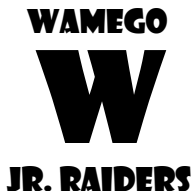


Central Elementary

Parent Handbook

2011-2012





CENTRAL ELEMENTARY SCHOOL

700 Poplar
Wamego, Kansas 66547

Teri Dow, Principal

Ph: 785-456-7271
Fax: 785-456-7172

Dear Students and Parents,

Welcome to Central Elementary School! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderful and successful year for our students.

This handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. We encourage you to take some time to closely review each section of the handbook. It provides beneficial information regarding practices, policies, procedures, and programs at Central Elementary. I would also encourage you to visit our district's website at www.usd320.com as updates and additional news and information are posted daily.

There are many options for involvement at CES. School volunteers are welcome and provide opportunities for parents, guardians, and other interested community members to support schools and participate in the educational experiences of children. In addition, we love having guests for lunch. Simply call in to the office by 8:30 a.m. on the day you plan to eat with your child. We encourage you to visit our school and/or call with any questions, comments, or concerns you may have.

We are looking forward to a fantastic school year!

Sincerely,

Teri Dow
Principal

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Introduction to Handbook

It is understood that the school principals, or their designee, shall have the discretion to modify the provisions contained in the student handbook in a manner that they deem to be appropriate to the circumstances to which they are applying said provisions. Neither the principals nor their designee have the authority to change or modify those provisions stated in the student handbook that are established by state or federal laws or regulations.

**Central Elementary Staff Handbook
Faculty and Staff 2011-2012**

Teri Dow - Principal
Linda Bruna – Administrative Assistant
Kim Stewart – Office Assistant

Kindergarten Teachers

Christy Boerner
Shannon Downs
Susan Martin
Joan Meyer
Roxie Peterson

First Grade Teachers

Marilyn Beck
Carole Conwell
Carrie Force
Leslie Healy
Nancy Shreve
Cheryl Stallard

Second Grade Teachers

Cheryl Blume
Deon Bollig
Kerri Haller
Cara Niehues
Deb Rice

Specials

Robin Butler – Counselor
Joanie Doperalski – Librarian
Jody Havice – Art
Annah Clark – Music
Barbie Norton - Technology
Monica Kabriel – Physical Education
Jenny Cordts – Title I Reading
Deb Long – Title I Reading

Special Services

Erica Carter – Special Ed.
Marsha DeHart – Special Ed.
Michelle Thompson– Special Ed.
Jenny Brase – Pre-School
Carrie Ficke – Pre-School
TBA – Pre-School
Chris Butler – Speech
Teresa Pettay - Speech
Nathan Downs - Psychologist
Dotty Schuckman – Social Worker
Mike Bilderback – Special Services Director

Paraeducators

Sarah Bloom
Suzette Detwiler
Sabine Ginavan
JillTheiman
Hazel Jackson

Wendy Reeves
Susan Roberts
Christy Roscovius
Tamara Shults
Megan Wagoner

Building Aides

Donis Artzer
Jill Blanka
Dawn Sackrider
Linda Krebs
Dawn Vontz

Reading Assistants

Linsey Adams
TBA

Nurse

Cathe Ira

Custodians

Lee Platz
Marilyn Ferris
Patty Heath

Food Service

Brenda Anderson
Brenda Brazzle

Central Elementary Site Council

(Officers for 2010-2011)
Michelle Koch, president
Angie Matthews, vice-president
Angela Allenbrand, secretary

Board Of Education Members

Mark Bettencourt
Richie Chrest
Ken Hitch
Mike Malin
Amy Schwein
Richard Weixelman
Philip Wethington

Kathryn Mayfield, Clerk of the Board

MISSION STATEMENTS

Central Elementary School

Our school is committed to a partnership where school, family and the community work together to promote life-long learning with various intervention to meet individual needs for success.

Wamego USD 320

Wamego USD 320, a progressive and committed school district, in a cooperative effort with families and community, will educate students to be responsible, problem-solving citizens who produce quality work in their individual pursuit of excellence by offering relevant, academically challenging and diverse learning experiences.

CENTRAL ELEMENTARY VISION

The staff of Central Elementary will collaboratively foster a foundation of learning where all individuals

- Experience the joys of learning
- Feel safe, nurtured and accepted
- Achieve their highest potential
- And, are well prepared for the next step in their learning journey

STRATEGIC PLAN

The Wamego USD 320 Board of Education adopted a five-year strategic plan in January 1998. Following are the objectives, beliefs, and strategies for this plan. For a complete listing of the action plans for this strategic plan, please ask for a copy in the Central Elementary office.

Objectives

All students will:

- *Engage in productive behavior while in school.
- *Produce quality work.
- *Be self-motivated and goal oriented.
- *Master curriculum or their individual achievement programs.

Beliefs

- *The family is the primary influence on a child's development.
- *A community has a significant supporting role in the growth and development of its members.

- *All people are responsible and accountable for their own actions.
- *Society is enhanced by the development of its members.
- *Change is necessary for growth.
- *Excellence is achievable and worth pursuing.
- *All people have a capacity to learn.
- *Higher expectations promote higher results.
- *Learning is a lifelong process.
- *Each individual is valuable.

Strategies

- We will develop a comprehensive curriculum with valid, measurable outcomes and the assessment tools necessary to accurately measure student progress toward those outcomes.
- We will cultivate self-motivation and productive behavior in students.
- We will develop strategies that will require students to create and monitor personal and academic goals.
- We will develop and support a faculty who accepts the responsibility to challenge and motivate students.
- We will effectively communicate with students, parents, and community to form strong partnerships
- We will define the basic characteristics of quality student work, and develop a plan to communicate those to our community.

SCHOOL IMPROVEMENT

Central Elementary was first accredited by the Kansas State Board of Education in the spring of 1996 and continues to be fully accredited. Each year we review our assessment data and develop our School Improvement Plan around our goals which include:

- *All students will improve reading and writing skills.
- *All students will improve math/ problem solving skills.

Wamego USD 320 Learner Outcomes

Wamego USD 320 Learners Will Be...

***Effective Communicators...**

Producing, receiving and interpreting information clearly and concisely with appropriate technology.

***Self-Directed Achievers...**

Setting, evaluating, and achieving personal and group goals.

***Productive Team Members...**

Demonstrating the ability to work effectively in groups to achieve meaningful results.

***Involved Citizens...**

Contributing to the support and well being of the community.

***Adaptable Problem Solvers...**

Anticipating and assessing problems to choose appropriate solutions.

***Innovative Individuals...**

Demonstrating creativity and originality.

CENTRAL ELEMENTARY COLLECTIVE COMMITMENTS

1. We will support the learning process by forming a partnership with school, family and community.
2. We will model life long learning through our own professional and personal growth.
3. We will collaborate to use research-based instructional strategies to meet all student needs.
4. We will maintain a respectful environment where members are honest, flexible and listen with the intent to learn.
5. We will collaboratively design common and formative assessments to monitor student progress and guide future learning experiences.
6. We will maximize our resources (people and materials) to help each student be successful.
7. We will provide a nurturing environment that focuses on the development of the whole child.
8. We will be consistent with academic and behavioral expectations for all students.

SEXUAL HARASSMENT – JGEC

Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administration, certified and support personnel, students, vendors, and any others having

business or other contact with the school district is strictly prohibited.

It shall be a violation of district policy for any employee to sexually harass a student, for a student to sexually harass another student, or for any employee to discourage a student from filing a complaint lodged under the provisions of district 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:

- Submission to such conduct is made, explicitly or implicitly, a term or condition of the individual’s education;
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- Such conduct has the purpose or effect of interfering with an individual’s academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment may include, but 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 extracurricular activities, etc.

Specific examples of sexual harassment include:

- Making sexual comments or jokes;
- Looking or gesturing in a sexual manner;
- Touching, grabbing, pinching in a sexual way;
- Brushing up against;
- Flashing or mooning;
- Spreading sexual rumors about an individual;
- Pulling clothing in a sexual manner;
- Showing or giving sexual pictures, messages or notes;
- Blocking passage in a sexual way;

- Writing sexual messages or graffiti on walls, locker rooms, etc.;
- Forcing a kiss on someone;
- Calling someone gay or lesbian;
- Forcing someone to do something sexual other than kissing;
- Spying while someone is showering or dressing.

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

Any student who believes he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district's discrimination complaint procedure.

The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or grades. Confidentiality shall be maintained throughout the complaint procedure.

NON-DISCRIMINATION NOTICE

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. Mr. Doug Conwell, 510 E. Hwy 24, Wamego, KS 66547, 785-456-7643 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 he or she has been discriminated against may file a complaint with the building principal or the compliance coordinator.

Any student complaint of discrimination shall be resolved under district's discrimination complaint procedure.

SAFE, VIOLENCE-FREE, DRUG-FREE SCHOOL ENVIRONMENT

The Central Elementary community, as a part of Wamego USD 320, believes it is everyone's responsibility to keep our schools free of violence, drugs, and threats of any kind. The following are summaries of district policies regarding providing a safe and drug-free environment.

Behavior/Conduct – JCDA

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

The district shall cooperate with law enforcement in security matters and shall, as required by law, report criminal acts committed at school, on school property or at school-sponsored activities.

Drug Free Schools - JDDA

Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. The unlawful possession, use, sale or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity is prohibited.

Student Conduct

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

- a. Student shall not unlawfully manufacture, sell, distribute, dispense, possess or use illicit drugs, controlled substances or alcoholic beverages at school or on school district property, or at any school activity. Any student violating the terms of this policy will be reported to the appropriate law enforcement officials, and will be subject to:
 - 1. First Offense. A first time violator shall be subject to one or more of the following sanctions:
 - a. A punishment up to and including short-term suspension;

- b. Suspension from all student activities for a period of not less than two weeks;
- c. An evaluation from an acceptable drug and alcohol program. (Name(s) of acceptable programs are on file with the board clerk.)

2. Second Offense. A second time violator shall be subject to one or more of the following sanctions:

- a. Punishment up to and including long-term suspension;
- b. Suspension from all student activities for a period of not less than one month;
- c. A student placed on long-term suspension under this policy may be readmitted on a probationary status if the student agrees to complete a drug and alcohol rehabilitation program. (See JBC.) (Name(s) of acceptable programs are on file with the board clerk.)

3. Third and Subsequent Offenses. A student who violates the terms of this policy for the third time, and any subsequent violations, shall be subject to the following sanctions:

- a. Punishment up to and including expulsion from school;
- b. Suspension from participation and attendance at all school activities for the year;
- c. A student who is expelled from school under the terms of this policy may be readmitted during the term of the expulsion only if the student maintains regular attendance at an approved drug and alcohol education and rehabilitation program. (Name(s) of acceptable programs are on file with the board clerk.)

Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in board policies (See JDD) and Kansas Statutes, K.S.A. 72-8901, et.seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. Drug and alcohol counseling and

rehabilitation programs are available for district students. In the event a student agrees to enter into 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 available programs along with names and addresses of contact persons for the program is on file with the board clerk. Parents or students should contact the directors of the programs to determine the cost and length of the program.

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

Tobacco – JCDA

Possession and/or use of any tobacco product by students is prohibited in any attendance center, in any school-owned vehicle, at school-sponsored events or on the school grounds.

Weapons – JCDBB

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.

A student who brings a knife or blade of any kind will be suspended from school for not less than three (3) school days. Additional days may be added based on the offense.

Possession of a Firearm

Possession of a firearm **or other weapon** shall result in expulsion from school for a period of one calendar year, except the superintendent may recommend this expulsion requirement be modified on a case-by-case. Expulsion hearings for possession of a weapon shall be conducted by the superintendent **or the superintendent’s designee.**

Students violating this policy shall be referred to the appropriate law enforcement agency(ies) and if a juvenile to SRS **or the Commissioner of Juvenile Justice.**

Bully Prevention Plan

Definition of Firearms and Destructive Devices

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

The term “destructive device” means any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other device similar to any of these devices.

Vandalism – EBCA

The board shall seek restitution according to law for loss and damage sustained by the district. When a juvenile is involved in vandalism to district property, the principal shall contact the parents and explain their legal responsibility. The parents shall be notified in writing of the dollar amount of loss or damage.

Restitution payments shall be made by juveniles or their parents to the business office, and accounts shall be kept. Persons of legal age shall be held responsible for their own payments. If necessary, provisions may be made for installment payments. Accounts not paid in full within the specified time may be processed for legal action.

NOTIFICATION

In accordance with EPA regulations, this school has been inspected for materials that contain asbestos and an asbestos management plan has been developed and adopted.

This plan is on file in the school office. The plan complies with the AHERA mandated requirements for asbestos materials in schools. Any individual who would like to review the plan may do so by visiting the school office and requesting to see the plan.

The Bully Prevention Plan matrix can be found at the end of this document. All Central staff are expected to report bullying behavior to the child’s teacher and/or the principal. The teacher will document the reported behavior on the F-drive under the file of “Anti-Bullying” and follow the matrix in determining consequences for all students.

SCHOOL DAY

The school day for grades one through two consists of approximately six hours of classroom instruction plus an allotted amount of time for lunch. Hours are 8:10 a.m. – 3:30 p.m. An extracurricular event is defined as any event beyond the regular school day.

Kindergarten is a full day program with the option of morning only. All full day students will attend school approximately six hours of classroom instruction plus an allotted amount of time for lunch. Those attending morning only will attend school approximately three hours of classroom instruction.

The first few days of school for kindergarten will be a transition time. Dates will be determined after the first day of school is determined. Parents will be notified of those dates through the enrollment process from USD 320. All kindergarten students will attend half-day morning sessions only. School will dismissed at 11:20 the first several days. Followed by several days of students being dismissed at 1:00 and students will eat lunch at school. Parents must choose half-day kindergarten or full day kindergarten by the final week of transition. After this deadline any changes will be made based on the recommendation of the child’s teacher and the principal.

After the transition time is over, all full day students will attend school 8:10-3:30. Half-day students will attend school from 8:10-11:20.

ATTENDANCE/TRUANCY – JBD, JBE

Kansas State law states that a child must be in attendance in school unless illness prevents or there is an emergency.

There is a close relationship between school attendance and scholastic performance. Regular

attendance facilitates academic achievement, whereas excessive absences or irregular attendance generally tends to be detrimental to a student's progress.

1. Students are expected to attend school every day that school is in session. Parents should notify the school prior to going on out-of-town trips.
2. Parents are to notify the school office when their child is ill. Children arriving at school after 8:10 a.m. and before 10:00 a.m. will be counted tardy. Children arriving after 8:10 a.m. need to sign in at the office. Students arriving after 10:00 a.m. and before lunch are counted absent one-half day. Students will be counted absent one-half day if they leave school for the day before 2:00 p.m.

Definition of Unexcused Absences – JBD, JBE

The district's definition of an excused absence is: illness, death in the family, doctor and dentist appointment, trips with parents, work at home for parents only when a justifiable hardship can be shown, absence for any school related activity. Absences for any other reason shall be considered unexcused.

Definition of Significant Part of the School Day

A significant part of the day is being absent for three hours during any part of the day.

Attendance before a Program or Activity

To participate in an extracurricular activity, a student must attend school the half-day before the event. (Unforeseen circumstances could allow the principal to change this.) An extracurricular event is defined as any event beyond the regular school day.

Truancy

The building principal shall report students who are inexcusably absent from school to the appropriate authority (students 13 and under shall be reported to the local office of Social Rehabilitation Services).

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. Students who are absent for a significant part of any school day shall be considered truant.

ARRIVALS AND DEPARTURES

Students should not arrive prior to 7:45 a.m. in the morning. Students who ride the bus and eat breakfast are allowed in the building at 7:45 a.m. Students who walk or come by private vehicle and eat breakfast will enter the building at 7:45 a.m. Students who do not eat breakfast will meet in the hallway near their classroom.

All students will be dismissed at 3:30 p.m. Students who attend morning kindergarten only will be dismissed at 11:20 a.m.. Walkers and regular bus riders who are not riding the bus will be dismissed from the playground. Walkers must cross the street in crosswalks even when escorted by an adult.

No one will use the playground equipment during dismissal time.

Sign In/Sign Out

Students must sign out in the office before leaving school premises during the school day. Students must sign in when arriving at school after 8:10 a.m. to receive a pass from the office.

Transportation

Because of the importance of transportation to school, much time and effort is invested to make it as safe, pleasant, and convenient as possible.

Students using district transportation are not allowed to have skateboards or scooters of any kind. This includes students using the district's shuttle bus system. Students with a skateboard or scooter will not be allowed to ride the bus.

Since the student is neither at home nor at school while in transit, the staff solicits cooperation, encouragement, and reinforcement from the home for the following transportation items.

A. Walking To and From School

1. Parents are requested to help students arrive at school on time, but not more

than 15 minutes prior to the time class begins.

2. Walk on sidewalks when possible.
3. Walk on the left side facing oncoming traffic when there are no sidewalks.
4. Cross only at intersections and crosswalks.
5. Refuse to enter or approach strange automobiles.
6. Proceed directly to school or home before beginning to play.
7. Respect private property, lawns, shrubs, fences, etc., along the route to and from school.

B. Motor Vehicle Transportation

1. Parents who drive their students to school are requested to deliver their child or children to school no earlier than 15 minutes before class time.
2. In order not to frighten children and alarm other parents, it is requested that parents not offer rides to students with whom they are not personally acquainted.

C. Information for Parents

Children should be dropped off at the following two locations only.

1. Seventh Street (North side of street)
2. East side of Poplar in front of Central.

If for any reason you must use the west side of Poplar, remind your children to use crosswalks only. In the past, children have darted between buses as they jaywalked across Poplar. This is very dangerous.

D. Bicycles and Skateboards

The riding of bicycles and skateboards will not be permitted by students at Central.

E. School Bus Transportation

Bus transportation shall be provided to and from school for those students who qualify.

Transportation may be provided by the district for all school activities. Transportation will be denied to students who are detained after school for disciplinary reasons.

Students who use school-provided transportation shall be under the jurisdiction of the vehicle driver while in the vehicle. Students shall be subject to the district's student behavior code and other regulations.

A bus driver shall not knowingly discharge riders at places other than the regularly scheduled bus stops unless prior authorization is given by the parent. No student may ride on a school bus as a guest of another student unless previous arrangements have been made and a note written from parents or the school office and seating is available.

Any changes in after-school bus transportation should be communicated by the parent in writing or the parent is to call the school office. If a student misses the afternoon bus because of a lack of parental communication or for students who do not follow the appropriate dismissal procedures, it will be the parent's responsibility to make transportation arrangements. The school will make every reasonable effort to notify the parent of the situation.

The shuttle bus is available to all students. All bus rules apply to those students who use the shuttle service.

1. Students must be on time at the designated pick up location.
2. Students are to conduct themselves in a safe and orderly manner in accordance with school rules, while waiting for the bus.
3. Students are not to carry any thing on to the bus that will impede foot traffic in the aisle. All feet and legs are to be kept out of the aisles.
4. Food, drinks, latex balloons, glass items, weapons and animals are not allowed on the school bus.
5. Students are not to get out of their seat while the bus is in motion.
6. Students will place all trash in the trash container as they exit the bus. **HELP KEEP THE BUS CLEAN.**
7. Students are not to extend their arms or heads out of the bus window.
8. When leaving the bus, students are to follow the directions of the driver. If

students cross the road, do cross in front of the bus after making sure the highway is clear of traffic.

The principal may suspend or revoke the transportation privilege of a student who violates any rule or regulation.

DISCIPLINE PLAN FOR BUS STUDENTS

The first time that a student misbehaves on the bus, he/she will receive a warning from the bus driver. The second time will constitute a consequence for unsafe conduct. Once a student receives his/her unsafe conduct report it will remain on his/her transportation discipline record for the entire school year.

Behaviors listed under the title Immediate Action will constitute an unsafe conduct report and will also result in the immediate action of five (5) school days off the bus or the next action after student's last suspension of bus privileges.

Misconduct that warrants the bus driver to give a student a discipline slip will result in the action listed under the Disciplinary Plan according to the number of the conduct reports.

Immediate Action

Behaviors listed below will result in a conduct report and the immediate loss of bus privilege for five school days; or the next action after student's last conduct report.

- Fighting or obscene behavior – seen by driver
- Smoking
- Throwing objects inside of the bus or out of the windows.
- Bad language or abuse directed at driver or other student.
- Use or possession of any form of tobacco.
- Destroying bus property
- Possession of weapons (knives, guns, sharp objects, etc.)
- Use or possession of drugs or alcohol.
- Refusal to obey driver.

Disciplinary Plan

Misbehavior – Bus Driver Action: warning to student – Transportation Director Action: None.

Unsafe Conduct Action – 1st Report – Bus Driver Action: calls parents, fill out discipline

report, and meet with transportation director – Transportation Director Action: mail slip home, and meets with student.

2nd Report – Bus Driver Action: fill out discipline slip and meet with transportation director – Transportation Director Action: call parents, mail slip home, meet with student, parent and driver, and give child 5 school days off bus.

3rd Report – Bus Driver Action: fill out discipline slip and meet with transportation director – Transportation Director Action: call parents, mail slip home, meet with student, parent and driver, and give child 15 school days off bus.

4th Report – Bus Driver Action: fill out discipline slip and meet with transportation director – Transportation Director Action: call parents, mail slip home, meet with student, parents and driver, and give child 45 school days off bus.

5th Report – Bus Driver Action: fill out discipline slip and meet with transportation director – Transportation Director Action: call parents, mail slip home, meet with student, parents and driver and child off the bus the rest of the year.

F. Release of Student During School - JBH

1. Students shall not be released during the school day except upon a written or verbal request from the student's parent or person acting as a parent. Before releasing a student during the school day, the building principal shall verify 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.
2. The school office should be notified, if a child is to be picked up or walk home for lunch if that is different than the child's regular schedule.
3. When a student becomes ill during the day, he/she will remain at school until satisfactory arrangements have been made with the parents.

G. Weather Emergencies – EBBD

When the superintendent believes the safety of students is threatened by severe weather or other circumstances, parents and students shall be notified of school closings or cancellations by announcements made over the following radio/TV station(s): T.V.: WIBW-13, KTKA-49, KSNT-27, Wamego Cable-3
Radio: K-ROCK/MAN, KQLA, KHCA, WIBW, KHCD and V100 and we will activate our School Messenger Service to call parents.

If an emergency occurs the district will keep all students under school jurisdiction and supervision. Staff will remain on duty with the students during the emergency period. Parents are encouraged not to call the school so we can keep our phone lines clear for emergency communication. Parents are also encouraged not to pick up their children until the emergency situation has subsided. The School Messenger will contact the 3 parent emergency numbers as provided by parents .

COMMUNICATION

The two-way sharing of ideas, knowledge, and aspirations is vitally essential if the school and home are to work in harmony as a team. Several methods of communicating back and forth are presently available to both the school and the home. Each of these methods of communication can serve well if they are understood and employed in the proper manner.

Parent Teacher Conferences

Parent-Teacher conferences is one of the most profitable forms of educational communication. It affords parents and teachers the opportunity to meet and confer on a one-to-one basis. In order for such visits to yield their full potential, it is best to schedule them at a time that is mutually convenient to both parties. In so doing, scheduled conflicts and interruptions can be eliminated.

Visitors to the School – KM

The board encourages its patrons and parents to visit the district facilities.

Patron visits shall be scheduled with the teacher and the building principal. Unless as part of a school program or as permitted by the building

principal, there shall be no visitors permitted in the cafeteria or commons area during the school lunch periods.

Notices shall be posted in school buildings to require visitors to check in at the office before proceeding to contact any other person in the building or on the grounds.

Any person who visits a building and/or grounds of the district will be under the jurisdiction of the building principal who shall be responsible for developing rules and regulations governing the presence of visitors in the buildings. The use of any form of tobacco, smoking, chewing, etc., by any persons shall be prohibited on all school property.

The principal has the authority to request aid from any law enforcement agency if any visitor to the district's buildings or grounds refuses to leave or creates a disturbance. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. Violators of this board policy and its rules may be subject to the state trespass law.

Staff-Student Relations – GAF

Staff members shall maintain professional relationships with students, which are conducive to an effective educational environment.

Written Notes and Bulletins

Student delivered notes and bulletins are a very satisfactory means of two-way communication. The Central Jr. Raider Express Newsletter is published monthly and a paper copy will be sent home only with students who do not have e-mail. Each month, the Central Jr. Raider Express Newsletter will be posted to the USD 320 website. Parents can access it by going to: www.usd320.com. The purpose of the newsletter is to keep parents informed of current events at Central Elementary. Classroom newsletters are e-mailed to parents as well.

Telephone

The school telephone is an indispensable means of communication.

Due to the demands on the school phone and the persons involved, it is requested that you consider the following in order to make the

school phone communication more productive and manageable.

1. Please notify the school secretary within seven days if any of the following change:
Numbers for home or parents' work;
Mailing or street address; or
Emergency contacts or e-mail changes.
2. If your phone number is unlisted, make it available to the school office and stipulate that it is unlisted. No one other than appropriate school staff will be given access to the number.
3. Parents must supply the office with a second local phone number where aid might be obtained in case of an emergency.
4. **Please do not use E-mail as a means of communication with the school. For example, attendance and changes of daily routines.**
5. Students will be called to the phone from classes only in cases of extreme emergency. Teachers will be called to the phone in cases of emergency or during their planning time.
6. The school telephone will not be available for students making social arrangements: only in emergency situations with permission of school office personnel.

Parent/Student/Teacher Conferences – JFAB

Parents and students are encouraged to request a conference with teachers at any time convenient to all parties.

It is through conferences that parents and teachers can cooperatively plan the educational experiences of your children and gain a better understanding of the rate and quality of growth being made by the child.

The Central Elementary staff is proud of the fact that the attendance rate for the parents to these conferences has been quite high for several years. This indicates to us that the parents of our children see a valuable benefit coming from participation in these conferences.

Channels of Communication for Concerns/Complaints

1. USD 320 asks that complaints be handled first at the level where the problem occurs. In those cases where a problem occurs in the classroom, students and parents should consult first with the classroom teacher. In most cases the teacher is best suited to address the issue.
2. If a parent or student feels that the situation has not been resolved satisfactorily, the parent or student should consult with the principal. If necessary, the principal shall arrange a conference to try to resolve the concern.
3. If a parent or student is still not satisfied with the resolution of the complaint then they should consult with the superintendent of schools.
4. If after working with the superintendent of schools, the parent or student is still not satisfied with the resolution of the complaint then they have the right to ask to address the Board of Education. There is an established procedure in place for parents or students to request a meeting with the Board of Education. The Board of Education reserves the right to determine if they will hear the complaint.
5. Board members may receive complaints directly from parents or citizens of the community. In handling a complaint, the board will not consider, as individuals or as a board, any complaint until it is referred to the superintendent first. The superintendent will insure that the appropriate process for resolving complaints is utilized (see the description of the process in the proceeding three paragraphs).

TEACHING WITH LOVE AND LOGIC

Discipline sets a few very basic guidelines and the consequences each child chooses if the guidelines are not followed. This allows the teachers to direct much more teaching contact time to the classroom and less time is lost

reminding students of their own behavior responsibilities.
The following is a list of guidelines implemented by the **Teaching with Love and Logic Program**.

- Follow directions of teachers and other staff members.
- Complete classroom assignments without disturbing or distracting others.
- Walk quietly in the building.
- Be responsible for your own supplies, clothing and conduct

Consequences chosen by student when classroom guidelines are followed:

1. Positive verbal praise.
2. Good works awards, happy grams, and P.A.W. awards.
3. Special privileges—helper, extra recess.
4. Stickers and stamps.
5. Work displayed in rooms and hallways.
6. A happy, friendly classroom in which to learn.
7. Sharing time with the principal.
8. More teaching time for classroom subject.
9. Individual and group recognition.

Consequences chosen by student when classroom guidelines are not followed:

1. **Verbal warning**
2. **5 minutes on the line at recess**
3. **10 minutes on the line at recess**
4. **Visit with the principal and 15 minutes on the line at recess**

If the student continues the disruption, a note or phone call to the student's parents will follow and the student will stay 30 minutes after school.

All of the above accumulate during one school day. Due to timing, the consequences may need to be served on another day.

The discipline measures listed in this section may be applied on a case-by-case basis depending on the severity of the behavior code violation. The administration reserves the right to apply other consequences as appropriate.

Suspension/Expulsion Procedures – JDD

Except as limited by Section 504 or 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 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.

The principal of any school may establish appropriate requirements relating to the student's future behavior at school, opportunities for making up missed work because of suspension and/or placing the student on probation as conditions for readmission to school. The primary responsibility for arrangements to make up work missed during the suspension period lies with the student, but the teacher shall determine what constitutes a reasonable time period for completing the work.

Suspension and expulsion procedures –JDD-R

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

Short-term 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 be:

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

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), a hearing shall be conducted by a hearing officer who has authority to suspend or expel. The superintendent/principal shall designate a hearing officer. Formal hearings shall be conducted according to procedures outlined in current Kansas law and:

- The student and parents or guardians shall be given written notice of 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, the chief administrative officer, or an officer appointed by the board.
- Expulsion hearings for weapons violations shall be conducted in compliance with Kansas law by persons appointed by the board.
- Findings required by law shall be prepared by the person or committee conducting the hearing.

- Records of the hearing shall be available to students and parents or guardians according to Kansas law.
- Written notice of the 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 student's parents to attend the hearing shall result in a waiver of the student's opportunity for the hearing.
- Students who are suspended for more than 10 days or expelled from school may appeal to the board within 10 calendar days of receiving written notice of the hearing results.
- A student suspended for more than 10 school days or expelled from school shall be provided with information concerning services or programs offered by public and private agencies, which provide services to improve the student's attitude and behavior.
- A student who has been suspended or expelled shall be notified of the day the student can return to school.
- If the suspension or expulsion is not related to a weapons violation, the principal may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation.
- If the expulsion is related to a weapons violation the superintendent may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation. (See 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.

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 choice;
- To have apparent or guardian present;
- 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 parents 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 the hearing.
- The board shall schedule an appeal with the board or a hearing officer appointed by the board within 20 calendar days.
- The student and the student's parent shall be notified in writing of the time and place of the appeal at least 5 calendar days before the hearing.
- The hearing shall be conducted as a formal hearing using the same rules noted earlier for expulsion hearings.
- The board shall 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.

Corporal Punishment – JDA

Corporal punishment shall not be used in the district.

Probation – JDC (See JCDBB and JDD)

Any punishment, suspension or expulsion, may be deferred by the principal. 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.

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.

Searches of Students – JCABB

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

Interrogations and Investigations – JCAC (See EBC, GAAD, JCABB, JCEC and JHCAA)

Building administrators and others designated by the superintendent may conduct investigations and question students about infractions of school rules or the student conduct code. Such investigations shall be conducted in a manner so as to minimize interference with school activities.

If there is a reason to believe a violation of a criminal law has been committed, the principal shall notify the appropriate law enforcement agency and may request further investigation of the alleged violation.

Coordination with Law Enforcement

School administrators shall/may meet periodically with local law enforcement officials to discuss the district's policies and rules

regarding law enforcement contacts with the district.

Investigations initiated by School Administrators and Conducted by Law Enforcement officers.

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

Investigations Initiated and Conducted by Law Enforcement Officers

The administration shall cooperate with law enforcement officers who are conducting investigations of suspected child abuse. (See GAAD) Law enforcement officers shall not be permitted to conduct investigations during school hours except in demonstrated emergency situations. If a demonstrated emergency is found, the principal shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the principal is not satisfied with either the identification or the reason, the request shall not be granted. The principal shall attempt to notify the superintendent and the officer's superiors of the reasons for the refusal.

Violations of Criminal Law

Information on the criminal conduct shall be turned over to law enforcement officials.

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 or SRS. Reasonable effort shall be made to notify the student's parents, guardian or representative when students are removed from school for any reason by law enforcement authorities.

If a student is taken into custody by a campus police officer, school administrators shall also make a good-faith effort to contact parents.

Notification efforts shall be documented. Parents shall not be notified by school officials when their child is taken into custody by SRS and/or law enforcement as a result of allegations of abuse or neglect.

When a student has been taken into custody or arrested on school premises without prior notification to the building principal, the school staff present shall ask the law enforcement officer to notify the principal of the circumstances as quickly as possible.

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.

P.A.W. Awards (Kindergarten and First Grade)

Positive Action Works slips are given to students in kindergarten and first grade for good behavior and good work. The students are eligible for these classroom drawings if they have followed Love and Logic guidelines and have not received a warning. P.A.W. awards may also be received for on-the-spot good behavior or work. P.A.W. award slips are given in duplicate. One is put into a bowl at the office and the other is taken home by the student. Names from each of the kindergarten and first grade classrooms are drawn each Friday by the principal. Those students may choose a prize from the treasure chest located at the office. **Positive Action Works!**

PLAYGROUND RULES AND GUIDELINES (For Student's Safety)

No personal toys on playground (may be waived for special occasions)

No tag will be played for safety reasons.

Slide – One student at a time on the slides. Children should slide down in a safe manner. No sliding down head first.

Bars and Beams – Take turns and share the bars to avoid injuries. Stand back while others

are performing. Children should not be on the top of bars at any time.

Balls – Students must ask teacher(s) to retrieve balls from street and alley.

Jump Ropes – Jump ropes should be used for jumping only.

Fences – No climbing or kicking the mesh wire fence.

Coats – Must be worn or tied around the waist, not thrown on playground or in equipment tubs or hung on the fence.

Basketball Goals – The goals are to be used for basketball and not other purposes.

Playground Rules and Guidelines – Students are not to talk to anyone (not even parents) through the fence or leave the playground without permission. Our lunch aides do not know all parents, so therefore if you need to talk to your student, please do so through the office. They are not to pick up snow or sand. There will be no pretend fighting. Please consider girls wearing shorts under their skirt/dresses at recess.

NOON HOUR GUIDELINES (Lunch and Recess)

The lunchroom should be a pleasant place to eat and visit with friends at the immediate table. During lunch, there is a quiet time where each child will be encouraged to eat his/her food while listening to music.

Lunchroom Guidelines

1. Students are to follow the lunchroom assistant's directions.
2. Students will use acceptable manners at the table while eating.
3. When children choose to use inappropriate behavior the student will be placed at a designated table for the remainder of the lunch time.
4. Students may visit in quiet voices with their neighbors.
5. When the students have finished their lunches, they will be excused one side of the table at a time by the lunch assistants. Students are allowed extra time to eat if needed.

Any student who chooses not to obey the playground rules and guidelines will have the following consequences.

1. **Verbal warning**
2. **5 minutes on the line at recess**
3. **10 minutes on the line at recess**
4. **Visit with the principal and 15 minutes on the line at recess**

Noon hour discipline will be handled by the lunch assistants and will not be carried over to the classroom. Teachers will be advised of student's behavior.

FOOD SERVICE - JGH

Free or reduced price meals shall be provided for students who qualify under state and federal rules and regulations. The eligibility forms, rules and regulations governing this program shall be provided by the administration to students or their parents.

A. Hot Lunch Program

The school lunch program for District 320 is designed to provide students with lunches that will meet the nutritional needs at a reasonable price. The lunches served in the Central Elementary building are prepared in the High School kitchen and transported to Central in special containers just prior to serving.

1. Hot lunches are available every full day of school. Students may choose 2%, skim, chocolate milk with their lunch. If your child does not drink milk, they are allowed to get a drink of water.
2. Lunch cost will be announced in August.
3. Payment – All meal tickets are purchased in advanced. Any amount may be added to your child's account at anytime. One-day cash meals may be purchased.

4. **Parents are welcome to eat at the school. Call the school office to let them know you would like to do so. All lunch reservations need to be called in by 8:30 a.m the morning you are planning on eating lunch at school – no exceptions**

5. Home-Prepared Lunches – Home-packed lunches are permitted. Such lunches should come to school in containers that students can easily manage on their own. Lunches should meet the nutritional needs of the individual. Candy, gum and pop are not allowed.

B. Breakfast Program

Breakfast will be served from 7:45-8:05. Serving will stop at 8:05 except for children late on a school bus.

Guidelines for free and reduced breakfast are the same as for the hot lunch program. Money paid for breakfast and lunch all go into the same account. Each student has only one account. Breakfast and lunch money need to be separate from any other money that is sent to school.

C. Breakfast and Lunch Account

School Cashiers will notify students when their account reaches \$5.00 level.

Our Central school cashier or school secretary will notify parents via a phone call or e-mail when the negative balance reaches \$5.00.

If an account reaches a negative balance of \$25.00, a formal letter is sent from the school administrator or USD 320 Food Service Director.

If no payment is made by the time the account reaches a negative balance of \$50.00, the student will be offered a basic meal of PB&J, fruit & milk for the ala carte price of \$1.80. This amount is charged to the student's account. At that time the account will also be turned over to collections by the District Office. The cashiers will send all student account information to Debbie Klein.

D. Information about EZ School Pay

You can check your child's school meal account. Just visit www.EZSchoolPay.com. USD 320 offers an internet service to help parents better manage their child's school meal account. In addition to checking their child's school meal balance on line, parents may use their VISA or Master Card to enter a payment to their child's Meal Tracker food service account. If you have

questions, please contact the Food Service Office at 456-2214, x5020.

E. Milk Break

Students in grades PreK-2 may have a carton of milk during each school day besides that taken with their noon lunch. The cost will be announced later and is payable by the year, semester or ten days.

1. Students may choose, 2%, skim or skim chocolate milk.

Because of clerical limitations, delivery arrangements, and the cost involved, it will not be possible to extend credit to make up days missed for the milk program. No refunds will be given for absences. Refunds will be given to students who move out of the district.

MISCELLANEOUS

A. Birthday Treats

Children may pass out birthday treats during snack time period. Please contact your child's teacher for more information regarding what kind of treats and how many to bring. If you would like to place a book in the library for your child's birthday and you need some help with the selection, please contact the Central's librarian. Check with your child's teacher about any allergy, especially to peanuts and milk.

B. Care of Money

No child may be excused to go to town to make purchases during the school day. Only money for school purposes should be brought to school.

All money sent to school with students should be placed in a sealed envelope with the following information written on the outside.

1. Child's name.
2. Amount enclosed.
3. Purpose of money.
4. Teacher's name.

C. Assemblies

Students are expected to be courteous, treat others with dignity and respect and follow all codes of conduct during assemblies.

D. Computer Use - IIBG

Use of or access to district computers and computer software is limited to district employees and students. Use of computers is for the performance of official and approved assignments only. Use of district computer equipment or software for personal student projects is prohibited without prior permission of the teacher.

Students shall have no expectation of privacy when using district e-mail or computer systems. E-mail messages shall be used for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students in a computer system or on any individual computer. Students who violate these rules, or any other classroom rules relating to computer use are subject to disciplinary action up to and including suspension from school.

Acceptable Use Policy

The use of instructional technology, including information retrieval systems, at school is a privilege and not a right. Inappropriate use of technology privileges by any person will result in disciplinary action by school officials, which may include privilege revocation and/or legal action. A student's activities while using district technology must be in support of education and consistent with the curriculum outcomes of the Wamego school system. Each student and parent is required to sign the Acceptable Use Policy to insure that they have been given the rules that govern the use of district technology. For information regarding the use of district technology and the consequences for the misuse of district technology please see policy IIBH in the district policy manual.

E. Personal Counseling

The counselor is available to assist students with personal concerns. The counselor may make

available information about community resources to address personal concerns. Students who wish to meet with the counselor should let their teacher or the office know.

F. Classroom Parties

Parties are planned at school for Halloween, Christmas, and Valentine's Day. Most often these parties are planned under the direction of a room parent in cooperation with the teacher. Parents are welcome to attend classroom parties. Young siblings should not attend classroom parties. **No party will begin more than one hour before dismissal.** Please do not arrive more than 15 minutes before the party is to begin. Please contact your child's teacher if you desire to assist in some activity or have signed up to bring snacks. We encourage our parents to provide healthy snacks, such as cheese slices, fruit, veggies, and other nutritious snacks. Please do not send items that will need to be refrigerated.

G. Parent Objection to Pupil Participation

Parents objecting to routine school activities such as holiday activities, holiday dramatizations, pledging allegiance to the flag, administering first aid, eating certain foods, etc., should make their concerns known at the office in writing prior to any such participation.

H. Field Trips

A field trip is a learning activity for students. Supervision is the responsibility of the school. Chaperones will be determined by the classroom teacher using a random method to give all parents an equal chance to go. Chaperones will be given specific directions and must agree to uphold rules of the classroom. They will also sign a Volunteer Code of Conduct prior to the event. All parent sponsors must provide their own lunch for the field trip. Students deemed ineligible due to behavior or incomplete work may lose the opportunity to attend the class field trip. Parents will be notified of the field trips and the dates they will occur as soon as they have been planned. Parent participation in field trips is a privilege and will be left to the discretion of the teacher. Parents must send written notification if they DO NOT wish for their child to go on a field trip. Students will ride to and from all field trips on the USD 320 bus.

I. Free Materials Distribution in Schools – KI

In accordance with rules adopted by the board, the superintendent reserves the right to refuse distribution to students any material by outside individuals or groups which creates a material or substantial interference with normal school activity or appropriate discipline in the operation of the school.

Political Campaign Materials

The board encourages responsible use of political materials as part of the board-approved curriculum. No student shall be forced to participate in the distribution or receipt of any non-school materials in the schools.

Advertising in the Schools

No advertising or materials used for commercial purposes shall be permitted in the school buildings or on the grounds of the district without prior approval of the board. Advertising in student publication shall be regulated by rules and regulations developed by the superintendent. Advertising in the student publications may promote products by brand name. Ads promoting the sale of any controlled substance, drug paraphernalia or any other illegal material or activity are prohibited.

Use of Religious Materials

Religious materials may be used in the regular classroom to study the historical or cultural aspects of religion but such material is prohibited if used to indoctrinate the practice of a religion.

Distribution of Religious Materials

The distribution of any religious materials, bound or unbound, is prohibited on school grounds or in any attendance facility. Religious materials as prohibited herein may be described as but not limited to the following: any version of the Bible (including the Gideon Bible), translations of the Septuagint and the Apocrypha, Torah, Koran or any other similar religious books of faith, pamphlets, sectarian or denominational books, tract, papers or other such materials including pictures, symbols, crosses, statues or icons.

Mailing Lists

No mailing lists of student or employees of the district shall be given to individuals, organizations or vendors for the purpose of distributing materials.

J. Deliveries

To minimize class interruption, classroom deliveries and pickups will be done through the office. Delivery of non-essential items, such as flower arrangements, will wait till the end of the day. Latex balloons or glass containers will not be allowed in the school or on the school bus.

K. Winter Rules

Students will be inside when the temp is 20 or below or the wind-chill factor is 20 or below.

L. Site Council

Central Site Council is a committee of parents and patrons in our community. If you are interested in serving on this committee when a position comes open, please contact the principal. A list of Site Council officers, monthly meeting agendas, and monthly meeting minutes can be found on the district website. Our Site Council is an advisory group in the school improvement process. The Site Council meetings are the third Monday of each month at 6:00 p.m.

M. PTO

Our Parent Teacher Organization is a strong parent lead service organization. Some of the PTO activities include the Book Fair and the Spring Festival. They also sponsor teacher appreciation activities and provide dinner for the staff during parent/teacher conferences. All parents are encouraged to attend meetings and support our PTO. The meetings are the third Monday of each month at 6:45 p.m.

N. Invitations

Home party invitations may be sent to school for students to delivery only if the child has an invitation for all members of their class, if a party for boys only, each boy in their class receives an invitation, and if a party for girls only, each girl in their class receives an invitation.

O. Lost and Found

A lost and found will be kept at the school. Please label all supplies and clothing with your child's full name for easy identification.

P. Personal Equipment

The district is not responsible for student's personal property and does not provide insurance on students' personal property. If a student's personal property is broken, damaged or stolen, repair or replacement is the student's responsibility.

Students should not bring play equipment or toys (whistles, balls, dolls, etc.) to school unless prior and specific approval has been granted by the classroom teacher.

Q. Pets

No pets will be allowed on the school bus. Animals and pets are often important in certain thematic units. If teachers are considering having plants or animals visit their classroom, the principal will be informed three days prior.

R. Student Safety

Backpacks with wheels are cumbersome and unsafe for young children. No backpack with wheels will be permitted at Central.

In the past we have had problems with dogs on the playground. To ensure the safety of the children, these animals will be picked up and taken to the city pound. Please keep your dog at home.

S. Dress Code

Neatness, decency and good taste are emphasized as guidelines for the dress code. The principal shall make the final determination regarding the appropriateness of a student's appearance. Students who are inappropriately dressed will be required to change their clothing.

T. Hats in Building

Students are NOT to wear hats, baseball caps, etc., while in the classroom or in the school building.

U. Fund-Raising - JK

Solicitations by students of students or school personnel during school hours and on school property shall be done only when they are related to school sponsored activities. All student sales projects shall require the principal's prior approval.

V. Cell Phones

Students shall not bring a cellular phone/paging device to school. A "paging device" is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

A person who discovers a student using a cellular phone/paging device on school property will report the violation to the principal. Cell phones will be taken away and given back at the end of the day.

FIRE AND TORNADO DRILLS

Fire Drills-

There will be a fire drill once a month. The date and time of the drill will not be announced.

Tornado Drills-

There will be one tornado drill in the fall and two in the spring. Tornado drills may or may not be announced.

Plan of action for handicapped students in case of fire or tornado drill:

The individual teacher or paraeducator assigned to the handicapped student will be responsible for taking the child out of the building in case of fire or fire drill. In an event where there would be no paraeducator and the teacher would need assistance, the office will arrange for help.

All Central students will be taken to Wamego High School's upper gym to meet during a true fire emergency.

ENROLLMENT-JBC

Resident Student

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

who is a resident of the district. Children who are homeless, as defined by Kansas law and who are located in the district will be admitted as resident students. 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 care for or support the child, a person who has actual care and control of the child and provides a major portion of support 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. (See JQKA)

Non-resident Students

Non-resident students are those who do not meet the definition of a resident student. Since schools are maintained for the primary benefit of the residents of the district, nonresident students will not be admitted other than the following exceptions and in this order of priority:

1. Children of District Employees

All employees of USD 320 who are non-residents of USD 320 will be allowed to enroll their children at a USD 320 in accordance with the application provisions listed below.

2. Sibling of Special Services Children

The siblings of children who are served by the Special Services Cooperative of USD 320 and whose placement requires them to attend schooling at one of the USD 320 schools, and whose residence is outside of The USD 320 school district, will be allowed to attend school in USD 320 in accordance with the application provisions listed below.

3. Approval through the District Application Process

A parent/guardian or person acting as parent/guardian may apply for a nonresident pupil to attend school in the district. Applications shall be on forms approved by the Board and shall be available at each of the District's attendance centers and the District office. The application must be submitted on an annual basis to the principal of the school the parent is requesting their child be allowed to attend. There is no expectation of continuation of enrollment on a year to year basis.

Application Provisions

The pupil, parent or person acting as parent will provide all information requested by the principal or the superintendent in a timely manner. Principals of the attendance centers in the district shall review all applications in a timely manner and submit them to the superintendent with a recommendation for acceptance or rejection. The principal and the superintendent shall have the authority to deny the acceptance of any out of district students.

The superintendent and principal shall consider all matters they determine to be relevant to such a request, including:

1. Classroom space is available at the attendance center where the pupil is requesting to be enrolled.
2. The pupil's previous academic, attendance and discipline records are in order and there are no severe problems associated with the student's academic achievement or attendance. Any student who has been suspended or expelled from another district in the past three years will not be admitted to the district. (Parents will be required to sign a release of discipline records to allow district officials to contact schools of prior attendance to see the student's prior academic, attendance, and disciplinary history).
3. The reason the pupil and his/her parent or person acting as a parent request enrollment in an attendance center in the district.
4. Whether a sibling is already in attendance at one of the attendance centers in the district.
5. If any out of district is prohibited from attending school at a certain building due to disciplinary action, they will not be allowed to attend school in another building in the future. Siblings of such students will be allowed to continue to be enrolled in USD 320 subject to annual approval. USD 320 reserves the right to terminate any approved application at any time for problems relating to student discipline, attendance, or academic achievement.

Transportation

Opportunities for transportation of out of district students may be made available to parents in

accordance with the provisions in Policy EDAA. If parents are unable to meet these provisions then parents will be responsible for transporting their child to and from school.

Enrollment Procedures

The administration 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.

Identification of Students

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 or other documentation which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript or similar pupil records.

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 the identity of the student as evidenced by a certified birth certificate, copy of a court order placing the student in the custody of Kansas Social and Rehabilitation Services, a certified transcript of the student, a baptismal certificate or other documentation the board considers satisfactory. If proper proof of identity is not provided within 30 days of enrolling, the superintendent shall notify local law enforcement officials as required by law and shall not notify and person claiming custody of the child.

Assignment to a School Building, Grade Level or Classes

The superintendent shall assign students to the appropriate building. Any student desiring to attend a school outside the attendance area in which the student resides may do so only with the prior written permissions of the superintendent. Assignment to a particular grade level or particular classes shall be determined by the building principal based on the educational

abilities of the student. If the parents disagree, the principal's decision may be appealed to the superintendent. If the parents are still dissatisfied with the assignment, they may appeal in writing to the board.

Transferring Credit

In the middle school and in the senior high school, full faith and credit shall be given to units earned in other accredited schools, unless the principal determines there is valid reason for not doing so.

Transfers from Non-Accredited Schools

The principal will place students transferring from non-accredited schools. The principal will make initial placement 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.

Records – JR

All student records shall be treated as confidential and primarily for local school use unless otherwise stipulated.

Under the provisions of the Family Educational Rights and Privacy Act (FERPA) parents of students and eligible students (those who are 18 or older) are afforded various rights with regard to educational records which are kept and maintained by the school. In accordance with FERPA, you are required to be notified of those rights, which include:

The right to review and inspect all of your educational records except those which are specifically exempted.

The right to prevent disclosure of personally identifiable information contained in your educational records to other persons with certain limited exceptions. Disclosure of information from your educational records to other persons will occur only if:

We have your prior written consent for disclosure;

The information is considered directory information and you have not objected to the release of such information; and
Disclosure without consent is permitted by law.

The right to request that your educational records be amended if you believe the records are misleading, inaccurate, or otherwise in violation of your rights. This right includes the right to request a hearing at which you may present evidence to show why the record should be changed if your request for an amendment to your records is denied in the first instance.

The right to file a complaint with the Family Policy and Regulations Office at the U.S. Department of Education if you believe USD 320 has failed to comply with FERPA's requirements. The address of this office is 400 Maryland Ave. SW, MES, Room 4074, Washington, D.C. 20202.

The right to obtain a copy of USD 320 policies for complying with FERPA. A copy may be obtained from the Clerk of the Board, USD 320, 510 E. Hwy 24, Wamego, KS 66547, 785-456-7643.

Directory Information – JRB

For purposes of FERPA, USD 320 has designated certain information contained in educational records as directory information which may be disclosed for any purpose without your consent.

Directory information categories include the following: the student's name, address, telephone number (unless designated as an unlisted number), picture, video taping, parent or guardian, date and place of birth; major field of study; weight, height, participation in and eligibility for officially recognized activities and sports; dates of attendance or grade placement; honors and awards received; and the most recent educational agency or school attended by the student.

You have a right to refuse to permit the designation of any or all of the above information as directory information. If you refuse, you must file written notification to this effect with USD 320 addressed to the Clerk of the Board, USD 320, 510 E. Hwy 24, Wamego, KS 66547 on or before September 1st of each school year. If refusal is not filed, USD 320 assumes there is no objection to the release of the directory information designated.

A. Information for Student Records

Enrollment for all elementary students (PreK-2) is done during August at Wamego Middle

School. Information regarding enrollment is given to the parents prior to enrollment.

B. Request for Student Records

A child moving to a new school will have his/her records forwarded upon request of records from the receiving school.

C. Kindergarten Round-up

Central Elementary School pre-enrolled children ready for kindergarten during the spring. At that time, parents were given information about preparing children for kindergarten. Parents who are not pre-enrolled may obtain information through the school office.

D. Fees – JS

Building principals shall be authorized to collect fees approved by the Board of Education or to seek restitution for any school property lost, damaged or destroyed by a student. Families may apply for free or reduced price fees using the same procedures applicable for free or reduced lunches. The application form will be the same. The families should also use the cover sheet provided. The income guidelines for determining eligibility will be those provided by the Federal Government for lunches.

Those who qualify for free lunches will qualify for free textbook fees. Those who qualify for reduced price lunches will qualify for reduced fees. The reduced fees will be 50% of the regular rental fee.

Supplies

In the spring of every year Central Elementary PTO can pre-order a supply kit for your student. If you choose to pre-order these kits they will contain everything your child will need. Kindergarten students will need to purchase the Dixon pencils at the school office or at enrollment separately from the supply kits.

Preschool

1 back pack – for safety purposes – no wheels
please-big enough to hold a folder
2 bottles Elmer's **Glue All**– 4 oz. each
2 boxes Kleenex

2 Elmer's Glue sticks – (.77 oz.)
 1 package Clorox Wipes – 75 count
 (Clorox only)
 1 plastic pocket folder
 1 Box Colored Pencils
 1 Box #2 Pencils
 1 Box Crayola Markers
 2 Dry Erase markers
 1 package baby wipes – 80 count (any brand)

Kindergarten

1 back pack – for safety purposes – no wheels please
 1 bottle – Elmer's **Glue All** – 4 oz.
 4 large Elmer glue sticks (.77 oz.)
 Facial Tissues – Large
 Crayons – (2 boxes) Crayola 24 (traditional colors)
 Fiskar Scissors – 4 ½” pointed metal (make sure scissors are appropriate for child's dominant hand)
 School Box – plastic 8 x 5
 *Dixon Pencils (4) – must be purchased at school office or during enrollment
 Vinyl - 3-ring Notebook – 1 inch
 8 count broad tip Crayola markers – basic colors
 2 Black - Broad Tip Expo Dry Erase Markers – (low odor)
 2 Papermate Flair black markers (1.1 mm)
 Red & blue mat (Kindermat brand only – 5/8” thick)
 2 boxes snack items (non perishable – 24 count)
 Boys – 1 container of Clorox wipes
 Girls – 1 container of Baby wipes
 Boys – 1 box Ziplock plastic gallon bags
 Girls – 1 box Ziplock plastic quart bags

Grade 1

1 back pack – for safety purposes – no wheels please
 2 Erasers (pink pearl)
 2 plastic pocket folders
 3 Spiral **Wide** line notebooks (1 subject)
 2 boxes Crayons – Crayola box of 24 (traditional colors)
 2 Boxes of Facial Tissue – Large
 Fiskar Scissors – Metal NOT PLASTIC (make sure scissors are appropriate for child's dominant hand)
 School Box – **plastic 8 x 5**
 1 set of colored pencils or twistable crayons
 2 boxes – No. 2 Pencils (box 10) (wood only)
 1 bottle Elmer's **Glue All** - 4 oz.
 1 package of 4 Expo Dry Erase chisel markers (low odor)
 1 Box of Crayola Markers wide tip(not washable)
 1 package Clorox Wipes

1 hand held pencil sharpener
 1 package of Elmer's Glue sticks (not washable)

Grade 2

1 back pack – for safety purposes – no wheels please
 Crayola Markers (8) basic colors
 2 Wide-lined paper notebooks with wire spiral binding
 2 boxes - No. 2 Pencils (box 10) (wood only)
 2 boxes Facial Tissue – Puff's or Kleenex
 Fiskar Scissors – Pointed Metal (make sure scissors are appropriate for child's dominant hand – no adult scissors)
 Crayons - basic colors (box of 24)
 1 bottle Elmer's **Glue All** - 4 oz
 School Box – small only
 2 Erasers (pink pearl)
 2 Pocket Folders – pockets at bottom (**no trapper keepers**)
 1 package of 4- Expo Dry Erase markers (black - low odor)
 1 container of Clorox Wipes
 Expo Dry Eraser or White cotton sock (for erasers on dry erase boards)
 One package – Ziplock quart bags – 20 count

Please mark all supplies with child's name before bringing to school.

All students will need to wear tennis shoes for gym class. This is for their protection as well as to protect the gym's wooden flooring. Children may change from boots or hard-soled shoes to tennis shoes during gym classes.

- Dixon pencils for kindergarten can be bought during enrollment at Central Elementary. The school prefers Dixon pencils to other brands because they are easier for children to sharpen. The school does not make any profit from these sales.

** Please do not substitute any supplies without consulting your child's teacher.

THE USE OF KIWI BAGS

Each student at Central will get a KIWI bag to carry guided reading books to and from home. A \$1.00 usage fee will be charged at enrollment. If the bag is lost or damaged, parents will be required to pay the purchase price of \$4.00.

GUIDED READING BOOKS

All students will be bringing home guided reading books quite frequently. We require the books to be carried in a KIWI bag to protect the books from damage. If a book is damaged or lost a \$7.00 replacement fee will be charged.

STUDENT HEALTH

The goal of our School Health Program is directed toward shaping attitudes and practices and imparting the knowledge that will assure students a high degree of self direction and afford them the abilities to make wise decisions in regard to their health.

1. All students will be expected to go out to the playground during recess in cold weather unless the weather is below 20 degrees or the wind chill is 20 degrees or below; then all students will stay in the classrooms. If a child needs to stay in for health reasons, a written note from the parents must be sent to school.
2. Each student record must have 2 emergency phone numbers to call in case the home cannot be contacted.

Health Services

Health services are coordinated by our school nurse. The school nurse has the overall responsibility to organize and manage the health services program for the building. The school nurse and staff have the responsibility of deciding when a child is too ill to be in school. No child will be allowed to leave school until the parent/guardian or emergency contact person has been notified.

Children should be excluded from school with the following symptoms:
Temperature of 99.6 degrees and above. Student should be fever free for 24 hours before returning to school.
Upset stomach with nausea, diarrhea and vomiting, etc, for 24 hours before returning to school.
Severe nose bleeds.
Suspicion of contagious disease, especially if child has been exposed.

Chicken Pox – 6 days after the appearance of rash

Health and Wellness

In the fall of 2005, USD 320 established a Health and Wellness Committee” to help create a school wellness policy based on Public Law 108-265. This committee continues to meet to work toward several established goals. The USD 320 wellness policy reads as follows:

USD 320 Wamego is committed to providing school environments that promote and protect children’s health, well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of USD 320 Wamego that:

- Wellness guidelines will be implemented as specified in the Kansas State Department of Education’s Wellness Policy Report for each school level.
- Students, parents, teachers, food service professionals and other interested community members will be engaged in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the **U.S. Dietary Guidelines for Americans**.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- Students will be provided with adequate time to eat in settings that are clean, safe and pleasant.
- To the maximum extent practicable, all schools in our district will participate in available federal school nutrition programs.

Specifically, the committee is working toward the achievement of the following goals:

- To complete an analysis of current food service offerings and create a plan for possible enhancement of food service

- offerings with emphasis on high nutritional quality and fresh foods.
- To complete an analysis and possible enhancement of our physical education programs.
- To complete an analysis and possible enhancement of our health education curriculum for students and outreach for staff and parents.
- USD 320 is “ tobacco-free” grounds

The Health and Wellness Committee is also working with funds provided by the Coordinated School Health grant to address these areas.

We encourage parents to support the school wellness policy by serving as examples of healthy living. We ask that parents work toward providing healthy treats at classroom celebrations and model “balance” in eating habits for students. Also, as a reminder, students are not permitted to consume soda pop at any time in school.

If you have questions regarding the USD 320 wellness policy, please contact the building principal for further information.

Communicable Diseases – JGCC

Any student noted by a physician or the school nurse as having a communicable disease may be required to withdraw from school for the duration of the illness. The student will be readmitted to the regular classes upon termination of the illness, as authorized by the student’s physician or as authorized by a health assessment team.

The board reserves the right to require a written statement from the student’s physician indicating the student is free from all symptoms of the disease.

Head Lice

Kansas State Law, KAR 28-1-6, effective May 1, 1981, requires students who are infested with head lice (pediculosis) be excluded from school until they have been removed. School personnel will check the student before returning to school.

“No-nits” policies that require a child to be free of nits before they can return to school are not recommended. Children should be permitted to return to school after appropriate treatment is started. Head lice can be a nuisance but they have not been shown to spread disease.

Health Assessments – JGC

All students up to the age of nine shall submit evidence they have undergone a health assessment prior to entering pre-school or kindergarten or before enrolling in the district for the first time. Physicals completed within one year prior to the date of enrollment will be accepted. Students new to the district will have 90 days from the date of enrollment to provide documentation of the assessment. Students who are not new to the district will need proof of a health assessment by enrollment in August. Students who do not have proof of a health assessment will not be allowed to attend classes until these requirements are met.

Inoculations – JGCB

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 required by the Secretary of the Department of Health and Environment are also required.

A copy of this policy and the applicable state law shall be distributed to students, prospective students or their parents 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. If the parent is not reasonably available, and the authority to consent has not been denied as provided in law, individuals other than the parent may consent to the immunizations as provided for in current law.

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, or who do not presently meet the inoculation requirements will 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.

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.

Medications, Administering – JGFG
(See JGFGBA)

The supervision of oral and injectable medications shall be in strict compliance with the rules and regulations of the board as carried out by district personnel. Diagnosis and treatment of illness and the prescribing of drugs, and medicines are not the responsibility of the public schools and are not to be practiced by any school personnel, including school nurses, unless authorized.

In certain circumstances when medication is necessary in order that the student remain in school, the school may cooperate with parents in the supervision of medication that the student will use. However, the medical person authorized to prescribe medication (including non-prescription medication) must send a written order to the building administrator who may designate a supervisor for the administration of the medication or treatment. The parents must submit a written request to the building administrator requesting the school's cooperation in such supervision and releasing the school district and personnel from liability. (See JGFGBA)

School personnel shall not be required to be custodians of any medication except as required by a written order of a licensed medical person.

The medication shall be examined by the school employee administering the medication to determine that it appears to be in the original container, to be properly labeled and to be properly authorized by the written order of licensed medical person. Two containers, one for home and one for school, should be requested from the pharmacist. Only oral medications should be administered except in emergency situations.

Supervision of Medications (See JGFGBA)

Any changes in type of drugs, dosage and/or time of administration should be accompanied by

new physician and parent permission signatures and a newly labeled pharmacy container.

All medication maintained in the school setting should be kept in a locked container. This includes medication requiring refrigeration.

Medications should be inventoried every semester. Out-of-date stock should be returned to parents or destroyed.

Over-the-counter medications should not be maintained on any school premises, including athletic areas, unless written permission from a medical person to administer is obtained.

The building administrator may choose to discontinue the administration of medication provided that the parents or medical person are notified in advance of the date and the reasons for the discontinuance.

After medication is administered, students should be observed for possible reactions to the medication. This observation may occur at the site of administration or in the classroom as part of the normal routine.

This policy shall be shared with all local physicians and dentists where practicable. Forms should also be made available to the health care providers in the community.

An individual record should be kept of each medication administered. The record should include student identification, date prescribed, name of medication, time and date(s) administered, signature of person administering and section for comments.

In the administration of medication, the school employee shall not be deemed to have assumed any legal responsibility other than acting as a duly authorized employee of the school district.

First Aid – JGFG

If a student has an accident, which requires medical treatment, no action shall be taken by an employee except the following:

Send for medical help;

Make the student as comfortable as possible while waiting for competent medical assistance to arrive; and

Notify the principal.

If an employee present is qualified to administer first aid, aid may be given. Qualified employees, for this purpose, are the school nurse or those employees who have successfully completed an approved Red Cross first aid program.

Accidents, Reporting of – JGFG

Students should report any injury incurred at school or a school-sponsored activity to the principal or appropriate sponsor.

When appropriate, a parent shall be notified of a student injury as soon as possible to determine appropriate action. If the student needs medical attention and the parents cannot be reached, the principal shall seek emergency medical treatment.

Pest Control

The district periodically applies pesticides inside buildings. Information regarding the application of pesticides is available from the building principal or school superintendent.

Crisis Plan

USD 320 has a crisis plan developed for emergency situations and a crisis team available in the event of such an emergency. Copies of the plan are available by contacting the school office.

INSURANCE

The district does not provide student insurance coverage. Information about parental purchase of student insurance will be provided.

TECHNOLOGY

The district believes that technology opens doors for learning, which will produce life long, internationally literate learners. It is our intent to provide all students with technological skills to access and use information for success today and in the future. Parents will be asked to sign an Acceptable Use Policy for Information Retrieval Systems. This policy clearly identifies the responsibility of the student and parent in the use of computers and other media.

Please visit with your child's homeroom teacher or technology teacher for recommended education websites.

PROMOTION AND RETENTION – JFB

The Wamego Board of Education believes that in order to ensure that students have the opportunity for academic success as they move through the K-12 continuum of school, students should be required to demonstrate their proficiency of curricular outcomes. The Board also believes that decisions with significant consequences for students, such as promotion, academic intervention or retention, should never be based on a single assessment instrument given at only one point in time. To determine each child's readiness to enter the next grade level, the Board charges the superintendent to develop promotion requirements for each grade level and a process for their use by staff.

PROMOTION AND RETENTION – JFB-R

Each building shall be charged with designating assessments and other academic data that will be used to determine the academic skill level of students. Kansas Assessments will be one of the assessments used for this determination. Each school shall publish in the student handbook, the list of assessments that is used by each grade level to make academic decisions concerning students.

Decisions impacting the promotion or retention of a student will be made by analyzing student academic performance. The level of academic achievement a student has demonstrated on designated assessments will be compared to what is expected of a student in his/her respective grade level.

Central Elementary Assessments:

Celebration Press DRA
M.A.P. Assessment (2nd grade only)
Rigby Benchmark Assessment
Concepts About Print
Curriculum Checklist
Writing Assessment
Math Trailblazers Assessment

Requirements for Grade Promotion

Students must demonstrate proficiency in reading, writing, and math in grades K-5 and reading, writing, math, science and social studies in grades 6-8. To be promoted, students must score at a proficient level on designated assessments and must earn passing grades in the core courses or be approved for promotion by the

Student Improvement Team (SIT). Students in grades K-8 who score below a proficient level on the designated assessments, and/or have not earned passing grades in their course work, may be required to attend the Extended School programs in order to be considered for promotion. The two exceptions to this are:

- A. Special needs students for whom the Individual Education Plan Committee has a.) determined that the student should not be held accountable for meeting these proficiency requirements or b.) has specified alternate proficiency requirements.
- B. Students whose designated assessment scores do not accurately represent their ability to reach proficiency, as determined by a Student Improvement Team (SIT).

Student Improvement Team

Principals are to establish a Student Improvement Team (SIT) for each school. The Student Improvement Team will include the child's current teacher. The student's parents will be included in the process of making promotion/retention decisions for their child. Classroom teachers and the building principal shall be responsible for reviewing student assessment data. The names of students whose academic achievement is below the proficient level on designated assessments will be referred to the SIT. The building SIT will review the achievement data of the referred students and make recommendations for academic assistance. Students may also be referred to the SIT at any time the classroom teacher feels a student is falling behind in his/her daily work.

As soon as a child has been targeted for academic assistance, parents shall be notified. Notification shall include the scores on designated tests and what is considered to be "proficient" for the respective grade level and notification of required extended school day and/or year if applicable. The parents of students who were identified for academic assistance in the prior school year and continue to need assistance in the current school year shall be notified at the start of the new school year. In the spring of each school year the SIT will review the academic performance of each child targeted for academic assistance. The SIT will make decisions concerning the need for the summer extended school program. The decision-

making process will also include a determination whether to promote or retain the student.

In the case of special needs students, any decisions concerning the promotion or retention of a student shall be made by the child's IEP team.

Additional Requirements

Students retained within a grade level of school continue to be accountable for reaching proficiency on designated assessments.

A principal must report to the superintendent at the end of each school year the names of all students retained.

TESTING PROGRAM – II

The district educational testing program shall consist of multiple assessments. These assessments shall include, as a minimum, individual teacher subject matter tests, district group achievement tests, and any state required tests.

REPORT CARDS – JF

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

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.

HOMEWORK – IHB

Students are expected to complete homework assignments on time. Homework shall be assigned as needed to reinforce lessons introduced in the classroom. **Central Elementary has a homework hotline. You may reach this hot line after 4:30 p.m. by dialing Central's phone number (456-7271). Please follow the directions as given on the answering machine. You will need to press different numbers for each grade level.**

Make-Up Work

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

READING RECOVERY/Title 1 Reading

Reading Recovery is a first grade reading program that allows students with reading problems intensive reading interventions. This program is taught by highly trained teachers and has a strong home/school component. Parents will be notified if their child qualifies for this program.

In addition, students may qualify for addition Title 1 Reading help. Students may have an opportunity to get reading help using one of the following intervention programs:

Reading Mastery

Phonics for Reading

Six Minute Solution

CURRICULUM

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. All curriculum is written with specific outcomes for students. Parents are encouraged to review the curriculum outcomes which are available in the principal's office. Specific concerns regarding the curriculum should be directed to the teacher and principal.

KINDERGARTEN – 2ND GRADE CURRICULUM

Parents are encouraged to confer with the classroom teacher or other professional educators for information concerning their child's progress with the basic competencies.

KINDERGARTEN CURRICULUM

Reading:

- Recognize capital and lower case letters.
- Recognize beginning consonant sounds: b,c,d,f,g,h,j,k,l,m,n,p,r,s,t,v,w,y.
- Learn to read a few simple words.
- Learn to read eight basic color words.

Writing: Introduce:

- Hold pencil correctly.
- Draw straight line and circles.

- Write numbers correctly.
- Writes name using correct letter formation.
- Trace upper and lower case letters using correct letter formation.

Social Studies: Introduce:

- Community helpers.
- Home and families.
- Self-Awareness.
- Holidays and calendar.
- Pilgrims and the first Thanksgiving.
- Famous Presidents.
- Maps and Globes.
- U.S. and Kansas Symbols.
- The voyage of Christopher Columbus.
- Seven Continents
- Economics
- Global awareness
- Multi-cultural awareness
- Conservation
- Citizenship
- Seasonal changes
- Know: Name, address, birthday, and phone number, tie shoes, button and zip.

Science: Introduce:

- Life Science (plants, animals, ecology).
- Physical Science (matter, magnetism).
- Earth Science (earth, space, and weather).
- Human Body

Students will observe, classify, investigate, compare, weigh and measure.

Math:

- Identify and name shapes.
- Identify numbers out of order 0-20.
- Sequence numbers 0-20.
- Count objects to 20.
- Sort objects and identifies a sorting rule.
- Copy and extend patterns.
- Identify ordinal positions.
- Create and interpret graphs.
- Act out addition and subtraction problems.
- Compare and measure length, weight and volume.
- Tell time to the hour.
- Name days of week.
- Orally count to 100.
- Write numbers to 100.
- Identify penny, nickel and dime.

Music:

Demonstrate steady beat.

Understand and demonstrate whisper, singing, calling and talking voices
Echo simple rhythms.
Introduce movement games and dance concepts (shapes, levels, and pathways).
Introduce correct playing technique for classroom instruments.

Physical Education:

Identify and use body parts.
Run, jump, and hop.
Throw and catch a ball.
Walk on the balance beam.
Gallop, skip, and jump rope.
Learn rhythmic movements.

Art:

Elements of design introduced are color, line, and value, texture, shape form and space.
Will name primary, cool and warm colors.
Understand feelings are expressed by certain colors.
Mix secondary colors.
Use a variety of line types to make shapes and the horizon line.
Experiment with textured surfaces.
Understand the difference between dark and light value, and use simple geometric and organic shapes to make more complex recognizable imagery.
Utilize space by filling the page and know the top from the bottom.
They pattern colors, shapes and line in rows, and can contrast shapes and sizes.
They will use clay, paper, crayons, markers, chalk, graphite, charcoal, colored pencils, finger-paint, tempera, watercolors and computers.
With these materials, they will sculpt, draw, paint, collage, and manipulate paper.
Experience printmaking and new technology.

As they learn what artists do they build vocabulary.

Guided Reading Guidelines for Parents

When listening to your child read:

1. Do encourage your child to use pictures to help read words.
2. Stress that your child points to each word as he/she reads that particular word. (It's best to encourage them to point to the beginning letter of each word to reinforce phonics skills.)

3. Encourage your child to use beginning sounds to figure out the words. (For example, to decide if a picture is a dog or puppy. Look at the first letter of the word to read it correctly.)
4. Remember that at first your child may appear to be memorizing the text but he/she is learning concepts of print such as directionality and one to one matching through this process.

Other Concepts of Print

These are other skills, which could be reinforced to help your child. You might choose to focus on one of these skills after each book is read so as not to take away from the fun of reading the book.

1. Ask your child to point to a letter and name it.
2. Have your child point to the first and last letter in a word.
3. Ask your child to point to a capital letter. (They sometimes confuse the term's "letter" and "word".)
4. Have your child point to the first word and the last word on a page.
5. Have your child point to the part of the page that tells a message or story.
6. Ask your child to point to where you start reading.
7. Have your child show you which way to go when reading.
8. Ask your child where to go after finishing reading the first line on a page.
9. When shown two side-by-side pages, ask your child to point to the one he/she would read first.
10. Point out punctuation; Period, question mark, comma, quotation marks. Ask your child to name these and tell what they mean.
11. As your child becomes more confident, have him/her begin finding high frequency words such as the, to, see, etc.

FIRST GRADE CURRICULUM

Reading: Basic skills taught in first grade reading includes acquiring a basic sight word vocabulary and words introduced in the first grade readers. The skill of using context clues

combined with using the initial consonant sound to figure out unknown words is also stressed. Common blends should be recognized both at the beginning and ending of words. Identification of the long and short vowel sounds is introduced at this level. Comprehension and interpretation of reading and listening materials is another skill emphasized in the reading program.

English: Writing original sentences is introduced in the first grade. This includes proper use of capital letters, periods, and question marks. Students have experience in alphabetizing and using simple picture dictionary. Naming words, action words, describing words and sentence parts are introduced.

Writing: Writing skills taught at the first grade level include proper formation of upper case and lower case manuscript letters, holding the pencil correctly, and proper spacing between letters and words.

Spelling: Spelling is formally introduced during the second semester. Spelling words are sent home weekly.

Social Studies:

- Personal History
- Family Responsibility
- Needs of a Community
- Mapping Skills
- Geography (locate North & South America)
- Ice Age
- Jamestown, Pilgrims, Mayflower, First Thanksgiving
- World Religions
- Economics – wants and needs
- Kansas History
- Civics & Government
- Western Expansion
- Environment – Earth Day
- Mexico

Science: In science, first graders are studying Habitats, Oceans, Classification of Animals, North America, Canada, USA, Mexico, Central America, Matter, Classifying, Human Body, Properties of Matter, Electricity, Earth, Environmental Change, Biographies, and the Solar System.

Math: First grade math instruction is taught using a conceptual based math program in which students learn and apply math concepts while working on challenging real-world tasks. Problem solving is used as a context for students to learn new concepts and skills. First graders are taught to use strategies that lead to fluency with the basic addition and subtraction facts. The recognition and writing of numbers to 100 by ones, twos, five and tens is stressed. Other concepts introduced at this level are: understanding place value, measurement understanding the value of a penny, nickel, dime, and quarter and counting various combinations of coins.

Music: Students are introduced to families of the orchestra. Learn to play and classify classroom instruments. Learn C, D, E, on music staff and piano keyboard. Read rhythms containing quarter notes, eighth notes and rest. Sing So, Mi, La. Learn folk dances and create dances and movements.

Physical Education: The first grade physical education program emphasizes the fundamental locomotor, manipulative and stability movements. The child learns how to run, skip, throw, catch, and so on. Form, skill and accuracy are developed through rhythmic activities, singing games, of low organization movement exploration, stunts, tumbling and ball handling skills.

Art: Continued experience in various art media. Tempera paints, crayons, cut paper, chalk, finger paint and clay.

2-Dimensional Art:

- Picture making
- Drawing from imagination
- Drawing from direct observation
- Printmaking
- Repeat and random designs

3-Dimensional Art:

- Paper sculpture
- Paper Weaving
- Clay sculpture

Concepts Taught:

- Ways of expressing action and emotions
- Color mixing
- Repeat design
- Random design

- Use of size in the creation of 2-dimensional space
- Shape
- Line
- Texture
- Directions, listening and thinking

SECOND GRADE CURRICULUM

Reading: Basic skills taught in the second grade include sight vocabulary for books involved and all letter sound combinations including the vowels, decoding skills, listening and following directions, alphabetizing, contractions, syllables, compound words, commas, and sequencing with these skills. The student should be able to read materials at their levels with literal, interpretive, and evaluative comprehension.

English: Skills taught; capital letters, punctuation (period, question mark, exclamation mark, comma and quotation marks), speaking simple sentences in oral reporting, writing simple sentences, basic grammar (noun and verbs).

Writing: Improve letter formation, spacing of letters and words, recognize his/her own mistakes and correct them, page arrangements for words and sentences, smaller printing from $\frac{3}{4}$ to $\frac{1}{2}$ inch lines. All writing should be neat, attractive and easy to read.

Spelling: A systematic introduction to the sound-letter patterns and to the structure of English consonant clusters. Structure and meaning include word building, word meaning, word structure, pre-dictionary skills, picture dictionary, dictionary skills and handwriting.

Social Studies: A continuation of map and globe skills with emphasis on the earth's geographic areas, directions, locations, scale and distance, and map symbols. Basic economic principals and understanding our community health and safety rules, group decision-making, manners, accepting self-responsibility, and respect for other's property will also be included.

Science: Second graders continue to build on the well-balanced foundation of science concepts taught in kindergarten and first grade. The blocks are Life Science (Human Body, Life Cycles, Insects), Physical Science (Magnets,

Simple Machines), Earth Science (Seasonal Cycles, Weather).

Math:

- Reinforce the concepts from 1st grade
- Count to 100 and recognize place value of 1's, 10's and 100's.
- Counting by 2's, 5's and 10's.
- Telling time by hour, half-hour and 5 minute intervals.
- Knowing the value of pennies, nickels, dimes and quarters
- Measuring in inches, half-inches and centimeters.
- Perform additions and subtraction facts to 20 without regrouping.
- Introduction of regrouping in both addition and subtraction.
- Recognition of geometric shapes.
- Fractions (halves, fourths and thirds).
- Introduction of graphs charts and maps.
- Problem solving and the application of math skills in everyday life situations.

Music: Students learn to identify instruments of the orchestra, learn to follow verses in their music book, play simple rhythms, create melodies on classroom instruments, sing So, Mi, La, Re, introduced to playing simple melodies on the piano, learn F, G, A, B on staff and piano keyboard, use dance and movement to show understanding of a given concept or idea.

Physical Education: The second grade student develops and performs a wide range of fundamental movements. These movements are developed through conditioning, movement exploration, stunts, tumbling, rhythms, relays, and low organized games. The fundamental movement abilities that the student develops and refines during these early years form the basis on which all the future motor learnings will be based.

Art: Continued experience in various art media: chalk, crayon, paper, tempera paint, clay, mixed media and collage. Dimensional art: picture making, figure drawing, drawing from imagination, and direct observation, printing (potato print), rubbings, repeat and random patterns. Students will experience paper sculpture, ceramic clay and paper sack puppets. Other concepts include: expression of action and emotion, observation of nature, overlapping of shapes to create a sense of space, line, texture, color, mixing of primary and secondary colors,

pattern, push-pull sculpture, glazing, art vocabulary, positive and negative shapes, symmetrical shapes, basic design, following directions and listening and thinking.

IDA – Regulation – Title I Programs

Parental Involvement Encouraged

Parents shall receive information about the Title I program, the curriculum, academic assessments, required proficiency levels, and their right to request additional meetings. All parents of Title I students shall be invited to the meetings.

The board shall strongly encourage parental involvement in the district's Title I Program. Included in these efforts shall be: activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels including:

Assistance in understanding.

- State academic content and achievement standards;
- How to monitor their child's progress; and
- Title I regulations.

Activities that include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teacher, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.

Implementing strategies to involve parents in the educational process, including: Joint development of a school-parent compact that outlines the shared responsibilities of the school and the parent for high student achievement by:

- Keeping families informed of opportunities for involvement and encouraging participation in various programs.
- Providing access to educational resources for parents/families to use together with their children.
- Keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Allowing parents reasonable access to staff who work with their children.
- Providing professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.

- Promoting activities, which emphasize the importance of parent-school communication.

Activities to Enable Parental Participation

The district shall enable families to participate in the education of their children through a variety of roles. For example, family members shall be given opportunities to:

- Provide input into district policies that affect Title I programs and their children.
- Understand and participate in school improvement efforts.
- Volunteer time within classrooms and school programs.
- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- Provide information in a language understandable to parents, if practical.

Scheduling for Parents' Convenience

The district shall, to the extent possible, schedule activities for parent involvement at times and places accessible to parents of Title I students and provide information in a format and language the parents understand.

Annual Evaluation

The district shall conduct, with involvement of parents, an annual evaluation of the contents and effectiveness of the parental involvement policy IDAD. The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the policy IDAD.

Fry List 1-25	Fry List 26-50	Fry List 51-75	Fry List 76-100	Fry List 101-125
the	or	will	number	new
of	one	up	no	sound
and	had	other	way	take
a	by	about	could	only
to	word	out	people	little
in	but	many	my	work
is	not	then	than	know
you	what	them	first	place
that	all	these	water	year
it	were	so	been	live
was	we	some	call	me
for	when	her	who	back
on	your	would	oil	give
are	can	make	now	most
as	said	like	find	very
with	there	him	long	after
his	use	into	down	thing
they	an	time	day	our
I	each	has	did	just
at	which	look	get	name
be	she	two	come	good
this	do	more	made	sentence
have	how	write	made	man
from	their	go	part	think
he	if	see	over	say

Fry List 126-150	Fry List 151-175	Fry List 176-200	Fry List 201-225
great	put	kind	every
where	end	hand	near
help	does	picture	add
through	another	again	food
much	well	change	between
before	large	off	own
line	must	play	below
right	big	spell	country
too	even	air	plant
mean	such	away	last
old	because	animal	school
any	turn	house	father
same	here	point	keep
tell	why	page	tree
boy	ask	letter	never
follow	went	mother	start
came	men	answer	city
want	read	found	earth
show	need	study	eye
also	land	still	light
around	different	learn	thought
form	home	should	head
three	us	America	under
small	move	world	story
set	try	high	saw

Fry List 226-250	Fry List 251-275	Fry List 276-300
left	until	idea
don't	children	enough
few	side	eat
while	feet	face
along	car	watch
might	mile	far
close	night	Indian
something	walk	real
seem	white	almost
next	sea	let
hard	began	above
open	grow	girl
example	took	sometimes
begin	river	mountain
life	four	cut
always	carry	young
those	state	talk
both	once	soon
paper	book	list
together	hear	song
got	stop	leave
group	without	family
often	second	body
run	late	music
important	miss	color

SCHOOL IMMUNIZATION REQUIREMENTS FOR THE 2011-2012 SCHOOL YEAR FEBRUARY 2011

Immunization requirements and recommendations for the 2011-2012 school year are based on the Advisory Committee on Immunization Practices (ACIP) recommendations and the consensus of the Governor's Child Health Advisory Committee Immunization Workgroup.

K.A.R. 28-1-20 defines immunizations required for any individual who attends school or early childhood programs operated by a school. http://www.kdheks.gov/immunize/download/KS_Imm_Regs_for_School_and_Childcare.pdf

- **Diphtheria, Tetanus, Pertussis (DTaP):** five doses required. Four doses acceptable if dose 4 given on or after the 4th birthday. A single dose of **Tdap** required at grades 7-9 grade if no previous history of Tdap vaccination regardless of interval since the last Td vaccine.
http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6001a4.htm?s_cid=mm6001a4_e%0d%0a
- **Poliomyelitis (IPV/OPV):** four doses required. One dose required after age 4 regardless of the number of previous doses, with a 6 month minimum interval from the previous dose.
- **Measles, Mumps, Rubella:** two doses required.
- **Hepatitis B:** three doses required through grade 11.
- **Varicella (chickenpox):** two doses required for grades K-2 and 7; one dose required for grades 3-6 and 8-11 unless history of varicella disease documented by a licensed physician. Two doses are currently *recommended* by the ACIP for all ages.
- **Haemophilus influenzae type b (Hib):** three doses required for children less than 5 yrs of age in early childhood programs. Total doses needed for series completion is dependent on the type of vaccine and the age of the child when doses given.
- **Pneumococcal conjugate (PCV):** four doses required for children less than 5 yrs of age in early childhood programs. Total doses needed dependent on the age of the child when doses given.
- **Hepatitis A:** two doses required for children less than 5 yrs of age in early childhood programs.

Detailed school immunization requirements by age group are listed on the 2-1-11 version of the Kansas Certificate of Immunization (KCI). http://www.kdheks.gov/immunize/download/KCI_Form.pdf

In addition to the immunizations required for school entry listed above, the 2010 ACIP recommendations also include the following for school children:

- **Meningococcal (MCV4):** one dose *recommended* at 11 years with a booster dose at 16 yrs of age; not required for school entry. http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6003a3.htm?s_cid=mm6003a3_e%0d%0a
- **Human Papillomavirus (HPV):** three doses *recommended* for females at 11 years of age and provisionally recommended for males at 11 years of age; not required for school entry.
- **Influenza:** yearly vaccination *recommended* for all ages \geq 6 months of age; not required for school entry.

The complete ACIP recommendations can be found at: <http://www.cdc.gov/vaccines/pubs/ACIP-list.htm>

Efforts by schools have been central to the success of public health efforts in eliminating vaccine preventable diseases and protecting their students and families. Thank you for your dedication.

IMMUNIZATION REQUIREMENTS FOR LICENSED CHILD CARE FACILITIES, REGISTERED FAMILY DAY CARE HOMES AND EARLY CHILDHOOD PROGRAMS OPERATED BY SCHOOLS FEBRUARY 2011

Immunization requirements and recommendations for the 2011-2012 school year are based on the Advisory Committee on Immunization Practices (ACIP) recommendations. The current immunization schedules, including catch up schedules, may be found at <http://www.kdheks.gov/immunize/schedule.htm>.

K.A.R. 28-1-20 defines immunizations required for children attending child care programs licensed or registered by KDHE or early childhood programs operated by schools. The complete regulation is available at http://www.kdheks.gov/immunize/download/KS_Imm_Regs_for_School_and_Childcare.pdf.

- **Diphtheria, Tetanus, Pertussis (DTaP):** five doses required. Doses given at 2 months, 4 months, 6 months, 12-15 months (6 months after dose 3) and 5 years of age. Four doses acceptable if dose 4 given on or after the 4th birthday. http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6001a4.htm?s_cid=mm6001a4_e%0d%0a
- **Poliomyelitis (IPV/OPV):** four doses required. Doses given at 2 months, 4 months, 6-18 months and 4-5 years of age. One dose is required after age 4, with a 6 month minimum interval from previous dose.
- **Measles, Mumps, Rubella:** two doses required. Doses given between 12-15 months and 4-5 years of age.
- **Hepatitis B:** three doses required. Doses given at birth, 2 months, and 6-18 months of age.
- **Varicella (chickenpox):** two doses required unless history of varicella disease documented by a licensed physician. Doses given at 12-15 months and 4-6 years of age.
- **Haemophilus influenzae type b (Hib):** three doses required for children less than 5 years of age. Doses given at 2 months, 4 months, 6 months and 12-15 months of age. Total doses needed for series completion is dependent on the type of vaccine and the age of the child when doses given.
- **Pneumococcal conjugate (PCV):** four doses required for children less than 5 years of age. Doses given at 2 months, 4 months, 6 months, and 12-15 months of age. Total doses needed dependent on the age of the child when doses given.
- **Hepatitis A:** two doses required for children less than 5 years of age. Doses given at 12 months and 18 months with a 6 month minimum interval between doses.

In addition to the immunizations required for children attending child care programs licensed or registered by KDHE and early childhood programs operated by schools, the 2010 ACIP recommendations include the following additional immunizations:

- **Rotavirus:** three doses *recommended* for < 8 months of age; not required.
- **Influenza:** yearly vaccination *recommended* for all ages \geq 6 months of age; not required.

The complete ACIP recommendations can be found at: <http://www.cdc.gov/vaccines/pubs/ACIP-list.htm>

Efforts by child care providers and schools have been central to the success of public health efforts in eliminating vaccine preventable diseases. Thank you for this success.

REQUEST 1

(Required for ANY medication to be administered at school.)

Request for Medication to be Administered During School Attendance

The USD 320 School District medication policy complies with state law and regulations.

Student Name: _____ Grade: _____

Birth date: _____ Teacher: _____

Medication: _____ Dosage: _____

Date medication started: _____ Reason for RX: _____

Time of day administered: _____

Anticipated number of days to be administered at school: _____

If using an inhaler, is student able to keep at desk/locker and self-administer as needed? Yes No

Date: _____ Signature of Physician: _____

I hereby give my permission for _____ to take the above medication at school as ordered. I understand that it is my responsibility to furnish this medication. I further understand that any school employee who administers any drug to my child in accordance with written instructions from the physician or dentist, shall not be liable for damages as a result of an adverse drug reaction suffered by the student because of administering the above drug. **Your child should have at least one dose of medicine without an allergic reaction before bringing the medication to school.** The USD 320 school nurse has my permission to call the prescribing doctor regarding this medication and/or the pharmacy as identified on the affixed pharmacy label.

Date: _____ Signature of Parent/Guardian: _____

Please Note:

This form must be completed before any (prescription or over-the-counter) medication is administered at school.

- The medication must be brought to school in the original container, appropriately labeled by the pharmacy or physician, stating the name of the medication, the dosage, and the number of days to be administered at school.
- Students who are on an on-going prescription must complete a new consent form each school year
- Please check the school handbook for more information.