SWMS Student Handbook ‘21-’22

Principal: Dr. Carissa Miles
Assistant Principal: Mr. Jason Kingman

Southwest Middle School seeks to provide a challenging academic environment, a nurturing and safe climate, and a bridge to the community. Our firm commitment is that through the teamwork of students, staff, parents, and community, all students will become responsible citizens who demonstrate respect for themselves and others.

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Academics

Basic responsibilities of Southwest Middle School students include showing responsibility through actions, voices, and engagement. In order to demonstrate excellence, we need your Bulldog Best!

All SWMS students are expected to:

- Bring basic supplies to class daily: Planners, textbooks, paper, pencil, pen, materials, etc.;
- Carry planners at all times as they are used for hall passes;
- Complete and turn in quality work;
- Follow adult directions and classroom procedures;
- Participate;
- Be courteous, cooperative, and respectful; and
- Make arrangements to make up assignments missed due to absence.

Grade Cards: Report cards for students are issued online via PowerSchool once every nine weeks following the grading period. The grading periods are shown in the school calendar. Quarter and semester grades are reported to the students and parents/guardians. For some subjects the grades used are CR, credit; NC, no credit, P, pass; F, fail.

The grading scale at Southwest Middle School is as follows:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 59% - 0% = F

• A - Meets and consistently goes beyond quarterly academic expectations. Almost all of the learning goals are fully or consistently met. This might be scores or most recent work of 90 or above.
• B - Meets and may go beyond quarterly academic expectations. Most of the learning goals are fully or consistently met. This might be scores or most recent work of 80-89.
• C - Meets quarterly academic expectations. More than half of the learning goals are fully or consistently met.
  This might be scores or most recent work of 79-79.
• D - Partially meets quarterly academic expectations. Only a few of the learning goals are partially met.
  This might be scores or recent work of 60-69.
• F - Does not meet quarterly academic expectations. None or almost none of the learning goals are met.
  This might be scores or most recent work of less than 60.

• Blank space: Standard not assessed during the quarter

Make-up opportunities (IHEA): Students will be given reasonable opportunities to complete assignments missed due to excused or unexcused absences or suspensions. The time allowed for make-up work will be determined by the length and nature of the absence.

Academic Dishonesty: Consists of using unauthorized aid or assistance on school work to include homework, quizzes, tests, projects, papers, or any assignment in which a grade may be assigned. Plagiarism is the copying or use of another’s work as a student’s own, regardless if the copied or used work is copyrighted. Academic dishonesty and/or plagiarism may result in no credit for either a portion or all of the work. The opportunity to make-up lost credit for academic dishonesty and/or plagiarism may not be available to the student.

Academic integrity is an important part of your success in school and in life. Academic integrity is completing your own work 100% of the time. This includes being willing to make your own mistakes, taking responsibility for them, and learning from them. At times, a teacher will instruct you to work collaboratively and when this happens, you may work together. When this is not explicitly stated, academic integrity requires that you do your own work.

Academic integrity refers to:

- completing your own work individually;
- giving your best effort on homework, projects, and tests;
- citing sources when information has been paraphrased, quoted, or summarized;
- citing the source when you use an image someone else created; and
- responding to a peer that has asked for help, by guiding or directing rather than providing an answer.

The following will be considered unacceptable:

- direct copying;
- providing answers;
- plagiarizing words and/or images; and
• sending or receiving answers via text.

If you choose to cheat, the following may occur:
• a lower or failing grade;
• compromising of your extracurricular activity standing;
• disciplinary referral;
• requiring the completion of an alternate assignment; and
• parental notification.

AWARDS: Honor Roll and Principal’s List: Full time students who maintain a semester grade point average (GPA) of at least 3.2, with no semester grade lower than C, and have no more than one “credit” class during the semester will be named to the Southwest Honor Roll. Students who make the Honor Roll, who are taking all courses at grade level or above, have a semester GPA of at least 3.8, and no semester grade lower than B will be named to the Principal’s List.

Intellectual Property (JT): The board recognizes the importance of creating an environment that encourages student innovation in creating and developing high-quality materials as part of their educational experience. Publications, articles, materials, models, and other items produced by students will be owned by the student unless the work is produced at the district’s request for its use. If the work is being produced on behalf of the district, the superintendent will apply for copyrights and patents when deemed appropriate. Students will be expected to cooperate in the district’s efforts. The board and the student may agree to share ownership of such intellectual property. When ownership is shared, neither the board nor the student will attempt to copyright or patent such items without the knowledge and consent of the other party.

Athletics/Activities

The Southwest Middle Schools activities program will provide developmentally appropriate opportunities for students to explore and develop interests and talents in a wide variety of activities and academically related areas. Extra-curricular and co-curricular activities in middle schools are a significant part of the total educational experience available to students. These activities are an extension of the classroom and contribute immeasurably to a positive school climate. Participation in extra-curricular and co-curricular activities is strongly encouraged because students learn teamwork, grow physically and emotionally, develop a sense of belonging and enhance their self-image. Participation in extra-curricular and co-curricular activities is a privilege and differs from a student’s right to general education.

We believe that:
• Activities create opportunities for students to develop leadership and teamwork skills, to build self-esteem, to take risks in meeting personal challenges and to develop into well-rounded citizens.
• Activities provide unique learning experiences for students and promote scholastic achievement as a fundamental basis for a well-balanced activity program.
• Participation in competition fosters academic, physical, emotional and social growth.
• Activities promote positive relationships among schools, coaches, teachers, sponsors, parents, students and the community.
• School and community cooperation promote quality activity/athletic programs.
• An essential element of a strong activity/athletic program is in teaching and modeling character and good sportsmanship.
• Quality activity programs require commitment, organization and a vision.
• Students deserve the best coaches/sponsors, facilities and programs that the school district is able to provide.
• Good coaches/sponsors are those that develop positive relationships with students and parents, help balance the demands on students, are role models of integrity and communicate positively and effectively.
• Activity programs are to be provided in the safest possible environment.
• All activities are equal in their value and importance.

Participation Fee: Students participating in athletics at Southwest are required to pay $50.00 per sport, Pay-to-Play Participation Fee. This fee pays for a few additional expenditures related to athletics. All SWMS athletes must comply with at least one of the following options:
• Provide the name of the company and policy number of the medical insurance which provides coverage for that student; or
• Purchase individual student coverage for the entire year at a minimal cost from one of the insurance plans which is available in the school office.

Students participating in band, orchestra, Fall Play, Spring Play, Bel Canto, etc. are also required to pay a $15.00 per class Co-Curricular Fee. This fee pays for a few additional expenditures related to the co-curricular activity.

Academic/Athletic Participation Opportunities: The following sports are available for Southwest students: seventh and eighth boys’ and girls’ cross country, eighth grade girls’ volleyball, seventh and eighth grade football, seventh and eighth grade cheerleading, seventh and eighth grade boys’ and girls’ basketball, seventh and eighth grade boys’ and girls’ tennis, seventh and eighth grade wrestling, and seventh and eighth
grade boys’ and girls’ track. KSHSAA has specific rules regarding participation beyond the school’s teams, even outside of season. Please see the coach, athletic director, or administrator for questions on eligibility and outside participation.

**Clubs:** There are various clubs that meet at school. Membership is open to any Southwest student. Some non-athletic teams are competition teams and may require a try-out or activity-related qualification.

**Transportation:** Team or club members must travel to and from events away from Southwest with the team sponsor on school arranged transportation unless a note from the parent/guardian is provided and identifies who will be transporting the student.

**Tutoring:** After school tutoring is provided free of charge to Southwest students from 3:10 pm to 3:45 pm on Mondays, Tuesdays, and Thursdays and 1:30 pm to 3:45 pm on Wednesdays. Announcements will be made indicating the start and close dates. Times may be adjusted depending on staffing availability.

**KHSAA Academic Requirement:** In an effort to be consistent across all sports and activities at Southwest Middle School and to improve communication with parents and faculty, we will be following the current guidelines when it comes to students and activities / athletics. According to KSHSAA Rule 13, Section 3, Article 1a: The student shall have passed at least five new subjects (those not previously passed) of unit weight, or its equivalent, the previous quarter or the last quarter of attendance. This rule is based on a six period day whereas we have an seven period day at the middle school level. We are allowed by KSHSAA to increase our standards based on our belief with our students. With this in mind, we have established a policy to increase student achievement in the classroom as well as keep each student a bona fide member in good standing with Southwest Middle School.

The SWMS grade/participation policy is as follows:
Any student with a class grade of an F will not be allowed to participate in an activity, be pulled out of class, or compete in any athletic competition until that grade has been raised to a passing grade in that teacher’s class. This student will still be allowed to practice during this time but will not be allowed to participate in games or events.

Once the student has raised his/her grade to a D- or higher, the teacher will inform the coach of the grade change. At this time the student athlete will become eligible again to participate in games/events. Any student with a grade of a D+, D, or D- will be monitored by the coach and considered on probation until that grade has been raised to a C- or better. This grade does not keep that student from playing or doing extra-curricular events, but it is monitored to help the student raise his/her grade. Grade checks will be done by the coaches weekly to assure that the student athlete is in line with this policy.

Band, orchestra, and vocal music students may still participate in concerts that are a part of their classroom curriculum and grade. Tours during the school day, competitions, or festivals (including KSHSAA festivals) will be subject to the above stated academic guidelines.

**Behavior at Athletic Events/Activities:** Whenever you attend a school sponsored function, you will be expected to set the best example of appropriate behavior. Southwest has a reputation for positive sportsmanship and courtesy. We expect you to continue this tradition. All school policies apply at all extracurricular events.

**Rides to and from Events:** Students will be allowed to leave an event when the coach has a signed note and the parent or guardian is at the event to verify the student is leaving with them. At no time will a student be allowed to leave with anyone other than their own parent or guardian.

**Solicitations (JK):** No collections, sales or solicitations of money should be made from students and/or staff members at Southwest Middle School without first receiving permission from the building principal.

**Parties, Special Events and Dances:** No party, special event or dance is to be held at Southwest Middle School without prior approval of the principal. For the purpose of this handbook, party, dance and special event may be used interchangeably and includes, but is not limited to student council after-school events, school-sponsored dances, and other non-academic, after-school activities. School dances and parties are limited to currently-enrolled Southwest students only. The Eighth Grade End of the Year party is for Southwest Eighth graders only.

**Attendance**
Every school day counts in a student’s academic life. A missed school day is a missed opportunity to learn. Students are expected to be at school unless there is a reasonable excuse not to be in attendance.

**Dismissal from School for Inclement Weather (EBBD):** Tune into area radio and television stations and www.usd497.org for frequent school closing announcements. Announcements are usually made before 6:00 AM. An automated school messenger recording call will also be used to inform parents of school closure. The district tries to avoid unexpected dismissals; however, on occasion, early dismissal is unavoidable.
Parents should make prior arrangements for supervision of their students. It is important for schools to be able to reach parents and designated childcare providers during daytime hours. Please make sure schools have accurate telephone numbers and emergency contact information. If weather conditions worsen and schools remain open, parents may choose to pick up their students early after informing school staff.

**Absences and Excuses (JBD):** Regular and prompt attendance is essential to the academic success of students. Parents/guardians are to contact the school no later than 30 minutes after classes begin if the student will be absent or tardy. If a student arrives at school late, he/she should report to the office first. Late students should always obtain an admit slip at the office before entering class.

When a student is absent from school, an attempt shall be made to contact the parent to determine the reason for the absence. Student absences are considered excusable when they result from the following:

- Illness verified by parent contact, either oral or written;
- Dental or medical appointments verified by parent contact either oral or written or appointment card;
- Severe affliction in the family;
- Exposure to infectious or contagious diseases;
- Observances of religious holidays;
- Extremely inclement weather; or
- Other reasonable and justified parental requests made either orally or in written form.

A student who is absent from school due to personal matters, home emergencies, and/or family vacations arranged in advance with the school administration is allowed ten (10) excused absences per school year. A parent requesting additional excused absences above this limitation may submit a Parent/Guardian Request for Student Absence to the school administrator.

Please be advised that at any point when school officials feel that excessive absences for any reason are adversely affecting a student’s academic or learning progress, administration may request a meeting with parents and the student. This discussion will explore the causes of the excused/unexcused absences and determine what interventions may be necessary to improve the student’s well-being, and/or academic and learning progression. School administration or their designees are authorized to request evidence from parents to verify reasons of excessive absences. Please note that excused vs. unexcused absences will be at the discretion of the school administration. It is the student’s responsibility to obtain make-up assignments from teachers before a prearranged absence or following an excused or unexcused absence.

**Tardy/Absence Terminology:**

- **Tardy:** Student that arrives less than one hour late to school.
- **Leave:** Student is gone for less than one hour at any other time throughout the school day.
- **Half-Day Absence:** Student is gone 1 hour or more and less than 4 hours at any time during the school day (excused/unexcused).
- **Full-Day Absence:** Student is gone 50% or more of the day at any time during the school day (excused/unexcused).
- **Excused Absences:** May consist of but are not limited to an absence as verified by the parent/guardian before or on the day of the absence, extenuating circumstances as defined by administration, and/or field trip/school sponsored event (does not count toward truancy reporting).
- **Excessive Absences:** When a student reaches 10 school day absences (120 class periods), a letter will be sent by the assistant principal to the parents requesting a physician’s note to justify future absences.
- **Extended Absences:** Parents/guardians should inform the office if the student is going to be absent more than three consecutive days. Arrangements can be made to get assignments for the student from their teachers.
- **Unexcused Absences:** An unexcused absence occurs when the office is not contacted by a parent/guardian, or when a student enters the classroom later than ten minutes without a pass.
- **Absences for Non-Emergency Medical Appointments:** Parents are encouraged to schedule all medical appointments outside of the regular school hours. If appointments must be scheduled on school time, do not miss the same class every time.
**Community Events:** Students who wish to attend community events (parades, rallies, etc...) during the school day must bring a note from their parent/guardian by 7:50 a.m. the morning of the event. Students will be released only after a parent/guardian comes to the office to excuse them. **Students will not be released to anyone other than a parent/guardian.**

**KSHSAA Attendance Requirement:** In order to participate in any athletic competition, the Kansas State High School Activities Association requires that students must be in attendance 50 percent of that particular day prior to school sponsored activities.

**Activities Participation Requirement:** To attend any activity sponsored by SWMS, a student must be in good standing, and must attend school for the equivalent of a 50 percent of the day. Administrators will review student standing to determine eligibility for attendance. Those not in good standing, or on suspension, may not be able to attend.

**Dances Participation Requirement:** School dances are held throughout the school year as a reward to students. A student must attend school for the equivalent of 50 percent of that particular day to attend the dance. Administrators will review student standing to determine eligibility for attendance. Those not in good standing, or on suspension, may not be able to attend.

**Truancy (JBH):** Truancy is defined as any three consecutive unexcused absences, any five unexcused absences in a semester or seven unexcused absences in a school year, whichever occurs first. Students who are absent without excuse for more than fifty percent of any school day shall have that day counted as an unexcused absence. The school year means the period from July 1 to June 30. A letter shall be sent to the student’s parent notifying him/her that the student’s failure to attend school without a valid excuse shall result in the student being reported truant. This letter shall be sent before reporting the truancy to either DCF, if the student is under 13, or the county attorney, if the student is over 13.

**Tardy Policy:** Teachers monitor tardies and assign consequences for classroom tardies 4-6. If you have been stopped in the office or by a teacher between classes, students should ask for a pass from the person who detains them before going to the next class.

**Student Pass During the School Day:** It is required that each student carry a hall pass when not in their assigned classroom. Students must record the destination, date, and time on the teacher signout sheet. Upon returning to the classroom, all students must sign back in. Any student seen in the hallway without a pass will be escorted back to class.

**Unexcused Tardies** are considered being late to class without a valid excuse from a staff member or guardian. Students are expected to be in their assigned class when the bell rings or when directed by staff. Additionally, staff may require students to be seated by the time class starts. Unexcused tardies during one semester to the same class will result in the following:

- First, Second, & Third Tardy: Warning
- Fourth, Fifth, & Sixth Tardy: Class Detention
- Seventh & Subsequent: Office referral

**Release of a Student During the School Day (JBH):** A principal shall not release a student during the school day without a written or verbal request from the student’s parent. Before releasing a student during the school day, the principal shall be responsible for verifying the identity of the person seeking release of the student. A student may be released to law enforcement authorities if the student has been placed under arrest or taken into custody by law enforcement or DCF.

**Permit to Leave Building Early:** Any student who must leave the building before dismissal time should first secure permission from and check out with the school office staff.

**End of the School Day:** Students must leave the building within 20 minutes following the conclusion of the school day, unless under the supervision of an adult.

**Behavior Expectations**

Southwest Middle School seeks to provide a challenging academic environment, a nurturing and safe climate, and a bridge to the community. Our firm commitment is that through the teamwork of students, staff, parents, and community, all students will become responsible citizens who demonstrate respect for themselves and others. Therefore, students are expected to conduct themselves in an orderly, courteous, dignified, and respectful manner at all times. We expect that students present their BULLDOG BEST in the halls, cafeteria, classroom, and school grounds, and with technology.

**Our Objectives:**

- Teach, Remind, and Reteach Appropriate Behaviors and provide teachable moments to students
- Reinforce positive behaviors
- Problem solve with students “More Teachable Moments”
- Continue building relationships
- Communicate with parents/guardians and elicit their support

**Student Behavior Expectations:**
- Students will give their bulldog **Best** at all times;
- Students will demonstrate **Responsibility** at all times;
- Students will exhibit appropriate **Actions** at all times;
- Students will use appropriate **Voices** at all times;
- Students will model **Engagement** at all times.

The SWMS Expectation Matrix shown below provides students and staff with common language and expectations.

### Southwest Middle School Expectation Matrix

<table>
<thead>
<tr>
<th>Bulldog Best</th>
<th>Learning Spaces</th>
<th>Passing Period</th>
<th>Lunch</th>
<th>Technology</th>
<th>Arriving and Dismissing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsibility</strong></td>
<td>Arrive on time</td>
<td>Bring materials</td>
<td>Complete and turn in quality work</td>
<td>Carry pass outside class</td>
<td>Demonstrate self-control</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
<td>Follow adult directions and classroom procedures</td>
<td>Use learning spaces for intended purpose</td>
<td>Use time wisely</td>
<td>Use time wisely</td>
<td>Put away device during announcements</td>
</tr>
<tr>
<td><strong>Voices</strong></td>
<td>Use voice at expected zone level</td>
<td>Keep conversation focused on learning</td>
<td>Voices off during announcements</td>
<td>Allow all voices to be heard</td>
<td>Use voice at expected zone level</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Listen attentively</td>
<td>Actively participate</td>
<td>Allow and respect multiple perspectives</td>
<td>Be aware of your surroundings</td>
<td>Interact respectfully with others</td>
</tr>
</tbody>
</table>

At times, students may make unwise decisions about their behavior. Southwest Middle School staff will respond to unexpected behaviors and unwise student decisions using restorative practices first.

Our goal with restorative practices is to build community and repair relationships when harm has occurred. Our goal is to not punish as commonly found with authoritarian models of discipline. Rather, we would like to create opportunities with students to:
- To understand the harm done and develop empathy for both the harmed and the harmer.
- To listen and respond to the needs of the person harmed and the person who harmed.
- To encourage accountability and responsibility through personal reflection within a collaborative planning process.
- To reintegrate the harmer into the community.
- To change the system when it contributes to the harm.

Restorative practices exist across a continuum. There’s a range of ways we will implement restorative work, depending on the severity of the action. We may use smaller impromptu conferences for less formal interactions, or restorative circles / conferences for more formal
interactions. It’s also important to note that we will not use restorative approaches as a purely reactive process. Students will engage in restorative practices through activities such as community building circles and classroom norms setting.

In addition to restorative practices, staff will continue to teach the social and emotional skills curriculum through Advisory, as well as implement a Positive Behavioral Interventions and Supports (PBIS) system. At times when students make poor decisions about their behavior, the C3T Reactive Plan is also in place to help students rethink their unacceptable behavior, arrive at wiser future decisions, and accept the consequences of their behavior. We at Southwest are committed to helping students develop habits which will serve them well in school and beyond.

**BEHAVIOR INTERVENTION PLAN:**

At Southwest Middle School, we expect all Bulldogs to be respectful, responsible, and ready to learn at all times. We strongly believe that all students benefit from being honest, committed, and fair. We foster and promote these characteristics in our classrooms and activities.

In order to help students be successful with their behavior choices, we have implemented a Behavior Intervention Plan. The Behavior Intervention Plan not only involves teaching expected behaviors and supporting students in making appropriate choices, but also includes a plan of response when poor choices are made. The Behavior Intervention Plan emphasizes the following points:

- students will be taught the Bulldog Way, expectations about appropriate behavior, and specifics of our Major and Minor Infractions at the beginning of the school year;
- there is a school-wide tardy policy;
- parents will be contacted when students receive an office referral;
- a conference will be held with each office referral involving some, or all of the following: student, parent, teacher, and/or administrator;
- consequences will be assigned considering the specific behavior, the degree to which this behavior was demonstrated, and the total number of infractions;
- consequences will increase in severity with the type of behavior and with each office referral; and
- consequences are cumulative throughout the school year.

The Behavior Intervention Plan serves as a guide in dealing with inappropriate behaviors. Each infraction will be considered on a case by case basis. The consequences assigned are at the discretion of the administrator. Certain offenses may result in Out of School Suspension (OSS) immediately, thus superseding some stated consequences. Example behaviors may include, but are not limited, to bullying, physical violence, open defiance, theft, and vandalism. A Bullying Prevention Program is on file at the district office in accordance with state law and is addressed within the Behavior Intervention Plan system.

**Minor Behavior Infractions - Teacher Managed**

Minor behaviors are behaviors that impact the student or the learning and/or safety of others. Minor Infractions may include, but are not limited to, dishonesty, disruptive, disrespect to staff/student, inappropriate language, non-compliance, physical contact, property misuse, public displays of affection, technology violations, tardy, etc. These infractions will be handled within the classroom. The student will receive a write up for the behavior infraction, which will either be used as part of a teacher/student conference, or may be sent home with the student to be signed by a parent/guardian and returned to the teacher within two school days. At the point that other classroom interventions have not been successful, or the type and degree of behavior is more severe, the teacher may write an office referral. Three or more minor behaviors will result in a Major Behavior Infraction.

**Major Behavior Infractions - Office Managed**

Major behaviors are behaviors that are harmful, illegal, or disorderly conduct. Major Infractions may include, but are not limited to, bullying (JGCA), credible threat to injure, possession/use of illegal substances, fight/physical aggression, harassment (emotional, physical, verbal), excessive tardy/truancy, theft and/or possession of a stolen item, vandalism, weapons/dangerous objects, endangering the safety/welfare of others, skipping teacher assigned and/or office detention, chronic minor infractions, arson, sexual behavior, etc. See additional info below:

Safety Violations, Weapons and Violence: The intentional making of false reports (to school authorities or to emergency services), including making 9-1-1 phone calls in non-emergency situations or activating fire alarms without cause, to include the fire alarm warning buzzer, may result in suspension. Additionally, actions that tamper with or impair fire alarms, fire extinguishers, or other
emergency/safety equipment or procedures may result in suspension. These actions may also be reported to the applicable law enforcement agency. Possession or use of explosive items, incendiary materials or devices (such as lighters or matches), defensive sprays, or chemicals that cause disruptive odors or unpleasant effects are prohibited on school grounds.

**Threats and Violence:** Fighting, physical assault (to include pushing), and threats of physical violence will not be tolerated. Students who make verbal or written threats (explicit or implied) or engage in inappropriate physical contact with another person may be subject to suspension and/or expulsion. A parent conference may be required prior to being readmitted. In addition to school disciplinary action, law enforcement agencies may be contacted and a report made.

**Weapons (JCDBB):** A student shall not possess a weapon at school, on school property or at a school supervised event.

Definition of a Weapon (K.S.A. 72-89a01): As used in this policy, the term weapon and/or destructive device shall include, but not be limited to:

- any object which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any object described in the preceding example;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas (e.g. bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-fourth (1/4) ounce, mine or similar device);
- any object 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 one-half (1/2) inch in diameter;
- any combination of parts either designed or intended for use in converting any device into a destructive device described in the two (2) immediately preceding examples, and from which a destructive device may be readily assembled;
- any bludgeon, sand club, metal knuckles, or throwing star;
- any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.

Possession of a weapon shall result in expulsion from school for a period of not less than one calendar year, except that the superintendent may recommend this expulsion requirement be modified on a case-by-case basis. A student determined to be in possession of a weapon at school, on school property or at a school supervised activity shall be reported to the appropriate law enforcement agency(ies), and if a juvenile, to the Secretary of DCF or the Commissioner of Juvenile Justice.

**Other Dangerous Objects (JCDBBC):** Possession at school, on school property or at a school supervised activity of:

- any object not meeting the definition of a weapon in JCDBB but that is used in a threatening manner;
- any object that is a facsimile of a weapon or;
- any object that is inherently dangerous; may result in such penalties as are allowed by district policy. This may include suspension or expulsion.

**Destruction of Property:** Students who destroy or vandalize school property will be required to pay for losses or damages. If a student willfully or negligently destroys or damages school property, suspension or expulsion may result. Acts of vandalism to school facilities or property may be reported to law enforcement officials.

**Gang-Related Behavior (JHCAA):** School Board Policy prohibits activities that threaten the safety or well-being of persons or property on district property or at school activities, or which disrupt the school environment. Disciplinary action will be taken against any student wearing, carrying, or displaying gang or gang-related clothing and/or paraphernalia, or exhibiting behavior or gestures which symbolize or identify gang membership, or causing and/or participating in gang-related activities on district property or at school activities. Simulating gang-type writing, clothing, and/or behavior will be considered a violation of the gang-related behavior rules and policies.

**Searches (JCAB):** School officials may search students or personal property in their possession or under their control, including motor vehicles on school grounds if reasonable grounds to suspect that the search will produce evidence of violations of law or school rules. Searches will not be excessively intrusive and will take in account the age and gender of the student as well as the nature of the suspected infraction.
Items that Cause Disturbance or Distraction: Items unrelated to the educational environment and which cause a distraction or disturbance to the educational setting or hinder the educational process are not allowed at school. These items are subject to confiscation and the student will be subject to disciplinary action.

Drug Free Schools (JDDA): Maintaining drug free schools is important for establishing an appropriate learning environment for students of the district. The district shall provide a drug and alcohol abuse prevention program to all students. (See IDAB) The unlawful manufacturing, sale, distribution, dispensing, possession or use of alcoholic beverages, illegal drugs, or controlled substances by students on school premises or at any school activity is prohibited. Further, presence on school premises or at any school activity having consumed alcoholic beverages or illegal drugs at any other place and which are detected while on school premises or at any school activity is prohibited use. This policy is intended to meet the requirements of the Drug Free Schools and Communities Act, P.L. 102-226, 103 St. 1928. Other legal penalties may apply.

Alcohol and Drug Assessments Requirement: Assessments required under this policy can be provided at no cost to the student/family through a contractual arrangement between USD 497 and a district designated community practitioner. USD 497 will not assume the cost incurred if a family chooses a different practitioner. Completion of the assessment must be verified in writing by the practitioner to the school district in order for the suspension to be reduced as per this policy. The district does not assume liability for any costs of inpatient or outpatient treatment resulting from such assessment. The clerk of the board shall maintain a list of mental health practitioners licensed by the KBSRB who specialize in addictions and a list of local drug and alcohol treatment programs with the names and addresses of contact persons. Parents or students should contact the directors of the programs to determine the cost and length of the program.

District Policy Tobacco Use (JCADA): Smoking by students and/or possession and use of any tobacco/nicotine product, including electronic smoking devices, is prohibited on school property or at school-sponsored events. For tobacco-related offenses, the student shall be subject to disciplinary action up to and including suspension. Smoking cessation and nicotine addiction information shall be available in school nurses’ offices.

Student Conduct (JCDA): As a condition of continued enrollment in the district, students shall abide by the terms of this policy. Any student violating the terms of this policy shall be reported to the appropriate law enforcement officials, except as limited by Policy JCABBC, and shall be subject to the sanctions set forth in this policy, or subject to the sanctions under the Special Procedures provisions of Policy JCABBC when applicable. If the Special Procedures of JCABBC are applicable, the sanctions shall be limited to those set forth under such Special Procedures.

Traditional consequences for each major behavior infraction may include, but are not limited to: Class removal, conference with administration, phone call home, write-up sent home for parent/guardian signature, conference with parent/guardian, loss of technology, counselor referral, mental health team referral, classroom/office detention, Out of School Suspension, other disciplinary means determined by the administrator.

Restorative consequences for each major behavior infraction may include, but are not limited to: Reparations, loss of privileges, positive time out, logical consequences, behavior contracts, conference discussions.

Detention (JBD): Detention occurs when a student either remains after school or arrives before school at the request of a teacher or the office. Teachers can assign their own detentions as they deem appropriate. Office assigned detentions take place either from 7:25-7:55 AM or 3:10-4:00 PM. Students who miss an office detention could be assigned a Wednesday detention within the time from 1:40-4:00 PM. Detentions take priority over other after school activities.

Out of School Suspension (OSS): Every attempt will be made to keep students in school. However, for more serious behavior infractions and/or chronic referrals/inappropriate choices, the student may be removed from the school learning environment for a set period of time. Long term suspension may be recommended and pursued for chronically disruptive/insubordinate students. During an OSS, students are not allowed on any school district property or at any school district activities. For more information, please refer to Board of Education policy JDD (www.usd497.org). Reasons for OSS may include, but are not limited to:

- Willful violation of any published, adopted student conduct rule;
- Conduct which substantially disrupts, impedes, or interferes with school operation;
- Conduct which endangers the safety or substantially impinges on or invades the rights of others;
- Conduct which could be considered a commission of a misdemeanor or a felony;
• Disobedience of an order of a school authority if the disobedience results in disorder, disruption, or interference with school operation; and
• Possession of a weapon at school, on school property, or at a school-sponsored event. (See JCDBB)

Suspension Procedures: Students who are suspended or recommended for expulsion under the terms of this policy will be afforded the due process rights contained in board policies and Kansas statutes, K.S.A. 72-8901, et seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other codes of conduct governing student discipline.

A student who is on long term suspension from school under the terms of this policy may be readmitted on probation at the discretion of the Superintendent during the term of the long term suspension if the student has complied with all conditions made as part of the long term suspension including participation in any required or approved drug and alcohol treatment program.

Suspension Alternative Program (SAP): If a student is assigned OSS for a period of 3-10 days, the district provides a Suspension Alternative Program. This is a voluntary alternative to OSS and is available as space allows. Parents/guardians must provide transportation and lunch for their student to and from the learning site.

Suspensions and School Parties/Dances: Students who have been assigned OSS or more than one day of ISS are not eligible to attend the next after school party or dance. Any student who was removed from a school dance or party will not be able to attend any other school dance or party during the remainder of the school year.

Discrimination and Harassment Information (JGEC): The board of education is committed to providing a positive and productive working and learning environment, free from any discrimination and/or harassment on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, gender identity, or gender expression. Such conduct against any individual is prohibited by federal and state law or district policy and shall not be tolerated. Discrimination and/or harassment may include, but are not limited to offensive comments or actions communicating hostile or derogatory slights or insults. Nondiscrimination requirements are contained in Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008, and the Kansas Act Against Discrimination.

Discrimination: Discrimination is conduct which affords a student different treatment solely on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, gender identity, or gender expression.

Harassment: Harassment occurs when the conduct is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of interfering with or limiting the ability of the student to participate in or benefit from the services, activities, or programs of the school. Harassment may result from verbal, physical, or psychological conduct, or written material.

Sexual Harassment: Sexual harassment may result from verbal, physical, or psychological conduct, or written material. Sexual harassment may include, but is not limited to: verbal harassment or abuse; unwelcome advances or pressure for sexual activity; the request for sexual favors; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; suggesting or demanding sexual involvement; implied or explicit threats; or other inappropriate conduct of a sexual nature.

Sexual harassment occurs when these acts are committed by an employee to a student or student to another student, when submission to or rejection of such conduct explicitly or implicitly has the effect of interfering with a student’s performance or ability to participate in or benefit from district or school services, activities, or programs.

Reporting of Discrimination and Harassment: Complaints of discrimination or harassment should be addressed to the district compliance coordinator, and will be resolved using the district's discrimination complaint procedures. (See KNA). Complaints against the superintendent should be addressed to the board of education. If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes discrimination or harassment under the definitions outlined above. Unacceptable employee conduct may or may not constitute discrimination or harassment, depending on the nature of the conduct and its severity, pervasiveness, and persistence. Behaviors that are unacceptable but do not constitute discrimination or harassment may be grounds for discipline, up to and including termination. Any employee who engages in discriminating conduct shall be subject to disciplinary action, up to and including termination.
It shall also be a violation for any employee or student to discourage an employee or student from reporting or filing a complaint, or for any employee to fail to refer for investigation any complaint lodged under the provisions of this policy. False or malicious complaints of harassment may result in corrective or disciplinary action against the complainant.

When a complaint contains evidence of criminal activity or child abuse, the district compliance coordinator shall report such conduct to the appropriate law enforcement agency or the Kansas Department for Children and Families. (See GAAD).

The filing of a complaint or otherwise reporting discrimination or harassment shall not reflect upon the employee's or student's status. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in an investigation, proceeding, or hearing involving a discrimination or 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.

To the extent reasonably 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 and to take appropriate corrective action.

**Hazing and Bullying Information for Staff and Students (JGCEA):** The district is committed to maintaining an environment free from hazing and bullying, as herein defined. The board of education prohibits bullying in any form either by any student, staff member, or parent towards a student or by a student, staff member, or parent towards a staff member on or while using school property, in a school vehicle, or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve, a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event. The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board.

**Hazing:** Hazing is any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment. This includes, but is not limited to:
- forced consumption of any drink, alcoholic beverage, drug or controlled substance,
- forced exposure to the elements,
- forced prolonged exclusion from social contact,
- forced sleep deprivation,
- assignment of pranks or other activities intended to degrade or humiliate,

**Microaggressions:** Microaggressions are subtle but offensive comments or actions directed at a minority or other non-dominant group that are often unintentional or unconsciously reinforce a stereotype.

**Bullying:** Bullying shall have the meaning ascribed to it in Kansas law, and that recklessly or intentionally endangers the mental health, physical health or safety of a student or employee or that substantially interferes with a student’s educational benefits, with a student’s or employee’s opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any district bus stop, and that has the effect of:
- physically harming a student or damaging a student’s property;
- threatening or knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property or causing substantial inconvenience;
- taunting, teasing, or intimidation, or microaggression that is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or it substantially disrupts the orderly operations of the district,
- direct verbal or physical conduct, the use of written material or symbols, or microaggressions.

**Cyberbullying:** Cyberbullying means bullying threats or harassment, as defined, or threats over the Internet through web pages, email, instant messaging, text messaging, or by other electronic means. Bullying shall include cyberbullying initiated on school premises which threatens or endangers the safety of students, employees, or third parties, or school property, or which substantially disrupts the educational program of the district. Bullying shall also include cyberbullying initiated off school premises which threatens or endangers the safety of students, employees, or third parties, or school property, and which substantially disrupts the educational program of the district.

**Third parties:** Third parties include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.
District includes district facilities, district premises, on district-provided transportation or at any district bus stop, and non-district property if the student or employee is at any district sponsored, district approved or district related activity or function, such as field trips or athletic events where students are under the control of the district or where the employee is engaged in district business.

The District Compliance Coordinator is the Superintendent of Schools (110 McDonald Dr, Lawrence, KS 66044 – 785-832-5000). He/she may designate a District Compliance Coordinator to address compliance with this policy.

Prohibited Conduct: Hazing or bullying of students is prohibited by district policy. Bullying of employees is prohibited by district policy. Any student, district employee, or third party who engages in prohibited conduct as above described shall be subject to disciplinary action, which may include, but not be limited to, termination from employment, or expulsion from school, or exclusion from all district property and programs and from doing business with the district.

Reporting of Prohibited Conduct: The district encourages all victims of prohibited conduct and persons with knowledge of prohibited conduct as above described to report the hazing or bullying immediately to the building principal or to the District Compliance Coordinator. The district will investigate all complaints of such prohibited conduct and take corrective action to end the conduct. Any student or employee who believes that he or she has been subjected to prohibited conduct as above described may file a formal written complaint or informal oral complaint with the building principal. Any school employee who receives from a student a complaint of prohibited conduct as above described shall inform the building principal and provide the student the necessary information regarding both formal and informal complaint procedures to report the conduct to the District Compliance Coordinator, or to the building principal, and provide the applicable forms.

Informal Oral Complaint Process: Anyone may use informal procedures to report and resolve complaints of hazing or bullying. At the building level, processes will be established for responding to and investigating complaints. These processes will be submitted to and approved by the District Compliance Coordinator. Such complaints must be appropriately investigated and appropriate action taken to address the situation. Informal reports may be made to any employee, although every employee shall inform complainants of their right to, and the process for, filing a formal complaint. Employees shall also inform the student’s building principal or designated staff person when they receive complaints of hazing or bullying. The building principal shall document the nature of all complaints of prohibited conduct and document what corrective action was taken when any complaint is resolved informally.

Filing a Formal Written Complaint: Any student who files a formal written complaint of hazing or bullying shall have the matter resolved under the district’s Policy KNA complaint procedures. Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes prohibited conduct as above described. Unacceptable student conduct may or may not constitute prohibited conduct as above described, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors that are unacceptable but do not constitute prohibited conduct as above described may provide grounds for discipline under any applicable code of student conduct, regulation or policy. It shall also be a violation of this policy for any student, employee, or third party to discourage a student or an employee from filing a complaint either formally or informally, or for any employee to fail to refer for investigation any complaint lodged under the provisions of this policy. An employee who witnesses an act of prohibited conduct against a student shall report the incident to the principal of the building in which the student is enrolled. Employees who fail to report complaints or incidents of prohibited conduct against students to the building principal may face disciplinary action. School administrators who, when requested, fail to investigate and take appropriate corrective action in response to complaints of prohibited conduct may also face disciplinary action. To the extent reasonably 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, to provide due process to the accused, and defend against claims. The filing of a complaint or otherwise reporting prohibited conduct shall not reflect upon the individual’s status or grades. Any act of retaliation against any person who has filed a formal or informal complaint, or testified, assisted, or participated in an investigation of a prohibited conduct complaint is prohibited. Any person who retaliates will be subject to disciplinary action, up to and including expulsion for a student, termination of employment for an employee, exclusion from all district property or programs, or exclusion from doing business with the district. False or malicious complaints of prohibited conduct, or a series of totally unfounded complaints, may result in corrective or disciplinary action against the complainant. A summary of this policy and related materials shall be available in each district facility. The policy shall also be published in student and employee handbooks as directed by the District Compliance Coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually.

Prohibited Activity (JGCAA): Activities that threaten the safety or well-being of persons or property on district property or at school activities, or which disrupt the school environment, are prohibited.

Information for Individual Students
Dress Code (JCDB): In support of the district’s focus on equity, access to instruction, student learning, and safety, and to ensure that the student dress code is applied equitably to all students in the district, the board adopts the following universal dress code.

The student dress code and administrative enforcement of the student dress code should not create, reinforce, or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, gender expression, or cultural observance. The board has determined the following in support of these goals:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming. Students and their parent(s)/guardian(s) hold the primary responsibility for determining the student’s personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags).
- Students and staff are responsible for managing their own personal distractions without regulating another student’s clothing/self-expression. The district’s dress code is designed and intended to ensure that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students dressed in alignment with the dress code can be free to learn and not face unnecessary barriers to school attendance; staff can focus on teaching and learning without the additional burden of dress code enforcement.
- Students have the right to be treated equitably and with dignity; these rights extend to application and enforcement of the district dress code.
- The restrictions included in the dress code are necessary to support the overall educational goals of the district and its schools.

Students must wear:
- Top (shirt, blouse, sweater, sweatshirt, tank, dress, etc.);
- Bottom (pants, athletic pants, shorts, skirt, dress, leggings, etc.); and
- Shoes.

This policy permits additional student attire requirements when necessary to ensure safety and the ability to fully participate in certain academic settings (e.g. physical activity, sports, science, or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics, or fine arts programming. Courses that include attire as part of the curriculum (e.g., professionalism, public speaking, job readiness, fine arts performances) may include assignment-specific dress.

Students may wear:
- Hats, including religious headwear
- Hoodie sweatshirts
- Fitted pants, including leggings, yoga pants, and “skinny jeans”
- Ripped jeans, as long as underwear is not exposed
- Tank tops, including spaghetti straps, halter tops, and strapless tops

Students cannot wear:
- Violent language or images
- Images or language depicting weapons, drugs or drug paraphernalia, alcohol, nicotine products, illegal items, or illegal activities, or use of the same
- Hate speech, threats, profanity, or pornography
- Images or language that creates a hostile or intimidating environment based on any protected class
- Visible underwear. Visible waistbands or straps on undergarments worn under clothing are not a violation
- Bathing suits (except where required for participation in a course or school activity)
- Helmets, hats, or headwear that obscures the face (except where such is worn as a religious observance or for medical purposes)
- Clothing that intentionally shows private parts (nipples, genitals, buttocks); clothing must cover private parts in opaque (not able to be seen-through) material
- Clothing or accessories that may endanger the student or others, such as spikes
- Clothing that covers the student’s face to the extent that the student is not identifiable (except clothing/headwear worn for religious or medical purposes)

Hairstyles: Except where student health and safety may be implicated (e.g., in chemistry or science lessons, culinary lessons, physical education or sports classes), restrictions shall not be placed on how students choose to wear their hair. Any restrictions that are necessary for student health or safety must be equitably enforced, and must not be enforced differently based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, or cultural observance.

Student Lockers: The school provides a locker and a built-in combination lock for each student. The school and the student retain joint control of the locker. If the lock or locker is not operating correctly, the student should report this to the office. If a student damages his/her locker,
he/she will be expected to pay for necessary repairs. No writing or marks are to be placed in or on the locker. Appropriate pictures can be fastened to the inside of the locker with magnets. Food items, other than a student’s lunch, should not be stored in the locker. Students shall have no expectation of privacy and all lockers are subject to periodic inspection by school personnel to minimize such problems as: excess litter, markings, unnecessary materials, lost and overdue books, and clutter in the locker areas. No locker decorations may be used without approval by an administrator.

**It is important that the locker combination be kept secret.** It is recommended that students not share their locker or combinations with friends. Student lockers are checked when there is reason to believe that inappropriate items or stolen property is in a student’s locker.

Instructions on how to open a locker:

- **Step One:** Turn the combination dial RIGHT two or more complete rotations and then stop at the FIRST NUMBER of your combination.
- **Step Two:** Turn the combination dial LEFT one complete rotation past YOUR FIRST NUMBER and STOP at your SECOND NUMBER.
- **Step Three:** Turn RIGHT and STOP at your THIRD NUMBER. Lift the locker handle quickly and firmly.

**Bookbags:** Bookbags, equipment bags, or backpacks may **NOT** be carried during the school day unless the student has received permission from administration. Students should use their lockers for the storage of materials not needed for their class.

**Decorations:** Birthday locker decorations are permitted provided the student(s) decorating the locker completes a request in the main office. The request outlines the rules. Requests may be filled out at 7:45 am and the person(s) putting up the decorations is (are) responsible for properly removing the decorations at the end of the school day. All decorations are to be suitable for public display in the school environment.

Posters, signs, and announcements to be posted by students must first be approved, along with the method of attachment, by an administrator or the appropriate school sponsor. Materials may be attached only to brick or cinder block walls or hung from display strips placed around the building. Materials may not be attached to drywall. Duct tape or other hard to remove adhesives should not be used to attach signs.

**Toys:** Toys are not to be brought to school. If a student brings a toy to school, it will be confiscated and returned to the student at the end of the day. If toys are confiscated from a student more than once, a parent must come to school to pick it up from administration.

**Collections and Gifts (JL):** No collections, sales, or solicitations of money from students and/or staff members are allowed at school without the express permission of the principal. Gift exchanges and the presentation of gifts are discouraged in Lawrence schools. Students should not give gifts to staff, however, other expressions of appreciation and kindness that do not have significant monetary value may be made if a student wishes.

**Lost and Found:** Lost and found items are maintained in the school office or storage during the school year. Items not claimed by the last day of each semester will be given to charity or disposed of as deemed appropriate by the school. It is recommended that items be clearly marked. An attempt will be made to return or make available identifiable items.

### District Student Acceptable Use Policy (AUP) / Technology

The Lawrence Public Schools provide access for student use of computer technology for student use of the Internet and transmission of data or other information across the network infrastructure. All users must share the responsibility for seeing that our computer facilities are used in an effective, efficient, ethical and lawful manner. It is an opportunity to have access to these extraordinary resources and therefore, all users must agree that they will comply with these guidelines in accordance with KANSAS STATUTE 21-5839 and Board Policies IIBG; IIBGA.

**Expectations for All Students**

**Students will:**
- Use technology in the manner directed by building staff and administration.
- Use technology for educational purposes.
- Take care of any district equipment and report damages, problems, or inappropriate materials immediately to a staff member.
- Comply with all copyright, trademarks, and license restrictions, including citing Internet sources as you would all other reference materials.

**Students will not:**
- Share passwords or provide personal information to non-approved online sources.
- Have any expectation of privacy when using any mobile device (district owned or personal) at school or a school related function or with respect to e-mail, files or directories.
• Use technology to harass others according to Board Policy JGECA.
• Download, store, distribute, or share any software or digital file (such as movies, music, or text) in violation of copyright laws.
• Intentionally access material through, or with, technology that would not be allowed for educational purposes in your school if presented in other media.
• Intentionally damage, disable, or hinder the performance (or attempt any of the previous) of any district technology system device, software, or network (inside or outside of the district).
• Access or attempt to access any system, file, directory, user account, or network to which you have not been granted access.
• Use technology in a manner that would hinder the learning environment for you or any other student.
• Install or attempt to install any software on a district owned technology device.

Additional Expectation for Students with Personally Assigned Computing Devices

Students will:
• Regularly save any information stored on a computing device to your assigned personal network storage directory.
• Expect any device to be regularly inspected for inappropriate material, which might include unlicensed software or inappropriate content and software. Any inappropriate content or unlicensed software will be removed.

Student Use of Personal Mobile Devices at School or School-Related Activities

• Students may use personal mobile devices in the manner directed by building staff and administration.
• Students may, but are not required or expected to, bring a personal mobile device to school or school-related activities.
• Students who bring personal mobile device(s) to school or school-related activities should access the school district’s network; however, students should not expect the district’s network to be available at all times.
• The district will not be responsible for data or other losses of any kind, economic or otherwise, a student may experience when using a personal mobile device at school or a school-related activity.
• The district will not be responsible for any fees associated with a student’s use of a personal mobile device.
• Students are responsible for their own mobile device(s) and understand district personnel will not repair or perform any set-up options to enable students to use a personal mobile device at school or school-related activities.

Consequences for AUP Violations

• Suspension from use of district technology.
• Suspension or expulsion from school.
• The district may notify law enforcement agencies.
• Any consequence outlined in your school handbook.

Security Cameras: Security cameras are in use at Southwest Middle School. Cameras are used for monitoring and reviewing events at school. Video from the cameras is not intended for public viewing and is not available to the public except when authorized by school administration with appropriate releases and/or as legally required. Notice of use of security cameras appears at the entrance(s) to the building.

Unauthorized video, recordings, and photos: Students are not to make videos, audio-recordings, or photos of any other person (whether that person is identifiable or not) on the Southwest campus at any time, except when specifically authorized by an administrator or teacher. Distribution of any video, recording, or photo made on the SWMS campus is prohibited without the specific authorization of an administrator.

Photos at Public Events: Many school events are open to the public. Students participating in or attending these events open to the public have no expectation of privacy in the images taken at these events. KSHSAA Rule 53, Article 4, allows photographs of student athletes, coaches, and other participants to be taken and used and for publicity, marketing and other appropriate purposes.

Cell phones: In order to preserve the learning environment and maximize academic performance and engagement at school, cell phones and any other personal electronic communication devices not distributed by the school district should be put away and out of sight during the school day. This includes class time, passing periods, and all other times during the school day, excluding lunchtime when personal devices may be used.

Cell phones or personal electronic devices that are not put away as requested or used at inappropriate times or in inappropriate ways, may lead to a behavior referral or loss of this privilege. Please refer to the USD 497 acceptable use policy (AUP) for additional information.

Computer Use (IIBG) – Computer systems are for educational and professional use. Internet services are provided for limited educational purposes. The term “education purposes” includes use of the system for classroom activities and limited research. Students shall have no expectation of privacy when using district e-mail or computer systems. All information created or accessed by students may be subject to monitoring without notice by district administrators and/or school staff when appropriate. E-mail messages shall be used only for approved
educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

The district/school retains the right to duplicate any information created by students in a computer system, or on any hard drive or individual computer. Students, who violate these rules, or any other classroom rules relating to computer use, are subject to disciplinary action up to and including suspension from school. The district retains the right to impose on any student disciplinary measures that may include expulsion.

**Children’s Internet Protection Act (CIPA):** The district shall implement and enforce an internet safety plan meeting the requirements of both the federal and the Kansas Children’s Internet Protection Acts. Such plan shall include technology protection measures and such other measures as deemed appropriate to address the following issues:

- Access by minors to inappropriate matter on the Internet and World Wide Web;
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures designed to restrict minors’ access to materials that may be harmful to them.

**Animals and Plants**

**Animals and Plants in the School (ING):** Individuals bringing animals to school must follow the appropriate guidelines.

**Animals in the Classroom:** Staff that allow animals in the classroom for instructional purposes must follow the guidelines for visiting and resident animals to identify appropriate animals for classroom use, developing animal-based curriculum, regulating student contact with animals, and properly caring for animals in the classroom environment. The “Animals in the Classroom” guide will be provided to students, parents, or patrons upon request to bring an animal to a building.

**Service Animals:** Service animals for ADA purposes are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Service animals for IDEA purposes may include species other than dogs. Use of service animals for IDEA purposes shall be determined by the student’s Individual Education Plan. Animals brought into school shall meet the criteria specified in the “Procedure for Service Animals” guide available to students, staff, parents, or patrons upon request.

**Therapy Dogs:** Staff may bring therapy dogs to work if the following criteria are met:

- The dog is registered by a therapy dog organization recognized by the American Kennel Club.
- The staff member shall provide the building administrator evidence of current registration on an annual basis.
- The staff member has completed a written request outlining the need, benefits, and intended outcomes for using the therapy dog in the work environment and the primary supervisor has authorized the use of the therapy dog.
- The staff member complies with the “Animals in the Classroom” guide.

**Plants in the School:** Plants that may provoke an allergic reaction shall be brought into school only for a specific educational purpose. They shall be handled with appropriate care.

**Cafeteria Services**

The Southwest Middle School Cafeteria will serve breakfast and lunches to students and staff members each day we have all day sessions of school. All students will not be dismissed for lunch at the same time. Students will be given twenty-five minutes for lunch by grade level so that the time of each student’s lunch will depend upon the class the student has during the lunch period.

**Breakfast Program and Morning Supervision:** The Southwest Cafeteria will serve breakfast from 7:35 to 7:55 am. Students wishing to eat breakfast will be allowed in the cafeteria. Students should not enter the cafeteria until 7:30 am. Students should leave the cafeteria after eating. The building will be closed to students before the designated time.
Lunch Program: Southwest Middle School operates under a closed lunch period. This means a student does not leave the building at lunch time without special permission.

Cost: Breakfast and lunch will continue to be free for students through June 30, 2022. Adults will be charged a la carte prices that will be posted at the point of sale.

Cafeteria Conduct: Students are expected to wait in line to pick up food items. Students are to use a tray, remove all trash, and return the tray, utensils and trash to the return window. Talk should be at an appropriate level. Food and drink should not be removed from the cafeteria. When finished eating, students should move to the designated waiting area to await their teacher. Once students leave the cafeteria dining area, they may not return without staff permission. Students may not leave the designated pick up area without a pass until their teacher picks them up. Failure to follow cafeteria procedures may result in loss of cafeteria privilege, lunch detention, or other disciplinary action.

Food Services Department Information: The Food Services Department uses a computerized meal cashier program. Record keeping of money paid and meals eaten by your child are recorded in a computerized database in the school kitchen. Students are able to enter their student ID number or have an ID card that is scanned as each student purchases a meal or an item from the cafeteria. The lunch accounting system is a debit system, which means that you deposit money into an account and as the student eats, the meal charge is deducted from the account balance. It is expected that all balances will be kept positive. The food services department cannot extend credit to families for purchase of meals or a la carte items. If your account is negative, no purchases are allowed, you must send cash to purchase a meal or send a sack lunch. We are NOT responsible for any cash sent to school with children. Please pay by check or money order with reference to your student name, ID number, and school. PLEASE NOTE - We cannot be responsible for post-dated checks. You may also make debit/credit card payments online via the third party website known as MySchoolBucks.com. Your first payment for meals needs to be made prior to the first day that meals are served so that there is money in your student’s account. Please DO NOT combine lunch money payment with other school type payments (i.e. enrollment fees/fines/cash/etc.) Meal payment envelopes are available in the cafeteria and most school offices.

Free and Reduced Lunches: Families in need must fill out an application for free/reduced meal benefits every new school year. Only 1 application per family is required. New applications for 2021-22 will be available to download and print on your own printer from the school district website mid-July. Printed applications will be available at the school district Welcome Center mid-July and will also be included in school handbooks and back to school newsletters. You can also obtain an application at individual school buildings when they reopen for the school year. The food services department has 10 days to process applications from the time they are received in the food services office. Families are responsible for any lunch charges incurred until their application is approved. Until you receive letter notification of your approval, please deposit money to your child’s account to cover charges for any meals eaten.

A la Carte Purchases: The USDA has brought about some changes to the meal selection process. Food groups are now called components consisting of the following: Meat or Meat Alternatives, Fluid Milk, Grains, Fruits, and Vegetables. Students must choose a minimum of three of the 5 components to count as a meal. One of the three components must be 1/2 cup of fruit or vegetable. We encourage all five for a healthy meal. Secondary students may choose a lunch meal of main dish, milk, and 4 side dishes, maximum. Items purchased in addition to lunch/breakfast meals are considered a la carte purchases. No a la carte charges will be allowed if the student account reaches a zero balance. All students are considered to have permission to make a la carte purchases unless a parent/guardian completes Form FS146, blocking or limiting purchases, and returns it to the school cashier.

Online Debit/Credit Card Payments: Parents/guardians are able to make payments for school lunches with a debit or credit card and are able to check the balance of their student lunch accounts online at MySchoolBucks.com. Go to the district website at www.usd497.org, link to Food Services, then to MySchoolBucks.com. NEW USER’S ONLY...If you have never used this system before, be aware that you will need each child’s 8 digit student ID# to set up an account with MySchoolBucks.com.

Low Balance Reminders: Automated phone calls are made twice weekly to parents via the School Messenger program. You can expect a phone reminder when a student account balance falls to 5.00 or less. Due to program constraints, these calls are made for each individual student account, so you may receive more than one. Many parents have found the service provided by MySchoolBucks.com very helpful. You can register at this site, and then look at student purchase histories or set-up an email notification of low balances if you wish. This service is available to all parents even if they do not want to use the online payment program.

End of Year Balances: At the end of the school year, no refunds will be made on the account unless you are leaving the district. The balance in your account will be forwarded to the next school year even if your child is attending a different school. If you have a student graduating high school, any balance remaining will be transferred to a younger sibling(s). If this is your last child graduating from the district, you may request a reimbursement form from the cashier for a refund check from the district.
**Returned Checks:** Lunch payment checks that are returned due to insufficient funds go directly to CCM Enterprises, a collection company in Wichita, KS. There is a 30.00 return check fee that you will be responsible for in addition to any fees that your bank may charge. Payment for the check and fee must be made to CCM. Payment cannot be accepted by the district or your school. Students may not make food purchases with a negative lunch account balance, so you will need to provide funds to keep a positive balance in your student’s lunch account. This is a separate transaction which does not negate the need to settle with CCM. You may reach CCM at 1-800-423-8974.

**Competitive Food Rules (EEA):** Competitive food is any food or beverage service available to students that is separate and apart from the district’s non-profit federally reimbursed food service program. The school board has adopted the following policy.

- **Building Sales** – Competitive food service shall not operate in competition with the district’s food service program, and shall be closed for a period beginning one half hour prior to and remain closed until one half hour after the last regular scheduled school lunch and/or school breakfast period on the campus where the school lunch and/or breakfast is served.
- **Fast Foods** – Fast foods in the building detract from the emphasis placed upon the Child Nutrition Program and District Wellness Initiatives. The district encourages students to participate in the district’s meal program. However, parents have the option to send food for breakfast or lunch if they prefer not to participate in the district’s meal program. The district does not recommend students or parents bring fast foods to school; however, if fast foods are brought to school, they may not be in the original packaging.

**Questions?** You may call the Food Service Office, 785-832-5000, for assistance during the hours of 7:30 a.m. – 4:30 p.m. After 4:30 p.m. you may leave a voice message, and your call will be returned the next business day.

**Food and Drinks in the Building:** Food and drink items may not be removed from the cafeteria and are not permitted in the hallways. Teachers and staff may, for special occasions, allow food and drink in class provided there is proper disposal of trash. Students may carry water with them in a small, clear container with a screw-top lid during the school day. Only plain water will be permitted. Sports drinks, flavored waters, or water with other additives will not be permitted.

**Transportation**

**Student Vehicles (Transportation) (JGFF):** The superintendent shall develop procedures regulating the driving, parking and use of vehicles and the use and parking of bicycles by students during the school day and whenever on school property. Failure to observe district rules may result in disciplinary action.

**Bicycles:** All bicycles are to be parked in the racks in the plaza next to the main parking lot. Southwest Middle School is not responsible for bicycles stolen or damaged. City of Lawrence Ordinance 7738, in part, requires youth, 15 years old and younger, to properly wear an approved bike helmet securely fastened by a chin or neck strap when riding a bike. Prior to pursuant 17.707, youth who do not own a helmet may obtain a free bicycle helmet from the specified Lawrence Douglas County Fire Medical station as supplies of helmets are available.

**Skateboards and Ripstiks:** Upon arriving on Southwest Middle School premises, students are to carry their skateboards or ripstiks to their lockers and keep them there until they are ready to leave the school premises. Students may not use skateboards, scooters, or skates (or similar wheeled conveyances) on school grounds. Use of these items in violation of this policy may result in confiscation of the skateboard, ripstik, scooter, and/or skates.

**Safety and Behavior Code for Bus Riders:** School bus service is provided to eligible students to and from Southwest. Bus service is provided for middle school students who live more than 2.5 miles from the school. Permission to ride a bus is conditional on the pupil’s good behavior and observation of all regulations. Any pupil who violates the rules will be reported to the building principal and could be denied permission to ride a bus to and from school.

Students must have a note from a parent before riding on a bus they are not assigned to ride and the note must be signed by a school administrator. The note may only authorize riding on a short, temporary basis.

**Regulations for Students**
1. Follow the directions of the bus driver the first time they are given.
2. At no time will a student put hands, head or other parts of their body out of the window.
3. Possession of illegal substances or weapons is prohibited. Do not eat, chew or drink anything on the bus. The use of any tobacco products is prohibited.
4. Students who are involved in any horseplay, unruly behavior, cursing, obscene gestures or loud talking will be subject to disciplinary action.
5. Students must remain seated and facing the front of the bus until the bus reaches a complete stop.
6. Students should be at the bus stop five minutes before scheduled pick-up time due to traffic and other unforeseen circumstances that might occur.
7. While waiting for the bus, stay clear of the roadway to avoid being hit by passing cars.
8. Wait for the bus to stop before trying to board. If you must cross a road, wait for the driver to motion for you to cross. Always cross at least ten feet in front of the bus.
9. Please use the handrails when getting on or off the bus. Be extra careful when weather is wet or icy, as the steps can be very slippery.
10. State regulations prohibit the transportation of any animals on the bus.
11. All books and articles brought on the bus must be either held in the lap or put under the seat. No objects will be permitted to block the emergency door or aisle or be placed around the driver’s area. Oversized objects which require seating space will be permitted on the bus only by special permission.
12. Students requesting to ride a different bus or wishing to get off at a different location must have obtained written approval from the building administration. Phone communication with First Student Educational Services is desirable to be sure the request is possible (841-3594).
13. The driver reserves the right to assign seats to any or all students who ride the bus. This is not necessarily a disciplinary action.
14. Do not throw anything in or out of the bus and be sure to keep your area clean.
15. Treat bus equipment with due respect. Any damage may result in suspension of riding privileges until restitution has been made. Restitution may be monetary and/or other disciplinary measures determined by the principal, with input from the contractor.
16. Absolute quiet at all railroad crossings. Your driver stops at crossings to listen for oncoming trains and your talking could drown out all warning signals.
17. Radios and/or tape players are permitted to be played on the bus only when the student uses headphones.
18. Remember, your driver is only human, so greet him/her cheerfully and treat him/her with respect.
19. Temporary bus passes will be provided only 2 times per semester.

Communication

Release of student records (See ECA) JRB – The general public shall not be allowed to inspect a student's personal record files. The custodian of student records shall disclose the student’s educational records only as provided for in policy. Student records will only be released in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) and School Board Policy JRB. If parents prefer to keep directory information (e.g., address, telephone number) from being printed or released, they must notify the school in writing in accordance with deadlines published in the Annual Notice which is included in the parent newsletter sent at the beginning of school, published in the newspaper, and available at all school offices.

Directory Information: Annual notice shall be given to parents and eligible students concerning student records. In addition, the custodian of the educational records shall give annual public notice of the class of records the district has designated as directory information. The appropriate forms for these notices shall be on file in the office of the custodian of the educational records. The custodian of records may make directory information available without parental or eligible student's consent if public notice of the categories of information designated as directory information has been given and the parents or eligible students have had the right to object to the release of the information without their consent. The custodian of records shall make student recruiting information (name, address, and telephone listing) available to military recruiters and postsecondary institutions unless parents or eligible students request the information not be released without written consent.

The custodian may disclose students’ education records to the following persons without the prior consent of the parents or the student if age 18 or older:

- School officials within the district who have legitimate educational interests;
- Officials of other schools or school systems in which the student intends to enroll. The school district shall forward student records to such institutions without further notice to the parents or eligible student;
- Authorized persons to whom a student has applied for or from whom a student has received financial aid;
- State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statutes;
- Organizations conducting studies for educational agencies for the purpose of developing, validating or administering student tests or programs;
- Accreditizing organizations;
- Parents of a student age 18 or older if parents claim the student as a dependent for income tax purposes;
- Appropriate persons if knowledge of any information is necessary to protect the health or safety of the student or other persons in an emergency;
• An agency caseworker or representative of a state or local child welfare agency or tribal organization who has the right to access a student’s case plan when such agency or organization is legally responsible for the care and protection of the student and when any further disclosure of such information thereby will be limited in accordance with law; or
• In compliance with a lawfully issued subpoena or judicial order.

For the purposes of this policy, school official means teacher, administrator, other certified employee or board of education. Legitimate educational interest means the school official must participate in discussions involving an identifiable student leading to educational intervention, disciplinary action, discussions of eligibility for athletics or other activities, or honors or awards involving a student. Medical records from a third party may not be released with the exception of immunization records. Personally identifiable information contained in personal school records shall not be furnished to any person other than those listed herein except under the following conditions: when there is written instruction from the student’s parents, or the eligible student specifying the records, the reasons and the person(s) to whom the release is to be made, with a copy of the records to be released made available to the student, parents when requested; or when information is requested in compliance with a judicial order, or pursuant to any lawfully issued subpoena. Nothing contained in this policy shall preclude authorized representatives of the Comptroller General of the United States, an educational agency or state authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of federally supported education programs or the enforcement of the federal legal requirements which relate to these programs, provided that, except as the collection of personally identifiable data is specifically authorized by federal law, the data collection by such officials with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of students or their parents on the data collected and provided. All persons, agencies or organizations desiring access to the records of a student shall be required to sign a form indicating specifically the legitimate educational or other interest of each person, agency, or organization has in seeking this information. This form shall be kept permanently with the student’s file, but only for inspection by the parents, the student or a school official responsible for record maintenance. Such forms shall be available to parents and to the school official responsible for record maintenance as a means of auditing the system’s operation. Personal information shall be transferred to a third party only on the condition that such party shall not permit any other party to have access to such information without the written consent of the student’s parents or the student if age 18 or older. The board and staff shall protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted or authorized by the board or administration. Rules established under this policy shall include provisions controlling the use, dissemination and protection of such data.

**Forwarding Student Records:** Administrators shall forward student’s school records according to provisions in this policy and may not withhold them from authorized parties for any reason.

**Telephone:** The purpose of the office is to serve patrons, pupils and teachers efficiently. To do this, it is necessary that the office staff have the use of a telephone. Because of this need and because of the large number of students enrolled, it is necessary to keep student calls from the office phone to a minimum.

**Messages:** Although each time a message is delivered to a student the entire class is disturbed, those messages of extreme importance from a parent or guardian will be delivered to students. Students will be called to the phone only in cases of emergency. **Messages from friends will not be delivered.**

**Daily Announcements:** Daily Announcements are shared during Advisory on Monday, Tuesday, Thursday, Friday and first hour on Wednesday and are also available on the school website. Information regarding school activities, postponements, and other school information important to students is given during the announcements. Students are encouraged to pay close attention to the announcements.

**Visitors to the Schools (KM):** The board encourages its patrons and parents to visit the district facilities. Visitors are required to check in at the office and obtain a visitor’s pass before proceeding to contact any other person in the building or on the grounds. Any person who visits a building and/or grounds of the district shall be under the jurisdiction of the building principal. The principal has the authority to request aid from any law enforcement agency if any visitor to the district’s buildings or grounds refuses to leave or creates a disturbance. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. Violators of this board policy and its rules may be subject to the state trespass law.

**Visitor Passes:** In an attempt to improve the safety and security in our building, all visitors are expected to follow the following visitation procedures.

- Check in at main office;
- Obtain a visitor pass; then
- Proceed directly to the intended destination.
Student Services Office: The Southwest Middle School counselors welcome the opportunity to visit with students and parents. Visits concerning personal or school problems are encouraged. These visits can be arranged by scheduling an appointment with the guidance secretary.

Crisis Intervention: If school is not in session, and you need someone to talk with about any problem you are experiencing, Headquarters Counseling Center, a community resource, can help. Headquarters is free, open 24 hours a day, confidential, and non-judgmental. Their volunteer counselors will listen to your concerns and, if you wish, help you find other counseling options. The number is 785-841-2345.

Health Services

School Nurse: Southwest has a registered nurse on duty daily to provide services in the areas of health promotion, health prevention, and health counseling.

Medications at School: If a student is to receive a prescription medication at school, the medication must be brought to the school nurse’s office in the original prescription bottle prescribed by a physician or dentist who is licensed to practice in the State of Kansas. This must be accompanied by a completed medication permission form. The first dose of any new medication must be given at home. Certain medications, such as inhalers, may be self-administered as long as a self-administration permission form is completed by the parent, and the student follows appropriate guidelines for administration. Over-the-counter medications may be self-administered if the proper over-the-counter permission form is completed along with a district self-administration medication form. In order to self-administer prescription medications, parents and students must consult with the school nurse, complete a self-administration medication plan, and provide a physician’s written order or labeled prescription container.

Supervision of Medication (JFGFB): A Permission for Medication form must be signed by a parent in order for a student to take medication at school. Please contact the school nurse for specific instructions and forms.

Illness at School: If a student has a chronic health condition, it is highly recommended that a parent contact the school nurse in order to determine if special accommodations will need to be made for the student at school. Students who become ill during the school day must check out with the school nurse before leaving in order for the absence to be excused. The student is not allowed to go home unless a parent or emergency contact has been contacted. Students who have milk allergy and will require juice substitutions in the cafeteria will need to have a doctor’s note annually. The school nurse is available to students, staff, and parents for referral to community services, health education information and materials. If you have any questions or concerns about your student’s health status, please call Southwest Middle School at 832-5550 and ask for the Health Office.

Enrollment (JBC)

Resident Students - A resident student is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who resides within the boundaries of USD 497. Children who are homeless as defined by Kansas Statute 72-1046 and who are located in the district will be admitted as resident students. For purposes of this policy, parent means the natural parents, adoptive parents, step-parents, and foster parents. For purposes of this policy, a person acting as a parent means a guardian or conservator, a person liable by law to care for or support the child, a person who has actual care and control of the child and provides a major portion of support, or a person who has actual care and control of the child and who has a sworn affidavit of residency on file in the office of the superintendent. Students shall attend schools according to the boundaries set by the Board. A student shall enroll in the school designated to serve the attendance area in which the parent or legal guardian holds legal residence, and in which the student resides. In cases where residence needs to be verified, the district may require submission of documentation such as a house contract, lease, or utility bills.

Non-resident Students - Non-resident students are those who do not meet the definition of a resident student. (See JQKA). Admission of non-resident students is based on the following guidelines:

- Non-resident students may be admitted only to the extent that staff, facilities, equipment and supplies are available.
- Non-resident admission requests may be submitted to the superintendent’s office anytime after January 1 for the subsequent school year.
- Applications must include the reasons for making the request.
- Requests for non-resident admission are considered on an individual basis.
- No application will be approved if such approval would increase or further increase a projected class size beyond the district’s class size standard or beyond building capacity.
- Non-resident students who have been approved must be enrolled and attending two days prior to the state’s official count.
- Non-resident students will be assigned to schools by the superintendent or designee.
- The senior high school 15th Street boundary division will be taken into consideration when making attendance center decisions.
- Non-resident students are required to reapply each year.
- Non-resident students approved for admission will be subject to the same fees as students residing within the district.
Transportation for non-resident students shall be the responsibility of the parent.

Non-resident students admitted to the district shall be evaluated each spring using the following criteria: academic standing (did the student make progress); attendance (was the student's attendance regular and punctual); and disciplinary record (did the student abide by the student conduct code and avoid major disciplinary problems or a large number of referrals for minor disciplinary problems). Students may be readmitted or denied admission for the next school year based on the results of these evaluations. Parents shall be informed of the administrative decision no later than June 15th.

Joint Custody: In matters of joint custody, the district will require the parents to identify one parent’s residential address as the primary address to be used for the purpose of assigning a student to a school.

Enrollment Procedures: The superintendent shall establish orderly procedures for enrolling all students, including pre-enrollment, changes in enrollment, normal enrollment times and communication to parents and to the public. Any student who is under long term suspension or who has been expelled from another district will not be admitted to Lawrence Public Schools unless approved by the administration. (Kansas Statute 72-8907).

Part-Time Enrollment: A part-time student is a student who is co-enrolled in USD #497 and a private educational establishment or is home schooled. Part-time students, who have met enrollment requirements, may enroll with the superintendent’s permission if they complete all prerequisites and are in attendance no later than two days prior to the state’s official count. Students applying for part-time enrollment must present evidence of compliance with compulsory education law (Kansas Statutes 72-977, 72-1111). Students who are co-enrolled are assessed fees based on the schedule approved by the board. Part-time students may be admitted only to the extent that staff, facilities, equipment and supplies are available. Enrollment takes place at the Enrollment Center.

Identification of Students: All students enrolling in the district for the first time shall provide required proof of identity in the form of a certified copy of their birth certificate or passport. However, students enrolling in grades 2-12 from another Kansas school may provide a certified transcript or similar pupil records as proof of identity. If proper proof of identity is not provided within 30 days of enrolling, the superintendent shall notify appropriate legal authorities as required by law and shall not notify any person claiming custody of the child. (Kansas Statute 72-53, 106)

Enrollment Information: The enrollment documentation shall include a student’s permanent record with a student’s legal name as it appears on the birth certificate, or as changed by a court order and the name, address, and telephone number of the lawful custodian. The records shall also provide the identity of the student as evidenced by a certified birth certificate, copy of a court order placing the student in the custody of Kansas Department for Children and Families, a certified transcript of the student, or other certificates or documentation the board considers satisfactory.

Transfers from Non-Accredited Schools: Students transferring from non-accredited schools will be placed into a grade level by the principal in accordance with provisions required by KSA 72-1107. Initial placement will be made by the principal after consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student’s documented past educational experiences and performance on tests administered to determine grade level placement.

Race and Ethnicity Collection and Reporting: The board will comply with Federal and state requirements and/or guidelines regarding the collection and reporting of race and ethnicity.

Library Media Center

In order for students to use the Library Media Center to their best advantage, it is necessary that they know the following rules and regulations:

- Media Hours: 8:00 a.m.-3:40 p.m.
- Only 3 unaccompanied students from any one class may be in the media center at a time, space permitting.
- Unaccompanied students must have a pass from their teacher during regular class periods in order to use the library.
- If library material(s) become overdue then check out and unaccompanied library privileges will be suspended until the library material(s) are returned or restitution is made for the material(s).

NEVER be afraid to ask questions. The library media specialist, the library assistant, and the student library assistants are here to help you.

LPS Emergency Safety Intervention Policy

The board of education is committed to limiting the use of Emergency Safety Intervention ("ESI"), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.
This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions:
“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72–8222, and amendments thereto.
“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.
“Emergency Safety Intervention” is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.
“Incident” means each occurrence of the use of an emergency safety intervention.
“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.
“Legitimate law enforcement purpose” means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer’s appointing authority.
“Mechanical Restraint” means any device or object used to limit a student’s movement.
“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.
“Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.
“Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.
“School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.
“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing 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 conditions 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 a 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.

**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.

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.

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 an 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.

**Additional District Information:**

**Equity (All Schools)**

Lawrence Public Schools recognizes the importance of making and supporting significant shifts in mindset and practice to provide and sustain equitable outcomes for all students. Children, regardless of race, socioeconomic status, and/or other minoritized identities, will be able to access freely the resources and supports necessary to reach their fullest potential. Current and past federal, state, and local failures to act urgently in the pursuit of educational equity contribute to reduced access to academic opportunities, and to disparities in graduation outcomes and disciplinary actions for students from historically marginalized communities. These disparities contradict the beliefs and values the Lawrence Public Schools community articulates about what students can achieve and the adults’ role in ensuring conditions for success. To disrupt systemic racism and other forms of injustice that profoundly impact students’ current and future quality of life, the board commits to advancing educational equity by applying a systemic change framework to school governance and resource allocation.

The board, district administrators, certified and classified staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. School and district staff at all levels are encouraged to raise issues of inequity and offer solutions to remedy them. Lawrence Public Schools employee behaviors shall contribute to a school district 1) where students’ educational outcomes cannot be predicted by race, socioeconomic status, and/or other historically marginalized identities; and 2) where all students and staff are engaged in a positive and academically rigorous environment where educational equity is woven into every single department or division.

Lawrence Public Schools Equity Policy - C - General School Administration, CBA

**Restorative Practices at LPS (Middle and High Schools Only)**

Lawrence United School District is committed to contributing to a positive school climate, ensuring that all students have multiple systems of support focused on sustained and supportive relationships and relational accountability. Restorative Justice, also called restorative practices, is an alternative approach to the more traditional punitive discipline and school culture. It is a worldview deeply rooted in the practices and values of Indigenous Peoples around the globe. Restorative Practices “focuses on community building, belongingness, and peaceably resolving conflicts by creating opportunities for those involved to listen empathetically to one another’s stories, to repair any harm that may have occurred, and to restore positive relationships within the school community” (*Restorative Schools: An Introduction to Tier 1 Practices Manual*, Restorative Schools Initiative, KIPCOR, 2021, 7).
By engaging in a multi-year Restorative Justice Implementation Plan in partnership with the Restorative Schools Initiative of the Kansas Institute for Peace and Conflict Resolution (KIPCOR) at Bethel College, LUSD commits to establishing safer and healthier schools, as well as stronger systems of support for students, families, and the community as a whole.

**Defining Restorative Justice and Restorative Practice**

Restorative Justice refers to a set of principles and values with a foundational orientation towards healing and repair as a relational response to harm and wrongdoing.

Restorative Practice often refers to these principles and values as applied in the school setting, including particular focus on the foundation of relationship-building and positive community culture development.

The core questions of Restorative Justice ask:

- Who was hurt?
- What are their needs?
- Who has responsibility to address those needs?
- What process should be used including those who have been affected?

These questions guide an orientation toward repair and responsibility over punishment, and needs and obligations in relationships rather than broken rules.

Restorative practice requires us to:

- Re-evaluate our understanding of broken rules and consequences.
- View misbehavior primarily as an offense against human relationships.
- Foster awareness by asking questions to help students understand how their behavior has affected others.
- Separate the deed from the doer—to recognize the student’s strengths while acknowledging that the student made a poor choice.

**A Vision for Restorative Schools**

A Restorative School – a school community with sustained and supported relationships which is capable of repairing harm through relational accountability – demonstrates the values of restorative justice, which include:

- **Respect** – All members of the community are seen as valuable and worthy, and thus treated with dignity, recognizing the diversity of individual paths and needs.
- **Mutuality** – A recognition that we are interconnected, and individual wellbeing is dependent on our collective wellbeing. No one is free until all are free. If one is harmed, all are affected. When one rises, all rise.
- **Inclusivity** – Those who are most impacted have voice and leadership in decision-making.
- **Shared Responsibility** – We have responsibility for the impact of our actions and behaviors. When harm occurs, we support each other in taking responsibility and hold each other accountable.
- **Justice as Healing and Repair** – Justice is not seen as vengeance, or arbitrary punishment. Further, our mistakes do not define us. Rather, when harm occurs, the demand is to seek for that which repairs, makes right, and offers opportunity for healing and education rather than arbitrary punishment.

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For more information: [http://kipcor.org/Restorative-Schools/](http://kipcor.org/Restorative-Schools/)
Mental Health and Social Emotional Learning (All Schools)

Lawrence Public Schools is committed to addressing the social-emotional and mental wellness needs of all students. Every building has full-time counselors to work with students to support their academic, social-emotional, or mental wellness needs. If you need to speak with your Counselor, go to Student Services to schedule an appointment.

Native American Student Services (All Schools)

Native American Student Services (NASS)

“Providing educational opportunities for our American Indian and Alaska Native children to succeed.”

Since 1972, the Native American Student Services (NASS) program has provided educational opportunities and support for American Indian/Alaska Native children in the Lawrence Public Schools. The goal of NASS is to enhance and provide support to the student’s overall growth and development through cultural and academic programs for students and families.

We serve more than 530 students who represent more than 100 tribal affiliations.

Our program is part of the division of Student Intervention Services under the umbrella of Teaching and Learning Services. We work collaboratively within the community and the Lawrence Public Schools to meet strategic goals by being a student-centered environment that ensures all students learn academic and life skills to reach their maximum potential.

NASS Location
Lawrence Public Schools Education Support Center
110 McDonald Drive, Lawrence KS 66044

Contact
Kelly Walker (NASS Coordinator)
785-330-4433, krwalker@usd497.org

Susanne Stoupakis (NASS Administrative Assistant)
785-330-1607, Susanne.stoupakis@usd497.org

For up to date NASS event information, please visit, https://www.usd497.org/Page/4271

REVISED 8/17/2021 - Website and Handbook Notice for Title VI, VII, and IX

The district does not discriminate based on sex, sexual orientation, gender identity or gender expression in admissions, employment, or the educational programs or activities it operates. Discrimination based upon sex, sexual orientation, gender identity or gender expression is prohibited by Titles VI, VII, and IX. Sexual harassment,* including but not limited to sexual assault and sexual violence, is unlawful discrimination based on sex under Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.
The Director of Human Resources has been designated the district's Title VI and VII Coordinator. The Executive Director of Human Resources has been designated the Title IX Coordinator. Information concerning the provisions of Title IX, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800) 421-3481, or at OCR@ed.gov; or both.

Any person, including staff, students, peers, and/or visitors can be victims of sexual harassment*. The district encourages all victims of sexual harassment* and persons with knowledge of such harassment to report the harassment immediately. Complaints of sexual harassment* will be promptly investigated and resolved. Any person may make a verbal or written report of sex discrimination by any means within 180 days unless the sexual harassment* is ongoing. Further information regarding reporting sex discrimination or sexual harassment* and the district's procedures for handling such complaints may be found in Board Policies GAABA (https://www.usd497.org/domain/8604) and JGECAA (https://www.usd497.org/Page/12894).

*sexual harassment, including but not limited to sexual assault and sexual violence.