Auburn Washburn
Unified School District 437

Early Childhood Handbook

2026-2027

Inspiring, Challenging, and Preparing Every Child, Every Day

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MISSION

Auburn-Washburn strives to deliver exemplary, world-class education for all students, instilling in them the academic knowledge, skills for success, and character required to be happy, responsible, and productive citizens.

VISION

Auburn-Washburn schools provides a safe, enjoyable, and challenging school environment where students have the opportunity to achieve their maximum individual education potential. All students receive a balanced education where traditional academics are taught, creativity and innovation are cultivated, and skills for success are developed; preparing them to assume roles as responsible citizens in a global community, the workplace, and in life.

CORE VALUES

We believe learning is a lifelong process. The following values will help realize our vision:

1. We believe in the value and uniqueness of each student:
    a. Each student has different needs.
    b. Each student should have the opportunity, and be encouraged, to reach their potential.
    c. Each student is entitled to a safe, current and well-maintained school environment.
2. We believe that excellence in education is a multifaceted process:
    a. Excellence requires building meaningful relationships with all stakeholders and especially with students.
    b. Excellence requires the commitment and judicious stewardship of community resources.
    c. Excellence prepares students to become happy, responsible, and productive citizens; to successfully live and work in a complex, ever-changing world.
    d. Excellence is a combination of academic performance and skills for success.
    e. Excellence must be a dynamic and engaging process in order to meet changing needs.
    f. Excellence requires rigorous assessment and feedback of both students and faculty staff.
    g. Excellence requires focus on the future.
    h. Excellence depends upon effective resource management.
    i. Excellence, both academic and skills for success, should be recognized and celebrated.
3. We believe that respect and responsibility are essential components of an excellent education:
    a. Everyone deserves to be treated with dignity and respect.
    b. Effective communication enhances trust and cooperation.
    c. Each student is responsible for their own actions.
    d. Responsibility for public education rests jointly with students, parents, teachers, and community.

ELEMENTARY SCHOOL DIRECTORY

Auburn Elementary (AE)
810 N Commercial • Auburn, KS 66402
785-339-4400 • Fax: 339-4425
www.auburnelementary.net
Calesta Blazo, Principal
blazocal@usd437.net

Farley Elementary (FE)
6701 SW 33rd Street • Topeka, KS 66614
785-408-8300 • Fax 408-8325
www.farleyelementary.net
Katie Sonderegger, Principal
sondekat@usd437.net

Indian Hills Elementary (IH)
7445 SW 29th Street • Topeka, KS 66614
785-339-4500 • Fax: 339-4525
www.indianhillselementary.net
Chelsea Schmidtlein Principal
schmiche@usd437.net

Jay Shideler Elementary (JS)
4948 SW Wanamaker • Topeka, KS 66610
785-339-4600 • Fax: 339-4625
www.jayshideler.net
Sandra Cromwell, Principal
cromwsan@usd437.net

Pauline Central Primary (PC)
6625 SW Westview • Topeka, KS 66619
785-339-4700 • Fax: 339-4725
www.paulinecentral.net
Debra Williams, Principal
willide3@usd437.net

Pauline South Intermediate (PS)
7035 SW Morrill Road • Wakarusa, KS 66546
785-339-4750 • Fax: 339-4775
www.paulinesouth.net
Taylor Dunham, Principal
dunhatay@usd437.net

Wanamaker Elementary (WE)
6630 SW 10th Street • Topeka, KS 66615
785-339-4800 • Fax: 339-4825
www.wanamakerelementary.net
Marc Sonderegger, Principal
sondemar@usd437.net

DISTRICT ADMINISTRATION

Auburn-Washburn USD 437
Shuler Education Center
5928 SW 53rd Street • Topeka, KS 66610
(785) 339-4000 • Fax: 339-4025 • www.usd437.net

SUPERINTENDENT OF SCHOOLS
Dr. Katie Collier
collikat@usd437.net

EXECUTIVE DIRECTOR OF LEARNING SERVICES
Dr. Jeff DeSota
desotjef@usd437.net

EXECUTIVE DIRECTOR OF HUMAN RESOURCES
Chelsea Clark
clarkche@usd437.net

EXECUTIVE DIRECTOR OF BUSINESS SERVICES
Brett Bauer
bauerbre@usd437.net

EXECUTIVE DIRECTOR OF OPERATIONS
Rich Jones
jonesric@usd437.net

DIRECTOR OF COMMUNICATIONS
Jessica Roberts
roberjes@usd437.net

INTERIM ASSISTANT DIRECTOR OF EARLY CHILDHOOD PROGRAMS
Dr. Tammy Mitchell
mitchtam@usd437.net

DIRECTOR OF TECHNOLOGY
Patrick Clear
clearpat@usd437.net

SUPERVISOR OF TRANSPORTATION
Andrew Steenbock
steenand@usd437.net

SUPERVISOR OF FOOD SERVICE
Stan Vallis
vallista@usd437.net

BOARD OF EDUCATION

ShaNoah Emory
925-726-8290
emorysha@usd437.net

Joe Faul
785-250-5917
fauljoe@usd437.net

K.C. Johnson
785-631-0074
johnsken@usd437.net

Brad Noller
785-554-8899
nollebra@usd437.net

Bryan Smith
785-231-8255
smithbr4@usd437.net

Jamie Stafford
785-224-9994
staffjam@usd437.net

Jeremy Wiltz
913-706-2526
wiltzjer@usd437.net

Rachelle Heydt, *Clerk*
heydtrac@usd437.net

Brett Bauer, *Treasurer*
bauerbre@usd437.net

SCHOOL SCHEDULE & CALENDAR

Early Childhood Class Times

- Morning Class: 8:30-11:30 am Mon, Tue, Thur, Fri & 8:30-11:00 am Wed
- Afternoon classes: 1:00pm - 3:45pm

August 11	First Day of School (Grades 1-6, 9, and new to district 10-12)
August 12	First Day of School (Grades 7-8 & 10-12)
August 13	First Day of School (Early Childhood & Kindergarten)
September 7	No School (Labor Day)
September 16	No School for Early Childhood (Early Release)
October 9	No School (Staff Day)
October 15	No School (Parent/Teacher Conferences)*
October 16	No School
October 21	No School for Early Childhood (Early Release)
November 11	No School for Early Childhood (Early Release)
November 23-24	No School (Staff Days)
November 25-27	No School (Thanksgiving Break)
December 9	No School for Early Childhood (Early Release)
Dec. 21 - Jan. 4	No School (Winter Break & Staff Day)
January 18	No School (Martin Luther King Jr Day)
January 27	No School for Early Childhood (Early Release)
February 18	No School (Parent/Teacher Conferences)*
February 19	No School
February 24	No School for Early Childhood (Early Release)
March 12	No School (Staff Day)
March 15-19	No School (Spring Break)
April 7	No School for Early Childhood (Early Release)
April 9	Kindergarten Roundup
April 16	No School (Staff Day)
April 19	No School (Unless Snow Make-Up)
May 5	No School for Early Childhood (Early Release)
May 19	Last Day of School for Early Childhood

**Please refer to individual schools for Parent/Teacher Conference times.*

GENERAL INFORMATION

Welcome to our school district! We are privileged to be able to meet and serve our youngest learners! We look forward to partnering with you to build a solid foundation for your child's education and to ignite a love of learning in your child that will support success for a lifetime!

The Auburn-Washburn Early Childhood program promotes a supportive, collaborative, and inclusive atmosphere where ALL children can learn and achieve goals at their own pace. Our staff embrace and acknowledge each child's strengths and learning styles. Children's experiences are anchored in child-centered, play-based, and intentional practices embedded within the Auburn-Washburn Early Childhood Mastery 10 Standards. Our classroom environments are safe, organized, and inviting for children and families. We believe in educating the whole child with an emphasis on social-emotional learning. Our program values key relationships with our children, families, staff, and community and knows these are the connections for high-level learning and growth for our children.

Early Childhood Beliefs

- We believe that children's learning occurs with hands-on materials and activities.
- We believe movement is essential and is used throughout the learning process.
- We believe in Developmentally Appropriate Practices.
- We believe that neuroscience research drives our understanding of the development of children, which then informs our instruction and interventions.
- We believe in a diverse, inclusive environment for all children.
- We believe in clear and transparent communication with families, community partners, and staff.
- We believe in purposeful and intentional instructional practices.
- We believe in a high quality program and staff.
- We believe staff strive to meet all children and family needs when provided with the necessary materials and resources.
- We believe children learn one-on-one, in small groups, and in large groups through structured classroom environments.

Developmental Screenings

All students will start our program by attending a developmental screening. Early Childhood developmental screening services are also available for children ages 3-5 years old whose parents suspect their child may have a significant delay in developing skills or want to learn more about where their child's development is. The purpose of early childhood screening is to identify children with possible developmental delays that may interfere with their future education.

Hearing, vision and developmental skills are screened by professionals specifically trained in early childhood assessment. Upon completion of the screening, the staff and parents will review the results and assess the need for further evaluation.

At the time of enrollment the following must be provided for school records:

- Current Immunization Report
- Proof of residency within the Auburn-Washburn district boundary
    - Accepted documents:
        - Most recent utility bill (gas, water, electric)- no phone bills
        - Lease agreement
        - Real estate contract
        - Latest rent receipt
        - Deposit receipt for gas, electric, or water
- Birth Certificate
- Health Assessment

If you should decide to withdraw your child from our program, we would appreciate any advanced notice you can give us. If you are moving out of our school district our staff will work with you to forward your child's educational records to his/her receiving school. If your child is enrolled as a community inclusion student, tuition will be assessed through the end of the last month in which your child attended school.

Fees: An enrollment fee of $25 per school year is charged for each child who attends a classroom five days per week, except for students enrolled as community inclusion students, who pay tuition which is $250/ month.

CURRICULUM

The Auburn-Washburn Early Childhood program utilizes the HighScope curriculum to guide instruction toward mastery of Early Childhood Mastery 10 Standards.

The HighScope Curriculum is a research-based approach that supports children's active learning through hands-on experiences. HighScope is designed to help children build key skills in areas such as language, math, social-emotional development, and problem-solving. A key feature of HighScope is the "Plan-Do-Review" process, where children make choices about their learning, carry out their plans, and reflect on what they've done. Our classrooms are carefully organized to promote independence, exploration, and a consistent daily routine, all of which help young children feel safe, confident, and ready to learn.

A Smart Board is available in all classrooms to enhance instruction.

The Auburn-Washburn Early Childhood program has also adopted the Handwriting Without Tears (HWT) curriculum materials to guide instruction. The goal of HWT is to make legible and fluent handwriting an easy and automatic skill for all students. The curriculum uses multi-sensory techniques and consistent habits for letter formation to teach handwriting to all students in Early Childhood. In addition, HWT provides parents and teachers with instructional techniques and activities to help improve a child's self-confidence, pencil grip, body awareness, posture and much more.

In addition, Auburn-Washburn Early Childhood program has also adopted the CharacterStrong Emotional Curriculum. When students enter kindergarten with the self-regulation and social-emotional skills

taught with CharacterStrong Social-Emotional Learning (SEL), they're set up for success. This curriculum helps children build foundational social-emotional skills such as recognizing emotions, building friendships, practicing kindness, following routines, and developing self-regulation through play-based and interactive learning experiences.

Children in our program will experience:

- **Work Time:** This is key part of the HighScope approach where children actively engage in hands-on learning through purposeful play. During Work Time, children make choices, explore materials, interact with peers, and develop skills across all developmental areas with support and guidance from teachers. This time encourages independence, creativity, problem-solving, and meaningful learning experiences within a structured classroom environment.
- **Circle Time:** This teacher-guided group gathering supports social connections, language development, and emergent academic skills. Through songs, finger plays, calendar activities, counting, storytelling, and sign language, children build early literacy, math, and communication skills in an interactive and engaging format. Circle time also encourages turn-taking, listening, and sharing ideas with peers.
- **Learnng Centers:** A highlight of each day, center time offers a variety of hands-on learning opportunities in areas such as gross motor, fine motor, art, technology, language, social-emotional learning, and problem-solving. Children choose from multiple activities and are supported in exploring all areas over time. Many skills overlap within each center, supporting whole-child development.
- **Music and Movement:** Through musical instruments, songs, movement, and finger plays, children develop language skills, auditory discrimination, rhythm, and memory. These activities also strengthen motor coordination and provide joyful opportunities for creative expression.
- **Snack Time:** This routine supports self-help, fine motor development, and social skills. Children practice making choices, using utensils, and engaging in conversations with peers and adults in a relaxed, supportive setting.
- **Book Time:** Children explore books independently, in small groups, or with adults. Activities include listening to stories, retelling events, identifying letters and words, and engaging in conversations about text and illustrations. These interactions foster early literacy and a love of reading.
- **Outside Play:** Gross motor development is supported daily on our playground, where children run, climb, jump, and explore nature. Outdoor time also encourages dramatic play, problem-solving, and social interaction in a new environment. In cases of inclement weather, indoor alternatives will be provided. Please make sure children wear shoes that are safe for active play—no flip-flops, please.

HOME/SCHOOL COLLABORATION

Classroom procedures are in place in each room, and vary by teacher. Teachers will be happy to address questions regarding classroom procedures. For both reasons of confidentiality and staffing, when concerns arise, we request you make an appointment for a conference if you wish to speak at length with a staff member. This ensures that we may give full attention to your questions and concerns without compromising the supervision of the children.

Classroom Management: Children are praised intermittently throughout their day for making good choices, engaging in activities appropriately and participating with friends in cooperative manners. Appropriate rules for the classroom are established and reinforced on a daily basis. Each classroom teacher designs their management system.

Teachers will generally use these and similar steps in order to address a child who is not following classroom rules:

- Verbal reminder in positive terms (ex. Please use your inside voice).
- Redirection- teachers model desired behavior. If needed, teachers assist child to perform appropriate behavior.
- Giving Choices- teachers give children the option to choose between two acceptable behaviors or activities.
- Loss of privileges; depending on the circumstances children are given time away from the other children to regain their composure. They are told that they may try again when they can be a part of the group and are able to work with others.

Concerns are addressed directly. The effectiveness of our early childhood program is dependent upon excellent communication between staff and parents.

Please follow the order below.

1. Discuss the problem with your child's classroom teacher.
2. Discuss the problem with the Director of Early Childhood.
3. Put your concerns in writing to the attention of the Superintendent.

Communication systems can be developed with your child's teacher. Notebooks, emails, phone calls and newsletters are common ways we share what is going on at school. Please let our staff know what works for you.

PROGRAMS

We offer several types of early childhood settings for early childhood education. This allows us to serve as many children as possible, and to meet the needs of individual learners. Classrooms may contain a mix of students who are enrolled in a variety of these different programs. Most of the programs we offer have specific criteria that determine eligibility.

These programs include:

- At-Risk Program– students must be 3 or 4 years old by August

31 of each new school year. Families must meet at least one of KSDE's eligibility criteria such as low income, single parent, parent who lacks a high school diploma, etc.

- Students with Individualized Education Program– students must be determined eligible for special education services through a comprehensive evaluation. Students may be ages 3-5 years. Students in this program may receive services in our classrooms, in community preschools, at home or in other community settings.
- Community Inclusion Program – students who do not qualify for our other programs. There is a tuition associated with this program (see below). Peer models slots may be filled by children of district patrons, employee parents or employee grandparents.
    - Tuition is due on the first day of the month for the 10-month school year (August through May), regardless of a child's attendance. The August payment is due the first week of school. If your tuition is not paid by the end of the month your child may be dropped from enrollment. All unpaid tuition must be paid in full before any re-enrollment can be handled by the school.
    - Payments may be made online using the district's Pay School software (see the building secretary for access to the website), or with either cash or check made payable to "USD 437" and mark your check "Preschool". You may also want to consider putting your payment in an envelope. We request that the payment either be mailed or hand delivered to the office at your child's school building. If you deliver payment to the office, please make sure you hand it directly to one of the secretaries as then we are assured that your payment is properly credited. The school offices are open from 8:00am to 4:00pm on school days.
    - Monthly tuition for a student enrolled 5 days per week is $250.00.

ATTENDANCE POLICY

Attendance is important! We want your child to benefit from instruction and build relationships with their friends in early childhood every day! This is the time to get your child in the habit of going to school every day. However, if your child needs to miss school due to illness or other circumstances, we ask that you call or email your child's school and teacher to excuse them. If your child rides the bus you also need to call transportation at 339-4050 before 7:45 am. You may leave a message on voicemail.

ARRIVAL & DISMISSAL AT SCHOOL

Parents who transport their children to school must refer to the Parent/ Student Handbook from the school the child attends to read the procedures for picking up and dropping off their child. We appreciate your promptness when you pick up your child after school! You may bring your child to the building 10 minutes before actual starting time, but not before (there is no supervision available).

HEALTH

Please do not send your child to school if he/she has been vomiting, had diarrhea or has had a fever of 100.4 or above within the last 24 hours.

Your child must be symptom free without the aide of medication, which includes fever-reducing medication for 24 hours before returning to school. If a child comes to school, he/she will be expected to participate in all areas, including recess and Physical Education. Exceptions require a written request from the parent/guardian that is supported by a Medical Doctor or Doctor of Osteopathy. The request must include the activities and the dates the student cannot participate.

As indicated in KSA 65-122, it is the duty of the parent, guardian, school principal, or other individual in charge of the public school to exclude any child or other person affected with a disease suspected of being infectious or contagious until the expiration of the prescribed period of isolation or quarantine for the particular infectious or contagious disease as outlined in the Kansas Classroom Handbook of Communicable Disease (available online at www.kdheks.gov).

MEDICATIONS

All medication will be stored in the health room. Medication will be administered by the health personnel or designee. Prescription medication must be in the original container and must be accompanied by written permission from the parent/guardian and a medical doctor, doctor of osteopathy or dentist for each individual medication, and must be taken to the Health Room without delay for safekeeping. (Prescription label will be considered physician permission). It shall remain the responsibility of the student to report to the Health Room when dosage is due. Herbal remedies and vitamins will be considered as nonprescription medication and will be subject to the same prescription requirements. When student medication is kept at school, it is the responsibility of the parent to know when the medication is to be refilled.

LEAVING SCHOOL

Students must report to the office before leaving school during school time. Children will not be allowed to leave school with anyone except legal guardians or parent(s), unless authorized by direct contact with the principal.

ILLNESS OR ACCIDENTS AT SCHOOL

The school will take whatever appropriate emergency steps are necessary for any student involved in a life-threatening situation. This may include calling 911 and/or transporting the student to the nearest hospital or emergency facility. The school nurse will be notified and reasonable attempts will be made concurrently to notify parent(s) or legal guardian. At least one employee will stay with the student until the emergency situation is resolved or the student is released to the parents, the emergency contact person, or another responsible person. Any costs occurring as a result of care shall be borne by the parents or persons for whom the care is administered.

STUDENT ACCIDENT INSURANCE

If a student is injured during the school day or while participating in a school activity, the District has catastrophic accident insurance to cover expenses exceeding $25,000. The coverage is supplemental to any insurance you may have on your student and pays only after the

student's personal insurance coverage has responded. The District insurance is catastrophic only. In the event you do not have any insurance coverage, you will need to provide a signed letter stating that when you submit the claim form.

The Business Office only sends out insurance claim forms upon request from the parents of the student, not for every student accident report. Please be aware that all claims must be reported by you to the insurance company within 60 days of the accident. If you have questions about the insurance coverage or the procedures for filing claims, please call the Business Office at 339-4000.

PARENT/SCHOOL COMMUNICATION

It is essential that parents call the school office if there is a change of address or phone number, or a change of the designated person to be called in case of emergency. Parents need to keep the school informed of special occasions, concerns, or problems that may arise within the home or at school. Since the teacher is the one who spends the most time with the students, it is best to contact the teacher before calling the principal. If the matter is not resolved to the parent's satisfaction, the principal should be contacted. Should there still be a concern, the Superintendent or the Superintendent's designee should be contacted at the Administrative Office.

VISITORS

Parents are welcome to visit their child's classroom. Arrangements should be made in advance with the teacher. The teacher and/or principal will determine the appropriate frequency and length of visits.

All visitors should enter the building through the main entrance and report to the school office upon arrival at the school.

REPORTING OF GRADES

Report cards will be sent home with students at the end of each nine (9) week session, except after the first nine (9) weeks when they are given at conferences.

PHILOSOPHY OF REPORTING TO PARENTS

It is important that accurate information is communicated between teachers and parents. Systems for this include report cards, conferences, and the Infinite Campus portal. Working with the teacher is the best way for parents to address issues and meet the needs of the student.

EARLY CHILDHOOD GRADE CARD

4 - Exceeds Mastery - Student demonstrates complete mastery of the grade level standard as presented to date; student work consistently shows a deep understanding of skills/concepts, which are applied accurately and independently.

3 - Mastery - Student demonstrates mastery of the grade level standard as presented to date; student work displays basic understanding of skills/concepts.

2 - Developing - Student is developing towards mastery of the grade level standard as presented to date; student work demonstrates continued growth and understanding of the skills/concepts with additional support.

1 - Not Yet Mastered - Student does not yet demonstrate mastery of the grade level standard as presented to date; student work demonstrates limited knowledge of skills/concepts and requires extensive support.

PARTIES AND BIRTHDAYS

We ask that no birthday invitations be brought to school and passed out unless every student in the class receives one. The treating of students by other students for birthdays or other special occasions should be arranged with the classroom teacher. Room parties may be held upon three (3) occasions during the year: Halloween, Winter Break, and Valentine's Day.

EQUIPMENT, TOYS, PETS, AND ELECTRONICS

Children are not allowed to bring their own play equipment to school. All equipment to be used will be furnished by the school, except ball gloves. Other exceptions may be made by the individual schools. Students who bring personal articles to school DO SO AT THEIR OWN RISK. The school will not assume responsibility for the repair or replacement of personal items.

The use of student owned toys or games are not permitted during the school day unless previous arrangements have been made with the teacher. Any such items brought to school without permission will be confiscated and may be picked up at the school office by the child's parent.

For the safety of the children and the animals, students are not to bring pets to school. If such a request is made, the teacher will get in touch with the parent(s) by written communication or by a phone call. Prior to bringing your pet to school, please read the state regulations. Information on what pets can or cannot be brought on school grounds and into the school, and how the pets are to be brought to school can be found at: www.kdheks.gov. Please contact your child's teacher to inquire if pets are allowed in their classroom. If pets are allowed, your child's classroom teacher will provide a time that is best for you to bring your pet to school.

Students may possess or use personal electronic signaling devices (cell phones, iPads/tablets, smartwatches, etc.) on school campus (per building rules) provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests, bullying, or accessing inappropriate materials.

Electronic devices shall be turned off and kept in backpacks on school property during school hours or at any other time as directed by a school district employee, except when otherwise permitted, for educational purposes, by the teacher, administration or in school policy.

Devices are brought to school at the owners' risk. The school is not responsible for lost or stolen devices.

RECESS

All students are expected to participate in recess. If the temperature (or wind chill factor or heat index) is between 20 degrees and 103 degrees and the weather is not inclement, students will ordinarily go outside for recess. The office will determine indoor/outdoor recess. Generally, if a child is able to attend school, he or she able to participate. Please send a doctor's statement (to classroom teacher) should your child need to stay in from recess for two or more consecutive days.

PARENTS VOLUNTEERING ON FIELD TRIPS

Parents are encouraged to volunteer for their child's class field trips. Due to liability concerns, we ask that parents not bring siblings on the trip. Please visit with your child's classroom teacher regarding the opportunity to volunteer on a field trip.

APPROPRIATE DRESS

The general atmosphere of a school must be individually and collectively conducive to learning. If a student's attire becomes a disruptive factor in the educational process, a staff member will ask the student to make the necessary changes. This policy is intended to provide guidance for students, staff, and parents.

1. Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see through.
2. Clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to armpit and down to cover the back-side. Tops must have straps.
3. Costumes and parts of costumes (such as ears and tails) must not be worn unless part of a school-approved event.
4. Face paint is not permitted. Makeup resembling face paint or a costume is not permitted.
5. Outdoor clothing or accessories such as head gear, capes, blankets, hoodies (the hood), and sunglasses must not be worn during the school day.
6. No potentially hazardous accessories such as dog collars, dog leashes, spike jewelry, chains, or any other studded accessories are allowed.
7. Clothing or body adornments with offensive, sexually suggestive, vulgar, profane, ethnically derogatory messages, pictures, or symbols, illegal substances, drug paraphernalia, tobacco, alcohol, or depictions or symbols of violence must not be worn.
8. Proper athletic shoes must be worn on P.E. days.

The final decision on whether dress code is appropriate will be made by administration.

SCHOOL CLOSING & EVENT CANCELATION

The decision to close school because of severe weather or other situations is made by the Superintendent. Closing information will be

posted on the district website (www.usd437.net) and district Facebook

and X (formerly Twitter). It will also be shared with local news outlets.

It will always be the right and privilege of parents to keep children at home or pick them up from school during severe weather, extreme heat, or any other situation where a pupil's health or safety may be questioned.

In the event of inclement weather or weather watches/warnings, the decision may be made to cancel afternoon or evening events scheduled for the elementary schools. This decision will be made at the discretion of the building principal.

EMERGENCY DRILLS

Every school must conduct emergency preparedness drills, including crisis drills that cover intruder responses and lockdown procedures as mandated by the state of Kansas. Schools must conduct fire drills, tornado drills and a series of crisis drills.

Fire Drills
The fire drill warning will be the sounding of the fire alarm. Students and staff should exit the building in a quick, but orderly manner once it has been announced to do so from the office.

Tornado Drills
The tornado warning shall be the sounding of the "severe weather alarm." When the severe weather signal sounds, all students and staff shall move quickly and quietly to their designated areas.

Secure Campus
If there is an external threat in the vicinity of the school area, administration will announce that the school is following our Secure Campus protocol. All exterior doors will be locked, including the main entry. All students and staff should remain inside the building, and those outside should return inside in a quick, but orderly manner. All activities within the building should continue without change.

Lock Down
If there is an imminent threat on the school premises or within the school building, administration will announce that the school is in "Lock down" mode and will follow set procedures. Our school follows the "Run, Hide, Fight" system approved by Homeland Security and by the Federal Bureau of Investigation.

Evacuations
The school also has procedures in place for evacuation purposes, including, but not limited to fire, gas, chemicals, explosions, or hazardous materials. Alternate locations have been identified, including off-site destinations. Procedures and locations will be utilized as needed depending on the emergency.

USE OF DISTRICT BUILDINGS & FACILITIES

Arrangements for the use of the building and equipment by agencies or groups external to the school will be made through the building principal or district representative as outlined by USD 437 policy. At the time of the application a list of guidelines for use will be given to the outside group. Rental rates as set by the district, will apply. Information and application are available online at www.usd437.net.

LIBRARY MATERIALS/TEXTBOOKS

When students check out library materials or textbooks, it is the responsibility of the student to return them in the same condition as they received them. Library materials or textbooks not returned or returned damaged may result in the student being assessed a charge for the lost or damaged item. A unique identification number is recorded for each item. It is the responsibility of the student to check in the item that bears the exact same identification number that was checked out to them.

UNRETURNED OR DAMAGED PROPERTY

Any school property not returned or returned damaged may result in the replacement or repair cost of the item being charged.

OUTSTANDING FEES

A notice of outstanding fees will be sent to parents each semester. This notice will be in addition to any other notices parents have received during the school year. If these debts to the school are not taken care of by the parent or student, the school may turn these over to a collection agency/attorney.

RETURNED CHECKS

Checks returned for any reason are sent directly to the District Business Office. If the returned check is not resolved by the deadline specified in the notification letter, the returned check may be forwarded to a collection agency/attorney for collection. The collection agency/attorney will add a service fee to the amount of the check. The total amount of the check and service fee may be electronically debited from your checking account by the collection agency/attorney.

OTHER FEES

Students may be responsible for fees and admission costs associated with some field trips. Students will be notified in advance in these circumstances. These fees must be paid in advance and cannot be billed for payment at a later date.

DIRECTORY INFORMATION DESIGNATED

The USD 437 Board of Education and administration have determined that the following data will be designated directory information:

1. Student's name, address, telephone number, date of birth, and parent's name.
2. Student's participation in officially recognized school activities and sports.
3. The weight, height and grade of members of athletic teams.
4. The dates of attendance.
5. Scholarships and awards received.

6. The most recent previous school district attended by the student
7. Photograph, audio recording, or video recording of student at school or school sponsored activity.
8. Student's school email address as provided by USD 437

This information is considered public information which may be released by the school district without parent's prior consent.

Patrons have until September 1st of each year, to inform the school district that directory information about their student should not be released without parent's prior consent.

FAMILY RIGHTS AND PRIVACY ACT

The Auburn-Washburn schools consider all pupils' records, except directory information, to be confidential. Appropriate procedures and safeguards shall be established and followed to govern access to pupil records and the release of pupil records and information to persons, agencies and organizations within and outside the school system. Such procedures and safeguards shall be consistent with and pursuant to Section 438, Public Law 93-480 as amended. **Complete information on the release of student information is available in the Back to School Calendar mailed to each household and online at www.usd437.net.**

TRANSPORTATION

Transportation is provided to eligible students in Auburn-Washburn USD 437. All school rules and the district Code of Student Conduct apply while riding district transportation.

STUDENT EXPECTATIONS

To help ensure a safe and efficient ride, students are expected to:

- Follow all directions given by the driver the first time.
- Remain seated while the vehicle is moving.
- Use appropriate language and behavior at all times.
- Keep aisles, doors, and emergency exits clear.
    - Keep books, packages, coats, feet, and all other objects out of the aisle.
- Keep hands, feet, and objects to themselves.
- Help keep the bus clean and free of damage.
- Avoid distracting the driver.
- Driver will assign a specific seat to a student.
- Students are to remain seated while the bus is in motion.
- Scan their school-issued Lunch/Bus Card when entering and exiting the bus.
- Bring only items that can safely fit on their lap or under the seat.

The following items or behaviors are prohibited on district transortation:

- Tobacco, alcohol, drugs, vape devices, weapons, explosives, or dangerous objects
- Glass containers or animals
- Eating or drinking on the bus
- Balloons, streamers, or confetti
- Large items that cannot be safely secured
-

Failure to follow transportation expectations may result in suspension or loss of transportation privileges.

BUS STOP SAFETY

- Arrive at the assigned stop at least 5 minutes before pickup time.
- Stay at least 10 feet away from the bus until it stops and doors open.
- Board and exit only at assigned stop locations unless approved otherwise.
- When crossing the street, students must:
    - Walk at least 10 feet in front of the bus
    - Wait for the driver's signal before crossing

TRANSPORTATION INFORMATION FOR FAMILIES

- Bus stop locations are centrally located within neighborhoods.
- Each student is assigned one primary pickup and drop-off location.
- Pickup and drop-off times may vary due to traffic, substitute drivers, or route changes.
- Drivers are not required to honk when arriving at a stop.

EARLY CHILDHOOD AND ASSISTED TRANSPORTATION

For students requiring adult supervision at drop-off:

- An approved adult must be visible to the driver at drop-off.
- If no adult is present, transportation staff will attempt to contact the family.
- Repeated failure to meet the student may result in transportation consequences.

TRANSPORTATION DISCIPLINE PROCESS

Transportation staff may use progressive discipline steps, including:

- Verbal warning
- Conduct notice
- Suspension of riding privileges

Severe safety violations may result in immediate suspension from transportation services.

MY RIDE K-12

USD 437 uses the My Ride K-12 app to provide families with real-time transportation information, including:

- Bus stop locations
- Pickup-drop-off times
- Route updates and delays

BEHAVIOR/DISCIPLINE POLICY

All students are expected to conduct themselves according to high personal standards of courtesy, decency, morality, honesty, and wholesome relationships with others. The following behaviors will not be tolerated:

1. Defacing or marring property
2. Disrespect, disobedience and defiance to school personnel
3. Fighting, slugging, slapping or biting of one student by another

4. Foul language, either written or verbal.
5. Use of tobacco, narcotics, drugs or alcoholic beverages
6. Throwing of rocks or other hard objects
7. Possession of knives, weapons, dangerous materials or any facsimile
8. Other inappropriate behaviors which may be disruptive or interrupt the learning process
9. Violating the Student Technology Acceptable Use Policy
10. Inappropriate touching or displays of affection
11. Any harassment

If student's behavior requires discipline, it will be handled by one of the following methods:

- Teacher or Principal/student conference
- Parent conference
- Shortening of recess
- Loss of privileges
- Detention or inschool suspension
- Suspension (see next sections)
- Expulsion (see next sections)

SUSPENSION AND EXPULSION

Students who are suspended or expelled under the terms of Board of Education Policy JDD shall be afforded the due process rights contained in board policies. 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. 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/her parents.

INTERROGATION AND THE SEARCH OF STUDENTS AND PROPERTY

A. Building administrators, and others designated by the Superintendent, and/or principal may conduct investigations and question students about infractions of school rules or the student conduct code. If there is reason to believe a violation of a criminal law has been committed, the principal shall notify the appropriate law enforcement agency and may request further investigation of the alleged violation.
    1. Law enforcement officers may be allowed to conduct investigations and/or question a student(s) during school hours when cause is demonstrated.
    2. The principal shall make reasonable attempts to contact parents, guardian or representative of the student(s) prior to questioning. If parents, guardian or representative of the student(s) is not present during questioning of a student, the principal shall be present.
B. Principals are authorized to search students and property if there is reasonable suspicion that district policies, rules or directives are being violated. In addition all lockers shall be subject to random searches without prior notice or reasonable suspicion. All searches by the principal shall be carried out in the presence of another adult witness.

PUPIL GRIEVANCE

Each pupil in his/her own behalf or through his/her parent(s) or legal guardian has the right to grieve over alleged violations or rights. It is assumed that an effective, prompt grievance procedure will provide not only a legitimate alternative to disruptive or illegal behavior, but will also provide for a constructive review of academic concerns.
Further, it will provide a method whereby an alleged act(s) of discrimination due to a student's sex or race may be reviewed. No pupil shall be subject to reprisal or discrimination by reason of his/her participation in a grievance procedure. (Any action taken under the authority of the "Suspension and Expulsion of Pupils Act" KSA 72-8901, et seq. shall not be subject to the grievance procedure established in this policy; as implemented in the policy entitled, "Suspension and/or Expulsion of Students.")

DRUG FREE SCHOOLS

Controlled Substances Policy (Drugs) (BOE Policy JDDA)
The Auburn-Washburn School District is committed to the education of every student in drug/abuse awareness and zero substance abuse. The Auburn-Washburn School District will enforce the following policy.

1. The possession, use, consumption, purchase, distribution or sale of drugs, and/or simulated drugs, or intent to distribute, purchase or sell drugs and/or simulated drugs (controlled substances as defined by the Uniform Controlled Substances Act as per State Statute), the distribution of consumption of nonprescription medicines or that exceeds the manufacturer's recommended dosage on public school property or at public school activities is strictly prohibited.
    a. In the event any student violates the controlled substances section of this regulation, such student will be suspended from school immediately for a short term and will be:
    recommended for an extended term suspension from school and all related school activities for possession, use or consumption of drugs, or
    b. b. recommended for expulsion from school and all related school activities for distribution and/or sale of drugs, or intent to distribute or sell drugs.
2. Any student who comes onto school property or attends public school activities, having used or consumed substances as defined in paragraph 1 above, will be suspended from school immediately for a short term and will be recommended for an extended term suspension from school and all related school activities.
3. Any punishment, suspension, or expulsion may be deferred by the appropriate Administrative Hearing Officer or Board of Education or their Designee. The student involved, after the appropriate hearings, as set forth by Kansas Statutes and found to be placed either on suspension or expulsion may at the option of the appropriate Administrative Hearing Officer or Board of Education be offered an opportunity for probation for a set period of time. The balance of the punishment, suspension or expulsion shall remain deferred so long a the student meets

the conditions of the probation agreement. If a student agrees to a probationary period a written agreement shall be signed by the student and the student's parents or guardians outlining the appropriate conditions of said probation and the duration thereof. Any probationary student accused of being in violation of the conditions of probation shall be afforded a limited hearing to the appropriate Administrative Hearing Officer or the Board of Education who agreed to the probationary conditions. Conditions of probation may include, but not limited to, drug counseling, of student's choice, expenses to be borne by the student; random drug testing, expenses to be borne by the student; restriction from school activities and any other conditions that the appropriate Hearing Agency or Board of Education agree would aid and assist the student and continue to provide a drug free school environment.

Alcohol/Cereal Malt Beverages Policy (BOE Policy JDDA)
The Auburn-Washburn School District is committed to the education of every student in alcohol abuse awareness. The Auburn-Washburn School District will enforce the following policy:

1. The possession, use, consumption or sale of alcoholic liquor (as defined by State Statute) or cereal malt beverages (as defined by State Statute) on public school property or at public school activities is strictly prohibited and any such possession, use consumption, or sale shall result in immediate suspension from school according to 1a and 1b below. Any student who comes onto public school property or attends public school activities, having used alcoholic liquor or cereal malt beverages as defined herein, shall be suspended from school immediately according to 1a and 1b listed below.
    a. 1st violation - 5 day suspension from school and all school related activities.
    b. 2nd violation - 5 day suspension from school and all school related activities and will be recommended for extended term suspension or expulsion.
2. Any student in violation of the alcohol/cereal malt beverage policy shall be suspended from all student extra-curricular performances, competitions or social functions for 30 school days on the 1st violation of said policy.
3. If a student is long term suspended for violation of this regulation, said student shall have the opportunity, of the Hearing Examiner's and/or Board of Education's discretion, to attend a counseling session with a qualified professional counselor, skilled in substance abuse counseling and comply with said counselor's recommendations, thereby being allowed an opportunity for a probationary period for the balance of said suspension. A student may use a counselor of their choice or may use the service provided free from a local Human Service Agency designated by the School District and said expense and costs are to be borne by the parents and/or guardians of the student. Subsequent violation of the agreed probationary period will result in the balance of the suspension being enforced.

WEAPONS AND DESTRUCTIVE DEVICES

The Auburn-Washburn School district will not tolerate any possession or use of any weapon, facsimile of a weapon and/or dangerous materials on school property at any time or at school activities. This policy is in effect 24 hours a day, 365 days a year, regardless of whether or not school or classes are in session. A student shall not 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.

1. 1. Definition of weapons and/or destructive devices means:
    a. any item being used as a weapon or destructive device;
    b. any facsimile of a weapon;
    c. any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
    d. the frame or receiver of any weapon described in the preceding example;
    e. any firearm muffler or firearm silencer;
    f. any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine or similar device;
    g. any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
    h. any bludgeon, sand club, metal knuckles or throwing star;
    i. any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement;
    j. any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.
2. A facsimile weapon includes, but is not limited to pellet guns, including air soft pellet guns, regardless of how the pellet or projectile is expelled, starter pistols, air rifles and pistols and any other object which is designed to replicate any weapon or firearm, regardless of the presence of any color coding which may be placed on the replica by the manufacturer or another to indicate the weapon is a facsimile.
3. Air Force JROTC instructors, cadets and others associated with approved military JROTC programs will follow military guidelines for storage and security of replica weapons/sabers and air rifles. The term air rifle includes any weapon acquired for use in the

unit's Civilian Marksmanship Program. The propellant used is compressed air or compressed carbon dioxide.

4. Possession of a firearm or other weapon listed under the "Weapons and Destructive Devices" heading above or any infraction of military guidelines shall result in expulsion from school or a period of one calendar year, except the superintendent may recommend this expulsion requirement to be modified on a case-by-case basis. Possession of a weapon of a type other than described under the "Weapons and Destructive Devices" heading above or a facsimile of a weapon may result in disciplinary action up to and including suspension or expulsion. 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 DCF or the Commissioner of Juvenile Justice.

SEXUAL HARASSMENT POLICY

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendment of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. The Superintendent or Superintendent Designee, 5928 SW 53rd, Topeka, KS (1-785-339-4000) titleix@usd437.net has been designated to coordinate compliance with nondiscrimination requirements.

Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when:

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

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include, but is not limited to the following:

- dating violence, stalking based on sex including cyberstalking, rape, attempted rape without consent,
- verbal harassment or abuse
- pressure for sexual activity
- repeated remarks to a person with sexual or demeaning implication
- unwelcome touching
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extracurricular activities, etc.

RACIAL & DISABILITY HARASSMENT POLICY

Racial and Disability harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964 and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

All forms of racial or disability harassment are prohibited at school, on school property, and at all school sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds. It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to racially harass any student, employee or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination, including harassment, on the basis of race, color, national origin, sex, or disability. Discrimination or harassment on the basis of race, color or national origin ("racial harassment"), sex (sexual discrimination), or on the basis of disability ("disability harassment") shall not be tolerated in the school district. Racial, sexual or disability harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Prohibited conduct under this policy includes racially, sexually or disability - motivated conduct which:

- Affords a student different treatment, solely on the basis of race, color or national origin, or disability in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school.
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile academic environment.
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with a student's academic performance or ability to participate in or benefit from the services, activities or programs of the school.

Racial or disability harassment may result from verbal or physical conduct or written graphic material. The district encourages all victims of racial or disability harassment and persons with knowledge of such harassment to report the harassment immediately.

The district will promptly investigate all complaints of racial, sex, or disability harassment and take prompt corrective action to end the harassment.

Any student who believes he or she has been subject to general, sexual, racial or disability harassment or has witnessed an act of alleged

general, sexual, racial or disability harassment shall discuss the alleged harassment with the building principal, another administrator, guidance counselor or another certified staff member. Any school employee who receives a complaint of racial, sex or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint will be reported to the district compliance coordinator. The building principal or district compliance coordinator shall discuss the complaint with the student to offer supportive measures and to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedures (see Board Policy KN and JGEC).

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial, sex or disability harassment under the definitions outlined above. Unacceptable student conduct may or may not constitute racial or disability harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors, which are unacceptable but do not constitute harassment, may provide grounds for discipline under the code of student conduct. The discipline of a student for violation of any provision of the code of student conduct (see Board Policy JCDA) may be enhanced if the conduct is generally, sexually racially or disability motivated.

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

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

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

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

malicious complaints of general, sexual, racial or disability harassment may result in corrective or disciplinary action against the complainant.

A summary of this policy and related materials is posted in each district facility. The policy is also published in board of education policy JGEC, GAAB, and KN, on the district website at usd437.net, in student, parent and employee handbooks as directed by the district compliance coordinator. Notification of the policy shall also be included in the school newsletter or published in the local newspaper annually in the district calendar that is mailed to all households in the district.

STATEMENT OF NONDISCRIMINATION

The Auburn-Washburn School District, USD #437, does not discriminate against any applicant, employee, or student in the admission or access to educational programs, activities, or employment on the basis of race, color, religion, creed, national origin, marital status, veteran status, gender, age, or the presence of a non-job related medical condition or disability.

ANTI-BULLYING PLAN

The Board of Education prohibits bullying in any form, including electronic means, on or while using school property, in a school vehicle or at a school-sponsored activity or event. The administration has created a plan address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

The plan includes provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board. Students who have bullied others in violation of this policy may be subject to disciplinary action, up to and including suspension and expulsion. If appropriate, students who violate the bullying prohibition shall be reported to local law enforcement.

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

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

Bullying also includes cyber-bullying. "Cyber-bullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, smart devices (e.g. phones,tablets, watches, gaming systems), online games, and websites. With an emphasis on platforms for communication and personal media.

Additionally, bullying means any form of intimidation or harassment

prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to K.S.A. 72-6147 or subsection (e) of K.S.A. 72-1138, and amendments thereto. USD 437 will not tolerate these actions by students, staff, or parents.

For the purposes of this plan and its authorizing policies, “parent” includes a biological, adoptive, or step-parent; guardian; custodian; or other person with authority to act on behalf of a student. Similarly, a “staff member” means any person employed by the district.

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

Training concerning identifying, reporting, investigating, and preventing bullying behaviors as outlined in district policies and this plan shall be provided to students and staff members using resources available for such purpose and shall be provided through school assemblies, staff development, or other appropriate forums at least annually.

USD 437 focuses on bullying prevention by:

1. Developing a bullying prevention program based on the KSDE Bullying Prevention Resource Toolkit including addressing bullying, building adult capacity to change climate and culture, curriculum and instructional resources, and measuring social - emotional learning;
2. Using the Kansas State Department of Education’s Social - Emotional and Character Development Standards to address school bullying and student mental health;
3. Implementing a social- emotional learning curriculum, Second Step, that includes an anti-bullying family engagement component;
4. Providing students and families with information and resources annually, Stop Bullying on bullying, cyberbullying, digital citizenship and how to make smart choices on-line;
5. Providing students and families with the district’s student behavior expectations as related to the Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3t) relating to bullying and explanations for incidences that do not meet the legal definition of bullying;
6. Tracking incidences of bullying including physical, cyber, verbal, and relational bullying and reporting this information to the Kansas State Board of Education;
7. Collecting data on bullying incidents from social emotional data sources and annually reviewing this information with the board of education;
8. Developing cultural awareness and understanding that certain demographic groups are disproportionately bullied at a higher rate than peers based upon sex, disability, socio-economic

status, religious beliefs, gender identity and expression, sexual-orientation, and race/ethnicity (including migrant populations);
9. Requiring all school employees to complete bullying prevention, identification, reporting and training modules annually.

EMERGENCY SAFETY INTERVENTIONS (ESI)

The emergency safety interventions (ESI) law set forth standards for the use of restraint and seclusion to ensure that all Kansas students and staff have a safe learning environment. The standards found in the ESI statutes and regulations are required to be followed in all Kansas public school districts and accredited private schools.

An ESI is the use of seclusion or physical restraint. The use of ESIs shall cease as soon as the immediate danger of physical harm and violent action ceases to exist.

The use of an ESI should never be taken lightly and always be the last step taken to ensure safety. Before using an ESI, a school employee witnessing the student's behavior must have determined that less restrictive alternatives to ESI, such as positive behavior interventions support, were inappropriate or ineffective under the circumstances. *Before using physical restraint, a school employee should be trained in Therapeutic Crisis Prevention (CPI)*.

ESIs shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Violent action that is destructive of property may necessitate the use of an ESI. ESIs may not be used for purposes of discipline, punishment, or for the convenience of a school employee.

Physical restraint means bodily force used to substantially limit a student's movement. Physical restraint is NOT:

- Consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction;
- physical escort;
- prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments;
- protective or stabilizing devices either ordered by an appropriately licensed professional or required by law;
- any device used by a law enforcement officer in carrying out law enforcement duties; and
- seatbelts and any other safety equipment when used to secure students during transportation.

**Physical restraint may never be an option for children who have a medical condition that could put the child in mental or physical danger as a result of the use of physical restraint. The medical condition must be in a written statement from the student's licensed health care provider, and a copy of given to the school and placed in the student's file.*

Prohibited types of restraints:

- Prone, or face-down, physical restraint;
- supine, or face-up, physical restraint;
- any physical restraint that obstructs the airway of a student;
- any physical restraint that impacts a student's primary mode of communication;
- chemical restraint (''chemical restraint'' means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement); and
- mechanical restraint (''mechanical restraint'' means any device or object used to limit a student's movement).

Seclusion means placement of a student in a location where:

- the student is placed in an enclosed area by school personnel;
- the student is purposefully isolated from adults and peers; and
- the student is prevented from leaving, or the student reasonably believes that such student will be prevented from leaving, the enclosed area.

*A student may not be secluded if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The medical condition must be in a written statement from the student's licensed health care provider, and a copy of given to the school and placed in the student's file.

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. If a seclusion room has a locking door it must be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in cases of emergency, such as fire or severe weather.

EMERGENCY SAFETY INTERVENTIONS POLICY

GAAF Emergency Safety Interventions (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

"Campus police officer" means a school security officer designated by the board of education of any school district pursuant to State Statute, 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: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in State Statute, and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

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

reasonably believes that he or she will be prevented from leaving the enclosed area.

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

Prohibited Types of Restraint
All staff members are prohibited from engaging in the following actions with all students:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

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

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

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

members to consider the appropriateness of the use of ESI in those instances.

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

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

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

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

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

Shuler Education Center
5928 SW 53rd Street • Topeka, KS 66610
(785) 339-4000 • Fax: 339-4025
Transportation 339-4050
www.usd437.net

Auburn Elementary
810 N Commercial • Auburn, KS 66402
785/339-4400 • Fax: 339-4425
www.auburnelementary.net

Farley Elementary
6701 SW 33rd Street • Topeka, KS 66614
785/408-8300 • Fax 408-8325
www.farleyelementary.net

Indian Hills Elementary
7445 SW 29th Street • Topeka, KS 66614
785/339-4500 • Fax: 339-4525
www.indianhillselementary.net

Jay Shideler Elementary
4948 SW Wanamaker • Topeka, KS 66610
785/339-4600 • Fax: 339-4625
www.jayshideler.net

Pauline Central Primary
6625 SW Westview • Topeka, KS 66619
785/339-4700 • Fax: 339-4725
www.paulinecentral.net

Pauline South Intermediate
7035 SW Morrill Road • Wakarusa, KS 66546
785/339-4750 • Fax: 339-4775
www.paulinesouth.net

Wanamaker Elementary (WE)
6630 SW 10th Street • Topeka, KS 66615
785/339-4800 • Fax: 339-4825
www.wanamakerelementary.net

Auburn Washburn
Unified School District 437

School Safety Hotline

To report any threat to school safety call:

1-877-626-8203

Toll Free Anonymous