. I acknowledge this responsibility and agree that I will disclose the above information only to other USD 506 employees and officials. Violation of these privacy rights could include sanctions up to and including termination.

Signed: _____
School employee who receives the report

Signed: _____
Administrator or school employee making report

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

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

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

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

Student Conduct

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

Students shall not unlawfully manufacture, distribute, dispense, possess, be under the influence of, or use illicit drugs, controlled substances, or alcoholic beverages on school grounds during, before, or after school hours; on school grounds at any other time when the school is being used by school personnel or school group; or off the school grounds at any school activity function, or event.

Any student violating the terms of this policy will be reported to the appropriate law enforcement officials. The student will also be subject to the following sanctions:

1. A violator of this policy shall be subject to the following:
 - a. A punishment up to and including expulsion.
 - b. Suspension from all student activities for a period of up to the remainder of the school year.
2. Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in board policies and Kansas statutes, KSA 72-8901. et seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing discipline. The use/possession of legally prescribed drugs and common over the counter non-prescription drugs shall not be considered a violation of this policy.
3. School administrators may use dogs trained to detect contraband to conduct random searches for contraband in student lockers, or other common areas of school buildings, and vehicles parked on school grounds at the high school.

If a student agrees to enter and complete a drug education or rehabilitation program, the cost of such program will be borne by the student and his or her parents.

A list of area drug and alcohol counseling and rehabilitation programs, along with names and addresses of contact persons for the programs, is on file

JDDA Drug-Free Schools

JDDA-3

with the board clerk. Parents or students should contact the directors of the programs to determine the cost and length of the program.

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

Approved:

KASB Recommendation – 7/96; 9/97; 7/02; 4/07; 6/08; 6/12; 12/13; 10/18

JDDAA Substance Abuse Intervention

JDDAA

When a student exhibits behaviors that may indicate the use of any illegal drug-alcoholic beverages, drugs, or other controlled substances—the school will document such behaviors and conduct an assessment by trained personnel. If the assessment indicates substance abuse, the administration will contact the lawful custodian(s). If there is evidence of criminal activity local law enforcement will be contacted. The student will be subject to the sanctions listed in the drug free schools policy (JDDA).

JDDAA-R Substance Abuse Intervention

JDDAA-R

When a student is believed to be under the influence of illegal drugs, alcoholic beverages, or other controlled substances, a trained staff member will conduct an initial behavioral assessment. An administrator will determine whether or not to request a medical assessment.

If the school nurse or principal determines that the student is under the influence of drugs, the principal shall contact the lawful custodian(s) and local law enforcement if there is evidence of a law being violated. Also the student shall be subject to the sanctions contained in policy JDDA.

Approved: 12/13/99

Unless reporting would violate the terms of any memorandum of understanding between the district and local law enforcement, whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony at school, on school property, or at a school supervised activity and/or has been found 1) in possession of a weapon, 2) in possession of a controlled substance or illegal drug, or 3) to have engaged in behavior at school which has resulted in or was substantially likely to have resulted in serious bodily injury to others, the {principal/superintendent} shall report such act to the appropriate law enforcement agency.

Approved: 10-13-08; 10-10-16

KASB Recommendation – 6/99; 6/01; 4/07; 6/07; 9/07; 6/08; 12/15; 6/16

JDDDB REPORTING CRIMES TO LAW ENFORCEMENT

Report to Local Law Enforcement
USD 506 Labette County

Pursuant to K.S.A. 72-6143, the administrator or other school employee whose signature appears below is reporting the following crimes.

{Briefly describe each incident and the person/s involved in felonies, misdemeanors and weapons}

Date	School/Location	Student/s or Person/s Involved	Brief Description
1.			
2.			
3.			
4.			
5.			

School Districts are required by Federal Law and K.S.A. 72-6311 to protect the privacy rights of students under the age of 18.

Signed: _____
Administrator or other school employee.

cc: Superintendent of Schools, USD 506 Student/s file

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

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

The administration shall propose, and the board shall review and approve a plan to address bullying as prohibited herein.

The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board.

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

Approved: October 13, 2008; 6/13

JDDC SHORT MODEL BULLYING PLAN

USD 506 Bullying Plan

(Also see Policies GAAE and JDDC)

Bullying means: Any intentional gesture or any intentional written, verbal, electronic, or physical act or threat either by any student, staff member, or parent towards a student or by any student, staff member or parent towards a staff member that is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of:

- Harming a student or staff member, whether physically or mentally;
- Damaging a student's or staff member's property;
- Placing a student or staff member in reasonable fear of harm; or
- Placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

Bullying also includes cyberbullying. "Cyberbullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.

Additionally, bullying means any form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to K.S.A. 72-6147 or subsection (e) of K.S.A. 72-1138, and amendments thereto. USD 506 will not tolerate these actions by students, staff, or parents.

For the purposes of this plan and its authorizing policies, "parent" includes a biological, adoptive, or step-parent; guardian; custodian; or other person with authority to act on behalf of a student.

Similarly, a "staff member" means any person employed by the district.

Any act of bullying by either an individual student or group of students towards a student or staff member of the district is prohibited on or while utilizing school property, in a school vehicle, or at school-sponsored activities, programs, and events. This policy applies to students who directly engage in an act of bullying, to students who, by their behavior, support another student's act of bullying, and to all staff members and parents who engage in similar behaviors.

Training concerning identifying, reporting, investigating, and preventing bullying behaviors as outlined in district policies and this plan shall be provided to students and staff members using resources available for such purpose

JDDC SHORT MODEL BULLYING PLAN

and shall be provided through school assemblies, staff development, or other appropriate forums at least {annually}.

USD 506 focuses on bullying prevention by:

1. Developing a bullying prevention program based on the KSDE Bullying Prevention Resource Toolkit including addressing bullying, building adult capacity to change climate and culture, curriculum and instructional resources, and measuring social -emotional learning;
2. Using the Kansas State Department of Education's Social - Emotional and Character Development Standards to address school bullying and student mental health;
3. Implementing a social- emotional learning curriculum that includes an anti-bullying family engagement component;
4. Providing students and families with information and resources annually on bullying, cyberbullying, digital citizenship and how to make smart choices on-line;
5. Providing students and families with the district's student behavior expectations relating to bullying and explanations for incidences that do not meet the legal definition of bullying;
6. Tracking incidences of bullying including physical, cyber, verbal, and relational bullying and reporting this information to the Kansas State Board of Education;
7. Collecting data on bullying incidences from social emotional data sources and annually reviewing this information with the board of education;
8. Developing cultural awareness and understanding that certain demographic groups are disproportionately bullied at a higher rate than peers based upon sex, disability, socio-economic status, religious beliefs, gender identity and expression, sexual-orientation, and race/ethnicity (including migrant populations);
9. Requiring all school employees to complete the following bullying prevention, identification, reporting and training module as provided by our counseling staff, Greenbush, and/or community resources.

JDDC SHORT MODEL BULLYING PLAN

The board or the district administration on behalf of the board may seek student, staff, parent, and/or community input on the adoption, revision, and/or implementation of the board's bullying policies or plan as directed or approved by the board.

No teacher, administrator, or school district employee shall engage in, permit, or tolerate bullying.

Retaliation against a victim, good faith reporter, or a witness to bullying is prohibited. A student or staff member who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying, shall be subject to discipline in accordance with school district policy and procedures. The school administration and/or board may consider the following factors when determining an appropriate disciplinary action for such prohibited conduct: the ages of the parties involved; the developmental and maturity levels, special education needs of the parties involved, and the nature, frequency, and severity of the behavior.

Discipline guidelines for student bullying may be found in student and employee handbooks. Offenses over time or single offenses which are severe in nature may result in discipline up to and including suspension and/or expulsion or termination from employment. Parents participating in prohibited bullying conduct aimed at district students and/or staff members may jeopardize their access to district facilities; district property; school sponsored activities, programs, and events; and/or district students and/or staff members through the district's communication systems. As appropriate, reports to local law enforcement will be filed to report criminal bullying behaviors. (See Policies EBC, GAAC, GAACA, JGEC, JGECA and KN)

Approved: July 12, 2021

KASB Recommendation – 6/18; 6/21

JDDC REPORT TO LOCAL LAW ENFORCEMENT (BULLYING)

Report to Local Law Enforcement
USD 506 Labette County

Pursuant to Kansas law, the administrator or other school employee whose signature appears below is reporting the following crimes.

Briefly describe each incident and the person/s involved in a misdemeanor or felony behavior at school, on school property, or at a school activity.

Date	School/Location	Student/s or Person/s Involved	Brief Description of bullying incident/s.
1.			
2.			

School Districts are required by Federal Law and K.S.A. 72-6311 to protect the privacy rights of students under the age of 18.

Signed: _____
Administrator or other school employee

c/superintendent, USD 506; c/student's file/employee's file as allowed by applicable negotiated language

Bullying Behavior Report Form

Name of student(s) engaging in bullying behavior _____

Name of targeted student(s) _____

Date and time of incident _____

Location of incident _____

Behavior was witnessed/reported (circle) by _____

Person completing the report _____

Bullying behavior was: (circle)

Physical

Social

Emotional

Hitting

Gossiping

Insulting gestures

Kicking

Spreading rumors

Name-calling

Pushing

Ostracizing

Teasing

Harming property

Humiliating

Other _____

Other _____

Other _____

Brief Summary of Incident:

USD 506 Discipline Report

_____ _____ _____
 Date Student Referring Faculty

Misconduct:

- | | |
|---|---|
| <input type="checkbox"/> Truancy: | <input type="checkbox"/> Disruption of the Learning Environment: |
| <input type="checkbox"/> 1st Hr. Tardy: | <input type="checkbox"/> Non-Compliance with a Reasonable Request: |
| <input type="checkbox"/> Excessive Tardiness: | <input type="checkbox"/> Profanity: |
| <input type="checkbox"/> I.D. Badge Violation: | <input type="checkbox"/> Inappropriate Physical Contact: |
| <input type="checkbox"/> Harassment / Intimidation: | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Insubordination: | |
| <input type="checkbox"/> Second attempt to gain compliance. (I.S.S. or O.S.S.) | |

Students not complying with the original assignment will be issued an I.S.S. or O.S.S. consequence.

Note: _____

Level Violation: 2 3 4

Disciplinary Action:

Date:

Time:

- | | | | |
|--|----------------|---|--------------------------|
| <input type="checkbox"/> Detention | ____/____/____ | 7:00 - 7:50 a.m. | <input type="checkbox"/> |
| <input type="checkbox"/> ISS Closed Lunch | ____/____/____ | 7:30 - 7:50 a.m. | <input type="checkbox"/> |
| <input type="checkbox"/> Campus Closed Lunch | ____/____/____ | 1 st Lunch / 2 nd Lunch | <input type="checkbox"/> |
| <input type="checkbox"/> Closed Hallway | ____/____/____ | 3:05 - 3:30 p.m. | <input type="checkbox"/> |
| <input type="checkbox"/> In School Suspension | ____/____/____ | 3:05 - 4:00 p.m. | <input type="checkbox"/> |
| <input type="checkbox"/> Out of School Suspension | ____/____/____ | 3:05 - 5:30 p.m. | <input type="checkbox"/> |
| <input type="checkbox"/> _____ | | 7:45 - 3:30 p.m. | <input type="checkbox"/> |
| | | 7:45 a.m.-5:30 p.m. | <input type="checkbox"/> |

White-Office

Copy-Parent

Copy-Student

 Administrator

JF Academic Achievement

JF

Staff shall establish high expectations for all students. These expectations shall be based on individual student ability to meet the board approved learning objectives for each subject.

Reporting (See JR et seq.)

Periodic reports on each student's mastery of the approved learning objectives shall be issued to the parents.

Report Cards (See JR et seq.)

Report cards shall be issued to each student at the end of each specific grading period for each subject taken. Reasons for deficiencies and/or failures shall be given. The superintendent shall develop standard reporting forms for each grade level.

Approved: KASB Recommendation-7/96

JFA

Peer Grading of Assignments

JFA

Limited Peer Grading Allowed

Peer grading shall be allowed when the teacher believes peer grading will be a valuable learning experience for the class. During a peer grading activity, the teacher shall use the activity to help students review class concepts or objectives. If peer grading is allowed, students shall not be asked to publicly reveal either their own grade or the grade of another student.

Approved: November 11, 2002

JFAB Student Conferences

JFAB

Teachers shall be available for student conferences at mutually convenient times.

Approved: KASB Recommendation-7/96

JFAC Parent Conferences

JFAC

Teachers shall be available for parent conferences at mutually convenient times. The principal may schedule individual or building-wide parent-teacher conferences as necessary.

Approved: KASB Recommendation-7/96

JFB Promotion and Retention

JFB

Students may be promoted when they have demonstrated mastery of the board-approved learning objectives.

Approved: KASB Recommendation-7/96

JFB-R Promotion and Retention

JFB-R

The final decision to promote or retain a student shall rest with the principal after receiving information from parents/guardians, teachers and other appropriate school personnel.

Approved: KASB Recommendation-7/96

JFC Graduation Exercises

JFC

Students who have completed the requirements for graduation may be allowed to participate in graduation exercises unless participation is denied for appropriate reasons. Graduation exercises shall be under the control and direction of the building principal.

Approved: KASB Recommendation-7/96

JFCA Early Graduation (See IHF)

JFCA

Students who complete all state and local graduation requirements may request permission to graduate early.

Approved: KASB Recommendation-7/96

JFCA-R Early Graduation (See IHF)

JFCA-R

A student who wishes to graduate from high school early may request permission to do so. The student and parents shall consult with high school administrative and/or guidance personnel in order to develop a graduation plan. The board shall approve or deny each request based on the circumstances of the individual student. The student's request shall be in writing, addressed to the superintendent, shall state the reasons supporting the request, include a copy of the graduation plan and a letter of support from the student's parents. The letters of request shall be sent to the superintendent who shall forward them to the board.

Approved: KASB Recommendation-7/96

JGA Student Insurance Program

JGA

Parents or guardians shall be notified annually in writing of student insurance provided by the district, and that medical expenses not covered by such policies are the responsibility of the parents.

Principals shall keep a record of the students who enroll in the group insurance program.

Approved: KASB Recommendation-7/96

JGC Health Assessments and Physicals (See JGCB)

JGC

Unless otherwise provided herein, all students under the age of nine shall submit evidence they have undergone a health assessment prior to entering kindergarten or before enrolling in the district for the first time.

The above requirement is not to serve as a barrier to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The district shall work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary documentation of health assessments.

All students engaged in athletic activities covered by KSHSAA rules shall provide the building principal with proof of a physical examination and clearance to participate.

Principals shall work cooperatively with local, county, and state health agencies to disseminate materials related to the availability of health assessments.

Approved:

KASB Recommendation – 7/96; 4/07; 12/15; 12/16; 7/17

The board is committed to providing a school environment that promotes student health and wellness as part of the total learning experience for its students. To this end, the board shall promote and monitor a local health and wellness plan that includes methods to promote student health and wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. The plan shall:

- Include goals for providing proper student nutrition promotion and education, physical activity, and other school-based activities designed to promote student wellness which are based on evidence-based strategies and techniques;
- Meet federal nutrition standards and guidelines for all foods and beverages provided to students in each school during the school day;
- Ensure standards and nutrition guidelines for all foods and beverages sold to students during the school day at each district school are consistent with the requirements of the School Breakfast Program, the National School Lunch Program, and the competitive food standards established pursuant to the National School Lunch Program;
- Provide students with opportunities to improve personal health and disease prevention;
- Develop essential health skills necessary to maintain and enhance personal and community health behaviors;
- Include goals for addressing student social and mental health needs;

- Develop skills to prevent injury; and
- Understand the effects and consequences of nicotine, alcohol, and drug use.

The Superintendent or designee shall be responsible for the implementation and oversight of this policy and plan to ensure each of the district's schools, programs, and curriculum is compliant with this policy, the plan, and existing law and regulations.

Each building principal or designee shall annually report to the superintendent or designee regarding compliance in his/her school. Staff members responsible for programs related to school health and wellness shall also report to the superintendent or designee regarding the status of such programs. The superintendent or designee shall then annually report to the board on the district's compliance with law, policy, and the district's plan related to school wellness.

Health and Wellness Committee

The board shall establish a health and wellness committee comprised of, but not necessarily limited to, at least one of each of the following: school board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher, and member of the public.

The health and wellness committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing, and periodically reviewing and updating a school health and wellness policy and plan that complies with law to recommend to the board for adoption.

The health and wellness committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and

promotion, physical activity, and other school-based activities that promote student health and wellness as part of the policy and plan development and revision process.

The superintendent or designee and the health and wellness committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy and plan as part of a continuous improvement process to strengthen them and ensure proper implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

- The extent to which district schools are in compliance with law, policy, and its plan related to school health and wellness;
- The extent to which this policy and plan compare to model local health and wellness policies; and
- A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy and health and wellness plan based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; health and wellness goals are met; new health science, information, and technologies emerge; or new federal or state guidance or standards are issued.

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy and plan via the district website, student handbooks, newsletters, or other efficient communication methods. This annual notification shall include information on how to access the school health and wellness policy and plan; information about the most recent triennial

assessment; information on how to participate in the development, implementation, and periodic review and update of the school health and wellness policy and plan; and a means of contacting health and wellness committee leadership.

Recordkeeping

The district shall retain records documenting compliance with the requirements of the school health and wellness policy, which shall include:

- The written school health and wellness policy and plan;
- Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the school health and wellness policy and plan and any updates to these documents;
- Documentation of efforts to review and update the school health and wellness policy and plan, including who was involved in the review and methods used by the district to inform the public of their ability to participate in the review; and
- Documentation demonstrating the most recent assessment on the implementation of the school health and wellness policy and plan and notification of the assessment results to the public.

Approved: 04-12-2021

KASB Recommendation—6/05; 4/07; 6/14; 12/15; 6/17; 12/20

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

DISTRICT HEALTH AND WELLNESS PLAN

The board offers the following district health and wellness plan as a supplement to its health and wellness policy, JGCA. This plan reflects some of the board's elected methods to promote student health and wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. This plan is periodically revised in accordance with policy JGCA. Questions concerning its contents may be directed to _____, president of the district's health and wellness committee at _____ or to the superintendent at _____.

NUTRITION PROMOTION AND EDUCATION

Designated instructional staff will integrate nutrition education into the district's sequential, comprehensive health education program. The program will be reviewed and updated, as appropriate.

Nutrition education will be interactive and will endeavor to provide students with the knowledge and skills needed to adopt healthy eating behaviors.

Nutrition education may be provided in school cafeterias, as well as in the classroom, with coordination between the food service personnel and teachers.

The district will provide appropriate training to the staff members responsible for providing nutrition education and training to students on strategies for promoting healthy eating behaviors.

Consistent nutrition messages will be disseminated throughout the district, schools, classrooms, cafeterias, homes, and community utilizing one or more of the following methods:

1. Handouts;
2. Posters and bulletin boards;
3. Postings on the district's website;
4. Articles and information provided in district or school newsletters;
5. Presentations that focus on nutritional value and healthy lifestyles;
6. Special programs that highlight aspects of nutrition education; and
7. News media.

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

Lessons and Activities

District staff will develop and implement nutrition education lessons and activities for all grades that are appropriate to the student's age and developmental levels.

Instructional staff will be requested to integrate nutritional themes into daily lessons and activities, as appropriate, to complement the academic standards based on nutrition education. Nutritional themes may include, but are not limited to:

1. Knowledge of USDA dietary guidelines;
2. Sources and variety of foods;
3. Guide to a healthy diet, including snacks and the importance of breakfast;
4. Concepts of control and prevention of disease and nutritional deficiencies;
5. Use and misuse of dietary supplements;
6. Understanding calories;
7. Understanding and using food labels;
8. Essential nutrients and their relationship to physical performance and body composition;
9. Appreciating cultural diversity related to food and eating;
10. Recognizing appropriate serving sizes;
11. Safe food preparation, handling, and storage; and
12. Identifying and limiting junk food.

District staff members are expected to be supportive in helping students to practice the nutritional themes used in lessons and activities.

Family and Community Involvement

The superintendent or designee will be responsible for promoting family and community involvement in supporting and reinforcing nutrition education in the schools utilizing one or more of the following methods:

1. Nutrition education materials are sent home with students, posted in school buildings, and made available on the district's website;
2. Parents/Guardians are encouraged to send healthy snacks/meals to school;

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

3. Families are invited to attend any exhibitions of student nutrition projects or health fairs;
4. Nutrition education workshops and screening services may be offered;
5. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) may be established on the district's website to inform families about supplemental nutritional services available in the community;
6. Nutrition education curriculum may include homework that students can do with their families, such as:
 - a. Reading and interpreting food labels,
 - b. Reading nutrition-related articles, and
 - c. Preparing healthy recipes; and
7. School staff members will be encouraged to cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition, as appropriate.

PHYSICAL ACTIVITY

Developmentally appropriate physical activities during the school day for students will be designed to achieve optimal health, wellness, fitness, and performance benefits, and may include the following:

1. Daily school-wide exercise program for students in which all students participate in their classrooms;
2. Physical activity breaks for students between lessons or classes, as appropriate; activities will be planned to maximize student participation;
3. Providing information to parents/guardians that encourages students' physical activity outside the school environment, such as outdoor play at home, sports, recreation programs, before and after-school programs, community programs, etc.;
4. Establishing guidelines governing the age-appropriate physical activity opportunities for students that will be provided in each school;
5. Offering and supervising walking programs for students on school property before school, at lunch, or after school;
6. Daily recess periods for elementary school students featuring time for unstructured but supervised active play;

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

7. Introducing physical activities other than competitive sports to students;
8. Organizing and supervising walking trains for students going to and coming home from school;
9. Programs conducted before and after school in district facilities providing developmentally appropriate physical activities to students in an effort to promote physical activity. Designated staff will meet with providers of before and after-school programs in district facilities to discuss and support opportunities for physical activity for attendees;
10. Sending students home with suggestions for physical activities for use by parents/guardians through:
 - a. Monthly suggested activity calendars,
 - b. Periodic information and updates,
 - c. Notices of family activity events taking place in the schools or community;
11. Promoting the use of school facilities by students and the community for physical activity, fitness, sports, and recreation programs offered by district schools and/or community-based organizations outside of school hours through:
 - a. Announcements,
 - b. Posted notices,
 - c. Newsletters,
 - d. District's website,
 - e. District's calendar,
 - f. News media.

PHYSICAL EDUCATION

Professional staff will provide physical education instruction that complies with the established curriculum and academic standards to ensure that students develop required skills and knowledge.

The physical education curriculum and program will be reviewed and updated, as appropriate.

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

District schools will encourage all students to participate in physical education classes.

Physical education staff will utilize appropriate instructional strategies that provide meaningful inclusion of all students, regardless of skill or fitness level.

The district's physical education programs will:

1. Provide physical activity options and alternatives from a variety of categories such as outdoor, rhythmical, and lifetime;
2. Feature cooperative as well as competitive games;
3. Teach self-management skills as well as movement skills;
4. Actively teach cooperation, fair play, and responsible participation;
5. Promote participation in physical activity outside of school;
6. Endeavor to be an enjoyable experience for students;
7. Encourage lifelong participation in health-enhancing physical activities;
9. Attempt to create a positive learning environment in which students feel safe and supported; and
10. Utilize physical activities that are developmentally appropriate.

Suitably adapted physical education will be included, when practicable, as part of a student's IEP, Section 504 Plan, or accommodation when chronic health problems, disabling conditions, or other special needs preclude such student's participation in regular physical education instruction or activities. Documented medical conditions and disabilities will be accommodated in accordance with the applicable IEP or Section 504 Plan.

An annual assessment and inventory of equipment, facilities, and resources used for physical education courses will be made by physical education staff. Equipment, facilities, and resources determined to be obsolete, out-of-date, unusable, or unsafe will be reported for disposition.

Physical education staff will attend professional development opportunities and inservice programs, in accordance with board policy.

District schools will discourage the withholding or use of physical education solely as a form of punishment.

Student physical activity on school grounds during school hours will be supervised to enforce safety rules and to attempt to prevent injuries.

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

Building administrators are encouraged to notify district staff that physical activity (e.g., recess) will not be used or withheld as a form of punishment;

Assessment

A local assessment system may be implemented to track student progress on the Health and Physical Education academic standards. Course grades will be awarded in the same manner grades are awarded in other subject areas and will be included in calculations of grade point average, class rank, and academic recognition programs.

Family and Community Involvement

To promote family and community involvement in supporting and reinforcing physical education in the schools, the building principal or designee will be responsible for ensuring that:

1. Physical education activity ideas are sent home with students;
2. Parents/Guardians are actively encouraged to promote their child's participation in the school's physical education programs and any after-school activities through information distributed by the school;
3. Families are invited to attend and participate in physical education activity programs and health fairs when held;
4. Physical education curriculum may include homework that students can do with their families.
5. School staff is encouraged to consider student preferences and interest when developing physical education programs.
6. School staff is encouraged to work with local recreation agencies and community organizations to provide opportunities for students to participate in physical activity programs outside of school.

OTHER SCHOOL BASED ACTIVITIES

Drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.

1. Students shall be provided a clean and safe meal environment.

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

2. District administrators may consider offering alternative service models to increase school breakfast participation, such as breakfast served in the classroom and “grab & go breakfast” to reinforce the positive educational, behavioral, and health impacts of a healthy breakfast.
3. Students shall have access to hand washing or sanitizing before meals and snacks.
4. { } Access to the food service operation shall be limited to authorized staff.
5. { } Nutrition content of school meals shall be available to students and parents/guardians upon request.
6. { } The district shall provide appropriate training to staff on the components of the school health and wellness policy and plan.
7. { } Fundraising projects submitted for approval shall be supportive of healthy eating and student health and wellness or at least neutral on that topic.
8. { } The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.
9. { } _____ other.

FUNDRAISERS

Fundraising projects must be submitted for district approval in accordance with district policy. School fundraising activities will be approved with consideration of the following:

1. Fundraising activities held during the school day involving the sale of food or beverages will be limited to foods that meet the USDA Smart Snacks in School nutrition standards, unless an exemption is approved by the building principal;
2. Availability of any food or beverage items sold as part of a fundraising activity will be restricted until at least thirty (30) minutes after the last lunch period;
3. Fundraising activities that promote physical activity will be encouraged; and
4. District staff members are encouraged to select foods and beverages which are low in sugar and fat content to be sold as part of any fundraisers for school sponsored activities, programs, or events outside of the school day.

For purposes of this regulation, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

Copies of this administrative regulation will be available in the central office and will be distributed to activity sponsors, student treasurers of school activities, and other interested individuals and groups.

Exempt fundraiser foods or beverages may not be sold in competition with school meals in the food service area during the meal service.

NUTRITION GUIDELINES FOR ALL FOODS/BEVERAGES AT SCHOOL

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

Competitive Foods

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts, and fundraisers conducted during the school day.

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.

For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.

Non-Sold Competitive Foods

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives: (CHOOSE ONE OF THE OPTIONS BELOW)
 - a. { } Foods and beverages shall not be used as a reward or incentive in district schools.
 - b. { } Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).
 - c. { } _____ other.
2. Classroom Parties and Celebrations: (CHOOSE ONE OR MORE OF THE OPTIONS BELOW)
 - a. { } Only non-food based parties and celebrations shall occur on the school campus during the school day in district schools.
 - b. { } Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
 - c. { } Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
 - d. { } Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:
 - Fresh fruits/vegetables; and
 - Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk, or nonfat milk.
 - e. { } When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
 - f. { } Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.
 - g. { } _____ other.
3. Shared Classroom Snacks:

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

- a. { } Shared classroom snacks are not permitted in district schools
- b. { } _____ other.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbook, newsletters, posted notices and/or other efficient communication methods.

Marketing/Contracting

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.

Exclusive competitive food and/or beverage contracts shall be approved by the board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.

SAFE ROUTES TO SCHOOL

District schools may provide appropriate instruction on walking and bicycling safety to students.

To make walking and biking to school safer and easier for students, improvements to school zone traffic safety may be made by:

1. Developing drop-off and pick-up procedures and informing students, parents/guardians, and district staff by means of:
 - a. Publication in handbooks;
 - b. Reminders to parents/guardians in the form of letters or emails at the start of each school term and as necessary throughout the school year;
 - c. Presentation at a student assembly;
 - d. Presentation at a parents meeting; and/or
 - e. Posting of notice/signs.
2. Designating a drop-off and pick-up zone to discourage traffic congestion in front of schools;

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

3. Conducting regular traffic safety training for school personnel, volunteers, and students who drive to school;
4. Encouraging carpooling to alleviate traffic congestion in front of schools;
5. Staggering school arrival and dismissal times for different grades to minimize the flow of traffic; and
6. Using a designated employee, parent/guardian, or volunteer at drop-off locations to open the student's door and expedite the drop-off process.

Designated school personnel, police, and volunteers may periodically evaluate drop-off and pick-up conditions and provide safety information and instruction to drivers.

The Superintendent or designee may meet periodically with local municipality officials, law enforcement, and community organizations to develop, evaluate, and maintain safe routes to school.

In cooperation with the local ordinances and laws, physical improvements such as curb striping and signage revision may be made to the school's drop-off and pick-up zones and/or parking and stopping spots.

PERSONAL AND COMMUNITY HEALTH

The district will provide a framework to educate, support, and promote health enhancing behaviors and programs for students levels. Research demonstrates that healthy students do better in school and score higher on achievement tests. Parents should be involved with the health education provided to their students. Students will be provided opportunities to learn and understand personal health, prevention and control of disease, the dangers of substance use, abuse and additions, mental and emotional health, injury prevention and safety, and community health needs which may include:

- Major body systems, functions, and relationships between systems;
- Healthy personal hygiene habits;
- Importance of personal health and seeking health care;
- Value of and recommended sleep amounts;
- Health and unhealth habits;
- Leading causes of death and risk behaviors;
- Disease prevention skills;
- Communicable and noncommunicable diseases;
- Relationship between nutrition, exercise, and disease prevention;

JGCA DISTRICT HEALTH AND WELLNESS PLAN

(Sample Plan)

- Structure and functions of the immune system;
- Drug types and dangers of alcohol, tobacco, and other illegal drugs;
- Refusal skills;
- Physical and psychological addictions;
- Cumulative risk behaviors;
- Addictive substances and effect on health;
- Personal strategies for drug free living;
- Communicating care, consideration, and respect;
- Developing stress management skills;
- Avoiding negative self-talk, self-harm, and suicide;
- Developing positive body image and self-esteem;
- Expressing feelings, wants and needs in a health manner;
- Role of the individual in maintaining a healthy community;
- Local community health needs, issues, and events; and
- Opportunities to develop and maintain a healthy community.

Approved: 04-12-2021

KASB Recommendation – 12/20

Unless provided otherwise herein, all students enrolling in any district school shall provide the building principal with proof of immunization of certain diseases or furnish documents to satisfy statutory requirements. Booster shots mandated by the Secretary of the Department of Health and Environment are also required.

Notice of this policy and the applicable state law shall be distributed to parents or guardians of current and prospective district students on or before May 15th of each school year. The superintendent shall issue a news release each August explaining the required inoculations and booster shots. Parents may delegate in writing their authority to consent to immunizations. At the beginning of a school year, school boards shall provide information on immunizations applicable to school age children to parents and guardians of students in grades six through 12. The information on immunizations shall include:

- (1) A list of sources for additional information; and
- (2) related standards issued by the national centers for disease control and prevention.

Students who fail to provide the documentation required by law may be excluded from school by the superintendent until statutory requirements are satisfied. Notice of exclusion shall be given to the parents/guardians as prescribed by law. Students who are not immunized against a particular disease(es) may be excluded from school during any outbreak.

The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by

JGCB Inoculations

JGCB-2

the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The district shall work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary documentation of inoculations.

Each principal shall forward evidence of compliance with the inoculation law to other schools or school districts when requested by the school or by the student's parents/guardians and shall work cooperatively with local, county, and state health agencies to disseminate materials related to the availability of inoculations.

Approved:

KASB Recommendation – 7/96; 9/97; 4/07; 6/08; 12/15; 12/16; 7/17

JGCBA Automated External Defibrillators (AED)

JGCBA

If the board approves their use in district schools and other facilities, automated external defibrillators shall be used only by qualified persons as required by law.

To be qualified, a district employee shall have completed all training, and have demonstrated proficiency in the use of the AED as required by current law. The district and qualified (trained) staff shall be immune from civil liability for operation of an automated external defibrillator.

Approved: October 13, 2008

Any student noted by a physician, or the school nurse, or local health officer as having a communicable disease may be excluded from school for the duration of the illness. The student will be readmitted to regular classes upon termination of the illness, as authorized by the student's physician, the local health officer, or after the expiration of any period of isolation or quarantine.

The board reserves the right to require a written statement from the student's physician or local health officer indicating that the student is free from all symptoms of the disease.

If a student is absent from regular classes for more than three consecutive days or the principal has been notified that a student has or is suspected of having a communicable disease, the principal shall determine whether a release shall be obtained from the student's physician or local health department before the student reenters school.

Decisions regarding the type of education and the setting for provision of educational services for a student with a communicable disease shall be based on the child's medical condition, the child's educational needs, and the expected type of interaction with others in the educational setting. Final decisions will be made by school administration after receiving input from the student's physician, public health personnel, the student's parent or guardian, and personnel associated with the proposed care or educational setting.

Approved: 04-12-2021

KASB Recommendation – 7/96; 6/01; 4/07; 12/15; 12/20

Health Screenings

JGCD

Vision, hearing, and dental screenings will be conducted in the district as part of the overall health services program. Such screenings will be administered in accordance with state law. When appropriate, other screenings deemed beneficial to students may be performed in the school health program.

When these screenings cannot be performed by district staff, the board authorizes the superintendent to identify healthcare service providers to provide them. Such healthcare service providers shall be required to enter into a contract with the district prior to providing any screenings or other services to students in the school setting.

Vision Screenings

Basic vision screenings shall be provided to students without charge according to the following schedule:

- Annually for every child participating in IDEA part B programs;
- At least once each school year for students in kindergarten and grades one, two, three, five, seven, and ten;
- Within the first year of enrollment in the district;
- Upon request by the parent or guardian of a student enrolled in an accredited nonpublic school who resides in the school district.

These basic vision screenings shall be performed by a vision screener designated by the board, who shall follow current state vision screening guidelines for performing the screenings. The results of the screening and, if necessary, referral for an examination by an ophthalmologist or optometrist shall be reported to the parents or guardians of the student. Any referral shall not show a preference in favor of any particular ophthalmologist or optometrist to provide an additional examination.

While not part of the board provided vision screening program, each student needing assistance in achieving mastery of basic reading, writing, and mathematics skills shall be encouraged to obtain an eye examination by an optometrist or ophthalmologist to determine if the student suffers from conditions impairing the ability to read. Expense for such an examination, if not reimbursed through Medicaid, private insurance, or any other governmental or private program, shall be the responsibility of the student's parent or guardian.

Hearing Screening

Each year hearing screening procedures will be conducted for students in their first year of school attendance in the district. Such procedures will be provided for other students at a frequency of not less than once every three years unless otherwise specified by state law. Students known to have hearing

difficulties and students referred by teachers, parents, and/or physicians will be screened regardless of grade level.

Under certain conditions, hearing screening services are provided for students residing within district boundaries who are enrolled in accredited non-public schools. These services are coordinated between the administration of the accredited nonpublic school and district administration and require a request from the student's parent or guardian. Implementation of the program for nonpublic school students follows the same guidelines as for district students.

The results of the test and, if necessary, the desirability of examinations by a qualified physician shall be reported to the parents or guardians of students screened.

Dental Screenings

Free dental inspections will be provided to students annually, planned for by designated school staff, and conducted by appropriate dental care providers. Students presenting a certificate from a legally qualified dentist providing that a dental examination was completed in the three months prior to the school dental inspection need not be provided with an inspection.

A certificate of the result of a school dental inspection, together with suggestions of requirements for the curing of any defects found, shall be made by the dental care provider making such inspection. One copy of this certificate is to be furnished to the child examined, and another will be filed with the clerk of the board. No dental work other than the inspection and provision of the certificate shall be performed by the examining dental care provider without the consent of the parents or guardian of the child.

Selected Screenings

Other screening procedures may be deemed appropriate and beneficial to students. Designated staff will assist in the planning and implementation of other screening programs following standard procedures.

Screening results and referrals, when necessary, will be communicated to parents.

In accordance with state law, the parent or guardian of any child entering school for the first time shall be informed of the availability of sickle cell screening and of the location of the nearest facility providing blood tests for sickle cell trait and sickle cell anemia.

Approved:

KASB Recommendation – 6/16; 6/22

JGD Student Psychological Services

JGD

Various psychological services are available to students through the district, cooperative special education programs, the county and the state. Results of any such psychological service, testing program or consultation services will be kept in strict confidence by school authorities and shall be governed by JR through JRD.

Approved: KASB Recommendation-7/96

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex/gender, including sexual harassment. Harassment based on gender identity or gender expression is expressly prohibited as outlined in this policy. Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee, or third party (visitor, vendor, etc.) to sexually harass any student, employee, or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when: (1) submission to such conduct is made, explicitly or implicitly, a term or condition of the individual's education; (2) submission to or rejection of such conduct by an individual is used as the basis for academic

decisions affecting that individual; or (3) such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include, but is not limited to: verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extra-curricular activities, etc.

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

Complaints of sexual harassment should be addressed to the building principal, another administrator, the guidance counselor, or another certified staff member. Any other district employee who receives a complaint from a student shall inform the building principal. If the student's complaint is about the building principal, the complaint should be reported to the district compliance coordinator.

Complaints made under this policy will be resolved using the district's complaint procedures in policy KN.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes sexual harassment under the definition outlined above. Unacceptable student conduct may or may not constitute sexual harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are

unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

An employee who witnesses an act of sexual harassment shall report the incident to the building principal. Employees who fail to report complaints or incidents of sexual harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of sexual harassment may also face disciplinary action.

When a complaint contains evidence of criminal activity or child abuse, the building coordinator or district coordinator shall report such conduct to the appropriate law enforcement or DCF authorities.

To the extent possible, confidentiality will be maintained throughout the investigation of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to take appropriate corrective action or to provide due process to the accused.

The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or grades. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in any investigation, proceeding, or hearing involving a sexual harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including expulsion for a student or termination of employment for an employee.

False or malicious complaints of sexual harassment may result in corrective or disciplinary action against the complainant.

A summary of this policy and related materials shall be posted in each district facility. The policy shall also be published in student, parent, and employee handbooks and on the district's website as directed by the district compliance coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually or published on the district's website.

Approved: 04/12/2021

KASB Recommendation - 7/96; 8/98; 7/03; 4/07; 6/13; 6/15