

Delaware Ridge Elementary Family Procedure Guide 2023-2024



School Vision Statement:

DRE: Commitment to Kids, Character, and Community

Board of Education Approved July 19, 2023

**1601 N 130th St, Kansas City, KS 66109
(913)441-2126
Principal, Kristin Moulin**

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Dear Delaware Ridge Families:

The Delaware Ridge Elementary School staff is excited to welcome you to the 2023-2024 school year! Our school is designed to prepare children for new, innovative, and exciting opportunities in their future. We are building BRAVES and preparing students for secondary school and beyond. Please view our DRE Core Beliefs (located on the next page) for an understanding of what we are all about.

We use Zones of Regulation, a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. There are four states of regulation:

- Blue -sad, sick, tired or bored (low state of alertness – brain and/or body is moving slowly or sluggishly).
- Green - in control, calm, happy, and ready to learn (regulated state of alertness).
- Yellow -Silly, wiggly, excited, anxious, nervous, or frustrated. Some loss of self-control may be present.
- Red - Angry, scared, yelling/hitting, out-of-control behavior.

As a school, we will continue to use Zones of Regulation and other approaches to help our students become successful citizens in our school, home, and community.

We use a *Traum-informed approach* when working with students. The trauma-informed approach provides students with emotional tools to build their capacity for healthy relationships, more focused learning, and greater happiness. Teaching students about stress responses and resilience can help them better recognize their emotions, cope with trauma, and reach out for help before they act out—freeing them from emotional roadblocks so they can learn more readily and thrive in classrooms. These resources provide informative, best-practice guidelines for implementing the trauma-informed approach to achieve positive results in schools.

We believe in *grace and accountability*. When students violate one of these two basic principles, we use the opportunity to help guide the students to take responsibility for their actions, to understand the consequences of their actions, and realize what options would have produced a safer/better outcome for everyone.

Effective communication with all families and community members is also very important. The best way to stay informed is to follow our district Social Media avenues. Here are some ways you can do that:

- Each grade level at DRE will produce a weekly newsletter giving information pertaining to the grade/class.
- **Remind.com** - some of our teachers use Remind.com to keep parents up to date on classroom events. Your classroom teacher will communicate if this option is available.
- **Class Dojo** - some of our teachers use Classdojo to keep parents up to date on classroom management. Your classroom teacher will communicate if this option is available.
- www.usd204.net - our district website contains important information. Here is how you can access that information. You can also go to this site to access Delaware Ridge Elementary.
- <https://www.facebook.com/usd204dre/> -We also utilize social media as a means of sharing important school information and updates so please follow us on Facebook (search Delaware Ridge Elementary) to get current school notices and information. We post daily! It's a fun, interactive way to see what's happening each day at DRE!
- <https://www.usd204.net/District/1478-Untitled.html> - Join the Braves Bulletin for information and highlights from DRE. Once you click on the link, you will be asked to submit your email and you will start receiving information.

Let us know if you have questions or ideas to share. We value your thoughts, ideas, and contributions to our school.

Thank you for helping us to make DRE the best place for children to learn and grow.

Sincerely,
Kristin Moulin
Principal

Arrival and Dismissal
Arrival Time: 8:20 am - 8:30 am
Dismissal Time: 3:45 pm

Transportation procedures are subject to change in order to best meet the safety of our students.

Transportation Changes

- Parents requesting a transportation change, need to contact the office. **Do not contact the classroom teacher.**
- Transportation changes need to occur before 3:00 pm. After 3:00 pm, students need to follow their “usual” dismissal pattern unless they receive notification from the office in the form of a Transportation Change.

Car Rider Procedures

Students will be allowed in the building at school at **8:20 a.m** (Note: This is 5 minutes later than previous years).

Our car rider line is located on the south side of the building, and parents must enter using 128th street. Cars will not have access to the main entrance of the school between 8:10 am & 8:30 am each morning and 3:15 pm and 4:00 pm each afternoon.

- When arriving earlier than 8:20 a.m., please have your student remain in your car until the school doors are open.
- Supervision of students is not provided before 8:20 a.m.
- If you arrive to drop your child off after the 8:30 a.m. bell, your child is tardy.
 - All Tardies are **UNEXCUSED**. Five unexcused tardies equal one unexcused absence.
- During dismissal, staff on car rider duty will supervise students as they wait for their transportation to pull up to the designated number on the sidewalk.
- If your child is a car rider, you must get in the car rider line to pick up your child.
- ***Our number one priority is always the safety of your child. We have a highly efficient dismissal procedure that provides for student, staff, and parent safety.***

Bus Transportation

Bus arrival is at approximately 8:20 a.m. at Delaware Ridge Elementary.

Bus Dismissal is at 3:45 p.m.

Information on routes, times, etc. may be obtained by telephoning Debbie Elmer, Director of Transportation, at (913) 441-2493.

Walkers

Students should not be arriving at school prior to 8:20 a.m. Students arriving before 8:20 a.m. will be without supervision. Playing football or any activity prior to school on school grounds will not be permitted. Parents will be notified of occurrences.

We strongly suggest children walk with a partner or a group for their safety. Parents will be notified if any unsafe or dangerous behaviors occur during dismissal. Students must maintain appropriate behavior when walking to and from school. If unsafe or dangerous behavior occurs off school property, the responsibility lies with the parents. If the situation is serious, notify local law enforcement.

Bicycles, Scooters, and Skateboards

Students may ride their bikes, scooters, and skateboards to school as long as they follow safety guidelines. **Once students are on school property, bicycles, scooters, and skateboards must be walked across designated crosswalks.** Parents will be notified of any unsafe or dangerous behavior during arrival and dismissal. Students must maintain appropriate behavior when riding to school. If unsafe or dangerous behavior occurs off school property, the responsibility lies with the students and their parents. If the situation is serious, notify local law enforcement. Bicycles, scooters, and skateboards are the responsibility of the student. The school will not be responsible for lost, stolen, or damaged personal property.

DRE Core Beliefs

Delaware Ridge Elementary School believes in...

1. *rigorous, engaging instruction for all students.*
2. *a positive, safe school community grounded in character development.*
3. *shared leadership among staff and students.*
4. *learning that is public and meaningful.*

Rigorous, engaging instruction for all students.

- Current, meaningful data drives differentiated instruction to meet the needs of 21st-century learners.
- Standards drive the information of authentic case studies that cross multiple disciplines. Case studies lead to innovative thinking and original student products.
- Professional development is aligned to our current work plan and presents new and challenging opportunities for our staff to develop and display a growth mindset.

A positive, safe school community grounded in character development.

- A caring environment and school culture where diversity is celebrated and risk-taking is encouraged.
- Building positive relationships with students, parents, and staff.
- Academics, performance, and relational character development educate the whole child.

Shared leadership among staff and students.

- Student-led conferences allow students to own their learning and display a growth mindset.
- Students and staff set goals for constant improvement and are reflective practitioners.
- The DRE community holds each other accountable for our actions and for meeting high expectations.

Learning that is public and meaningful.

- Students are immersed in real-world learning that transcends the walls of our school and has a rich impact on our community.
- Our goal is that every Delaware Ridge Elementary student will be prepared for middle school, high school, and beyond.
- Strong communication between and among students, parents, staff, and the community.

School-Wide Expectations

At DRE, we have developed School-Wide Expectations to help maintain a positive school culture and promote safety. All of our expectations follow three guiding principles:

- Take care of yourself
- Take care of others
- Take care of this school

DRE Character

DRE Character Traits

We believe in educating the whole child and our teachers work diligently to meet the academic, social, and emotional needs of each student. This year at DRE we will focus on the following character traits:

- Respect
- Integrity
- Responsible
- Being Independent
- Perverserance

DRE students will be successful by

- ☐ setting goals, taking ownership in their learning, and monitoring their own progress.
- ☐ producing professional quality work they are proud to present.
- ☐ being at school on time and prepared to learn.
- ☐ putting forth the best effort, even when learning is challenging.
- ☐ developing healthy habits, like getting the sleep necessary to be ready to learn.
- ☐ respecting and supporting each other.

The DRE staff will support student growth and development by

- ☐ following the DRE Core Beliefs.
- ☐ helping students discover they are capable of more than they think they are.
- ☐ continuing to learn and grow both professionally and personally.
- ☐ continually examining all practices, policies, procedures and student data to promote improved student achievement for all children.
- ☐ implementing effective instructional practices school-wide.
- ☐ ensuring equity and high expectations so that every child has the opportunity to achieve his/her personal best.
- ☐ promoting a safe, respectful and orderly community so that students are able to make progress toward achieving their learning and character goals.
- ☐ incorporating fieldwork, local experts, and service-learning.

We need the partnership of DRE parents by

- ☐ engaging in the life of the school.
- ☐ participating in school events: Back to School Night, Student-Led Conferences, etc.
- ☐ learning, growing, and celebrating with us and talking about school, especially academic and character goals with their child(ren).
- ☐ ensuring students get adequate sleep, are at school on time, and ready to learn.
- ☐ making sure students eat a healthy breakfast, either at home or at school.
- ☐ building a strong relationship with DRE teachers and staff by communicating on a regular basis.

Communication

Communication is very important at DRE. DRE Teachers and Staff will communicate with families on a continual basis. Please be on the lookout for

- School and Classroom Newsletters
- Text Alerts/Remind.com/Class Dojo
- Facebook: Delaware Ridge Elementary
- Grades / Report Cards- ***accessible online via Skyward***
- Phone Calls
- Email
- District Message Alerts (www.usd204.net for information)

Afternoon Student Appointments

We are aware that there are times when students have to leave early for appointments. If this occurs, we ask that students be picked up prior to 3:15 p.m. to avoid buses entering the main entrance.

***Transportation Changes**

The safety of your child is our #1 concern. We understand that changes in transportation do occur and emergencies come up unexpectedly. However, to ensure that we get your child home in the manner in which you have requested, ***please make all transportation changes by 3:00 pm.***

Support Structures for Students / School-Wide Title I Plan

DRE receives federal Title I funds which are used to support the development of ALL students. As part of our Title I plan, we provide multiple means of support for students.

MTSS- Multi-Tiered Systems of Support

We implement the Multi-Tiered System of Support (MTSS) at DRE to provide support to students who are demonstrating an academic need. The following is the structure we have in place to provide the Multi-Tiered System of Support for Reading:

Tier I:

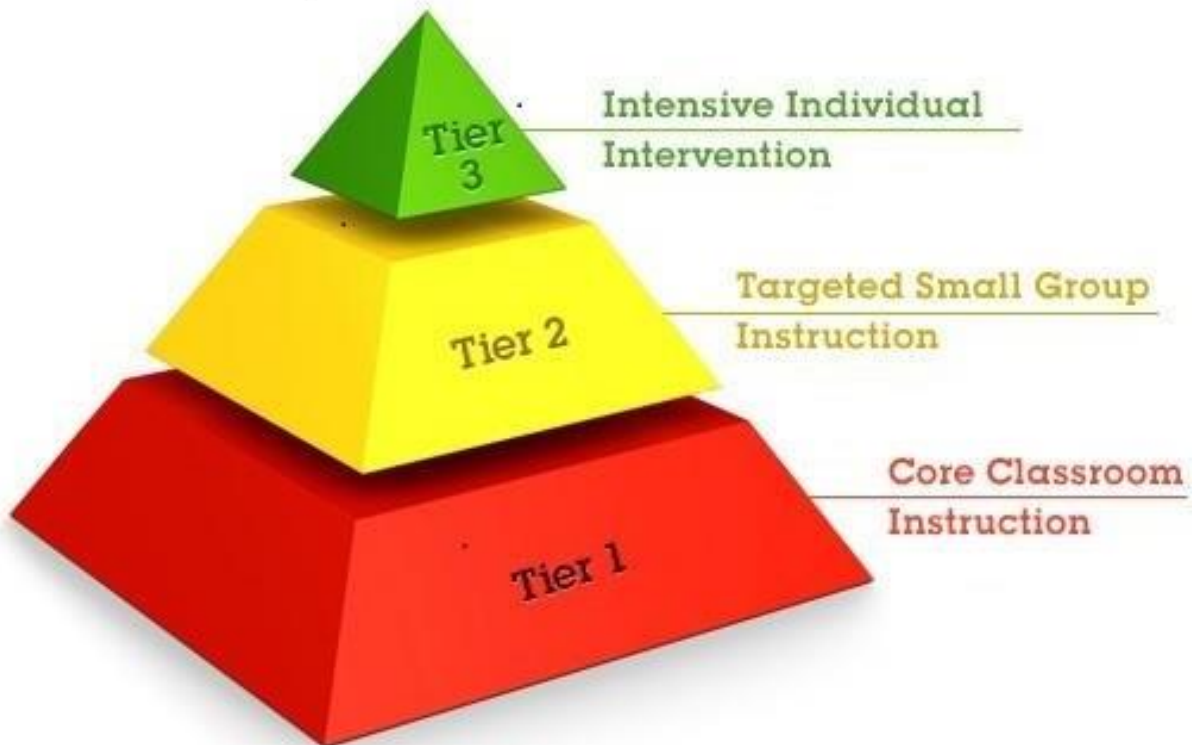
All students receive Tier I or Core instruction. Classroom teachers use Into Reading and Envision Math to deliver integrated approach instruction. Integrated instruction allows for science and social studies standards to be taught along with math and literacy standards.

Tier II:

Tier II groups are flexible and determined based on students' needs. Data from NWEA's Measure of Academic Progress, AimsWeb Plus!, classroom assessments, observations, and daily assignments. Tier II groups focus on strengthening reading and math skills.

Tier III:

Students who are identified as needing intensive, targeted instruction receive Tier III instruction. Assessment data is used by Title teachers, the ESOL aide, instructional aides, and classroom teachers in order to strengthen the identified literacy and math skills.



Grading Policy

Kindergarten - 2nd Grade

What do the grades mean on Skyward:

EE= Exceeding Expectations

ME = Meeting Expectations

AE = Approaching Expectations

BE = Below Expectations

AW = Academic Warning

3rd Grade - 5th Grade

What do the grades mean on Skyward:

A+ 97-100

A 94-96

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69

D 64-66

D- 60-63

F 59- below

Kindergarten

What is graded:

- Reading & math check-in assessments
- Reading & Math Quarter Benchmarks
- Participation

When are grades posted:

Quarterly at the beginning of the year then increasing in frequency as students approach the transition to first grade.

Goal:

Grades will reflect student growth through key developmental skills. As students begin to get ready for first grade, the frequency of grades will increase as students are ready for more progress monitoring. Communication with your child's teacher will be the best way to ensure your child's success.

1st Grade

What is graded:

First Grade teachers take grades on District Common Assessments, reading and math curriculum assessments, teacher observation, and student participation. These are for a thorough understanding of where each student is and to check for mastery of skills.

When are grades posted:

Grades posted weekly

Homework:

First graders are expected to read or be read to for 10 minutes each night. There may also be a math page from our curriculum sent home. These math homework pages reinforce the math lesson from that day. Homework is for extra practice and not graded.

Missing Work

When students are missing important assignments or assessments due to an absence, they can make them up. We will not send home classwork that was missed and it will not be counted against their grade. Missing assignments/assessments will be marked as missing in Skyward and a grade will be entered after the student has completed it. For nonessential assignments that are missed, it will be marked as no count or exempt. This will not count against their overall grade.

2nd Grade

What is graded:

Second Grade teachers take grades on District Common Assessments, reading and math curriculum concepts and assessments, teacher observation, and student participation. These are for a thorough understanding of where each student is and mastery of a skill. .

When are grades posted:

Grades posted weekly

Missing Assignments and Makeup Work

If second-grader scores a zero on an assignment, it is because zero questions were answered correctly, not because it is a missing assignment. Missing assignments do not count against a student's grade. Missing work and makeup work from absences are coordinated with the student and parents on a case-by-case basis. Students that score below 70% (AE) on any assignment or classroom assessment may be given an opportunity to retake for up to 70% (AE).

3rd Grade

What is graded:

Language Arts

Weekly Vocab / Skills quiz / Assessments / Writing Projects

Math

Daily Practice/Assessments

Science

Mystery Science worksheets/note catchers / Participation

Social Studies

Projects / Skill based task grades / Citizenship / Classroom Job

When are grades posted:

Grades are posted weekly

Missing Assignments and Makeup Work:

- In general, makeup work will not be required **unless** a student is gone for an extended period of time **OR** a student misses a summative assessment.
- The student shall have **at least** one day to complete the work for every day missed.
- If a student receives a D or F on an assignment, the student may **redo** or **correct** that assignment to receive partial credit back.
- Students will receive 0 points for an assignment **only if** the teacher has provided an opportunity for the student to redo that assignment and the student has earned a score of 0 on a

second attempt **or** refused to complete the assignment. Zeroes will not be entered in the grade book for "missing" assignments.

4th Grade Grading Policy

- In general, makeup work will not be required **unless** a student is home for an extended period of time **OR** a student misses a summative assessment. Students and families can coordinate with teachers when an expected absence takes place to ensure students have an opportunity to complete learning tasks during their absence.
- If make-up work is required, the students shall have **at least** one day to complete work for each day that was missed.
- If a student received a D or F on an assignment, the student may **redo** or **correct** that assignment to receive partial credit back.
- Students will receive 0 points for an assignment **only if** the teacher has provided an opportunity for the student to redo that assignment and the student has earned a score of 0 on a second attempt **or** refused to complete the assignment.
- Teachers will enter **at least** one grade per week in Skyward to keep parents informed of their student's progress.

5th Grade Grading Policy

Late Assignments:

Assignments will be due on the given due date. If the assignment is missing while the teacher is grading, it will be entered into the grade book as "missing" in Skyward. All work must be completed and turned in by the end of each topic to receive credit. By the end of the topic, if missing assignments have not been completed and turned in, they will be entered as a zero in the grade book.

Lost Work

If students lose their assignment, they will use BRAVE bucks to purchase a new copy. After the second replacement assignment, they will no longer be given an additional copy and will either need to find the original copy that was provided or they will earn a zero on the assignment.

Homework

Students will not be assigned homework but rather what classwork they did not complete during the school day will be expected to be completed at home. The students will have to complete a Google form that will be sent to their parent email that describes what work your child still needs to complete. It will be the student's responsibility to take all required materials home to complete the work.

Working Lunch

If students have incomplete work or missing assignments, they will be given the opportunity to finish it during lunch to avoid loss of recess and homework. This is also to help ensure students finish the quarter with no missing assignments in the grade book.

Specials

At DRE we have the following Specials classes: Art, PE, and Music. While each special is unique in content and assessment, students are graded in all specials for participation and effort, standards-based skills, and completion of assignments or projects (a finished piece of art, a music performance, completing an assignment in Google Classroom, etc...) Students are expected to participate in Specials every day they are at school. Here is an explanation of our grading scale.

Media will be provided for all students at DRE. Beginning the 2023-2024 school year, Media will not be included in the Specials rotation. Instead, Media will be provided every third day.

Kindergarten - 3rd Grade	Students will have Media every third day during their Science/Social Studies block
4th Grade - 5th Grade	Students will have Media every third day during their Writing/Phonics block

Grading Scale:

EE= Exceeding Expectations - This grade is earned by giving maximum effort to all class activities and assignments, demonstrating a work ethic that goes above and beyond in the content area, or demonstrating proficiency on assessed skills that exceed grade-level expectations.

ME = Meeting Expectations - This grade is earned by attending class and actively participating each day, engaging in the lesson by following directions and participating in-class activities, or demonstrating proficiency on assessed skills that meets grade-level expectations.

AE = Approaching Expectations - This grade is earned by giving marginal effort to activities and assignments, requiring multiple reminders about following directions and class participation, or demonstrating proficiency on assessed skills that are approaching grade-level expectations.

BE = Below Expectations - This grade is earned by a lack of effort to class activities or assignments, behavior concerns that require many reminders or assistance from additional adults or demonstrating proficiency on assessed skills that fall below grade-level expectations.

AW = Academic Warning - This grade is earned by not participating, engaging, or completing activities during class, being dismissed because of behavior concerns that cannot be resolved, or sitting out of class activities unexcused

Delaware Ridge Elementary School Directory

The administration and staff at DRE are always looking for better ways to communicate with our families and to bring our families together. This year, parents will have the opportunity to be part of our DRE School Directory. Having contact information at your fingertips helps busy families stay connected. Here is the link to register: <https://forms.gle/grlKpfdj38u2ZkrU9>

Please contact Jill Miller if you have any questions regarding the DRE School Directory. millerj@usd204.net

Contact Information

School Office: 913-441-2126
Kristin Moulin, Principal: 913-441-2126, ext. 1502
Erica Lussier, Assistant Principal: 913-441-2126, ext. 1528
Allison Calvert, Guidance Counselor: 913-441-2126, ext. 1514
Kristi Flack, School Nurse: 913-441-2126, ext. 1505

Questions and Concerns

If you have concerns or questions about a district policy or school procedure, a situation regarding your child, or any other matter, please contact the person directly involved to discuss the situation. If you are not satisfied with the result of this communication, contact the building Principal or Counselor.

Emergency Safety Interventions

GAAF

(See GAO, JRB, JQ, and KN)

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

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

Definitions

“Area of purposeful isolation” means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.

“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-6146, and amendments thereto.

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

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

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

“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.

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

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

“Parent” means:

- a natural parent;
- an adoptive parent;

- a person acting as a parent as defined in K.S.A. 72-3122(d)(2), and amendments thereto;

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- a legal guardian;
- an education advocate for a student with an exceptionality;
- a foster parent, unless the student is a child with an exceptionality; or
- a student who has reached the age of majority or is an emancipated minor.

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

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

“Purposefully isolate” when used regarding a student, means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

1. Removal of the student from the learning environment by school personnel;
 2. Separation of the student from all or most peers and adults in the learning environment by school personnel;
- or
3. Placement of the student within an area of purposeful isolation by school personnel.

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

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located but is not a law enforcement officer or police officer.

“Seclusion” means placement of a student for any reason other than for in-school suspension, detention, or any other appropriate disciplinary measure in a location where both of the following conditions are met:

- School personnel purposefully isolate the student; and
- the student is prevented from leaving or has reason to believe, that the student will be prevented from leaving the area of purposeful isolation.

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

Prohibited Types of Restraint

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

Emergency Safety Interventions

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

Use of Emergency Safety Interventions

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

ESI Restrictions

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

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

Emergency Safety Interventions

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Use of Seclusion

When a student is placed in seclusion, a school employee shall see and hear the student at all times. The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion. When a student is placed in or otherwise directed to an area of purposeful isolation, the student shall have reason to believe that the student is prevented from leaving.

If the area of purposeful isolation is equipped with a locking door designed to prevent a student from leaving the area of purposeful isolation, the door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the area of purposeful isolation, or in case of emergency, such as fire or severe weather.

An area of purposeful isolation shall be a safe place with proportional and similar characteristics as those of rooms where students frequent. Such area shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

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

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

Notification and Documentation

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

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include:

Emergency Safety Interventions

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- A. The events leading up to the incident;
- B. student behaviors that necessitated the ESI;
- C. steps taken to transition the student back into the educational setting;
- D. the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI;
- E. space or an additional form for parents to provide feedback or comments to the school regarding the incident;
- F. a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and
- G. email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year:

- A copy of this policy which indicates when ESI can be used;
- a flyer on the parent's rights;
- information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and
- information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas.

Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day

Emergency Safety Interventions

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using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

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

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

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within

that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

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

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

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

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

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

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

Approved:

KASB Recommendation – 6/13; 12/13; 6/15; 6/16; 6/18; 12/18; 6/23