

2024-2025

USD 214- Ulysses



Administrator Handbook

Approved: August 12, 2024

USD 214- Mission Statement

Preparing Every Student - Every Day!

USD 214 Vision Statement

USD 214 IS A COMMUNITY ENGAGED IN LEARNING. STRIVING FOR EXCELLENCE,
AND ACHIEVING SUCCESS!

USD 214 Strategic Plan

Student Success

Successful students are productive citizens and successful leaders.

- Ensure all students have access to high quality instruction.
- Professional Development that support and enhance student engagement.
- Develop community partnerships to provide real world learning opportunities

Facilities

Safe and Secure facilities that meet the needs to serve students, staff, and the community.

- Effective and thoughtful communication about facility needs.
- Engage with all stakeholders to gather feedback and input.
- Take inventory of each facility and create a prioritized needs assessment.
- Establish pride in USD 214 facilities.

Community Partnerships

Create, maintain, and sustain strong community partnerships that benefit our students and community.

- Define and promote the school district's story.
- Develop intentional, focused, pre-planned partnerships with community organizations.
- School and student involvement in the community.

Quality Teachers

Recruiting and retaining quality teachers will lead to greater student achievement through high quality instruction.

- Hire and develop people that focus on striving for excellence and growth.
- Provide relevant Professional development opportunities on instructional strategies and materials.
- Provide clear curricular objectives to be taught.

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Message From the Superintendent

Dear USD 214- Ulysses School Administrators,

On behalf of the entire school board and myself, I want to welcome you to the 2024-2025 school year! This administrative staff handbook serves as a guide to help you navigate our school district's policies, procedures, and resources to ensure a successful and fulfilling experience. The handbook is an extension of district policy. Please take the time to review the information and help us by contacting me if you have any issues or concerns. Our leadership team, mentors, and colleagues are here to support you throughout your journey.

As an administrative staff member, you play a crucial role in shaping the lives of our students. Your commitment to their academic, social, and emotional well-being is the cornerstone of our school's success. We recognize and appreciate your passion for education and positive impact on each child entrusted to your care.

This handbook outlines essential information regarding administrators, teaching and learning expectations, professional development opportunities, schoolwide initiatives, and employee benefits. It also highlights our district's core values of creating an inclusive environment where all students and staff feel safe, important, and inspired. USD 214- Ulysses is **cultivating a learning community where all students engage in learning, strive for excellence, and are supported to achieve their full potential.** These values underpin every aspect of our operations and guide our interactions with students, families, and staff.

Together, we can create a transformative learning environment where every student thrives. Thank you for choosing to make a difference in our children's lives. We are excited to start a new year!

Sincerely,

Corey Burton

USD 214- Ulysses Superintendent

Message From the Board of Education

Dear USD 214- Ulysses School Administrators:

Thank you for all you do for this District's students. You are an important part of a team dedicated to preparing students to engage in the learning, strive for excellence, and achieve their fullest potential. This ongoing effort requires commitment, passion, enthusiasm, and professional collaboration. USD 214- Ulysses is fortunate to have a community of learners working together to support our students' academic success and well-being. Good luck with a successful and enjoyable school year, and again, thank you for all you do.

Sincerely,

The Board of Education

USD 214 - Ulysses District KESA Goals

- By the 2027-2028 school year, we will decrease the number of free and reduced students in level 1 on the state ELA assessment by 3%, from 51.58% in 2023 to 48.58% in 2028. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, the number of students performing at a level 1 on the math state assessments will decrease by 3% from 43.3% in 2023 to 40.3% in 2028. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, we aim to increase the graduation rate by 3% compared to the 2022 graduation rate of 83.8%. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, we aim to increase the post-secondary success rate by 3% compared to the 2021 post-secondary success rate of 36.1% (Fundamental Four: Balanced Assessments, Standard Alignment, Quality Instruction.)

General Information

USD 214-Ulysses Board of Education

The USD 214-Ulysses School District, like all Districts in Kansas, is governed by a seven-member Board of Education. In USD 214 Ulysses, school board members are elected by 6 district wards with residency requirements and 1 at-large member. The legal qualification for a citizen to be eligible for the Board of Education is to be a registered voter within the school district boundaries based on the school board position they are running for. School board members serve four-year staggered terms, so there is a stream of consistency and history; not all board members are new simultaneously. School board elections are held on the Tuesday following the first Monday in November during odd-numbered years.

There are four main goals of a Board of Education: establish clear policy for a school system; set short- and long-term goals for the system; select and evaluate the superintendent; and hold the superintendent accountable for accomplishing the goals of the District. You may contact members of the Board of Education regarding issues of concern, but it is essential to know that decisions are made with a quorum of the Board when it is in session. Board members commit time, energy, and vision to make USD 214- Ulysses the best School District in Kansas. The Board of Education changes every two years, and we have been fortunate to have determined and committed members to provide advocacy and support for students, parents, the community, and teachers/staff.

Please check the District website (www.usd214.org) for the meeting schedule for the upcoming year. Parents and community members are encouraged to attend the meetings and learn about your school district.

Members of the USD 214-Ulysses School Board

- Mr. Ron Smith - President
- Mrs. Diana Nunez - Vice-President
- Mr. Mike Meyer
- Mrs. Nichole Winner
- Mr. Daron Cowan
- Mr. Chad McCormick
- Mr. Kasey Krueger

USD 214 - Ulysses Code of Ethics for School Administrators

Preamble:

As a certified school administrator in Kansas and of USD 214-Ulysses, I hold myself to the highest ethical standards established by the Board of Education for USD 214-Ulysses, Kansas State Department of Education (KSDE), and the Kansas Code of Conduct for Educators. My actions reflect my commitment to the well-being and progress of all students while upholding the integrity of the education profession in Kansas and for USD 214- Ulysses.

I dedicate myself to the following principles:

Adherence to USD 214- Ulysses Policies, KSDE Regulations, and the Kansas Code of Conduct:

Student Welfare: I uphold the physical, emotional, and academic safety of students, adhering to all KSDE regulations concerning child maltreatment reporting, student privacy, and non-discrimination.

Professional conduct: I maintain a professional demeanor in all interactions with students, colleagues, and the community, avoiding activities that could compromise my professional judgment or create a conflict of interest.

Honesty and Integrity: I present information accurately and truthfully, avoiding plagiarism, falsification of records, or any other dishonest practice.

Commitment to Students:

Equity and Fairness: I treat all students with dignity and respect, regardless of their background, abilities, or circumstances. I provide equal access to learning opportunities and strive to remove barriers to student success.

Academic Excellence: I continuously strive to improve my knowledge and skills, utilizing pedagogical approaches that promote critical thinking, collaboration, and active learning.

Social and Emotional Learning: I foster a positive and inclusive learning environment supporting all students' well-being.

Confidentiality: I maintain the confidentiality of student information, except when disclosure is required by law or to protect the student's or others' safety.

Commitment to the Profession:

Collaboration and Innovation: I actively collaborate with colleagues, administrators, and families to share best practices, improve teaching methods, and promote innovation in education.

Professional Development: I actively engage in professional development opportunities to stay abreast of current educational trends and research.

Colleagues and Administration: I treat colleagues and administrators respectfully and professionally, fostering a positive work environment based on mutual trust and collaboration.

Advocacy: I advocate for the teaching profession and public education, engaging in ethical and professional advocacy efforts.

Commitment to the Community:

Community Engagement: I strive to build positive relationships with families and community members, actively seeking their input and collaboration in creating a welcoming and supportive learning environment.

Culturally Responsive: I acknowledge and respect students' and families' diverse cultural backgrounds and experiences, incorporating culturally responsive practices into my teaching.

Citizenship: I model responsible citizenship, encouraging students to be active and engaged members of their communities.

Personal Conduct:

Substance Abuse: I refrain from the use of illegal drugs or alcohol that could impair my ability to perform my duties safely and effectively.

Social Media: I utilize social media responsibly, avoiding posts or online activities that could compromise my professional image or violate student privacy.

Maintaining Trust: I avoid personal or financial relationships with students that could create a conflict of interest or erode trust in the professional educator-student relationship.

This code of ethics serves as a guide for my professional conduct in Kansas and for USD 214-Ulysses. Upholding these principles requires ongoing reflection, self-evaluation, and a commitment to ethical decision-making in all aspects of my work.

Note: This code is based on the KSDE Educator Code of Conduct, the Kansas Code for the Teaching Profession, and best practices in ethical education. It is not an exhaustive list and may need to be adapted to specific school district policies and local contexts.

[Kansas State Department of Education Kansas Educator Code of Conduct](#)

District Calendar

USD 214 District 2024-2025 CALENDAR

BOE Approved July 8, 2024

August 1- Building Admin & Office Staff Report
August 5 & 6 - Student Enrollment @ buildings
August 9 & 12 - New Teacher Academy
August 13- Teachers Report to buildings for PD
August 14 - ½ Building PD/ ½ Teacher Workday
August 15- Building PD (Convocation @ 9 a.m. & Ministerial Alliance Luncheon)
August 16- Teacher Workday
August 19 - Fall Sports Begin/
 Elementary & KMS Family Connections KDG CAMP /UHS Building PD
August 20- Elementary Family Connections/ KDG CAMP/6th Grade,9th Grade & New students report to KMS & UHS First Day of School (8 AM - 12 PM)
August 21- First Day of School (K-12)
August 23 - No School for KDG (Family Connections)
September 2 - Labor Day No School
September 4- UHS Early Release
September 23- No School-Building PD Day
October 2- UHS Early Release
October 11 - School dismissed @ Noon, ½ District PD Day (Homecoming)
October 17-End of 1st Quarter
October 18 - No School
 ½ Building PD / ½ Teacher Workday
October 21 - Start of 2nd Quarter
October 23-P/T conferences 4:30-8:30 p.m.
October 24 - No School
 P/T Conferences 9 a.m.- 1 p.m. 2-7 p.m.
October 25- No School
November 6- UHS Early Release
November 27 -29- No School
 Thanksgiving Break
December 4- UHS Early Release
December 20 - End of 2nd Quarter
 Schools dismissed @ Noon
December 23-January 3 - Holiday Break (No School)
January 1- District Office Closed
January 6 -No School
 ½ Building PD/ ½ Teacher Work Day
January 7 - Start of 3rd Quarter
 School Resumes
January 20- No School-MLK Day
 Building PD
February 5- UHS Early Release
February 17 -President's Day No School/District Closed
February 28- No School
 ½ Building PD/ ½ Teacher Workday

AUGUST 2024						
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FEBRUARY 2025						
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MARCH 2025						
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OCTOBER 2024						
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NOVEMBER 2024						
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MAY 2025						
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DECEMBER 2024						
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JUNE 2025						
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JANUARY 2025						
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JULY 2025						
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28	29	30	31			

March 5 - UHS Early Release
 P/T Conferences 4:30-8:30 p.m.
March 6 - No School
 P/T Conferences 9 a.m.- 1 p.m. 2 p.m.- 7 p.m.
March 7 - No School
March 13 - End of 3rd Quarter
March 14 - No School
 ½ Building PD / ½ Teacher Workday
March 17-21- Spring Break (No School)
March 24 -School Resumes
 Start of 4th Quarter
April 2 - UHS Early Release
April 18 & April 21- No School
 Easter Break
May 5 - No School - Building PD
May 7- UHS Early Release
May 14- Last Day for Seniors
May 17 - UHS Graduation @ 9:00 a.m.
May 20 - UCLC Graduation @ 6 p.m.
May 21 - 8th Grade Recognition @ 6 p.m.
May 22- End of 4th Quarter-
 Schools Dismissed @ Noon
 District Convocation @ 2:00 p.m.
May 23 - Staff Last Day dismissed @ Noon
May 23 & 27 - Inclement Weather
 Make-up Day
May 26- Memorial Day (District Office Closed)
June 13- K-8 Admin & Office Staff Last Day
June 27 - UHS Admin & Office Staff Last Day

Hours/Days Required
Student Days - 1,116 hours required = 160 days
Required Hours/ Scheduled Hours
UHS Seniors Hours
 1086 required / 1,164 scheduled
UHS Student Hours
 1,116 required / 1,202.5 scheduled
K-8 Student Hours
 1,116 required / 1,209.5 scheduled

Student Days SR- 159
Student Days K-12 - 164
Teacher Days - 180
New Teachers -183

Introductory Statement

This handbook is designed to acquaint you with USD 214-Ulysses and provide information about working conditions, employee benefits, and policies affecting your employment. The policies, procedures, and programs outlined serve as guidelines informing you of relevant employment facts. You should read, understand, and comply with all provisions of this handbook. One of our key objectives is to provide a work environment conducive to personal and professional growth. While the policies and procedures outlined in this manual should give employees answers to most of the general questions they might have about their job or the USD 214-Ulysses programs and procedures, they cannot cover every situation that might arise. If employees have questions about these guidelines or need further information about any subject, they should consult their supervisor.

No employee handbook can anticipate every circumstance or question about policy. Therefore, USD 214-Ulysses reserves the right to revise, supplement, or rescind any policies or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. Employees will, of course, be notified of such changes to the handbook as they occur.

Disclaimer

This Administration Personnel Handbook is for your use as a source of information for employees of the USD 214-Ulysses. Nothing in this handbook creates or is intended to create a contract of employment, either expressed or implied, nor do the handbook provisions establish an employment relationship where one would not exist. No employee has the authority to create an employee contract by modification of this document. Please note that you are subject to the USD 214-Ulysses Board of Education policies. Some, but not all, of those policies are included in this handbook. In the event that a Board of Education policy conflicts with a provision in this handbook, policy and/or law shall control.

In the event that this Administrative Personnel Handbook should contain any language or policies that conflict with the Negotiated Agreement between the Grant County Teachers Association (G.C.T.A.) and USD 214-Ulysses and/or any Unified School District 214 Board Policy, the Negotiated Agreement and Board Policy shall prevail.

Supervening Local Law

The USD 214-Ulysses Administrator Handbook is designed to provide accurate and authoritative information on the policies and procedures of USD 214-Ulysses; however, where local, state, or federal law conflicts with these policies and procedures, USD 214-Ulysses will comply with the applicable local, state, or federal law. If there are questions or concerns regarding this aspect of the District's Administrator Handbook, please contact the Board of Education Office.

Employee Code of Conduct

Whenever people work together, specific basic guidelines and expectations of each other are required to establish a positive working environment for all employees. You should know these responsibilities to the USD 214-Ulysses School District and your co-workers.

We expect all employees to act professionally and responsibly at all times. While an exhaustive list of every possible violation is impossible, the following examples represent conduct that may lead to disciplinary action, including termination of employment. These expectations apply to all situations where an employee is: on or using school property, acting as an agent of the district, or working in an official capacity.

Unprofessional or Illegal Conduct:

- Falsifying or misrepresenting information on work records or district records.
- Misusing, destroying, or damaging property belonging to the district, fellow employees, or students.
- Violating federal, state, or municipal laws or regulations.
- Theft, unauthorized possession, or removal of district property or the property of others.
- Using district materials, time, or equipment for unauthorized purposes.
- Engaging in uncivil behavior (verbal or written) towards anyone associated with the district or its business. This includes physically or verbally threatening, coercive, intimidating, violent, or harassing behavior, as well as using profane or abusive language or symbols.
- Possessing firearms, weapons, hazardous materials, or explosives on district property or while on duty.
- Engaging in criminal conduct on district premises or while on duty.
- Using, possessing, selling, purchasing, transferring, or being under the influence of intoxicants or illegal substances on district premises or while on duty.

Job Performance and Reliability:

- Negligence or carelessness that endangers the safety of others.
- Sharing confidential information with unauthorized individuals.
- Willfully or repeatedly violating safety rules.
- Sleeping while on duty.
- Insubordination or refusing to comply with instructions or assigned duties.
- Performance that doesn't meet the requirements of the position.
- Excessive absenteeism, tardiness, leaving early, or leaving work without supervisor notification.

Policy Violations and Disruptive Behavior:

- Violating any district policy, including those outlined in this handbook, or engaging in conduct that reflects poorly on the employee or the district.
- Gaining unauthorized entry or occupying district facilities.
- Failing to comply with lawful directions from district officials, security officers, or law enforcement officers.
- Any other conduct that may obstruct, disrupt, or interfere with the district's operations or activities.

It is recognized that all that staff does and says and their appearance profoundly impacts our students. It is recognized that the conduct, appearance (image), and professionalism of all staff in public schools are public concerns and concerns of the teaching profession. After all, you represent both yourselves and public education as a whole. To that end, in addition to the foregoing, all staff members are expected to:

- They should thoroughly acquaint themselves with the rules, regulations, and other information applicable to them contained in the board's policies.
- Conduct themselves in a manner consistent with effective and orderly education and to protect students and District property.
- Maintain order in a manner consistent with District policies and regulations.
- Comply promptly with all orders of the superintendent, the administrator, and their immediate supervisor.
- District employees must dress and maintain a general professional appearance that reflects their position and does not detract from the school's educational program. The District makes reasonable accommodations for dress or grooming related to an employee's religion, ethnicity, or disabilities. District employees who violate these rules are subject to disciplinary action.

Personnel Policies For Certified Administrators

The mission of the USD 214-Ulysses is a great place to grow, learn, and succeed! To accomplish this mission, administrators serve in essential roles as educational visionaries, physical plant managers, personnel facilitators, student guides, community leaders, and budgeting experts. Administrators join the USD 214-Ulysses Board of Education as the management team; and as such, have certain rights, duties and responsibilities different from other employees of the district.

As considered by the board and as used in these policies, the term “administrator” refers to those who have management and/or supervisory responsibilities, are employed as a result of their formal training and professional experience, and receive an annual certified administrative contract.

In recognition of the unique and delicate relationship of trust, confidence and cooperation which exists among administrators and between the board and administration, and in order to promote communication and understanding, the Board of Education adopts the following policies:

General Employment Provisions

A. Qualifications

It is the policy of the Board of Education to employ well-qualified persons and to require and expect those employees to keep themselves informed in accordance with the ethics and standards of their profession.

B. Eligibility

In order to be eligible for employment as an administrator, a person must:

1. Satisfy the qualifications of the position desired;
2. Comply with requirements of the Board of Education; and

- Student Services
- Professional Development
- District Test Coordinator
- Substitute Teachers
- State & Federal Programs & Reporting
- UCLC Administrator
- Teacher Licensing
- District SITE Council
- Mandated Trainings
- District/School Improvement
- Curriculum & Instruction
- McKinney-Vento Liaison
- 504 Coordinator & IDEA

Stacy Figgins - Director of Business & Finance sfiggins@usd214.org
 - Salary & Payroll - Employee Benefits - Staff Contracts
 - District & Building Budgets - Accounts Payable - Frontline Absence Management
 - Personnel Records -Accounts Receivable -State & Federal Reporting

Andrew Cole - Director of Transportation, Facilities & Maintenance acole@usd214.org
 - Transportation - Bus Drivers & Bus Routes
 - Facility Maintenance & Repair - Grounds Maintenance & Repair
 - Workman’s Compensation Coordinator - School Transportation Fleet

Mauri Steimel - Director of Technology msteimel@usd214.org
 - Technology request - Staff & Student Devices
 - Technology Infrastructure & Security - District Phones
 - District Website

Ruby Romero - Director of School Nursing rromero@usd214.org
 - District Health Committee -Student Health Plans, Records, & Immunizations
 - Student Health Screenings

Dawn Oakes - Accounts Payable & Board Clerk doakes@usd214.org

Cynthia Dino - PowerSchool Coordinator & KIDS Reporting cdino@usd214.org

Shan Meile - Director of Child Nutrition & Athletics Secretary smeile@usd214.org

Patty Franco - Migrant Education Liaison pfranco@usd214.org

Amanda Langley - Transportation Secretary alangley@sd214.org

Americans with Disabilities Act (ADA)

USD 214- Ulysses is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted non-discriminately, including, but not limited to, hiring, promotion, discharge, compensation, benefits, training, and all other aspects of employment.

Terms used in this policy have the following meanings: (1) disability means a physical or mental impairment that substantially limits one or more of the major life activities of an individual; (2) a disabled individual is a person who has such an impairment, has a record of such an impairment, or is regarded as having such an impairment; (3) a qualified person with a disability means an

individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the position that the individual holds or has applied for.

USD 214- Ulysses also prohibits discrimination against an employee because the employee has a known relationship or association with a person with a disability. Benefits are made available to employees equally without regard to whether any individual has a disability.

A reasonable accommodation is available to all disabled employees where their disability affects the performance of job functions. Employees who qualify as disabled should discuss the need for reasonable accommodation with the Board of Education Office. Such information will be kept as confidential as possible. USD 214- Ulysses seeks reasonable accommodations for qualified persons with disabilities without undue hardship on the District's business operations.

All employees must comply with safety rules at all times. USD 214- Ulysses makes every effort to place applicants and employees in positions for which they are qualified. However, employees and job applicants are not placed in positions where, with or without a reasonable accommodation, they would directly threaten their own or others' safety or health.

Qualified persons with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation), as well as job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees equally.

USD 214- Ulysses is also committed to not discriminating against qualified employees or applicants because they are related to or employed with a disabled individual. USD 214- Ulysses will follow any state or local law that provides disabled individuals greater protection than the ADA.

This policy is neither exhaustive nor exclusive. USD 214- Ulysses is committed to taking all other actions necessary to ensure equal employment opportunity for disabled individuals in accordance with the Kansas Act Against Discrimination, the Americans with Disabilities Act and applicable amendments, and all other applicable federal, state, and local laws. Any applicant or employee who believes there has been a violation of the District's policy or any applicable law relating to accommodating a disabled individual should immediately contact the Board of Education Office at (620) 356-3655. All complaints are promptly investigated, and all information obtained during an investigation is held in confidence to the extent possible and only disclosed to individuals who need the information. USD 214- Ulysses ensures that this procedure protects employees against illegal retaliation.

Equal Employment Opportunity

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at USD 214- Ulysses will be based on merit, qualifications, and abilities. USD 214- Ulysses does not discriminate in employment opportunities or practices on the basis of race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, disability, or any other characteristics protected by law. All pupils, teachers, administrators, other school personnel, and applicants will be treated fairly and respectfully.

Specifically, pupils, teachers, administrators, other school personnel, and applicants shall not be willfully or intentionally discriminated against by any representative of USD 214-Ulysses in accordance with and as defined by federal, state, and local non-discrimination laws.

USD 214-Ulysses will proactively monitor its employment practices and policies continuously. USD 214-Ulysses expects its employees to be aware of their work environment, as well, and be sensitive and respectful to all individuals around them. If employees are subject to or witness discrimination, contact the Board of Education Office immediately. USD 214-Ulysses ensures that this procedure protects employees against illegal retaliation. A prompt and thorough confidential investigation will be conducted on all reports. Any reported violations of EEO law or this policy are investigated. Supervisors or employees found to be engaging in any type of unlawful discrimination will be subject to immediate disciplinary action, up to and including termination of employment.

Sexual Harassment Policy

General Statement

Sexual harassment is a form of sex discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e, et seq., and the Kansas Act against Discrimination. It is the policy of Ulysses USD 214 to maintain a learning and working environment that is free from sexual harassment. The district prohibits any form of sexual harassment. It shall be a violation of this policy for any student or employee of USD 214 to harass a student or employee through conduct or communication of a sexual nature as defined by this policy. Each administrator shall be responsible for promoting understanding and acceptance of, and compliance with, policy and laws regarding sexual harassment in his/her school. The school district will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the district.

Sexual Harassment Defined

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, verbal or physical conduct, written or graphic material, or communication of a sexual nature when:
 - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.
2. Sexual harassment may include but is not limited to:
 - a. Verbal harassment or abuse
 - b. Subtle pressure for sexual activity

- c. Inappropriate patting or pinching
- d. Intentionally brushing against a student's/employee's body
- e. Demanding sexual favors accompanied by implied or overt threats or promises of preferential treatment concerning an individual's employment or educational status
- f. Any sexually motivated un-welcomed touching
- g. Repeated remarks with sexual or demeaning implications

Bullying

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

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

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

Additionally, bullying means any form of intimidation or harassment prohibited by the Board of Education of the School District in policies concerning bullying adopted pursuant to K.S.A. 72-8256 or subsection (e) of K.S.A. 72-8205 and amendments thereto. USD 214- Ulysses will not tolerate these actions by students, staff, or parents.

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

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

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

On behalf of the board, the board or the district administration may seek student, staff, parent, and/or community input on the adoption, revision, and/or implementation of the board's bullying

policies or plan as directed or approved by the board.

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

Retaliation against a victim, good faith reporter, or witness to bullying is prohibited. A student or staff member who engages in bullying, reprisal, retaliation, or false reporting of bullying shall be subject to discipline per school district policy and procedures. The school administration and/or board may consider the following factors when determining appropriate disciplinary action for such prohibited conduct: the ages of the parties involved, the developmental and maturity levels, special education needs of the parties involved, and the severity of the behavior. Discipline guidelines for student bullying may be found in student and employee handbooks. Offenses over time or single offenses that are severe in nature may result in discipline up to and including suspension and/or expulsion or termination from employment. Parents participating in prohibited bullying conduct aimed at district students and/or staff members may jeopardize their access to district facilities; district property; school-sponsored activities, programs, and events; and/or district students and/or staff members through the district's communication systems. As appropriate, reports to local law enforcement will be filed to report criminal bullying behaviors. (See Policies EBC, GAAC, GAACA, JGEC, JGECA, and KN)

Discrimination

The district is committed to maintaining a working and learning environment free from discrimination, insult, intimidation, or harassment due to race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, or disability. Any incident of discrimination in any form shall promptly be reported to an employee's immediate supervisor, the building principal, or the district compliance coordinator, Mr. Corey Burton, Superintendent of Schools, for investigation and corrective action by the building or district compliance officer. Any employee who engages in discriminatory conduct shall be subject to disciplinary action, up to and including termination.

Complaints

The Board encourages all complaints regarding the District to be resolved at the lowest possible administrative level. Employees may file a complaint with their supervisor concerning a school rule, regulation, policy, or decision affecting them. The complaint shall be in writing and filed within ten (10) working days following the event complained of. It shall specify the basis of the complaint. The supervisor shall meet with the employee and provide a written response within ten (10) days. If the employee disagrees with the decision, the employee may appeal to the superintendent or designee. The superintendent's or designee's decision shall be final. Employees covered by the negotiated agreement shall follow procedures outlined in that document. Please refer to Board Policy GAE and KN.

Chain of Command

Employees must follow the proper "chain of command" by contacting their immediate supervisor to resolve problems. Exceptions may be made if the supervisor is the source of the

complaint, for example, in a situation involving sexual, racial, or other forms of harassment. Please refer to Board Policy GAAC and JGEC for details. If neither policy applies, employees shall discuss all concerns with their immediate supervisor before taking additional action. In the absence of the Principal, contact should be made with the appropriate District Administrator of severe situations that cannot wait for the next day for a solution.

Address and Contact Information Changes

To ensure correct delivery of information and/or other necessary employee correspondence, all address and contact information changes must be made with the Board of Education Office at the employee's earliest convenience.

Health Examinations

As a condition of entering employment, new employees in any of these categories in the district may be required to complete a physical examination at the time of employment with the district. The employee must present a district-approved form to the clerk, stating "that there is no evidence of a physical condition that would conflict with the pupils' health, safety, or welfare; and that freedom from tuberculosis has been established... "If at any time there is reasonable cause to believe that any employee is suffering from an illness detrimental to the pupils' health, the school board may require a new health certification." (K.S.A. 72-5213)

Required Personnel Documents

Each employee must have the following records/forms on file with the Business & Finance Director before the first day of employment:

- Application of employment
- W-4 Withholding Certificate
- Loyalty oath or affirmation
- Driving record (bus drivers)
- Work Comp Policy Acknowledgement
- T.B. Test and Health Form
- Email and Internet Policy Acknowledgements
- Social Security card and driver's license
- Employee Code of Conduct
- Form I-9 Employment Eligibility
- K4 Withholding Certificate
- Staff Information Sheet

Verification of Previous Employment and Education

The USD 214-Ulysses Board of Education establishes and approves starting salaries for certified administrators. Initial salary placement may be reconsidered within the first 30 days of employment. This consideration will involve reviewing supplementary information you provide to the Board of Education Office. Adjustments to the initial salary placement may be made within the first 30 days of hire based upon supplementary information provided by the employee to the Board of Education Office, including but not limited to official transcripts and verification of prior experience. Pay adjustments based on supplementary information received in the first 30 calendar days of employment will be paid retroactively to the hire date. Pay adjustments based on supplementary information received after 30 calendar days of employment will become effective in the next scheduled payroll period.

Motor Vehicle Checks

In an effort to safeguard employees and others when the operation of a motor vehicle is required to carry out district business, the district reserves the right to conduct motor vehicle record checks on employees. Motor vehicle record checks may be conducted at the time of hire for employees required to drive a vehicle as an essential function of their position or as determined necessary by the Board of Education Office based on the possibility that driving may be required at a future date. Additional employee motor vehicle checks may be run by the district annually on an as-needed basis throughout the course of employment while driving remains an essential function or is required to carry out district business.

Administrator Employment Period

Every administrator is employed and serves the Board of Education, in accordance with an employment contract and in compliance with state law.

- A. At least annually, the Superintendent will make a recommendation to the Board of Education concerning the continuation or renewal of an administrator's employment. Such recommendations shall be based upon an evaluation of the administrator's professional competency, job performance, professional growth, and other relevant factors.
- B. Any administrator may be placed on probation by the Superintendent for a designated period of time. The purpose of such a probationary period is to review, evaluate, and assist an administrator in improving professional competency and job performance. Any administrator placed on probation shall receive close supervision, guidance, and instruction. An administrator will be informed in private conference and in writing of the period of probation, the reasons for probation, and the areas of job performance in need of improvement.

Payday

Pay for administrators is on a monthly pay schedule and will be issued on the 21st day of each month unless the 21st falls on a weekend. Should the 21st fall on Saturday or Sunday, the payment will be made on the Friday preceding the 21st (i.e., the 20th). Should the 21st fall on a holiday, the transaction will be made on the last business day prior to the holiday. Pay dates will be established annually by the board and will be made available to employees.

All administrators shall be paid for services rendered on a 12-month basis. If an administrator takes a leave prior to the completion of the contract period, or if irregularities exist during the contract period, such administrator's salary shall be adjusted and paid on the basis of the relationship between the number of contract days worked and the total number of work days in the contract period.

Safe Harbor Policy

Review Your Pay Stub

An employee should review his or her pay stubs when receiving them to ensure they are correct. The District takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and are paid promptly on the scheduled payday.

Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to the District's attention, the District promptly makes any necessary correction. If an employee believes a mistake has occurred or if the employee has any questions, the employee should use the reporting procedure outlined below.

To Report Violations of This Policy, Communicate Concerns, or Obtain More Information

If an employee has questions about deductions from his or her pay, please contact the Board of Education Office immediately. If an employee believes wages have been subject to any improper deductions or his or her pay does not accurately reflect all hours worked, the employee should report his or her concerns to the Board of Education Office immediately.

Every report will be thoroughly investigated, and corrective action will be taken. In addition, The district will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperates in the District's investigation of such reports. Retaliation is unacceptable. Any form of retaliation in violation of this policy will result in disciplinary action, up to and including discharge.

Resignations

The board will consider the written resignation of any administrator. The board will accept a resignation during a contract period only when the board is of the opinion that such resignation will be in the best interest of the district.

Leaving Employment, Final Paycheck, and Check-Out Procedures

Departing employees must complete two essential tasks to ensure a smooth transition. First, all district property issued during your employment, such as keys, tools, equipment, phones, computers, and credit cards, must be returned in a timely manner. Failure to do so may result in the withholding of final paychecks. Second, we encourage your participation in an exit interview with the Superintendent or designee. While not mandatory, your feedback is crucial for the District's continuous improvement.

Employment Benefits

USD 214-Ulysses is pleased to provide its employees with a broad spectrum of employee benefits. The information submitted in the certified personnel handbook is meant to highlight the introductory provisions of each current benefit program for which you are eligible or may become eligible through the District. This information is not intended to set forth employee rights under any plans. It is not intended to be a complete description of any benefit plans or a guarantee of either employment or benefits. If there is a conflict between the information provided in this Employee Benefits Overview and any plan document, contract, or policy, the plan document, contract, or policy will always prevail. You should not rely solely on any oral descriptions of the plans because the written terms of the plan documents, contract, or policy will always govern. The USD 214-Ulysses School District expects to continue the benefit plans described in this summary. Still, it reserves the right to modify, amend, suspend, or terminate any contractual plan or benefits in whole or in part at any time for any reason.

USD 214-Ulysses School District's Benefit Program Terms

Initial Enrollment refers to the first 30 days you are employed by the District. During this time, you can apply for any eligible benefit programs. Coverage typically becomes effective the first of the month following employment.

Re-enrollment: This refers to the one time a year, as specified by Section 125 of the Internal Revenue Code, that you can make an application for changes in your insurance program. Employees will be notified each year of the time for re-enrollment. Enrollment, re-enrollment, or changes must be made during this time, or you will have to wait until the next re-enrollment period to make a new election of benefits. Re-enrollment usually occurs in September of each year, typically for an October 1st effective date (Health and RX coverage) and October for January 1st effective date (Supplemental Insurance coverage).

Life-Changing Events: Life-changing events are the only other times during the Plan year you can apply to change insurance and benefit coverage. These events include marriage, divorce, birth, adoption, death, change in employment status (part-time to full-time, full-time to part-time, or termination of employment), or loss of other coverage for either you or your spouse. These events open a 30-day window to apply for changes in coverage.

Application for Coverage: An Application for Coverage does not guarantee acceptance by the carrier. You are eligible if an application is made for coverage within the first 30 days. Coverage is usually automatic and effective the first of the month, 30 days after the enrollment forms are completed and submitted to the benefits department. If you or your dependents have been eligible before but have yet to enroll, proof of insurability may be required, and the carrier may make approval before the coverage becomes effective.

Health Insurance

The District currently pays a group health and RX plan for all full-time (working 30 hours or more per week) administrators. The Board contribution shall be for a single, employee/child, employee/spouse or family premium for all administrators in the plan. Administrators have the option to choose either a plan covering themselves only or a plan covering themselves and eligible dependents.

Annuity Plan

All certified personnel may be eligible to participate in a "tax-sheltered" annuity plan. Upon employment, newly hired personnel can select an annuity from several district-approved providers. Current employees may make changes and/or additions to annuity plans within the following guidelines: Personnel are responsible for informing their annuity companies and the Director of Business & Finance of changes in their annuity plans. The district will not notify companies of changes.

Cafeteria Plan Options

Each qualified district employee may reduce his/her total salary (regular) by up to

\$20,000 to participate in the benefit options listed below, in accordance with the guidelines that apply to IRC Section 125 "Cafeteria" plans.

- Health Insurance
- Term Life Insurance
- Cancer Insurance
- Non-reimbursable Medical
- All total salary not used for benefit options will be treated as regular salary.
- Dental Insurance
- Salary Protection Insurance
- Dependent Care

Retirement: Certified Administrators

Unused Leave Compensation

Certified administrators retiring are eligible for compensation for their unused leave.

- **Sick leave:** The payout is determined by a pre-negotiated agreement established between the teachers and the school district.
- **Personal leave:** Administrators may carryforward 1 unused personal day each year. All other days remaining are bought back at \$100 per day. Any unused personal days are forfeited upon termination or retirement.

Health Insurance After Termination of Employment for Retired or Disabled Long-Term Employees

Section 1. General Explanation: This statement provides for the extension of the benefits of the school district's group health care benefits program to retirees of the district, in accordance with the provisions of Section 18 of Chapter 302, 1988 Session Laws of Kansas. It sets forth the policy and procedures required by the district for participation in the program, and provides for its financing and administration.

Section 2. The employer-sponsored-group-health-care-medical plan shall be available to "Qualified Employees" pursuant to K.S.A. 12-5040, and any amendments thereto, at the cost of the employee.

Section 3. "Qualified Employees" must meet the following criteria:

- A. To have been employed by USD 214 for not less than 10 years and terminated employment after December 31, 1988 by voluntary retirement or disability,
And
- B. Must have qualified for and receive retirement or disability benefits from the Kansas Public Employees Retirement System for services with USD 214,
And
- C. Must make written application to USD 214 (on the form attached) filed with the Clerk of USD 214, within 30 days after termination of employment.

Section 4. The health insurance shall immediately terminate (and not be reinstated) upon any one of the following events:

- A. The ex-employee obtaining the age of 65, or
- B. The ex-employee failing to make the required premium payment to USD 214 on or before the date due (the receipt of an insufficient-fund check shall not qualify as a

- timely payment), or
- C. The ex-employee becoming covered or eligible to be covered under the health insurance or similar plan of a different employer, or
 - D. The ex-employee being declared ineligible for the disability benefit or retirement benefit which qualified the ex-employee herein.

Section 5. Once coverage under the district's plan ceases, because of disqualification, there shall be no reinstatement of coverage, except upon a finding by the governing body of extraordinary hardship, such as for the inadvertent failure to pay premiums

Section 6. Dependents: The dependents of retirees shall be eligible for coverage to the same extent as for current employees, as defined in the district's current group health care benefit plan. (Currently, eligible dependents are defined as a spouse and natural and legal dependent children of the employee.) The spouse of a retiree who has died or reached age 65 may retain coverage under the district program until the spouse of the retiree reaches age 65, remarries, or becomes eligible for coverage through another employer.

Section 7. The payment for each month's premium and administration costs shall be in the office of USD 214 prior to the 10th day of each month.

Section 8. Each Qualified Employee who elects to be covered by the group health plan pursuant to this policy, shall contribute to the cost of the group health plan by paying the monthly premium and a \$7.00 administrative fee.

Section 9. Application of COBRA: Nothing in this Plan shall subordinate the rights of a former employee under the federal Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).

Section 10. The health plan coverage for retirees shall have the same options that are available to present employees. The options selected shall not be subject to change except at times when existing employees may exercise such options.

Section 11. Management Rights; Interpretation: The district reserves the right to cancel or change any or all coverage not required by state or federal law, and to periodically make changes to this Plan. Any situation not covered by this Plan, or disagreement as to interpretation, shall be determined by the Superintendent/Business Manager/Clerk, subject to appeal to the governing body.

Section 12. Waiver of Enrollment: Any qualified employee may elect not to participate in the USD 214 Group Health Insurance Plan-provided they are participating in their spouse's Group Health Insurance Plan and provided written verification. Waiver of enrollment may be obtained by contacting the USD 214 Business Office. Deadline for filing a waiver of enrollment is September 1st.

KPERS (Kansas Public Employees Retirement System)

The Kansas Public Employee Retirement System (KPERS) is a plan of retirement, disability, and survivor benefits provided by law for Kansas public employees and their beneficiaries. The employee contribution rate is 6% as of January 1, 2015, and is deducted from each paycheck. Membership is mandatory if your position:

- Is not seasonal or temporary, and
- Requires you to work at least 630 hours per year, or
- Requires that you work 3.5 hours daily for at least 180 days.
- If you work for multiple state employers, you must accumulate days and hours to determine your membership status.

You are a “vested” member of KPERS if you have five or more years of credited service. If you are a Tier 1 employee having begun working prior to July 1, 2009, you can retire with full benefits at age 65, or age 62 with ten years of service, or when your age and service combined equal 85 (that is when you have 85 “points”). Tier 2 employees are those employees hired after July 1, 2009. They may retire at age 65 with at least five (5) years of service credit or at age 60 with at least thirty (30) years of service credit. You can retire with reduced benefits as early as 55, provided you have 10 years of service credit.

KPERS benefits include:

- Retirement benefit options for vested members.
- Life insurance benefits equal 150% of your compensation if you are an active KPERS member.
- Disability income benefit provides a monthly benefit based upon two-thirds of your annual compensation rate. To qualify, you must be totally disabled for 180 continuous days.
- Survivor benefits include a refund of accumulated contributions or pre-retirement survivor options, accidental death benefits, benefits payable for death after retirement, including survivor options, and a lump sum death benefit of \$4,000.
- The ability to purchase service credit. The following types of service credit may be purchased: Credited prior service, non-credited prior service, military service, out-of-state teaching service, and out-of-state non-federal public service. Purchasing eligible service credit affects your pension by increasing the number of years of credited service.
- Refund of your contributions and earnings if you terminate employment.
- Annual membership statements.

For detailed information, please contact the Business & Finance Director.

Pay Deductions

The law requires the District to make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. The District also must deduct Social Security taxes on each employee's earnings up to a specified limit called the Social Security "wage base." The District is required to honor garnishments, other court orders, and levies to the extent prescribed by law.

If you have questions concerning why deductions were made from your paycheck or how they were calculated, the Business & Finance Director can assist in having your questions answered.

Liability Insurance

The Board of Education provides comprehensive liability insurance coverage for all employees while acting within the scope of their duties.

Professional Organizations Membership Reimbursement Procedures

The board may provide reimbursement of up to \$450 for job appropriate professional organization membership. The administrator must submit a paid membership receipt to the Board of Education Office on or before September 15th.

Attendance

Regular attendance is an essential job function and is required for all employees subject to leave provisions in District policy and/or the Administrator Contract, as appropriate. The Administrator Contract defines the minimum contracted days. Excessive absences or tardiness, unauthorized leave, or unexcused absences may result in disciplinary action, including termination of employment, subject to state and federal law.

Request of Leave

All leave requests, regardless of type, must be submitted in the Frontline Absence Management system prior to the absence being approved by the superintendent. Depending on the leave type, supporting documentation may be required. The superintendent will review your request and supporting documents and make a decision on approval. You will receive written notification of the decision via email. Please follow these guidelines for absence:

- If the absence is a sick leave, please enter the absence as soon as possible and call, text, or visit with the superintendent to ensure building coverage.
- If the absence is School Business, please submit the absence as soon as possible.
- If the absence is a personal day, please submit the absence at least 2 weeks prior.

Sick Leave for Administrators that are not 12-Month Administrators

Administrators will be entitled to leave benefits as outlined in the current Negotiated Agreement between the USD 214-Ulysses Board of Education and the Grant County Teachers Association (G.C.T.A.) Chapter Name) In the event that a Board of Education policy, Negotiated Agreement article, or federal/state law conflicts with any item in the section, policy and/or law shall control.

Administrators will be provided leave benefits according to the following provisions:

- 1) Each full-time administrator will be granted ten (10) days of sick leave per year, cumulative to 60 days.
 - a) The UHS lead administrator will be granted eleven (11) days of sick leave per year, cumulative to 60 days.
- 2) A minimum carryover of 30 days of sick time must be available to the staff member for the next contract year to be eligible to “sell” back sick leave. For staff who do not renew their contract for the next school year, payment for unused sick time will not be allowed. If an administrator has accumulated over 50 sick days at the end of the school year, the administrator will automatically receive the buyback on any days they would lose up to 5 days. Requests for staff with fewer than 50 days available need to be emailed to the Business & Finance Director by May 31st. Payments for “sold” sick time will be made with the first payroll of the next school year. Employees who retire from the district and do not obtain employment in another school district for the next school year are also eligible for payment under the schedule below for the total amount of accrued sick time earned. A maximum of 5 days of sick leave will be allowed to “sell” back to the district in any given contract year.

5-9 years	\$100/day
10-14 years	\$110/day
15-19 years	\$120/day
20+ years	\$130/day

**Years of service designated above will be based upon cumulative years of service to the USD 214 school district.*

- 3) This sick leave may also be used as bereavement leave for members of the employee’s immediate family members.
- 4) Up to **three (3)** sick leave days may be donated to another district employee in each contract period. Donated days will be subtracted from the granting employee’s total days. Donated days not used cannot be carried forward into another contract year.
 - Staff will be required to provide proof of medical conditions upon the request of the administration to substantiate absences.
 - **Definition: Immediate family** – Spouse, son, daughter, mother, father, grandparents, grandchildren, brother, sister, uncle, aunt, niece, nephew, and in-laws of the previous list where appropriate, stepchild, and stepparent. The Superintendent will make the final determination of other questionable requests.
- 5) Administrators will be credited with leave entitlement effective the administrator’s first contract day. The administrator need not be present for leave to become effective.
- 6) If any administrator cannot fulfill his/her contract because of resignation, extended illness,

or any other reason, the leave time of the administrator will be adjusted, and the administrator will be docked full salary for leave days taken that were not actually earned.

- 7) The board may withhold the salary payment for leave days that have yet to be earned if such payment exceeds the amount of salary actually earned at that time.
- 8) Personal Leave: Each employee may be allowed three days of leave with full pay per school year, accumulative to a maximum of four days, for personal business/legal reasons and/or non-family bereavement within the guidelines established by the Board of Education. Each employee who used 2 or fewer personal business days shall receive \$100 for each unused day. One unused personal business day shall not be paid and will carry over to the next contract year. Each employee may be allowed two additional days of personal leave per school year for personal reasons, with a deduction in pay equal to the cost of a substitute. Personal leave is allowed, provided a substitute administrator can be obtained.
 - Personal leave shall not be approved for days immediately preceding or immediately following any vacation period except in an emergency and dangerous conditions as approved by the Superintendent or singular and significant events that cannot be rescheduled, such as a personal, spousal, or child graduation or marriage of a parent, sibling, or child. The Superintendent shall consider such approval upon receipt of a signed explanation of the circumstances with at least 2 weeks' notice. Personal leave must be pre-arranged with the principal and the Superintendent, or it shall be disapproved.
 - Any administrator absent from work for days not covered by sick leave or personal leave will have pay deducted for those missed at their daily rate of his/her contract salary for each day absent from work.
 - Bereavement (Funeral) leave, other than family, shall be on the following basis:
 - For one day of absence -- one day of personal leave.
 - For one-half day of absence -- one-half day of personal leave.
 - For approximately 1 to 1 1/2 hours of absence, if covered by the rest of the staff, no use of personal leave is required.

Sick Leave for 12-Month Administrators

Leave for 12-month administrators will follow the same guidelines established above for all other administrators. 12-month administrators will be granted 12 days of leave per year.

Vacation for 12-Month Administrators

Vacation Leave provides administrators the opportunity for relaxation and rejuvenation from the demands of the job. Administrators are strongly encouraged to use their annual allotment of Vacation Leave within the year they are provided; Vacation Leave carried forward from the prior year must be used by June 30th of the current year or the leave will be forfeited.

District Administrators shall receive fifteen (15) working days of Vacation Leave, awarded upon completion of one (1) day of the assigned duties of their contract. 12-month administrators will accrue vacation leave based on their years of service to the district according to the following schedule:

- 0-5 years of service = 15 days
- 6+ years = +1 day each additional year

The maximum number of accumulated days is twenty-five (25) days. After 5 years of service, 12-month administrators have the option to buyback up to 5 days per year.

Upon separation or retirement, employee may receive a payout for the balance of their unused vacation days at their regular rate of pay, not to exceed twenty (20) days.

District Holidays and Spring Break

12-Month Administrators during periods when the District is open, 12-month administrators must be physically present in the Board of Education office or be readily available on-call to fulfill their duties. This is to ensure essential administrative coverage without requiring them to use vacation leave. *Exception: The Superintendent is expected to be physically present in the Board of Education office during periods when the District is open. Alternatively, the Superintendent may choose to utilize vacation leave for planned absences.*

Jury Duty

Upon receiving a subpoena or a notice to serve on jury duty, the employee should immediately notify his/her building principal, who will, in turn, notify the Superintendent.

An employee released to serve on jury duty, or to answer a subpoena for which neither the employee nor his/her immediate family is a litigant, will receive his full salary during the period of such service, less an amount equal to any compensation paid him for such service.

Military Leave

Under the Uniformed Services Employment and Reemployment Rights Act (USERRA), the District shall grant a military leave of absence to any employee who requests such leave to perform service in the uniformed services. The District shall implement and interpret this policy to comply with USERRA and all other applicable state, federal, and local laws, including by not limited to, those prohibiting discrimination or retaliation based on military or other status protected by applicable law.

Please contact the Superintendent personally to request your military leave. The Superintendent will request a copy of the military service orders as written documentation to support the military leave request. Please refer to Policy GARID.

Family & Medical Leave (FMLA)

Employees may need an extended period away from work to care for a family member or to recuperate from a serious health condition. If you find yourself in these circumstances, you may request unpaid leave under the Family and Medical Leave Act of 1993 (FMLA). FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.

Eligibility: You are eligible for this type of leave if you meet the following conditions:

- You have worked for the District for at least one year, and
- You have completed at least 1,250 hours of work during the 12 months before your leave.

Purpose of the Leave: Family care and medical leave may only be used for:

- The birth or adoption of a child.
- The serious health condition of a spouse, parent, or child.
- The employees own serious health condition.

Requesting Leave: Notification of your need to request a leave should be made in a timely fashion to your immediate supervisor and the Board of Education Office. The Board of Education Office will send you an FMLA packet which contains all the necessary paperwork and documentation required to process your leave request.

Medical Certification: The District will require certification to support a request for leave because of a serious health condition and may require second and third opinions (at the employer’s expense). The medical certification must be provided within 15 days from the date of your FMLA application. Failure to furnish the certification may delay the commencement of your leave until the certification is submitted.

Paid or Unpaid Leave: Family care is unpaid, except to the extent you have available paid leave. FMLA will be applied concurrently with any applicable paid or unpaid leave. You are required to use any applicable paid leave (including temporary, vacation, etc.) before unpaid leave is taken. If a Worker’s Compensation Leave is run concurrently with FMLA, then you are not required to use any paid leave (including temporary, vacation, etc.). For FMLA, any leave,

whether paid or unpaid shall not exceed the 12-week period allowed for under the FMLA and used during the immediately preceding 12 months. Returning from Leave: When you return from a leave related to your own health condition, you will be required to submit a physician's release indicating that you are able to perform your job. Generally, employees will be reinstated to the same or equivalent position when returning from a family care or medical leave. However, the District may refuse to reinstate an employee to the same or equivalent position as allowed by law.

An employee returning from family care leave shall return with no less seniority than the employee had when the leave commenced for purposes of layoff, recall, promotion, job assignment and seniority-related benefits such as vacation. Family care leave is not considered time worked for determining the amount of benefits, such as a vacation, temporary leave, and KPERS.

How FMLA Leave Affects your Medical Coverage: During the leave, the District will maintain and pay for your medical coverage, under the group health plan on the same terms that apply when you are actively working. Please be sure you arrange with the Payroll department to pay for your share of the premium during this period. If you do not return from Family Care Leave, you will be responsible for any group insurance premiums which may be paid for by the District during the leave period.

The failure to pay the employee portion of applicable insurance premiums within the time specified under the insurance plan's policy provisions will result in a lapse of benefit coverage. Such lapse will be retroactively effective from the date the premium is due and unpaid. A 30-day grace period will be provided in which to remit any due and unpaid premiums. The District will provide written notice of cancellation at least 15 days before the date the insurance policy lapses due to non-payment of premium.

For more information, please contact the Board of Education Office.

Worker's Compensation (Work-Related Injuries)

As required by law, USD 214-Ulysses workers' compensation insurance covers USD 214-Ulysses employees. When an employee cannot work due to a job-related injury, accumulated sick leave and vacation time may be used. The employee may elect not to use leave during such circumstances. The wages of USD 214 employees who received workers' compensation will be reduced by the amount that the employee receives in benefits. During any unpaid workers' compensation claim, the board shall continue to pay the employer's share of the cost of group health benefits in the same manner as paid immediately before the leave. The employee shall pay any employee portion of the cost of health and other employee benefits to the District on the payroll date or other time, as the employee and Director of Business & Finance may agree. The board may terminate group health coverage and other employee benefits if the employee payment is not received within 30 days of the due date.

Any employee injured at work must inform the supervisor immediately. A personal injury that occurs during recreational or social events under circumstances where the employee is under no duty to attend, and where the injury did not result from performing tasks related to normal job

duties, are not covered under workers' compensation. This policy does not cover injuries occurring at work due to horseplay. If an emergency situation occurs, the supervisor will call 911. The supervisor will direct the employee to the District's Workers' Compensation Benefit Coordinator when medical care is needed. The employee must provide copies of all doctor and/or hospital orders to the Benefits Coordinator. The employee must complete the district accident form that is available in each building and submit the form to the district's Benefits Coordinator as soon as possible via the Public School Works platform located on the district's website. In the event that the injury results in the employee being absent from work, the school district will require a statement from the doctor ensuring that the employee is fit for duty before the employee can return to work. The statement should specify the employee's fitness and any work limitations. If the physician specifies work limitations, the district will make a reasonable effort to accommodate the restrictions.

USD 214-Ulysses School District Work Compensation Process

- Employee must notify a supervisor when the injury occurs. If an emergency situation occurs, the Supervisor will call 911.
- The supervisor will send the employee to see the school nurse if one is on site.
- Supervisor will complete the first report of injury.
- The nurse will assess if the employee needs further medical treatment. (Employee can see an approved medical provider, even if the nurse says further treatment is unnecessary).
- The supervisor will contact the District Workers' Compensation Benefit Coordinator.
- The Worker's Compensation Benefit Coordinator will schedule an appointment with an approved medical provider.
- The Workers' Compensation Benefit Coordinator must have the first report of injury before any workers' compensation bills will be paid. Please make sure these forms are complete. In case of an emergency, the employee should be taken to the closest emergency room.

Provide prompt, appropriate medical care.

To assure prompt medical care (with the exception of emergencies), prior to sending the employee to the clinic, please call the Workers' Compensation Benefit Coordinator. They will make the appointment for the injured employee.

Notify the Workers' Compensation Benefit Coordinator at the Board of Education Office (620) 356-3655 as quickly as possible.

Communication & accurate facts are essential.

Employees must report ALL accidents, no matter how minor, to their respective supervisors. All essential information regarding possible loss of work time and work restrictions/limitations must be communicated to the supervisor and the Director of Business & Finance.

Report by Injured Employee, Report by Eyewitness, and Supervisor's Accident Investigation Report should be completed within 24 hours, if at all possible, so that accurate facts may be gathered and management can make timely decisions.

Supervisors are responsible for ensuring that all necessary paperwork is completed by

themselves, employees, and, if applicable, eyewitnesses and forwarded to the Department Director and/or Principal for review and signature.

Forward all completed reports to the Workers' Compensation Benefit Coordinator for claim submission.

Workers' Compensation Leave

It is the policy of the District to provide benefits in accordance with applicable laws to employees who incur a work-related illness or injury. Workers' compensation leaves and FMLA benefits shall run concurrently if both are applicable.

Eligibility

All employees are eligible for this benefit. Benefits are for personal injury from an accident or occupational disease arising out of and during employment with the District. Injuries which occur during recreational or social events under circumstances where the employee is under no duty to attend, and where injury did not result from the performance of tasks related to normal job duties are not covered under workers' compensation.

Paid or Unpaid Leave

The worker's compensation insurance company determines whether an illness or injury is compensable under Workers Compensation law. The worker's compensation plan will provide coverage for medical expenses and wages to the extent required by statute to those employees who qualify.

Employees will receive regular pay for the balance of their shift on the day during which illnesses or injuries were incurred or for a reasonable amount of time lost because of treatment required for injuries or illnesses during their regularly scheduled shift. Pay for the balance of the day of a work-incurred illness or injury will be counted as time worked for the purposes of computing overtime for that week.

Employees may elect to use accumulated temporary or vacation leave to supplement his/her income beyond the worker's compensation payments. In no event shall the employee be entitled to a combination of worker's compensation benefits and salary more than his/her full salary.

Returning from a Worker's Compensation Leave

Employees must receive from their treating physician a written "release to work" specifically allowing the employee to perform all the essential functions of the employee's job. Any employee who is off work and drawing worker's compensation shall be required to provide the district with a written doctor's release before the employee can return to work. In addition, should the employee be released to return to work by a doctor and fail to do so, all benefits under sick leave shall be ended and those benefits under worker's compensation shall be restricted as provided by current statute.

If an employee receives a "restricted release to work," the Superintendent will make the determination of the availability of work.

The Consolidated Omnibus Budget Reconciliation Act (COBRA)

COBRA contains provisions giving employees, spouses and dependent children the right to temporary health coverage at group rates. The types of COBRA “qualifying events” for employees are:

- Voluntary or involuntary termination of employment (other than “gross misconduct”); or
- reduction in the number of hours of employment.

The types of COBRA “qualifying events” for spouses and dependent children are:

- termination of the covered employee’s employment (other than “gross misconduct”);
- reduction in the hours worked by the covered employee;
- covered employee’s becoming entitled to Medicare;
- divorce or legal separation of the covered employee;
- death of the covered employee;
- loss of “dependent child” status under the plan rules

Please contact the Board of Education office for additional information.

Supervision

The superintendent is responsible for all employees, but building principals or other designated employees may also directly supervise them.

Assignment & Transfers of Administrators

An administrator will be assigned to a work location by the Superintendent or designee. Such assignment will be determined by the needs of the district and the qualifications and experience of the administrator. Assignment of administrative personnel may be approved by the board upon recommendation of the Superintendent. Administrators shall be given the opportunity to apply for administrative openings as they arise and shall be notified prior to the general vacancy announcement.

Evaluation of Administrative Personnel

The Superintendent or designee shall conduct administrative evaluations. In the evaluation, information and opinions may be obtained and/or accepted from other staff, students, parents and community members. Certified administrators will be formally evaluated according to the Kansas Educator Evaluation Protocol (KEEP). Non Certified administrators will use the USD 214-Ulysses Classified Administrator tool within the Perform system.

Recruitment

The board may hire an individual for a specific position when a vacancy occurs, or the district may recruit personnel to fill positions approved by the board. Candidates for positions shall be interviewed by the supervisor and/or the superintendent. Following the interviews, the superintendent shall make a recommendation to the board.

Vacancies may be filled by reviewing the district's completed application file to search for suitable candidates, or the following method may be used:

1. Screening of applicants
2. Interviewing of selected applicants
3. Recommendation of candidate to board for approval
4. Offering a position if board approval is granted

Non-Renewal, Suspension, Impairment

A. Non-renewal

Non-renewals by the board shall be in accordance with the provisions of law and board policy.

B. Suspension

The Superintendent may suspend an administrator with or without pay whenever necessary to protect the best interest of the school community.

C. Impairment of Job Performance by Reason of Poor Health

1. The Superintendent may direct an administrator to secure a physical or mental examination if there is reason to believe that the job performance of the administrator is being impaired by reason of poor health. The cost of such examination shall be paid by the district.
2. The administrator may seek a second physical or mental examination at his or her own expense. In the event the examinations conflict, a third examination may be ordered by the Superintendent, at district expense, to be conducted by a mutually acceptable physician.

Termination

Willful or consistent violation of board policy may result in disciplinary action up to and including termination.

Conflict of Interest

District employees are prohibited from engaging in activities that conflict with or detract from the adequate performance of their duties.

Criminal Convictions

Any employee convicted of a felony or driving under the influence or who enters a plea of guilty or diversion agreement must notify the superintendent within five days after the conviction or

diversion agreement. Similarly, any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the superintendent within five days after the conviction.

Outside School Employment

Administrators wishing to perform work for compensation, during their regularly assigned schedule, for any organization or individual outside of the USD 214-Ulysses Board of Education, shall first receive permission from the Superintendent. The Superintendent may place limitations upon the type and amount of outside employment. Except in unusual circumstances, approval will only be given for absences charged to personal leave, holidays, or vacation days.

Personal Property

The district does not provide insurance on employee's personal property and, therefore, does not assume any liabilities. If an employee's personal property is broken, damaged, or stolen while on the job, repair or replacement is the employee's responsibility.

Professional Responsibilities & Expectations

Administrative Meetings

A schedule of meetings of the building and district office administrators is established at the beginning of the school year. Meetings are not scheduled for a specific length and generally last no more than a half day. Individual administrators will have an opportunity to introduce topics at the meeting and, in addition, may contact the Superintendent, or designee, in advance of the meeting to request that a given item be placed on the agenda.

Licensing

All administrators whose duties require state licensing must always hold a valid Kansas license (see position job description). It is the employee's responsibility to renew the license. An employee who allows his/her license to expire could be removed immediately from his/her teaching position. The absence of a valid Kansas license could constitute grounds for the administrator's contract cancellation.

Greenbush Administrative Monthly Checklist

This document is designed to be a living resource for new and experienced building and district administrators at Greenbush. It provides a monthly guide to key responsibilities, reminders, and considerations to help you navigate your role effectively.

We encourage open communication! Feel free to contact Greenbush at any time to discuss developing, implementing, or completing these monthly tasks. As this document evolves over time, we welcome your input and suggestions for further enhancements. Please let us know if there's anything you'd like to see added.

[Greenbush Month-by-Month Leadership Guide: Principals & District Leaders Link](#)

KELI Building Administrator Monthly Checklist

The Kansas Educational Leadership Institute (KELI) seems like a valuable resource for school leaders in Kansas. KELI provides principals with to-do lists that address current and important topics in school leadership. They also offer resources relevant to the topics on the checklists. The checklists target essential tasks that contribute to a smooth-running school environment. Even experienced principals can benefit from these tools. While the checklists likely can't be exhaustive, they serve as a helpful prompt to ensure core areas are addressed.

[KELI Building Administrator Monthly Checklist Link](#)

Professional Development

At USD 214, we believe in fostering a culture of continuous learning and professional growth for all staff members. We recognize professional development's vital role in enhancing your skills, knowledge, and instructional practices, ultimately leading to improved student success.

Providing and ensuring high quality professional development is an essential role of administrators of USD 214-Ulysses. Professional development for teachers should be ongoing, job-embedded, and focused on student learning. District-level professional development support and priorities are the responsibility of the Assistant Superintendent.

Building principals and building administrators with direct supervisory roles must adhere to all Kansas statutes and USD 214-Ulysses Board of Education Policy in regards to Professional Development and the required duties involved.

Building administrators, along with Professional Development Council (PDC) Members, must approve/deny all requests for Individual Development Points (IPDP), and approve/deny all Individual Development Plans with the use of Frontline Professional Growth.

In addition, building administration must utilize Frontline Professional Growth for the management of all building level professional development opportunities.

Request for Knowledge, Application, and Impact points for Individual Development Plan Points must be awarded on a consistent and authentic basis in collaboration with building level PDC members (see USD 214-Ulysses Professional Development Plan).

Building principals play a key role in facilitating professional development for their staff. They are responsible for reviewing and approving/denying Professional Development Credit (PDC) application forms on a weekly basis. Additionally, by the end of September each year, principals need to review and approve/deny all Individual Personal Development Plans (IPDP). Once staff have completed their IPDP goals by the end of the school year, principals will mark them complete.

Furthermore, principals, or their designated representatives, are responsible for creating and scheduling professional development events for staff. This includes activities like staff meetings,

Professional Learning Communities (PLCs), and other PD sessions. To ensure participation is tracked, principals are also responsible for confirming staff attendance in Frontline Professional Growth for all building-level professional development activities.

Personnel

Classified Personnel

All school buildings in the USD 214-Ulysses district utilize the services of classified personnel: aides, custodians, child nutrition personnel, secretaries, etc. Keep in mind that in multiple secretary buildings the starting and ending times for secretaries should be staggered. This will allow the office to be kept open longer for the convenience of patrons. A copy of the classified handbook should be maintained and consulted for specific information concerning classified personnel. The principal is directly responsible for the hiring (with approval from the Board of Education Office), assignment, supervision and evaluation of classified employees within their building. The classified evaluation tool can be found online using the Perform system.

All classified personnel should be evaluated at least annually by their supervisor/administrator, in accordance with board policy GCI. New classified personnel should be evaluated twice during their first year of employment.. All classified evaluations must be turned in by July 1st of the current school year, or prior to leaving for summer break for non-12 month employees.

Classified employees are hourly employees and must maintain and turn in to the principal, or designee, a monthly record of their time and attendance via Frontline Time and Attendance. Classified personnel fall under the federal Fair Labor Standards Act, and therefore you must more strictly account for all hours worked. Should the principal wish to have classified personnel work overtime (more than 40 hours in a workweek), the Human Resource Department must approve the overtime before it is worked.

Transportation, Grounds, and Custodial personnel are hired, assigned and evaluated by the Director of Facilities and Transportation. Principals, however, are free to supervise and make miscellaneous work assignments to custodians, and should provide input to the Directors on the performance of these employees. Principals should work with the Director of Facilities and Transportation

Child Nutrition personnel are hired, assigned and evaluated by Southwest Food Service Excellence (SFE). Principals, however, are free to supervise and make miscellaneous work assignments to child nutrition staff and should provide input to the Director of SFE on the performance of these employees. Principals should work with the Director from SFE.

Certified Personnel

USD 214-Ulysses certified staff, including teachers, counselors, librarians, and specialists, hold a vital responsibility in ensuring student success. This document outlines their key duties and expectations.

Instructional Leadership takes center stage, requiring certified staff to develop engaging

lessons aligned with curriculum standards, utilize diverse teaching methods, and monitor student progress through assessments. Promoting Student Learning and Growth involves fostering a positive and inclusive classroom environment, differentiating instruction for individual needs, and collaborating with colleagues on effective learning strategies.

Professional Responsibilities are paramount. This includes punctuality, maintaining accurate student records, and effective communication with students, parents, and colleagues. Commitment to Continuous Improvement is fostered through participation in professional development, staying current with educational trends, and reflecting on teaching practices for improvement.

Collaboration and Teamwork are crucial. Certified staff is expected to collaborate with colleagues on curriculum planning, resource sharing, and student learning support through professional learning communities (PLCs) and other initiatives. Partnership with Parents and Guardians is also emphasized, requiring regular communication regarding student progress and learning opportunities, fostering a home-school connection for student success.

Additional Responsibilities include upholding school rules, supervising students for a safe environment, participating in school events, and completing administrative tasks assigned by the principal.

To ensure ongoing professional growth, all certified staff will undergo evaluations by their principal. The frequency follows the Kansas state statute for certified teacher evaluations:

- New teachers to USD 214: Twice a year for the first two years.
- Years 3 and 4: Evaluated annually.
- Year 5 and beyond: Evaluated every three years.

By fostering a collaborative, growth-oriented, and student-centered environment, USD 214-Ulysses certified staff empowers students to reach their full potential.

Solicitations

Of Employees: Unless permission is granted by the appropriate supervisor, soliciting employees by any vendor, student, other school district employee, or patron during regular duty hours is prohibited.

By Employees: No employee may attempt, during regular duty hours or on school property, to sell or endeavor to influence any student or school employee to buy any item or service which would directly or indirectly benefit the school employee.

Confidentiality

Maintaining confidential information is an extremely high priority in the District. Staff members have access to business systems, plans, student records, personnel records, and other information that is considered confidential. Protecting this information by safeguarding it when in use, filing it properly when not used, and discussing it only with those who have a legitimate need to know

is an extremely high priority for all concerned parties. Information learned at school should be handled confidentially and be discussed only with the appropriate school personnel. Violations of this rule that violate the privacy rights of specific individuals could result in disciplinary action being taken against the employee, including termination.

Progressive Discipline

Every employee has the duty and the responsibility to be aware of and abide by existing rules and policies. Employees are responsible for performing their duties to the best of their ability and to the standards set forth in their job description or as otherwise established.

USD 214-Ulysses understands it is sometimes necessary to deal with infractions of school rules, board policy, law, or other acts disruptive to the educational process. For this reason, a progressive discipline system will be utilized in the District. The specific components of this progressive discipline system include but are not limited to, those items below. Our progressive discipline policy has been designed consistent with Article 23b of the Negotiated Agreement and employment laws. Administrators can decide which component is most appropriate to the employee's behavior, depending on the offense's nature and/or frequency.

- a) Verbal Warning
- b) Written Memo
- c) Written Reprimand
- d) Short-term suspension with pay
- e) Short-term suspension without pay
- f) Long-term suspension without pay
- g) Required participation in staff development, treatment, counseling, or rehabilitation programs at the employee expenditure
- h) Termination or nonrenewal of employment relationship

Dress Code

Administrators are expected to maintain professional dress, as appropriate for the planned activities of a given school day, and responsibilities consistent with daily tasks. Administrators are expected to set an example in this regard, including demonstration of school spirit and district pride. Any method of dress that may attract undue attention, disrupt, or interfere with the mission of the School District is not permitted. If, in the professional opinion of any supervisor, an employee's attire is disruptive or inappropriate, that employee will be referred to his/her immediate supervisor for a conference. Any issues or specific questions on this topic can be addressed with the immediate supervisor and/or Superintendent. The District will make reasonable accommodations to this Dress Code Policy if a staff member requires one under the Americans with Disabilities Act, Title VII, or other similar federal or state statutes, regulations, or laws. Please contact the Board of Education Office, your supervisor, or the District's Compliance Officer if you require a reasonable accommodation. Please refer to Article 29 of the negotiated agreement for explicit details regarding professional dress of certified employees.

Teacher Emergency Substitute Folders & Lesson Plans

To ensure a smooth learning environment during teacher absences, all teachers are required to maintain up-to-date emergency substitute lesson plans in the main office. These plans must incorporate the latest version of the building's substitute teacher lesson template, which is the responsibility of building administration to update annually. The template should provide a clear framework for substitutes, outlining daily routines, classroom management protocols, and emergency procedures. By requiring the template within emergency lesson plans, consistency is maintained for both substitutes and students, minimizing disruption to the instructional day.

[Force Copy USD 214 District SUB Lesson Plans Template](#)

Student Handbooks

The building principal is responsible for and maintaining a student handbook for their building. The student handbooks contain a variety of subjects including, but not limited to, attendance and disciplinary rules, information on extracurricular activities, graduation requirements, library procedures, locker information, lunchroom procedures, progress reporting and many other subjects.

All handbooks must be approved by the Board of Education as they become a part of board policy by reference when this action is taken. This revision and adoption has typically occurred in the late spring of each school year.

Parent Involvement

USD 214-Ulysses is committed to fostering strong partnerships with families to ensure student success. This handbook outlines guidelines for building administrators to promote effective parent involvement within their schools.

USD 214-Ulysses Title I Parent Involvement Policy

USD 214-Ulysses believes that all students can learn and that parents are essential to their children's educational success. We recognize that a student's education is a shared responsibility between the school and family and that to educate all students effectively, the two must work together as knowledgeable partners.

Goals

The goals of our Title I program are to:

- Develop positive attitudes toward reading
- Individualize instruction according to student need
- Increase achievement
- Support the classroom instructional program
- Engage children in more reading opportunities
- Provide parents with information and activities on how to assist children in the area of reading

Strategies

To accomplish these goals, we have established the following strategies for parent engagement:

- Parent-Teacher Conferences: Regular communication between parents and teachers is essential for student success. We will hold parent-teacher conferences twice yearly to discuss student progress and goals.
- Newsletters (English and Spanish): We will publish regular newsletters in English and Spanish to inform parents about school events, news, and resources.
- Progress Reports: We will send progress reports home twice yearly to provide parents with detailed information about their child's academic performance.
- Title I Parent Involvement Meetings: We will hold Title I parent involvement meeting (s) to provide parents with information about our Title I program, opportunities for involvement, and resources for supporting their child's learning at home.
- School Site Councils: We encourage parents to participate in our School Site Council, a decision-making body that helps shape our school's Title I program.

We believe that working together as partners can help all students achieve their full potential. We are committed to providing parents with the information and support they need to participate actively in their child's education.

National Standards for Family Involvement

The Kansas State School Board of Education endorses the six National Standards for Family – School Partnerships (NSFSP) to promote parent involvement in all Kansas schools. These standards include:

1. Welcoming all families into the school community;
2. Communicating effectively;
3. Supporting student success;
4. Speaking up for every child;

5. Sharing power; and
6. Collaborating with our community.

Welcoming Environment

- Office staff will be friendly and willing to help parents and community members in a positive way.
- Signs are posted to help parents, students, and community members navigate through the school.
- Student work is shown in halls and exhibited in a user friendly way.
- An open house will be held each year to invite parents and students in to the school the week school starts.
- Each Title I building will host an annual Title I Parent Meeting in the form of Title I Information Night.
- Kindergarten Round-up is held to assist in building the initial connection between schools and families and inform the parents about the teachers, school, and policies.

Effective Communication

- A monthly newsletter will be published by the school office and distributed to families.
- Teachers will maintain regular communication with parents regarding student progress, both positive and constructive, through phone calls, notes, emails, or face-to-face meetings.
- Assessment results will be shared with parents and the community in a clear and accessible format.
- Parent-teacher conferences will be scheduled twice a year (fall and spring) with progress reports provided at each meeting.
- Additional conferences will be scheduled as needed.
- Regular progress reports will be sent to parents. Students needing extra support can receive tutoring through after-school programs like Tiger Tails.
- School performance information on state assessments will be communicated through press releases and school newsletters.
- Parents will be informed about school events, activities, and calendar updates through various channels including the auto-dialer system, social media (Facebook, Twitter), and the district website.

Supporting Student Success

- Parents will be encouraged to utilize PowerSchool, a system providing access to student grades, attendance, lunch balances, and teacher notes.
- Reading logs will be sent home for K-5 students, encouraging nightly reading practice with parental involvement.
- Teachers and students will collaborate to involve parents/guardians in classroom learning activities and practices.

Shared Decision-Making

- Site council meetings will be held quarterly and open to all parents.
- Parent Organizations will meet regularly, encouraging parent participation in their child's

education.

- Surveys will be distributed to students, parents, and faculty in fall and spring to gather feedback on improving student services.
- Community members are invited to participate in Site Council meetings and contribute to school improvement processes.

By following these guidelines, building administrators can create a welcoming and collaborative environment for families, fostering a strong foundation for student success.

Staff Identification Badges

An identification badge shall be issued to each employee during initial employment. Badges shall be worn when the employee is on duty and shall be displayed between the hip and the shoulder on the outer garment or a lanyard. The loss of an ID badge shall be reported to the Board of Education Office immediately so its ability to allow building access can be shut off. In order to keep the badge in working condition, and help prevent damage to the security chip inside the ID, do not pierce, bend, cut, make holes in, flex, or expose to direct or extreme temps. It is best practice to leave the badge inside the protective sleeve.

Badges remain the property of USD 214- Ulysses and shall be returned to the Board of Education Office at the time of resignation, retirement, or termination.

Staff Meetings

Effective staff meetings are essential for a thriving school community. Meetings should focus on improving the quality of instruction, school improvement initiatives, student data analysis, and curriculum alignment. To maximize engagement and relevance for teachers, prioritize collaborative activities and discussions over information dumps. Avoid using staff meetings for tasks that can be communicated efficiently through email, such as announcements or administrative updates. This ensures that valuable face-to-face time is dedicated to professional development, shared problem-solving, and collaborative efforts that directly impact student success.

Staff Hallway Supervision Expectations

School administrators should set clear expectations that all teachers and staff should be at their classroom door or in the hallways monitoring students' behavior during the passing periods. Passing periods are part of instructional minutes, and student supervision is expected and mandatory. Students in classrooms are to be supervised at all times. Students left/sent out into the hallway are still under a teacher's supervision responsibilities and should be monitored. No students should be left alone in the hallway unattended.

Here are some additional information to consider regarding student supervision:

- **Designated Supervision Zones:** Define specific areas where teachers and staff are responsible for monitoring student behavior during passing periods. This could include hallways, stairwells, restrooms, and designated waiting areas outside classrooms.
- **Establish a clear communication protocol for handling student misconduct during passing periods.** This might involve reporting procedures for minor infractions and more serious incidents.
- **Active Monitoring:** Encourage teachers and staff to actively monitor student behavior, not just passively stand by. This could involve scanning the environment, identifying potential issues, and intervening proactively.
- **Emphasize positive reinforcement strategies during passing periods.** Acknowledge students who are following expectations and redirect those who are not in a respectful manner.
- **Hallway Traffic Flow:** Develop a plan for managing hallway traffic flow to minimize congestion and potential disruptions. This might involve designated walking directions or designated waiting areas outside classrooms.
- **Safety Concerns:** Address any specific safety concerns related to passing periods, such as bullying hotspots or crowded areas. Develop strategies to mitigate these risks.

Student Management

In terms of managing students, a great deal of guidance is provided by the State of Kansas. State laws in relation to students are too numerous to quote, and the entire Section J of the board policy handbook deals with all phases of student management. Student discipline, one phase of student management, unfortunately occupies a significant portion of administrative time. Once again, there is a great deal of guidance in the board policy handbook. Other sources of guidance are the activities' calendar, which contains information on expected student conduct, the handbooks of the schools, and a publication from the Kansas Association of School Boards entitled "Student Discipline in the Public Schools." This publication is a step-by-step discussion of all student discipline situations from short-term suspensions to expulsion. A copy of this handbook is available in the District Administration Folder or this [link](#).

Student Disciplinary Procedures

Creating a positive and productive learning environment is essential for student success. Effective classroom discipline is key to achieving this. From the first day, teachers should establish themselves as prepared, firm, fair, and consistent. This sets the tone for the year and helps students understand expectations. Engaging students with exciting and meaningful lessons minimize discipline problems by keeping them motivated and on task.

A clear, four-step approach helps address misconduct progressively. Minor issues can be addressed discreetly with a verbal warning in class. If the behavior continues, a private conference allows for a one-on-one discussion with the student. For ongoing problems, involving parents through a phone call provides additional support. Finally, a referral to the administration is necessary if the situation escalates. Teachers, staff, and administration should complete a concise and specific Log Entry/Office Referral in PowerSchool detailing the incident, including any student statements.

Remember, violence or life-threatening situations require immediate communication with the principal. By following these strategies, teachers, staff, and administration can create a well-managed educational environment where students feel safe, respected, and ready to learn.

District General Student Discipline Guidelines & Procedures

Misbehavior & Referral of Students to School Administration: To foster a positive and productive learning environment, it is essential to address student discipline at the lowest level possible. Teachers should employ a tiered approach to managing student behavior, beginning with classroom-based interventions. Escalation to administration should be reserved for incidents involving violence or threats to safety. By empowering teachers to handle minor disruptions, we can create a more efficient and effective disciplinary process while maintaining a focus on student support and academic success.

When, in the judgement of a staff member, a student requires a referral to the school administration and/or professional personnel or specialists, that said staff member shall inform the school administration and complete the log entry/office referral in PowerSchool.

When classroom management strategies are exhausted and a matter requires further intervention, the school administration **may hold, if warranted,** a meeting to address the situation. This meeting may include relevant staff, such as counselors, school psychologists, and/or school resource officer, as well as the student and their parent or guardian. The goal of these meetings is to collaboratively develop appropriate interventions to correct the problematic behavior.

The school administration retains the ultimate authority to determine the most effective course of action for addressing student discipline and ensuring a safe and positive learning environment for all. School administration should follow-up with the referring staff member what disciplinary that was taken, when possible.

Removal of Students from Classroom(s) for Learning Environment Disruptions

The number one priority above all else the safety of students and staff! ESI procedures must be followed at all times (pg. 69 of this handbook)! All student behavior plans, 504, and SPED accommodations or interventions must be followed at all times.

1. When a student demonstrates behavior(s) that endangers themselves, other persons, destruction of property, substantially disrupts, impedes, interferes with the operation of the school, or learning environment, the staff member will ask the student to refrain from such behavior and to engage in on-task behavior. If the student continues with the behavior the staff will ask for school administration or representative for assistance and intervene. School administration or representative will ask the student to leave the classroom.
 - a. If the staff member asks the student to leave the classroom and report immediately to the office or other location, and the student complies, that staff member should direct the student to school administration, administrative representative, or other personnel. The staff member shall contact the school administration, administrative representative, or other personnel immediately that the student is coming to their location and give a quick reason for leaving the classroom. This should only be done if the student is safe and if possible escorted with an adult.
 - b. The staff member will advise the school administration of the student behavior with only the pertinent facts both verbally and in writing with the appropriate referral record and as soon as possible.
2. If the student refuses to leave the classroom and continues behavior that endangers themselves, other persons, property, or substantially disrupts the learning environment where classroom instruction is no longer possible, the following steps will be taken:
 - a. **Evacuation:** School administration or a designated representative will instruct the teacher and other students to evacuate the classroom and relocate to an alternative space.
 - b. **Student Removal:** Once the student is calm and poses no immediate threat, they will be escorted to an alternative location by school administration or a representative.
 - c. **Classroom Resumption:** Once the situation is resolved, the teacher and students will be notified that they may return to the classroom.

This procedure prioritizes the safety of all individuals involved while minimizing the disruption to the educational process.

3. The **school administration will determine the appropriate time** for a student's return to the classroom following disciplinary action. This decision will consider factors such as the severity of the incident, the student's behavior history, and the potential impact on the classroom environment. All decisions must adhere to the student's Individualized Education Program (IEP) or Section 504 plan, as applicable. The administration may consult with relevant staff, including the involved staff member and other professionals, to ensure a smooth and safe reintegration of the student into the classroom.
 - a. All appropriate written records of referrals shall be maintained by the school administration and licensed professionals.

- b. Any student who physically harms or attempts to physically harm a staff member or another person will be removed from the learning environment for a specified period of time. This removal will be documented and will comply with all applicable laws, including Section 504, IDEA, and the school's student handbook.
 - i. Disciplinary procedures **may include** the following: parent/guardian contact or meeting, a number of assigned ISS and/or OSS, expulsion, law enforcement notification, and/or mental health referrals.
- c. Prior to the student returning to class, the school administration **may elect** to hold a meeting with the student, staff member, parent or guardian to discuss ways to avoid violent behaviors in the future.

Student Progressive Discipline: Student discipline will be progressive in nature and implemented in accordance with all state and federal laws, Board of Education policies, and district student handbooks. The primary goal of discipline is to modify student behavior and interventions will be tailored to individual student needs. While disciplinary approaches may vary based on individual circumstances, they will be applied fairly and equitably to all students.

Possible Consequences for Misbehavior p to and Including Any or All of the Following:

- Makeup work missed as a result of misbehavior
- Loss of recess or dining room time (note: Lunch is never withheld for disciplinary purposes. In some instances, however, the student may not be permitted to eat with other children.)
- Loss of privileges and/or participation in activities
- Teacher/Parent/Student/Administrator conference
- Restitution for property damage
- Assigned time after school to make up for time missed from the classroom, time-out detention(s), etc.
- Referrals to a school counselor
- Removal from class for a short period
- Completion & passing a drug/alcohol/illegal substance/ vaping course(s)
- Behavior Contracts (signed by student & parent/guardian)
- Parent escort
- In-School Suspension
- Out-of-School Suspension: short-term, extended or long-term, or expulsion
- Police Involvement

Severity of levels will be based on the following criteria:

- Disruption of the learning environment
- Willfull Non-compliance to district and building policies, procedures, & expectations
- Damage to property, vandalism, theft, intentional misuse of property or materials
- Bullying, hazing, verbal or physical threats, or threatening behavior
- Physical harm or attempted physical harm to others
- Staff fully implemented all academic and behavioral interventions outlined in the student's 504 plan or IEP in response to the exhibited behaviors

Student Searches

Only the principal or designated representative shall search a student. A staff member who believes there may be just cause for this action must report this to the principal. The principal will act under the Board of Education guidelines outlined in the BOE policy book.

Student-Teacher Conferences

Teachers may detain students who could benefit from a student-teacher conference after regular school dismissal. Some signs of necessity for a student-teacher conference include incomplete class work, failing grades, or violating the code of conduct. The student-teacher conference may be before or after school, depending on teacher availability. The student's parents/guardians must be notified and given one day's notice in order for transportation to be arranged. Students will remain under teacher supervision until dismissed. Students who fail to attend will be referred to the principal via an office referral and assigned make-up detention time.

School administrators play a crucial role in ensuring student-teacher conferences are used effectively and should monitor that procedures are being followed by staff. By overseeing these, the administration can ensure that student-teacher conferences are a successful tool for improving student outcomes.

Reporting Student Crimes and Protecting Student Privacy Rights

The Kansas Legislature recently enacted a law requiring students who are "suspended for an extended term or expelled" to be reported to law enforcement. This law requires releasing information that is part of the student's record. The administration must report the crimes because the acts mentioned in the law resulting in the student suspension or expulsion are crimes. Parents, however, must sign a release to allow a student's records to be viewed by others before a school can release this information.

School Staff Member: If you see a crime at school or on school property, file the necessary report as soon as possible.

School Administrator: Report all crimes to law enforcement, but if you take disciplinary action against a student who commits a crime, the paperwork is private and requires parental permission before it can be released to law enforcement or any other third party.

The overriding concern is the Kansas School Safety and Security Act (72-89b01.) Board policy EBC provides guidance on this matter. Any school employee "...who knows or has reason to believe a crime has been committed at school, or at a school event, shall immediately report this information to local law enforcement." The age of the child is not the issue. If a young student commits an act that would be considered a crime if they were old enough to be charged, the report still must be made to law enforcement. School employees are granted some immunity if they make these required reports in good faith and may be subject to criminal penalties if they choose to ignore policy EBC.

The Family Educational Rights and Privacy Act (FERPA) does not prohibit releasing information gained by observing student behaviors (crimes). Always report student behavior that constitutes a crime to law enforcement.

If a student is subsequently suspended or expelled for the behavior, information about the suspension or expulsion is protected by FERPA. If a parent signs a new FERPA waiver and allows for the release of the student's record (the suspension or expulsion), law enforcement can

be informed of the suspension or expulsion. If the parent will not consent to release the information, FERPA prohibits further reporting to law enforcement; however, school officials still must report the crime that led to the suspension or expulsion.

- Always follow the Safety and Security Act (policy EBC) and report all crimes at the time they occur.
- Respect students' privacy rights (FERPA) and do not release educational records about the student's suspension or expulsion without written permission from the student's parent(s).
- Remember, when parents sign the FERPA waiver at enrollment, they are generally allowed only to release directory information. All other information the school creates is confidential, and the parent must sign a release before the administration can release additional information to a third party, including law enforcement.

Child Abuse

Any district employee who suspects that a child's physical or mental health or welfare is being adversely affected by physical, psychological, or sexual abuse will immediately report this fact to the local Department of Children and Families (DCF) office or the local law enforcement agency if the DCF office is not open. It is recommended that the building administrator also be notified after the report is made.

District employees will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to prove that the child has been abused or neglected.

Violence Prevention

USD 214-Ulysses is dedicated to maintaining a safe and secure academic environment. Every employee is an important part of this effort. The USD 214-Ulysses philosophy regarding preventing violence is to maintain a proactive mindset every day in the workplace. Reactive measures such as crisis plans, code red procedures, and disciplinary measures are all in place, but they do not prevent violence.

Every Day in the Workplace:

- Observe and assess your workplace daily.
- Report anything that does not look or feel "right."
- Be responsive to statements of concern by students or staff.
- Investigate any behavior or thinking of concern.
- Identify bullying or intimidation that occurs outside of classrooms. Engage a team effort to defuse such behavior before it results in violence.
- Question those without a pass. Offer them assistance.
- Do not prop open any exterior doors. Maintain access control.
- Know your workplace. Spend a few minutes to think about what you would do in an emergency.

Staff-Student Relations

Staff members shall maintain professional relationships with students, which are conducive to an effective educational environment. Staff members shall not submit students to sexual or racial harassment. Staff members shall not have any interaction of a sexual nature with any student at any time, regardless of the student's age, status, or consent. Please refer to Board Policy GAF.

Staff should never engage in one-on-one electronic communication with his or her students. It is recommended that teachers do not interact with their students on social media sites. Staff may be held liable for their words, pictures, and actions on social media sites, especially when they are in violation of law, or board policy, or affect the employee's work performance or effectiveness (Board Policy IIBGC).

School District Calendar

The Board of Education develops and adopts the school calendar during the spring for the following school year. Input is sought from various sources including parents, patrons, administrators and teachers.

Cellular Phone Usage Policy

This policy regarding cellular phone usage applies to any device that makes or receives phone calls, leaves messages, sends text messages, surfs the Internet, and/or downloads and allows for the reading of and responding to email, whether the device is District-supplied or personally owned.

Cell Phones or Similar Devices at Work

While at work, employees are expected to refrain from using their personal cellular phones. Excessive personal calls during the workday, regardless of the phone used, interfere with employee productivity and are distracting to others. Employees are, therefore, required to make personal calls during non-work time (e.g., before/after school hours, lunch breaks, breaks, etc.) and to ensure that friends and family members are aware of the District's policy. This prohibition includes, but is not limited to, receiving or placing calls, text messaging, surfing the Internet, receiving or responding to email, and checking for phone messages while supervising students or staff.

Flexibility will be provided in circumstances demanding attention. If an employee requires flexibility or an accommodation, he or she should speak to his or her supervisor.

Use Cellular Phones and Similar Devices While Driving School Vehicle

An employee who uses a cellular phone or similar device is prohibited from using such cellular phone or similar device while driving a school vehicle, whether the business conducted is personal or District-related. This prohibition includes receiving or placing calls, text messaging, surfing the Internet, receiving or responding to email, checking for phone messages, or any other purpose related to the employee's employment with the District; the District's students or their

parents/guardians; the District’s vendors; volunteer activities, meetings, or civic responsibilities performed for or attended in the name of the District; or any other District or personally related activities not named here, while driving.

If necessity requires that an employee uses a cellular phone or similar device while he or she is driving, the employee is required to stop the vehicle in a safe location so that he or she can safely.

Personal Cellular Phone or Similar Device Use for District Business While Driving

The District is aware that employees currently use their personal cellular phones or similar devices for District business purposes while driving in their personal vehicle. Due to research that indicates that cell phone use while driving is dangerous, the District prohibits employee use of personal cellular phones or similar devices to, including, but not limited to, receive or place calls, text message, surf the Internet, receive or respond to email, or check for phone messages, while driving if the employee is in any way doing activities that are related to the employee’s employment with the District.

If necessity requires that an employee use his or her cellular phone or similar device for District business while he or she is driving, the employee is required to stop his or her vehicle in a safe location so that he or she can safely use the cellular phone of similar device for District business.

Violation of Policy

Employees who violate this policy will be subject to appropriate disciplinary actions, up to and including termination.

Public Relations

Effective school leadership requires fostering open and ongoing communication between the school and the community it serves. This two-way dialogue builds trust, transparency, and a sense of shared purpose. Principals play a critical role in achieving these objectives by acting as champions for clear and consistent communication.

School Websites

School administrators are responsible for ensuring the school website is current and informative. A well-maintained website is a valuable tool for keeping parents, students, and the community connected to school activities and resources. Suggested website content:

- School mission and vision statement
- Student handbook and supply list
- Student Resources: links to online learning platforms, important forms & documents, student support services information
- School news, upcoming events, announcements for parents & students
- Parent Resources: information about parent organizations, volunteer opportunities, how to support student learning at home information

- Community Resources: Links to local community resources that support student success

Empowering Communication Channels

- Website Management: Designate a staff member to act as the school website steward, ensuring regular updates (at least monthly) with fresh content like the school calendar, newsletters, and principal messages. This online presence serves as a vital resource for the community.
- Monthly Newsletters: Publish a monthly newsletter that keeps parents, staff, and community members informed about upcoming events, school news, and student achievements. A copy should be sent to the Superintendent to ensure alignment with district-wide communication efforts.
- Auto-dialer Utilization: Leverage the district's auto-dialer program as a reliable tool for timely and consistent communication with parents regarding important school announcements, reminders, and updates.
- Teacher-Parent Communication: Promote and support a high standard of communication between teachers and parents. This may involve encouraging regular conferences, fostering open two-way communication channels, and providing teachers with resources to effectively share student progress and school information.

Collaborative Communication:

- Transparency and Compliance: Ensure all school-wide correspondence sent home to parents is also forwarded to the Superintendent for archiving purposes. This fosters transparency and facilitates a coordinated communication approach across the school and district.
- Media Relations: Handle school-based, local media inquiries of a promotional nature. However, for any emergency situations or potentially sensitive media inquiries, it's crucial to immediately refer them to the Superintendent. The Superintendent possesses the expertise to navigate these situations effectively and protect the school's image.

Building Community Engagement:

- Community Events: Initiate and/or participate in special projects and events that build a strong sense of community spirit. These events can showcase student work, celebrate school achievements, and foster positive public perception.
- District Alignment: Collaborate with the Board of Education Office to ensure school-based communication efforts align with the district's overall communication strategy. This ensures consistent messaging and a unified image for Ulysses education.

By actively assuming these responsibilities, principals can significantly contribute to a successful public relations strategy, fostering trust, transparency, and a strong foundation for community support.

Use of District Computers/Privacy Right

Computer systems are for educational and professional use. All information created by staff shall be considered district property and shall be subject to unannounced monitoring by district administrators. The district retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violations of this policy.

No software, including freeware or shareware, may be installed on any District computer until cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware, and prescribe installation and de-installation procedures. Program files must have the superintendent's approval to be installed on any District server or computer.

Staff shall not install unapproved hardware on District computers, or make changes to software settings that support District hardware.

The administration may conduct periodic audits of software installed on District equipment to verify legitimate use.

Responsible Use of Communication Technologies

The District expects all employees to use communication technologies appropriately and in accordance with Board policies and administrative guidelines. This includes technologies used on District property, at District-sponsored activities, or those owned, operated, or provided by the District. Examples include voice mail, computer networks, the internet, and email.

Misusing these technologies may result in disciplinary action, such as reprimand, termination, or other consequences. Employees should also be aware that the Kansas Open Meetings Act, Open Records Act, and Family Education Rights and Privacy Act apply to communication technologies, including voicemail and email.

Teachers are expected to monitor and respond to district and parent/guardian communication (both voicemail & email) in a timely manner (Within 24-48 hours is recommended). If the content of the messaging is less than favorable, it is good practice to "CC" building administrators to the message.

When approved by the building principal, notes, announcements, or other school-related information may be sent home with students. The district subscribes to an electronic communication system (K-12 SwiftAlert) that can provide mass or select group distribution. All messages for distribution must be approved by the Superintendent or building principal.

Please leave a copy of any communication sent to parents in bulk form with the office so that it might be referred to at a later time if necessary. If an email is sent to a parent, please attach a copy to the building administration. (Classroom Rules, Grading, and procedures)

Parent-Teacher Conferences

Parent-teacher conferences will be held at the end of the first nine weeks and again in the spring semester. Grades PK-5 should meet and make a schedule for parents. These schedules should allow no less than 15 minutes no longer than 20 minutes. Grades 6th-12th grade will be given out at as they appear in the fall and student-led conferences for the IPS in the spring.

The focus of the parent-teacher conference should center around the following topics: Student academic data (Formative, Summative, Fastbridge, State Assessment) that identifies areas of strength and areas for growth, Behavior and social interactions, student engagement & motivation, Parent & student goals for growth, Best way to communicate, Resources or support systems that can be done at home to support the learning at school.

If a teacher is not available during parent-teacher conferences for any unusual circumstances, it is expected that the teacher will schedule and make arrangements at time to meet with all parents/guardians on their class(s) rosters.

Regular communication, both positive and negative, is essential. Parents/Guardians should not be surprised by any information disclosed at conferences, especially regarding if their student struggles. Teachers are encouraged to proactively communicate throughout the year through various channels like notes, emails, or brief in-person meetings. Teachers are recommended to schedule additional conferences throughout the year to address individual student needs and ensure continuous support for their academic and personal growth.

Parent Survey

All Building Principals must conduct an annual Parent Feedback Survey during the fall parent-teacher conferences.

Retirement Recognition

Toward the end of the school year, All USD 214 employees retiring from the District are recognized for years of service and dedication to the District at the District Convocation and reception. It is expected that all district employees will attend.

School Closing/Inclement Weather

At times, school may be canceled, or only the starting time for school day/work may be delayed due to inclement weather. Employees will be notified by local radio/television stations and by SwiftAlert, the School District phone notification system. School administrators should communicate with all of their building staff when they are aware of a school closing or delay.

Scheduling School Activities

The School District activities calendar is available on the District Website. A shared activities calendar will be accessible to all teachers and staff for their designated building and will be consistently updated and maintained every month. Prior approval is mandatory from the principal for scheduling an activity to avoid conflicts. To ensure smooth operations and avoid disrupting community events, all staff must submit a building use form to the principal. This form helps coordinate use and prevent scheduling conflicts.

School administrators are responsible for making sure that their building's school calendar is constantly updated and maintained.

School Equipment

The school maintains a variety of electronic equipment, including computers, displays, digital projectors, and cameras, solely for educational purposes. These resources are not for personal use. Staff members must obtain explicit permission from the Principal before taking any equipment home.

For your reference and to ensure proper inventory management, please verify that any equipment housed in your classroom is listed on the official inventory. This ensures accurate tracking and accountability for all valuable school resources.

School administrators are responsible for ensuring the accuracy of the official equipment inventory by ensuring that their staff maintain and update the lists for their buildings.

IEP or Student Staffing Meeting Attendance

The Individuals with Disabilities Education Act (IDEA) requires a school administrator to be present at, or designate a representative for, all Individualized Education Program (IEP) meetings.

We understand the importance of teachers' time, however, their presence at assigned IEP meetings is crucial and required. We aim to optimize IEP meetings and minimize the instructional time lost by a teacher(s) by following these principles:

- IEP meetings will be scheduled based on parent availability to ensure their participation. This collaboration minimizes disruption to parents' work schedules.
- To optimize scheduling and coordinate teacher availability for Special Education (SPED) meetings, teachers are asked to complete a Google form provided by the building administrator and SPED team. Teachers will indicate their preferred times for meetings (before school, after school, planning period, etc.). While the SPED team and building administrator will do their best to accommodate these preferences, it is important to note that **NOT ALL** SPED meetings can be scheduled at the teacher's desired time.
- To optimize teacher time and minimize instructional time lost, by following these principles when possible:
 - After parent input and feedback about their child's growth or their concerns. Teachers will share their insights and crucial information in the meeting to inform discussions and collaborative planning.

- Parents will then have dedicated time to ask questions and interact directly with teachers, fostering open communication and building a strong support system for the student.
- With parent/guardian permission and after outlining core accommodations and interventions, teachers may conclude their participation. However, continued teacher presence is highly encouraged. This allows for clarification, a clear understanding of the finalized IEP, and demonstrates commitment to the student's success.
 - By leaving early, teachers acknowledge and agree to the finalized IEP, including any accommodations and interventions developed after their departure. Teacher absence will not hinder the implementation of the IEP.

We believe this approach ensures valuable contributions from all participants while respecting both parent and teacher time constraints. It allows for a comprehensive conversation and reinforces a commitment to collective responsibility for the student's well-being.

Student Cumulative Records

School administrators are responsible to ensure that all student cumulative records are filed in the office and updated yearly.. If you wish to review or add information to a student's file, do so in the office. Files should not leave the office. These records are to be locked nightly for optimal security. At the end of the school year, school administrators will coordinate the secure transfer of student records to the appropriate building for students transitioning to a new grade level.

KIDS Handbooks

Building principals should become very familiar with the procedures, policies, and information in the Kansas Information Data on Students (KIDS) for student enrollment and Collection System File Specifications for the PowerSchool Student Demographic & Assessment Tabs.

[KIDS Enrollment Handbook 2023-2024](#)
[File Specifications for the PowerSchool Student Demographic & Assessment Tabs](#)

Overnight Field Trip Requirements (Board Policy IFCC Overnight Accommodations)

During school district sponsored travel that requires overnight stays by students, separate overnight accommodations will be provided for students of each biological sex.

Notice to Parents/Guardians

This policy will be provided to parents/guardians to a student's participation in a school district sponsored activity or travel that requires overnight accommodations by students.

Definitions

“Biological sex” means the biological indication of male and female in the context of reproductive potential or capacity, such as sex chromosomes, naturally occurring sex hormones, gonads, and nonambiguous internal and external genitalia present at birth, without regard to an individual's psychological, chosen, or subjective experience of gender.

“School district sponsored travel” means any travel that is necessary for students to attend, participate, or compete in any event or activity that is sponsored or sanctioned by a school operated by the school district, including, but not limited to, any travel that is organized:

- By any club or other organization recognized by the school;
- Through any communication facilitated by the school, such as email; or
- Through fundraising activities conducted, in whole or in part, by school district employees or on school district property.

It is important that the classroom teacher/coach conduct a pre-trip orientation because many students who go on field trips do not regularly ride a school bus. The field trip experience may be the first time a student has a bus trip experience. Care should be taken to orient them about bus procedures.

- Review the guidelines for bus riders. Emphasize that the driver is in charge. Teachers and coaches are expected to assist the driver in managing the students and to ride the bus with the students.
- Parent sponsors with little contact with bus procedures should be oriented with the same information as teachers and coaches.
- Aisles must be kept clear of musical instruments and all other items.
- No unauthorized passengers may accompany the field trip coach, sponsor, or teacher. Authorization must come from the Principal.
- Each person is responsible for the care and safekeeping of all possessions taken on the bus.
- Adult supervision of all students is required at all times. Bus drivers are not to be used to supervise a student for disciplinary reasons.
- Teachers and coaches must be certain to have a copy of all necessary phone numbers

Steps for missing student at bus departure time:

- Double check all buses and confirm the student is missing.
- Check for the time/place the student was last seen.
- The sponsor must contact security and supervisors in charge of the activity/event.
- The sponsor must arrange temporary supervision for the rest of the group.

- The sponsor must help locate the missing person.
- Utilize any public address system.
- Check all restrooms, and first aid locations.

If it becomes imperative that the group must leave:

- Steps should be taken to determine if part of the group could remain (if more than one bus).
- The sponsor must arrange for the group's return and stay to assist in locating the missing person.
- The parent of the missing child should be contacted.
- Sponsor and site security must determine if police should be contacted.
- Sponsor should continue to contact an administrator and keep him/her updated.

Sponsor should continue to contact an administrator and keep him/her updated.

Facilities & Transportation

Emergency Operations

Dealing with an emergency situation in a timely and effective manner requires a plan developed long before the emergency occurs. For this reason, the district has developed a District Emergency Operations Plan (EOP) provided by the District Emergency Management Team (DEMT), which all administrators are required to review annually. A copy of the school emergency operations plan must be readily available to all staff members. The EOP can be found in the Administrative Advance folder located on Google Drive. It is the responsibility of building administration to perform monthly emergency drills, as required by the state and district, and submit the forms electronically to the Executive Director of Human Resources and Support Services.

Each building is responsible for meeting on a monthly basis with an active Building Emergency Management Team (BEMT). This team should consist of a building administrator, counselor, nurse, a custodial staff member, certified, and classified staff.

Please note you are also responsible for completing the Conducting Fire, Tornado & Crisis Drills in Kansas Schools record form. Drills shall only be announced within five minutes of the drill taking place. Drills shall be conducted at different times of the day, during different activities, during class changes. The Kansas State Fire Marshal RECOMMENDS one fire drill and one tornado drill held during the first two weeks of a school term to familiarize students and staff with procedures and refuge locations. Nine crisis drills shall be conducted during the school year at some time during school hours, aside from regular dismissal at the close of the day's session. A minimum of two tornado drills, four fire drills, and three crisis drills will be conducted each school year.

[Kansas Fire Marshall Pre-K through 12 School Drills Form \(PDF\)](#)

Automated External Defibrillators

The board has authorized the use of Automated External Defibrillators in school buildings. Qualified persons are allowed to use the devices when appropriate. A “qualified person” means an employee who has:

- completed a course of training in the use of Automated External Defibrillators;
- demonstrated proficiency in the use of an Automated External Defibrillator.

Employees who wish to be trained in the use of an Automated External Defibrillator, or who may have questions about these devices are urged to contact their building nurse or the Board of Education Office.

Facility Usage

If you have a group wanting to utilize the building, the application must be made through the Building and routed to the Board of Education Office for final approval. The requestor should receive a copy indicating if the request is approved or denied and if any changes are associated with the use. Individual utilization of the facility for any reason must be cleared through administration on a Building Use Form. All facility use during the holiday break must be preceded by a Building Use Request. There is no maintenance or custodial support on scheduled holidays.

- Do not prop open doors – faculty members are responsible for their students.
- Custodians will be on duty for only part of the break time.
- All students should enter and exit through one entrance.
- Follow procedures regarding building usage during Winter Break.
- Observe KSHSAA Winter Break (NO PRACTICE)
- Building permit forms are required for all outside groups.
- All teams and activity groups must have their schedules on file with the Athletic/Activities Director.

Care of Room and/or Building

Please advise your staff of their responsibility of keeping our schools safe and secure requires teamwork! To do their part, please take the following preventive measures when they leave the classroom:

- Turn off all lights, saving energy and reducing electrical risks.
- Close and lock windows, preventing unauthorized entry and potential weather damage.
- Tidy up the room: Put away materials, clear the floor, and place chairs on top of desks to minimize clutter and prevent tripping hazards.

These simple steps can significantly reduce damage in case of a break-in. Additionally, staff using the building after school hours are solely responsible for securing all doors, windows, and lights for the entire building.

Displaying Posters & Maintaining Wall Surfaces

To maintain a professional and cohesive environment, the display of posters in school hallways and classrooms is subject to approval by the principal. These approved posters can be displayed in designated areas only.

Furthermore, to ensure the preservation of school property, all materials hung on walls, both in hallways and classrooms, must be removable without damaging the paint or puncturing the wall surface. Therefore, the use of staples, nails, and tape is strictly prohibited.

We encourage the use of alternative methods, such as poster putty, adhesive hooks, or designated bulletin boards, to display approved materials. Thank you for your cooperation in maintaining a visually appealing and well-maintained learning environment.

Remote Keys and Access to the Building

Teachers and staff are responsible for their keys. Under normal circumstances, keys should never, for any reason, be placed in the hands of students. This policy includes student aides/teacher helpers, stage assistants, athletic managers, etc. Have the necessary doors open prior to beginning your work, and keep your keys in your possession. When rooms are vacated, they should be kept locked. Special care should be taken to see that the windows are closed and the lights turned off when leaving for the day. Encourage students to leave lockers closed. Rooms with Venetian blinds are to be left in the following manner: the blinds should be lowered all the way and turned in an open position. This is in cooperation with the local police and is a security measure.

Building principals or the superintendent will be responsible for issuing door keys and maintaining an accurate, up-to-date list in the school office of all people who have been issued keys. Building principals are responsible for retrieving all keys provided to any employee under their authority when the employee is no longer a district employee or is assigned to another building.

The principal shall submit a written request for additional keys. No keys shall be duplicated without permission.

A complete inventory of all keys shall be made at least once each year. Any loss of keys shall be reported immediately to the principal so that measures may be taken to protect district property.

Animals & Plants

In general, for liability reasons and to ensure the safety and well-being of our students and staff, we do not permit the entry of animals, insects, or plants onto school grounds. However, exceptions may be made for educational learning experiences that may be pre-approved by the building administration. These educational learning experiences must be supervised by a teacher and adhere to strict safety guidelines.

Copy Machine Use & Care

The copy machine is available to teachers for professional use. Teacher assistants may make copies students may be sent to the office to obtain a copy. Teacher assistants or adults should do the actual copying.

If the copy machine malfunctions due to items inside the machine, contact an administration assistant, and he/she will contact the company, and a technician will be sent to service the machine. District-owned copy machines should be used only for projects related to the District business.

Mailboxes

All staff members should check their mailboxes at least once a day. Important messages, including telephone messages, are placed in the mailboxes throughout the day. A class will only be interrupted for phone calls or messages in emergencies. Students are to avoid picking up materials from mailboxes. The administration should approve a mass distribution through the mailboxes.

Employees and/or students shall have no expectation of privacy when using District email or other official communication systems. Any e-mail, computer application, or information in District computers or computer systems is subject to monitoring by the administration.

Tobacco-Free Environment

To promote a healthy and tobacco-free environment for everyone, our district strictly prohibits the use, possession, or promotion of any tobacco product by staff members. This ban applies at all times and in all locations, including school facilities, vehicles, events, and property. This includes cigarettes, e-cigarettes (ENDS), chewing tobacco, and all related accessories like filters, rolling papers, and charging devices. The only exception is for FDA-approved nicotine replacement therapies prescribed by a doctor or used according to label instructions. Furthermore, advertising tobacco products through branded items like clothing, signs, or vehicles is strictly forbidden. We appreciate your cooperation in maintaining a healthy learning environment for all students and staff.

Transportation

The school district provides transportation for students that live two and one-half (2.5) miles or more from their attendance center. The 2.5 mile distance is based on the most direct route from the home to the school. The district will not reimburse for mileage if bus service is available. All mileage will be verified by district staff and is subject to audit by the state. Bus transportation is not provided to students who live less than 2.5 miles from their attendance center.

USD 214-Ulysses has provided bus disciplinary rules and policies in the Parent & student handbook. Student disciplinary problems on the bus are handled by the bus driver and the Director of Transportation first. The building principal will assist bus drivers and Director of Transportation if further disciplinary action or other assistance is needed.

The Building Principal and/or Activities Director are responsible for the scheduling of transportation for school activities, including athletics, field trips and or other events requiring bus transportation.

Requests for field trip or activity transportation must be made directly with the transportation secretary.

Please see USD-214 Board of Education District Policy JGG and JGG-R for additional information.

Transportation Requests

All transportation requests for district transportation will need to be submitted through one of the following links.

[Transportation Request for Bus \(15 rider minimum\)](#)

[Transportation Request for Vehicle](#)

The district often has numerous activities going on at the same time; therefore, it is important that an accurate number of students/managers/coaches/sponsors be filled in on the transportation request for the scheduling of buses and suburbans. Providing the administration with an anticipated number of participants will be very important in scheduling the appropriate kind and amount of transportation provided by the district.

Transportation Safety and Regulations

The driver and head coach/sponsor will determine if there is a need for the bus/vehicle to stop during travel to and from an activity. Trips lasting 3 hours or longer may require a rest stop. The driver is ultimately responsible for the occupants and the vehicle and will determine if a stop is warranted for emergency situations.

Pre-trip check of the vehicle will be the responsibility of the driver, with proper documentation filled out prior to departure. Upon return, the vehicle is expected to be refueled, and cleaned out, and proper documentation is expected to be completed and returned to the appropriate administrator along with the vehicle keys and any receipt(s) and WEX Card if applicable.

District vehicles are used by everyone in the district, so the expectation is that the vehicles will be left in better condition than when it was found. Have procedures in place to accomplish this expectation for your team or group.

All policies and rules governing student conduct and discipline at school shall be in effect in district vehicles. Students must follow the bus rules and the instructions of bus drivers at all times. Serious or continued misbehavior on school buses can result in a student's removal from the bus. The district will not be responsible for transporting students who are held after school for disciplinary reasons or who miss the bus due to their own failure to load the bus on time.

Bus Policy

During school sponsored activity trips, all students who ride to an event must return on the bus unless the parent requests, in person, to the head coach or sponsor that they will be taking their son or daughter home with them. The parent must sign the district sign-out sheet prior to taking their son or daughter. *(Unusual circumstances and arrangements can only be made in advance by the Principal to vary from this policy.)*

District Fleet Gas Cards for Fueling at Skyland Grain

District vehicles in Ulysses must utilize Skyland Grain, located at 202 East Oklahoma Avenue, Ulysses, KS, 67880, for all fuel purchases. Please follow these steps when using the District's Fleet Gas Card provided by Skyland Grain:

1. Get a receipt, sign it, and write the vehicle number on the receipt.
2. Complete vehicle mileage log.
3. Turn all receipts and transportation documents into the Transportation Secretary.

Steps to Fuel at Skyland Grain

1. Use the kiosk in between the fuel pumps you have chosen.
2. Swipe the fuel card
3. Follow prompts:
 - a. PIN Number
 - b. Vehicle Number
 - c. Pump Number (Each set of pumps is labeled with a number)
 - d. Once fueling is complete, swipe the fuel card again to obtain a receipt. (You do not have to enter the information a second time.)

Submitting Maintenance & Technology Requests

All staff are requested to use the online work order system to submit any maintenance or technology requests or repairs. To ensure prompt attention to any issues requiring maintenance or technology support, please submit all requests by submitting a maintenance/technology ticket on the school district website. This streamlined process helps us efficiently track and address your concerns.

By submitting requests electronically, you can track the progress of your request and receive timely updates. If you encounter any difficulties navigating the website or have further questions, please do not hesitate to contact the school administration or the Tech department directly at tech@usd214.org.

For maintenance requests:

- Provide a clear description of the issue, including the location and any relevant details.
- Attach photos if they can visually illustrate the problem.

For technology requests:

- Choose the appropriate category for your request (e.g., hardware issue, software problem, network connectivity).
- Provide a detailed description of the issue, including the equipment or software affected and any troubleshooting steps you have already taken.

The technology department will need at least a week's notice if you need technology setup for a staff meeting, testing, building specific staff development, or special events (music program, etc.) Please email at tech@usd214.org with details (PowerPoints, microphones, laptops, etc. of the accommodations you will need.

Please keep the following in mind when it comes to the use of technology:

- Google maintenance: Delete old email on a regular basis and empty your deleted folder.
- Have teachers keep their classroom doors locked when they are not in them. This will help secure the technology and other items in the classroom.
- Do not move teacher/student desks from where the network drops are located without consulting with the technology department first.
- Have teachers refrain from attaching hooks, stickers, or magnets on the technology equipment.

Building administrators are required to cover internet safety with students and staff annually. All students should have a signed AUP on file at the building level. Staff copies are maintained by the Board of Education Office.

Business & Finance

Budgeting and Financial Management

Decentralized budgeting for individual schools is based on the premise that individual principals shall set priorities within their buildings. An amount of money is allocated annually and the principal is free, within limits, to allocate this amount as needed within the building. There are only two ways to make purchases, Purchase Order (done prior to the purchase) or by using the District Visa Purchasing Card. The process should be as follows:

1. Purchase Order: A teacher or other staff member fills out the requisition form, supplying all requested information, to include vendor information and purchase information.
2. The requisition is submitted to the building principal for action. No purchases requested by building personnel will be made unless the principal has approved the request. The building principal must assign a short account number to the requisition so that the purchase comes out of the proper line item.
3. The approved requisition is sent to the district office to be reviewed by the Superintendent. Typically, adverse action will occur only when sufficient funds are not available or the purchase is not consistent with law, board policy or current administrative practice.
4. When approved by all concerned, the requisition will be used to generate a purchase order that is sent to the vendor. One copy of the purchase order is returned to the building. One copy is kept at the business office accounts payable department.
5. Principals are informed periodically, usually monthly, as to the status of their budgets, but may request budget information at any time. Detailed information is available by request for a specific line item. Principals will have a budget allocated from the District's total budget. This general fund budget is the single largest budget, but there may be a professional development budget. Purchases made from the general fund budget are made as described above. Requests to use professional development funds must be accompanied by professional leave forms.
6. District Visa Purchasing Card: Anyone who does not have a card fills out a purchase requisition, gets it approved through the principal, and then an administrator, department or other designated card holder places the order on their card. The cardholder will maintain a log, and keep detailed receipts for all purchases/credits on his or her card to be sent to the Board of Education Office by the 10th of each month. Detailed purchasing card procedures are available in the Board of Education Office.

Activity Fund Management and Accounting

District schools are authorized an activity fund. Administrators may review the State of Kansas publication “Kansas Accounting Handbook” by visiting the [KSDE Guidelines & Manuals website](#).

Exceptions to these guidelines are noted below:

- District activity funds, as noted in the guidelines, are actually district funds according to K. S. A. 72-8202. The resolution that the board adopts each July allows the building to receive and expend its own funds, instead of requiring the building to operate through the district office.

Fundraising activity by students **must be deposited** into the applicable activity fund.

The best guidance concerning disbursements from the student activity fund is that if the revenue came from the student or student advisor, then the money should be spent only on students. If the money comes from the faculty or other non-student sources, then the money does not necessarily need to be spent on students. It is perfectly acceptable to keep accounts such as “social fund” or “faculty fund” within the activity fund as long as it is a separate activity. Only revenue generated by the teachers should be deposited in such fund but the money could be spent on either teachers or students. When in doubt concerning operation of the student activity fund, check with the Director of Business and Finance.

Petty Cash Funds

Each school may be authorized a petty cash fund. As a rule, petty cash funds are only to be spent for an emergency. The emergency should be of such nature that would not permit funds to be paid through the regular district accounts payable process.

Building Social Funds

Buildings may establish a staff social fund. Staff social funds are voluntarily designed to foster camaraderie and support amongst the school community. While participation is not mandatory, we encourage all staff members to consider contributing and enjoying the benefits if offered.

Travel Expense Reimbursement Procedure

When using a personal vehicle, the District reimburses mileage for certified personnel who travel between buildings at the rate established by the IRS. Within 60 days, the certified employee must complete and submit a travel reimbursement form for actual mileage reimbursement.

Reimbursement will not be made after 60 days.

When attending out-of-district meetings or conferences, certified personnel are to keep a running record of expenses and receipts for which they may be reimbursed. Within 60 days of the expenditures, complete and submit a requisition form according to the following directions:

- List meal reimbursements according to the meal reimbursement chart (overnight stay only) Staff attending meetings and workshops will be reimbursed up to \$30 per day for meals. No reimbursements will be given for the purchase of alcoholic beverages.
- Identify the city traveled to and from and complete mileage reimbursement calculation.
- Itemize miscellaneous expenditures as necessary and attach appropriate receipts (i.e., hotel bill, turnpike toll receipts, etc.)
- **Reimbursement will not be made after 60 days.**

If a district vehicle is not available, staff can drive their personal vehicle and be paid mileage. If a district vehicle is available and staff choose to drive their personal vehicle instead, they are not eligible for mileage reimbursement, but are eligible for reimbursement for the cost of fuel upon completion of an employee reimbursement request and supporting fuel receipts. **This needs to be arranged with the superintendent prior to travel.*

Expense Reimbursement

The District shall reimburse employees for building principal authorized expenses incurred as part of their duties. Such authorized purchase will be reimbursed within guidelines developed and administered by the Superintendent. District employees shall exercise good judgment in spending public funds.

Fundraising

All fundraising activities require prior approval from the designated personnel (Building Principal & Activities Director) through a completed [Fundraising Request Form](#). Initiating fundraising without formal approval is strictly prohibited. Clubs/organizations are limited to two fundraisers per year, excluding concession stands at school events. However, a second fundraiser necessitates working a concession stand beforehand.

Financial Management:

Collected funds must be deposited solely into the school's activity fund. Coaches/Sponsors are responsible for collecting money and submitting it to the high school or middle school bookkeeper with proper documentation within three days of the fundraiser's conclusion.

Summer Fundraising:

Fundraising for summer activities like camps, clinics, or tournaments cannot involve school-sponsored events, using the school's name/team representation, or utilizing the activity fund. All funds must be collected in an external bank account, and neither the school nor booster clubs can be involved in their distribution.

Activity Fund Disbursement:

Each activity has a designated Club account managed jointly by the activity sponsor and building secretary. Disbursements from this account must benefit the students and require approval from the activity sponsor, supervisor, AD, and/or Principal. While sponsors can obtain quotes, placing orders necessitates a purchase order signed by the AD/Principal. Notably, sufficient funds must be present in the Club account before any orders are placed.

Additional Points:

- District administration needs to be informed of all approved fundraising activities.
- When pricing fundraising items, consider any applicable sales tax.
- Door-to-door solicitations by students are discouraged.
- Receipts must be issued for all collections (receipt books available from the office).
- Daily deposits of collected funds with the school secretary are mandatory. External bank accounts are not permitted.

Please note: This is a summarized version. Refer to the comprehensive guidelines on Fundraising Request form for a more detailed explanation of the procedures.

District Credit Card Use

The Superintendent designates employees authorized to use District credit cards for the purchase of appropriate goods and services for District purposes. The Superintendent shall determine the following:

1. Which employees are authorized to use District credit cards;
2. What goods and services each employee is authorized to purchase with a District credit card;
3. The maximum amount of any single transaction for each authorized employee;
4. The total maximum amount of purchases for a monthly billing cycle for each authorized employee.

District credit card users shall be held accountable for the appropriate use of District credit cards. Unauthorized use of a credit card shall be grounds for disciplinary action, including termination of employment. Every credit card user shall retain original credit card receipts for each purchase and shall complete and submit a requisition order reflecting the date of purchase, vendor, description of the purchase, business purpose, and other information required by the Board of Education Office. Every credit card user shall be required to review and sign a statement indicating that the user is aware of the terms and conditions for use of a District credit card.

Failure to present the District's sales tax exemption certificate will result in any sales tax reflected on the receipt being charged to the District credit card user responsible for the purchase.

Requisitions & Purchase Orders

To ensure proper recordkeeping and authorization, all purchases require a completed requisition and purchase order. Both the Principal and Superintendent must approve requisitions before the order can be processed.

In emergencies or unique situations, please contact the Principal directly. They will then consult with the Superintendent to determine the appropriate course of action and provide further instructions.

Distribution of Materials

Materials from sources outside of the district may not be distributed on school grounds without prior permission from the principal or superintendent. Examples of outside materials include, but are not limited to, political materials, special interest materials, and advertisements. The principal shall determine the time, place and manner for materials

Curriculum, Instruction, and Assessment

Kansas Education Systems Accreditation (KESA)

The Kansas Education Systems Accreditation (KESA) process focuses on **continuous improvement** in student achievement across the entire district and individual schools. To be accredited, USD 214-Ulysses must demonstrate:

Conclusive evidence of improvement in student performance: This is measured through state assessments and other data sources like graduation rates and post-secondary success.

Conclusive evidence of a continuous improvement process: This involves a well-defined cycle of data analysis, setting goals, implementing best practices, and reflecting on progress.



KESA utilizes a framework called "The Fundamental Four" to assess educational quality:

- Structured Literacy: Effective reading instruction based on scientific research.
- Balanced Assessments: Utilizing a variety of assessment methods to understand student progress.
- Standards Alignment: Curriculum and instruction are aligned with state and national learning standards.
- Quality Instruction: Evidence-based teaching practices that promote student learning.

To achieve accreditation, USD 214-Ulysses must also be compliant with several additional requirements, including:

- ACT & Workkeys Participation
- Anti-Bullying Policy & Plan/Child Abuse & Neglect Planning/Jason Flatt Act
- 95% Students Complete State Assessments
- Child Nutrition & Wellness (Implementation of Kansas Wellness Policy Model Guidelines)
- Dyslexia Training & Screening with Structured Literacy Training
- Educator Mentoring & Induction Planning
- Individual Plan of Study
- KIDS & DQC reporting Compliance
- KDG Readiness (ASQ)
- Education License (95% in Core;88% Non-core licensed)
- Professional Development Plan approved by KSDE
- Special Education
- Title Services

Every Student Succeeds Act (ESSA)

ESSA (Dec. 2015) replaces Flexibility Waiver and NCLB. ESEA is still in effect.

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows. And more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

ESSA Highlights

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators— consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Kansas Individual Data Systems: KIDS

The Kansas Individual Data on Students (KIDS) system was implemented by the Kansas State Department of Education during the 2004-2005 school year. The KIDS system maintains student confidentiality while allowing for the submission of timely, accurate data in multiple formats.

The KIDS system assigns a unique, randomly-generated state identification number for every student attending accredited public or private schools in Kansas. This ID number follows the student throughout his/her preK-12 education in Kansas schools. Through the use of the state identification number, KIDS reduces the time needed for data collection and allows quicker responses to data requests.

The KIDS system allows a school or district to send data stored in the local student information system to the State by using secure batch file submissions. No direct data entry into the KIDS system is required. The KIDS system provides a number of reports to allow schools to review and verify the data submitted.

Multiple record types allow the KIDS system to identify the purpose of the data being collected.

For example, enrollment data are collected early in the year and separated from assessment data collected during the school year and accountability data collected at the end of the year. Multiple record types also accommodate the unique relationships that a student may have with different school buildings for accountability, funding, and attendance reasons. A student's unique state identification number enables the data to be linked across time and geographic locations to provide a more complete picture of the student.

Principals are required to register by going to <https://apps.ksde.org/authentication/login.aspx>. After registration, principals are required to submit multiple reports during the academic year. Administrators needing help with logins or Web Applications are encouraged to call the KSDE Web Applications Help Desk at 785-296-7935.

Curriculum & Curriculum Resources

All certified staff shall adhere to the Kansas Department of Education Education Standards and District Pre-K-12 Instructional Program(s) and curriculum resources, which will be composed of grade level and/or course curriculum resources that allow students to meet the goals and objectives set forth in the educational program (s). It is to include District instructional goals and learning objectives and be based on valid educational research and current State Board of Education requirements.

Additions, deletions, or alterations to the KSDE standards and curriculum resources shall be approved by the Board. Outside resources and District personnel may be used in curriculum development. All District curriculum resource material is the property of USD 214. Please inventory all materials and abide by the building check-out procedure for student distribution. All inventory and check-out materials are the responsibility of the employee.

KSDE Dyslexia Handbook

The KSDE Dyslexia Handbook equips educators, parents, and students with resources for identifying, teaching, and supporting struggling readers, with a focus on dyslexia. It guides districts in developing procedures, evidence-based instruction, and accommodations. While Kansas districts choose their diagnostic tools and programs, the handbook aims to align them with what benefits all students, especially those with reading difficulties. Building administrators are responsible for upholding and monitoring these procedures.

[KSDE Dyslexia Handbook Link](#)

[KSDE Dyslexia webpage](#) (check often for updates)

Structured Literacy and/or Dyslexia Training

Kansas schools are boosting dyslexia support. All schools now require yearly training on identifying struggling readers and using structured literacy. Educators in key areas (elementary, early childhood, special ed, ELA, reading specialists, psychologists) must attend. Building administrators oversee completion. This equips teachers and specialists to better help students with dyslexia.

The KSDE Dyslexia webpage under professional learning has learning modules that qualify as annual training for staff to complete. This training should be documented annually in the Frontline Professional Growth platform.

KSDE Reading Screening Protocols K-12 (Revised 7.01.2023)

Building principals oversee K-8 reading screenings using approved tools, done three times a year. All students are assessed in the fall of their 9th grade year using a valid, reliable, nationally normed comprehension screener to obtain a building baseline and identify students who are identified at some or high risk for reading difficulty. These screenings help identify students at risk for reading difficulties. Districts choose from valid, reliable screeners with national norms for specific subtests. Following the screener's manual ensures data accuracy for further diagnosis and targeted instruction. Please follow the KSDE Reading Screening Protocol K-12 and EOYA Reporting procedures linked below.

[KSDE Reading Screening Protocol K-12](#)

[EOYA Reporting Procedures](#)

Kansas Every Child Can Read Act

Building principals are to ensure that their buildings stay in compliance with the requirements of the Kansas Every Child Can Read Act with district benchmark assessments, screeners, interventions, Parent-Teacher Conference Information, and EOYA reporting.

[Kansas Every Child Can Read Act Summary of Requirements](#)

Teacher Mentorship

The mission of the Mentor Teacher Program is to provide high quality instruction for students by ensuring the success and on-going growth of teachers. USD 214-Ulysses partners with Southwestern Plains Regional Service Center (SPRSC) to provide and facilitate the mentorship program.

The purpose of the Mentor Teacher Program is to orient the novice teacher to the educational environment and share the vision of the profession by modeling and encouraging best practice through collaboration, collegiality and participation in a professional learning community.

The goals of the Mentor Program are to:

- Improve teaching performance;
- Enhance student achievement;
- Increase teacher retention;
- Promote the personal and professional well-being of Novice Teachers;
- Transmit the culture of the system to the Novice Teacher; and
- Increase professional collegiality among all staff.

Any first and second year teacher new to the teaching profession must have a mentor with USD 214-Ulysses. Building administrators will provide a list of mentor teachers and their assigned mentee teacher each year. This list will be sent to the SWPRSC consultant that is facilitating the mentor program.

District leadership will collaborate with SWPRSC and building administrators to ensure systemic mentoring support is provided to all new teachers/school specialists, and all new educational leaders hired under an initial license in order for the State Board of Education to allow their movement from an initial license to a professional license. Building administrators in collaboration with District leadership and SWPRSC will monitor mentor/novice teacher progress and completion of timelines, assurances, and activities as outlined in the SWPRSC Mentorship Handbook.

Professional Learning Communities (PLC)

Professional Learning Communities are focused on learning, have a collaborative culture, and are results-oriented. The fundamental questions revolve around mission, vision, values, and goals.

A **professional learning community**, or *PLC*, is a group of educators meeting regularly, sharing expertise, and working collaboratively to improve students' teaching skills and academic performance.

While the specific activities and goals of a professional learning community may vary widely from school to school, the following are a few examples of common activities that may take place in meetings:

- **Discussing teacher work:** Participants collectively review lesson plans or assessments that have been used in a class, and then offer critical feedback and recommendations for improvement.
- **Discussing student work:** Participants look at examples of student work turned in for a class, and then offer recommendations on how lessons or teaching approaches may be modified to improve the quality of student work.
- **Discussing student data:** Participants analyze student-performance data from a class to identify trends—such as which students are consistently failing or underperforming—and collaboratively develop proactive teaching and support strategies to help students who may be struggling academically.
- **Discussing professional literature:** Participants select a text to read, such as a research study or an article about a specialized instructional technique, and then engage in a structured conversation about the text and how it can help inform or improve their teaching.
- **Independent Practice:** Students demonstrate mastery independently.

To ensure clear communication and consistency, teachers must use PowerSchool to post assignments and tests at least one week in advance. Assignment descriptions should be detailed enough for students and parents to easily understand the requirements and due dates.

District Assessment

The USD 214-Ulysses School District has developed a comprehensive assessment plan, informed by research-based practices, to support student learning across various areas. This plan encompasses outcomes, college and work readiness, screening, progress monitoring, and diagnostic assessments. Testing windows are established prior to each school year, and the program utilizes multiple assessments, including:

- Teacher-designed classroom formative and summative assessments
- District benchmark assessments
- State-required tests

Building Administrator and Test Coordinator Responsibility

Building administrators and test coordinators share responsibility for ensuring the integrity of the student assessment process. This includes:

- Upholding test security guidelines and ethical practices as outlined by the district and the Kansas State Department of Education.
- Administering tests honestly and accurately reporting student achievement to the board, community, and state.
- Ensuring all students and staff maintain high integrity during assessments.
- Building Administration is required to fully adhere to all local, state, and national testing Protocol.
- Principals and/or Building Testing Coordinators are required to attend yearly Kansas State Assessment Program (KAP) training and provide training to all building personnel involved in the proctoring, administration, and testing security activities (see
- Kansas Assessment Examiners Manual on <https://ksassessments.org/>.

By following these measures, the district can maintain accountability and utilize assessment data effectively to improve student learning. In short, all staff must follow test security guidelines and ethical practices dictated by the district and/or Kansas State Department of Education.

Grading: Fair & Meaningful

According to Board Policy IHA, The district shall have board-approved methods for assessing and reporting the quality of student academic progress. Information shall be published in appropriate handbooks. In addition, building principals must promote prompt evaluation of student progress and require faculty to update online grade books in a timely manner so as to facilitate accurate and up-to-date information for both parents and students. It is suggested that all faculty grade books are updated and reflect current standing weekly.

Assigning grades carries significant weight, and here at USD 214, we take a thoughtful approach to ensure they are fair, accurate, and informative. This commitment is reflected in our practices:

- Fair and appropriate assessments: We use methods aligned with student learning levels to accurately gauge their ability, understanding, and progress of mastering the state standards (tests, oral & written assignments, projects, & reports)
- Focus on academic achievement: We use instructional and objective instruments of measurement to assess student understanding and mastery of the defined state standards. Teachers are expected to grade fairly, focusing solely on academic achievement and excluding factors not relevant to learning (e.g., behavior or conduct).
- Avoid compliance grading: These are grades awarded based on completing tasks unrelated to academic achievement (i.e., name on paper, turned in on time, attending a school event).
- Extra-Credit: If extra credit requires students to purchase specific items or to attend certain events, it creates an uneven playing field for students from different socio-economic backgrounds. Instead, extra credit should be offered through activities that leverage readily available resources or are purely knowledge-based, ensuring all students have an equal chance to benefit.
- Clear communication: We prioritize clear communication of expectations and learning goals to avoid unexpected failing grades.

We believe in actively supporting students and fostering open communication with parents:

- Regular student conferences: We hold regular student conferences to discuss grades, progress, and areas for improvement.
- Open communication with parents: We encourage early and frequent communication with parents/guardians of students who are struggling or having difficulty. It is quite difficult to explain a failing grade to a student or parent if they have never been informed that their work is failing. A wise teacher will also inform parents of unsatisfactory work by means of a phone call, email, or personal conference.
- Early and consistent feedback: We provide early and consistent feedback on unsatisfactory work through progress reports, phone calls, and personal conferences,, allowing students to improve.
- Opportunities for all: Every student should have the chance to succeed. We achieve this by differentiating instruction and creating avenues for success regardless of their achievement level.

We view grades not as a measure of worth but as a tool for understanding progress toward mastery of the KSDE State Standards.

Grade Book via PowerSchool

PowerSchool helps administration access and maintain student, staff, and schedule information. PowerSchool is a database application that runs on a server, which is the center of your student information system. PowerSchool uses the Internet to facilitate student information management and communication among school administrators, teachers, parents, and students. Administration is required to be adept at using PowerSchool and provide/facilitate the processes necessary for staff members to successfully implement its use.

PowerSchool is the required grade book for all teachers. While maintaining grades in another format is optional, it is highly encouraged to double-check grades in PowerSchool regularly for consistency. This is because both technology and human error can occur. Hand-averaging a few student grades each quarter is another recommended practice. Always proofread grades thoroughly before progress reports are printed. Additionally, ensure at least two grades are entered per student each week and that a letter grade and percentage are assigned for each nine-week period and semester for 3rd through 12th grade.

All assignments should be listed in PowerSchool at least one week prior to the due date. For assignments that require grading, completion in PowerSchool should occur within one week of submission, with two days being the preferred timeframe. This timeframe can be extended for larger projects. In such cases, the project should be marked as "complete pending" in PowerSchool.

Progress Reports

Teachers are responsible for reviewing grades before reporting to ensure accuracy and consistency. This involves utilizing critical thinking and preventative measures to identify any potential issues before releasing grades to the parents/guardians.

To accomplish this, teachers should first compare and analyze all quarterly and semester letter grades. This can be done either by aligning them in a physical grade book or using a computer printout. Finally, before finalizing grades for reporting, a thorough double-check against the primary grade book, whether physical or digital, is crucial. This careful review process helps to guarantee the integrity and validity of the reported grades.

All quarter and semester grades are to be confirmed and completed three school days after the end of each quarter. All grades will be stored and placed in the student's historical grades four school days after the quarter or semester. Once grades are stored, they can only be changed if communicated with administration prior to a change being made by secretarial staff.

Student Retention

While we generally discourage retention, it's crucial to address potential cases early on, particularly in the lower grades and kindergarten. Please keep your principal informed about any students who might be at risk of retention.

Before considering retention, two conferences with parents are mandatory. We strongly recommend scheduling the first meeting before the end of the first semester to discuss concerns, interventions, and potential alternative strategies. Ultimately, the Principal and Parent/Guardian has the final decision-making authority regarding retention.

What Works—Research About the Classroom

- Students get more out of a reading assignment when the teacher precedes the lesson with background information and follows it with discussion.
- When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students learn more.
- Students benefit academically when their teachers share ideas, cooperate in activities, and assist one another's intellectual growth.
- Business leaders report that students with solid basic skills and positive work attitudes are more likely to find and keep jobs than students with vocational skills alone.
- Students tutoring other students can lead to improved academic achievement for both student and tutor, and to positive attitudes toward coursework.
- Students learn faster and retain more of the lesson when lessons are adapted to their individual learning styles and levels.
- Students are generally more attentive and reflect better study habits when they are involved in lessons that reflect real-life situations.

Committees

Effective school leadership hinges on strong collaboration and shared decision-making. This handbook introduces the essential building committees that should be established in your school. These committees, composed of dedicated staff, parents, and community members, serve as valuable forums for brainstorming solutions, addressing school-wide concerns, and fostering a sense of collective ownership over student success. By understanding the purpose, composition, and responsibilities of each committee, you can empower them to contribute significantly to your school's growth and development.

Building Leadership Team (BLT)

The Building Leadership Team (BLT) assists the administration in implementing processes that will increase student achievement. The BLT meets consistently to collaborate on professional development, instructional strategies, and instructional improvement processes. Members of the BLT are selected by the principals of the building.

Student Improvement Team (SIT)

The Student Improvement Team collaborates to support students who are struggling academically or behaviorally to be successful. The team makes recommendations based on student data and the school's system of interventions. The team documents the student's response to interventions and, when necessary, recommends the student to the Director of High Plains Educational Cooperative (HPEC) to be considered for evaluation. The principal will select members of the SIT team. This committee should meet on a weekly or bi-weekly basis to review student progress and academic growth.

Please make every attempt to attend these meetings as they are assigned. Many times, teachers have already done all the interventions they can think of by the time the child is referred to SIT. It will help this process a great deal if, as you begin to suspect that a child is a candidate for testing, you document all the interventions that you tried with the child. This is before the SIT is assigned as well as after. When you begin your SIT process, write down all the interventions for future documentation.

[Request for Intervention Document](#)

[Teacher Expectations](#)

[Parent Letter Example](#)

[Parent Communication Example](#)

[Intervention Ideas](#)

District & Building Site Councils

The purpose of the school Site Council is to advise the school on such matters as student learning, education programs, school improvement planning, and accreditation issues. The site council also advocates for the school regarding the same issues.

Specifically, the purpose is to:

1. Provide advice and counsel to the school in developing, implementing, and evaluating school performance goals and objectives, and
2. Provide ongoing support for the students and staff of the school.

In addition, school site councils may:

1. Make recommendations regarding budgetary matters for efficient and effective administrative and management functions.
2. Assist the School Board in analyzing the unique environment of schools, enhancing efficiency, and maximizing limited resources.

Membership

The site council consists of at least seven members and includes the Principal, teachers, other school personnel, parents of students attending the school, the business community, and other community groups. Local school board policies clearly delineate site council member selection, rotation, terms of service, eligibility for service, and leadership selection.

Membership on the site council is representative of the demography the school serves. Community membership exceeds school staff membership, with special attention given to underrepresented groups.

The following chart outlines membership on the Site Council:

Principal or Principal's Representative
Teacher
Staff Member
Community/Parent/Business Member
Community/Parent/Business Member
Community/Parent/Business Member
Community/Parent/Business Member

Meetings

- Councils meet at regularly scheduled times agreed upon by site council members.
- Councils meet at least four times annually but optimally six during the school year.
- Council agendas include discussion of student learning, educational programs, school improvement planning, and accreditation issues.

Responsibilities of Site Council Members

- The chair, in consultation with the building Principal or his or her designee(s), establishes agendas, conducts meetings, and communicates site council advisement.
- Site council members participate in sanctioned school improvement meetings and visits in an advisory capacity.
- Site council members periodically communicate with the school community and, at least annually, with the local board, on site council activities, and other council matters.
- Site council members take part in ongoing training to build their knowledge and skills related to site council work.

The following are job descriptions for the Site Council:

- Chairperson
 - will not be the Principal
 - sets agenda for the SITE Council meetings
 - publishes SITE Council agenda
 - conducts SITE Council meetings by doing the following:
 - reviewing and prioritizing agenda
 - setting time limits on each discussion
 - outlining procedures for reaching decisions
 - facilitating communications among SITE Council members
 - summarizing decisions
- Vice Chairperson
 - Appointed in event the Chairperson is absent
- Secretary
 - will take minutes at SITE Council
 - takes attendance at SITE Council meetings
 - will distribute minutes in a timely manner
 - will keep minutes in a central notebook for the year
 - records permanent data, such as committee assignment, and schedule of next meeting
 - maintains or arranges maintenance of file containing all SITE Council business
 - keeps minutes of meetings and publishes summary of them in the monthly newsletter
 - action items – for agenda

Professional Development Council (PDC)

The Professional Development Council coordinates, and administers the District Professional Development Plan. The District Professional Development Plan has a five-year cycle and is Board and KSDE approved in 2015, 2020,2025, etc.

The PDC is representative of administrators and teachers selected by the groups they represent. Teachers can outnumber administrators, but administrators cannot outnumber teachers.

Membership

- PDC membership will be determined on an annual basis.
- PDC members may resign by submitting a letter of resignation to the PDC Chair.
- The PDC Chair will then notify building Principals of such resignation.
- PDC membership is voted at the building level once per year.
- Each building will vote one member for building representation on the District PDC.
 - UHS will vote for two members for building representation on the District PDC.
- The building administration will have one member for administration representation on the District PDC.

Responsibilities

The PDC will:

- Participate in annual training related to roles and responsibilities of council members, including implementing Kansas Professional Development Regulations.
- Review/Develop operational procedures
- Review and recommend approval or disapproval of Individual Development Plans for renewal or certification
- Recommend staff development activities for the District
- Establish an appeals process for unapproved Individual Development Plans
- Validate points awarded based on staff development form completion and IPDP plan.

Meetings

- The PDC will meet a minimum of four times each year
- Extra meetings will be held if necessary.
- All decisions will be decided by consensus.
- Agenda items may be submitted by any PDC member prior to distribution of the agenda and may be added to the bottom of the agenda
- Persons missing two or more meetings may be asked to find an alternative representative to take his/her place.
- At the beginning of the meeting, agenda items may be added by the PDC Chair or the superintendent subject to the PDC's approval.

Building Emergency Management Team (BEMT)

Every school should have a well-functioning Building Emergency Management Team (BEMT) to ensure the safety and well-being of students, staff, and visitors in the event of an emergency. This dedicated team, comprised of representatives from various departments, should meet regularly to develop and review emergency preparedness plans outlining response protocols for various emergencies. They will also conduct risk assessments to identify potential hazards and their impact. The team will organize training sessions and drills to ensure everyone practices their roles effectively. Additionally, they'll oversee essential supplies and establish clear communication channels to disseminate critical information during an emergency. By proactively planning, training, and collaborating, the Emergency Management Team plays a vital role in safeguarding the school community and ensuring a well-coordinated response to any crisis situation.

Relevant Publications for Required Reading and Knowledge

USD 214-Ulysses and Grant County Teachers Association Negotiated Agreement

The Negotiated Agreement between USD 214-Ulysses and the Grant County Teachers Association is a rather important document for all faculty members to be familiar with. The Agreement is ratified and approved each year and is available electronically via the District's website.

USD 214-Ulysses Board Policy

Board Policy is approved annually and updated periodically through the assistance of the Kansas Association of School Boards. The policy can be located online via the District's website.

Administrative Exception

Any contractual arrangements approved by the Board of Education shall supersede those provided in this handbook.

Amendment to Policies

The Board, at all times, reserves the right to add to, delete from, alter, or amend those policies contained in this Personnel Policies for Certified Administrators handbook.

Limitations

Nothing in these policies or handbook is intended, nor should be construed as a contract of employment, nor shall these policies be deemed to create any promise or expectation of continued employment on the part of any employee. This administrative handbook of policies is not all-inclusive.

USD 214-Ulysses Parent and Student Handbook

Parents and students reference the handbook often. It is good practice to be familiar with the particulars found in this District publication.

USD 214-Ulysses Section 504 Notebook

The purpose of the Section 504 Notebook is to describe the policy and procedures related to Section 504, which are in effect in USD 214.

USD 214-Ulysses District & School Improvement Plan

School improvement is a continuous process requiring all stakeholders' collaboration to ensure student achievement. Each building is required to update and revise school improvement plans annually, a process involving faculty members. All District and school improvement plans are housed on the platform called KSSTAR.

KSDE requires USD 214-Ulysses to have District and School Improvement Plans that are active and living. Each building has a School Improvement Plan that coordinates well with the District Improvement Plan.

USD 214-Ulysses Professional Development Plan

KSDE requires a five-year professional development plan for each District. Currently, USD 214 is in the fourth year of the five-year cycle. The information included in the plan provides faculty members with specifics regarding individual development points and their use.

USD 214- Ulysses Policy and Procedures for Facility Usage Guidelines

The Facility Guidelines are a must-read for faculty regarding reserving facilities and the requirements for usage.

USD 214-Ulysses Technology Plan

Technology is a strategic focus for USD 214. The technology plan outlines the District's short and long-term vision for instructional technology focused on student achievement.

Bring Your Own Device (BYOD) Policy for USD 214 Staff

Purpose:

The purpose of a Bring Your Own Device (BYOD) policy is to allow staff members to bring a personally-owned computing device (phone, laptop, tablet device, etc.) and access the Internet for work-related purposes with such device via the district network.

These devices will have access to the Internet through the Guest Portal. The Acceptable User Policy will still be enforced, and personally owned computing devices should be used for work-related purposes during work hours to prevent unnecessary bandwidth utilization and ensure regular performance of staff duties. If personal use of such device is found to be interfering with the employee's assigned duties, such employee may be subject to disciplinary action, up to and including termination, suspension of the employee's authorization to bring such device to work, or both.

Limitations:

Supervision of students is a priority in the district, and employees who are responsible for supervising students must concentrate on that task at all times. Employees shall not use communication devices when they are responsible for supervising students unless the following conditions occur:

- The device is being used to instruct the students being supervised at the time.
- The use is necessary for the performance of an employment-related duty.
- The employee has received specific and direct permission from a supervisor.
- There is an emergency.

Note: Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

- Technology support staff will not respond to setup or repair requests related to devices beyond the instructions provided.
- Personal computing devices will only be used by the staff member and are not for student use. Employees shall not allow students to use their devices, whether through the course of instruction or not, and in allowing such use, they do so at their own risk.
- The security of personal computing devices is solely the staff member's responsibility. Any loss resulting from damage, theft, or personal technology in the school setting is not the district's responsibility.

Emergency Operations Plan

The Emergency Operations Plan (EOP) is a necessary document for the safety and security of all school community members. Updates are published annually; the manual is vital to drills and preparation. The EOP can be found on the CrisisGo App on district-issued devices and can be downloaded to staff's personal devices.

Bloodborne Pathogens

Spills of Blood and Other Potentially Infectious Material (OPIM): OPIMs include body fluids such as respiratory discharge, tears, vomit, urine, feces, saliva in dental procedures, semen, and vaginal secretions.

- When appropriate, teach and assist students to render their own personal first aid and to cover any open wound. This will reduce the risk of pathogenic transmission from one person to another.
- Be familiar with the USD 214 Bloodborne Pathogen Exposure Control Plan (on file at the office and available upon request).
- When rendering first aid, always wear protective gloves if blood or OPIMs are involved. Please contact the school health office for assistance.
- CLEAN UP: All contaminated surfaces must be cleaned before they can be disinfected. A fresh, 1 to 10, solution of household bleach and water is the recommended disinfectant. Cleaning products and protective gloves are available from the custodian. Call for custodial assistance.
- Always follow up by washing hands with soap and hot water whether protective gloves are worn.
- A BIOHAZARD SPILL KIT is available in the nurse's office. It contains a CPR shield, apron, gloves, mask, and clean-up materials.

Emergency Safety Interventions (ESI) Board Policy (GAAF)

The board of education is committed to limiting the use of Emergency Safety Interventions ("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.

Definitions (See K.A.R. 91-42-1)

"Emergency Safety Intervention" uses seclusion or physical restraint.

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.

"Seclusion" means the 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.

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

“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; or (6) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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 by a licensed healthcare professional for treatment of a medical or psychiatric condition; and
- Use of mechanical restraint, except:
 - Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional;
 - Any device used by law enforcement officers to carry out law enforcement duties; or
 - Seatbelts and other safety equipment used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to affect such physical harm. Less restrictive alternatives to ESI, such as positive behavior intervention support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before using 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 using an ESI. Use of an ESI for purposes of discipline, punishment, or the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

Seclusion Restrictions

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

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. 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 an emergency, such as fire or severe weather.

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

Training

All staff members shall be trained in using positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the employee's position. Administrators, certified 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 documentation regarding the training that was provided and a list of participants.

Notification and Documentation

The principal or designee shall notify the parent, or if a parent cannot be notified, then shall notify an emergency contact person for such student, on the same day the ESI was used. Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day on which the ESI was used. The parent shall be provided the following information after the first and each subsequent incident in which an ESI is used during each school year: (1) a copy of this policy which indicated when ESI could be used; (2) a

flier 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, once it has been developed, 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 involving the use of emergency safety interventions, the foregoing information shall be provided in printed form. Upon the occurrence of a second or subsequent incident shall be provided a full website address containing such information.

In addition, 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 intervention,
- Type of intervention,
- Length of time the intervention was used, and
- School personnel who participated in or supervised the intervention.

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

Reporting Data

District and building administration shall report ESI data to the state Department of Education as required.

Three (3) Incidents of ESI for Same Student

If a student with an IEP or a Section 504 plan has three incidents of ESI in a school year, then such student's IEP team or Section 504 team shall meet within ten (10) days following the third incident to 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 unless the IEP team or Section 504 team has agreed on a different process.

If a student without an IEP or Section 504 plan has three incidents of ESI in a school year, then the school staff and the parent shall meet within ten (10) days following the third incident to 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, or 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 after a third ESI incident shall be invited to attend the meeting. 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 who has not had three ESI incidents in a school year.

Local Dispute Resolution Process

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. 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 ESI.

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 the confidentiality of student records and shall report the findings and recommended action 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. Once such a procedure has been developed, a parent may file a complaint under the state board of education complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

Copyright

This is the House Report 94-1476, pp. 68-70, accompanying the new law. It reads as follows:

AGREEMENT ON GUIDELINES
FOR CLASSROOM COPYING
IN NOT-FOR-PROFIT
EDUCATIONAL INSTITUTIONS

With Regard to Books and Periodicals

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future: certain types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision, as stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying that does not fall within the guidelines stated below may nonetheless be permitted under the fair use criteria.

Guidelines

- I. Single Copying for Teachers: A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:
 - A. A chapter from a book;
 - B. An article from a periodical or newspaper;
 - C. A short story, short essay, or short poem,
 - D. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
- II. Multiple Copies for Classroom Use: Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:
 - A. The copying meets the tests of brevity and spontaneity as defined below;
 - B. Meets the cumulative effect test as defined below, and,
 - C. Each copy includes a notice of copyright.

Definitions

Brevity

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story, or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words. (Each numerical limit stated in i and ii above may be expanded to permit the completion of an unfinished line of a poem or an unfinished prose paragraph.)
- (iii) Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue.
- (iv) "Special" works: Certain works in poetry, prose, or in "poetic prose," which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, fall short of 2,500 words in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

Spontaneity

- (i) The copying at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

- (i) The copying of the material is for only one course in the school in which copies are made.
- (ii) Not more than one short poem, article, story, or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term. (The limitations stated in ii and iii above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to I and II above Notwithstanding any of the above, the following shall be prohibited:

- Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works. Such replacement or substitute may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized test booklets, answer sheets, and consumable material.
- Copying shall not:
 - substitute for the purchase of books, publishers' reprints, or periodicals.
 - be directed by higher authority;
 - be repeated with respect to the same item by the same teacher from term to term.
- No charge shall be made to the student beyond the actual cost of the photocopying.

Notice of Non-Discrimination

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with USD 214 are hereby notified that this institution does not discriminate on the bases of race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, handicap or any other legally protected status in the admission or access to, or treatment or employment in its programs and activities. As the law requires, the district will provide equal access to district facilities and related benefits and services. It will not discriminate against any group officially affiliated with the Scouts, BSA, the Girl Scouts of the United States of America, or any other youth group designated in applicable federal law. Any person inquiring about USD 214 compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact USD 214, 111 S. Baughman Street, (620)356-3655. The Superintendent of Schools, Corey Burton, has been designated to coordinate the institution's efforts to comply with regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Asst. Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504. Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. Section 12131 states:

1. Public Entity

The term "public entity" means

- a) any State or local government;
- b) any department, agency, special purpose district, or other instrumentality of a State or States or local government; and

- c) the National Railroad Passenger Corporation, and any commuter authority (as defined in section 24102(4) of title 49).

2. Qualified individual with a disability

- a) The term “qualified individual with a disability” means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

Social Media Guidelines

USD 214- Ulysses recognizes the importance of using social media as a communication and learning tool. These guidelines aim to assist District employees in navigating the appropriate use of social media tools in their professional and personal lives.

All staff members are expected to serve as positive ambassadors for the District and appropriate role models for students. It is vital that staff maintain professionalism in their interactions with students and the community. Failure to do so could put you in violation of existing District policy and at risk of disciplinary action. These social media guidelines provide guidance for the use of social and/or digital media on behalf of the District. “Social media,” as used in these guidelines, includes all forms of electronic communication through which users share information, messages, and/or other content on the Internet, including, but not limited to, communication through Facebook, X, LinkedIn, YouTube, Pinterest, Google+, Tumblr, Instagram, and similar social media sites, as well as posting to your own or someone else’s blog, online diary or journal, podcasts, virtual worlds, social networks, personal website, or to a web bulletin board or a chat room, regardless of whether such a site has any direct connection with the District.

The following principles apply to using social and/or digital media by District employees:

- You are solely responsible for what you post online. Before creating online content, it is important to use your best judgment and consider whether the content can adversely affect your job performance, the performance of fellow employees and/or students, or whether it adversely impacts others at your building, as well as individuals in the community, students, and others. Content that negatively impacts the District's legitimate interests or the interests of its students may result in disciplinary action, up to and including termination.
- Employees must adhere to the Employee Handbook and other District policies when using social and/or digital media. Employees should be aware of the effect of their actions on the District's image. Information employees post or publish may be seen as posting on behalf of the District. Inappropriate posts can include discriminatory remarks, harassment, threats of violence, or similar inappropriate or unlawful conduct. This type of posting cannot be tolerated and may subject you to disciplinary action, up to and including termination.
- Employees should use their best judgment to ensure anything shared on social and/or digital media is not harmful to District employees, students, parents, vendors, donors, board members, etc.

Please remember that you have no right to privacy when using the District's communications systems, including, but not limited to, computers and other electronic equipment, the District's internet connection, and e-mail system. In addition, the District reserves the right to monitor public communications and content on employees' social networking profiles and public posts on social media websites.

Be Professional and Respectful

Always be fair, courteous, and professional to fellow employees, students, parents, vendors, and anyone working on behalf of the District, both online and offline. Avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, threatening, or intimidating, or that are disparaging of the District's aims or goals, or that might constitute harassment or bullying of people with whom you work in any capacity.

Examples of such conduct might include:

- offensive posts meant to intentionally harm an employee, non-employee, student, or parent's reputation;
- posts that could contribute to a hostile work environment on the basis of race, color, religion, national origin, sex, ancestry, age, disability, or any other status protected by law or our policies;
- threats made to stalk, haze, physically injure, or damage the person or properties of an employee, non-employee, student, or parent;
- posting pornography.

Work-related complaints can often be resolved by speaking directly with your coworkers or by directing your complaints to the Board of Education Office.

Be Honest and Accurate

Please be honest and accurate if you are posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted posts can be searched. Never post any information or rumors you know, or suspect, to be false about the District, fellow employees, students, parents, or others working with or on behalf of the District.

Post Only Appropriate and Respectful Content

Your social media posts should:

- Maintain appropriate privacy and confidentiality requirements of the District.
- Do not link from your blog, website, or other social media site to the District's website without first seeking permission from the Board of Education Office.
- Express only your personal opinions. Do not represent yourself as a spokesperson for the District. If the District should be the subject of the content you are creating, be clear and open about the fact that you are employed by the District, but also make it clear that your views do not represent those of the District, your fellow employees, or others working on behalf of the District. If you publish a blog or post online related to the work you do or subjects associated with the District, make it clear that you are not speaking on behalf of the District. Please include the following disclaimer if you identify yourself in a social media post as an employee of the District: "The views expressed on this website are my own and do not necessarily reflect the views of USD 214-Ulysses."
- Respect the law, including copyright law.

To assist you with the principles above, below are specific considerations to follow when using social media:

1. You are Always a School Employee- The lines between public and private, personal and professional, are sometimes blurred in the digital world. You will always be considered a District employee even when you have a disclaimer or use a different username. Whether it is clearly communicated or not, you will be publicly identified as working for and sometimes representing the District in what you do and say online.
 - Always write in the first person and make it clear that you are speaking for yourself and not on behalf of the District.
 - Do not misrepresent yourself by using someone else's identity or misrepresenting your identity. Be honest about who you are, where you work, and what you do.
 - Do not share confidential information, whether internal school discussions or specific information about students or other staff. What you post will be seen by others and can be forwarded or shared in just a few clicks.
2. Be Professional- Represent the District values of respect, responsibility, integrity, citizenship, honesty, and teamwork. Express your ideas and opinions respectfully and carefully consider what you post through comments and photos.
 - Respect copyright and fair use guidelines. Be sure to cite your source when quoting.
 - Do not use any school logo or image without permission from the Board of Education Office.

- If you make a mistake, admit it and correct it quickly. Clearly state if you've corrected a previous post and apologize if appropriate. Even though damage may be done, it is best to admit and correct your mistake.
 - Be cautious about posting personal videos. Video is an especially rich form of communication that often tells more about you than you might realize. Assume the video you post is public and will be viewed by everyone in your personal and professional worlds.
3. Respect Others and Ensure the Safety of Students- Respect the privacy and the feelings of others and do not, under any circumstance, post offensive comments about students, colleagues, or the District in general. Negative comments about people may amount to cyberbullying and could be deemed a disciplinary offense.
- You are responsible for what you post publicly, so be certain it is accurate and supports or remains neutral of your organization. If you are about to publish something that makes you hesitate, wait a day and talk to a colleague or supervisor. Once posted, you can't take it Back.
 - Employees who join or engage in social networks that include students are responsible for monitoring content and addressing appropriate behavior or activity, including the protection and safety of minors. All aspects of mandated reporting responsibilities apply, and should also be shared with a building administrator if there is any concern related to student safety and well-being.
 - Permission should be sought when posting photos or movies of fellow employees when possible. Permission should be sought when posting photos or movies that single out or personally identify a student.
4. Manage Staff/Student Relationships Carefully- Employees are prohibited from establishing unprofessional and inappropriate personal relationships with students. Do not fraternize with students as though they are your peers or friends.
- Unprofessional relationships include writing personal letters, emails, or text messages; calling students on cell phones or allowing students to make personal calls to you unrelated to class work or school activities; sending inappropriate pictures to students; discussing or revealing personal matters about your private life or inviting students to do the same; engaging in sexualized dialogue in any form.
 - Inappropriate or offensive content posted to social networks by employees and viewed by students, parents, or other staff may be investigated by school and District officials and, if warranted, may result in disciplinary action.
 - Usage of school email, and district-provided communication devices, is not private. All communications by employees to students or parents at any time from any phone or electronic communication shall be expected to be professional. Emails between employees, students, and parents shall be done through the school-provided email application and must conform to school email policies. All aspects of mandated reporting responsibilities apply, and should also be shared with a building administrator if there is any concern related to student safety and well-being.
5. Help Build our Community -Write what you know, be accurate, and add value to the discussion. A District's most valuable asset is its staff, represented by its people, and what

you publish may reflect on the school.

- Speak in the first person with your own voice and perspective.
6. Personal Use- The line between professional and personal relationships can be blurred within a social media context. Employees should exercise good judgment and common sense while maintaining their professionalism as District employees.
- Do not use District contact information (email, address, phone, etc.) when using social media for personal use.
 - Do not connect with students via personal social media. Doing so puts you in a teacher-student relationship.
 - Do not use District equipment or the District network as primary tools for maintaining personal accounts.
7. Classroom Use- Social media networks are powerful teaching and communication tools that can add great value to classroom instruction. Teachers are encouraged to use social media tools where appropriate in addressing an educational goal of the classroom.
- Inform your building administrator when creating social networks for classroom use and make sure parents are aware of the use and educational purpose.
 - Use District contact information (email, address, phone, etc.) for creating and maintaining accounts, including student accounts. For any social media sites used in the classroom, provide your username and password to your building administrator.
 - Abide by the user guidelines set by the social media site, including account age requirements.
 - Treat the social media network like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.
8. Other Uses- Coaches, Advisors, Fundraisers, Programs Social media networks can be helpful for groups in interacting and sharing information.
- Inform your building administrator when creating social networks for any school-related use.
 - Use District contact information (email, address, phone, etc.) for creating and maintaining accounts. For any social media sites used in the classroom, provide your username and password to your building administrator.
 - Be proactive by stating clearly that the network you create is school-related.
 - Abide by the user guidelines set by the social media site, including account age requirements.
 - Treat the social media network like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.
 - Consult with the Board of Education office if further guidance is needed.

Retaliation Is Prohibited

The District prohibits taking negative action against any employee for reporting a possible deviation from these guidelines or for cooperating in an investigation related to items covered in this handbook. Any employee who retaliates against another employee for reporting a possible deviation from these social media guidelines, or for cooperating in an investigation, will be subject to disciplinary action, up to and including termination.

Discussion of the Terms and Conditions of Employment and Free Speech

Nothing in the social media guidelines should be construed to limit any employee's right to discuss terms and conditions of employment or prohibit any employee from engaging in concerted activity as that term is defined in Section 7 of the National Labor Relations Act. Similarly, nothing in the social media guidelines should be construed to limit any employee's right to free speech that is protected by applicable federal, state, and local laws.

ESI Parent Notification Handbook

Parent Letter

Dear parent or guardian of _____

We are writing to inform you that an emergency safety intervention has been used with your child due to behavior that presented a reasonable and immediate danger of physical harm to your child or others. An emergency safety intervention (ESI) is the use of seclusion or physical restraint. Details of the incident regarding your child are included below.

This is the first time an ESI has been used on your child this school year. Accordingly, we are providing you with website links and printed copies of the standards for when ESI may be used, a flyer on your rights under ESI law, information on your right to file a complaint with the local board of education through the local dispute resolution process, information on your right to request administrative review from the Kansas State Board of Education, and information to assist you in navigating these processes. If future incidents occur, we will provide you with the website link so that you may access this information electronically. We recommend keeping this packet of information in case you have future questions or concerns. Once you have had time to review the information, please call us with any remaining questions.

Local ESI Resources:

Visit www.usd214.org. Click on schools, then select a school and click “Helpful links & docs.”

State ESI Resources: www.ksdetasn.org

Sincerely,

ESI Report

Date of Incident:

Time of incident:

Duration of incident:

Type of ESI Used: Seclusion Physical Restraint

School Personnel Who Participated in or Supervised the Incident:

Description of incident:

Standards for the Use of Emergency Safety Interventions

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

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

Before using an ESI, a school employee witnessing the student's behavior must have determined that **less restrictive** alternatives to ESI, such as positive behavior intervention support, were inappropriate or ineffective under the circumstances.

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

Physical restraint means bodily force used to substantially limit a student's movement.

Physical restraint is **NOT**:

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

Prohibited types of restraints:

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

Seclusion means the placement of a student in a location where:

- The student is placed in an **enclosed area** by school personnel;
- the student is **purposefully isolated** from adults and peers; and

- the student is **prevented from leaving**, or the student reasonably believes that such student will be prevented from leaving the enclosed area.

An emergency safety intervention may not be used with a student if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The medical condition must be in a written statement from the student's licensed healthcare provider, and a copy must be given to the school and placed in the student's file. When a student is placed in seclusion, a school employee shall be able to **see and hear the student** at all times.

If a seclusion room has a locking door, it must be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room or in cases of emergency, such as fire or severe weather.

A seclusion room must be a **safe place**. The room must have good ventilation and lighting and be free of any condition that could be a danger to the student. The room must also be similar to other rooms where students frequent.

Seclusion is **not time-out**, which is a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

Parents' Rights

What are Emergency Safety Interventions?

Emergency Safety Interventions (ESI) are seclusion and restraint that are used when the student presents a reasonable and immediate danger to self or others.

What is Seclusion?

Seclusion means placement of a student in a location where all the following conditions are met:

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



Time-out is not the same as seclusion. Time-out is when a student is temporarily removed from the learning activity, but is not confined.

What is Restraint?

Restraint can take form in different ways. **Mechanical restraint** is defined as any device or object used to limit a person's movement. The use of mechanical restraint is prohibited in Kansas except those protective or stabilizing devices ordered by a person appropriately licensed to issue the order for the device. Mechanical restraint used by a law enforcement officer in carrying out law enforcement duties is allowed. Seatbelts and/or other safety equipment when used to secure students during transportation are also allowed.

The definition of **physical restraint** is bodily force used to substantially limit a student's movement. The use of prone physical restraint (face-down) and supine physical restraint (face-up) are prohibited. Physical restraint may not obstruct the airway of the student or impact the student's primary mode of communication.

Chemical restraint is prohibited in Kansas. A student may take prescribed treatments for a medical or psychiatric condition when they are prescribed by a person who is properly licensed to prescribe medication.

Consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction is not physical restraint.

When May Emergency Safety Intervention be Used?

- May only be used when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to cause physical harm.
- Less restrictive alternatives, such as positive behavior interventions support, must be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESIs.
- The use of ESI must stop as soon as the immediate danger of physical harm ends.
- ESI cannot be used is used for purposes of discipline, punishment, or for the convenience of a school employee.
- A student may not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The existence of this medical condition must be indicated in a written statement from the student's licensed health care provider that is provided to the school and is placed in the student's file. Note that this exception does not apply to restraint.
- Violent destruction of property may also prompt the use of ESI.



What are the Requirements for Seclusion?



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

All seclusion rooms that have a locking door must be designed to make sure that the lock automatically disengages when the school employee watching the student walks away from the seclusion room, or in cases of

emergency, such as fire or severe weather.

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

When Must a Parent be Notified an ESI has been Used?

- The school must notify the parent the same day the ESI was used. If the parent cannot be notified, then the school must notify an emergency contact person for the student.
- Documentation of the ESI used must be completed and provided to the parent by the school day following the day on which the ESI was used.
- The parent must be provided with the following information in writing after the first ESI incident in a school year and provided with this information after subsequent ESI incidents through a web address that contains this information:
 - A copy of the standards of when ESI can be used;
 - A flyer on the parent's rights under ESI law;
 - Information on the parent's right to file a complaint through the local dispute resolution process and the complaint process of the Kansas State Board of Education; and
 - Information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas.



What Can I Do if I Feel that ESI has been Used Inappropriately with My Child?

If a parent believes that ESIs have been used that violate the ESI statute, ESI regulations, or the district's ESI policy, then the parent may file a complaint through the local dispute resolution process within 30 days of the use of ESI.

A parent may file a complaint through the Kansas State Board of Education's complaint process within 30 days from the date that a parent receives a final decision through the local dispute resolution process or after 30 days have passed since the parent filed a complaint through the local dispute resolution process, if the parent has not received the local board's final decision.

Requirements if there is a Third ESI Incident with a Student within a School Year

If there is a third ESI incident within a school year on a student with an IEP or a Section 504 plan, then the student's IEP or Section 504 team must meet within 10 days after the incident to discuss the incident and consider the need to conduct a functional behavioral analysis (FBA), develop a behavior intervention plan (BIP), or amend the student's BIP if the student already has one. These requirements must be followed unless the student's IEP or Section 504 team agrees on a different process.



If there is a third ESI incident within a school year on a student without an IEP or a Section 504 plan, then the student's parent and school employees must meet within 10 days after the incident to discuss the incident and consider the appropriateness of a referral for a special education evaluation or the need for a FBA or BIP. The school employees involved in this meeting must include a school administrator for the school where 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 to attend the meeting.

The student must be invited to any of the meetings referred to previously in this section.

The meetings referred to in this section may be extended beyond the 10-day requirement if the parent of the student is unable to attend within that time period.



If your child has a history of seclusion and restraint or challenging behavior, he or she could be eligible for additional supports and interventions. Parents are welcome to contact Families Together, Inc. to discuss possible options.

**Where can I find out more
information about
Emergency Safety Interventions
(Seclusion and Restraint)?**



Families Together, Inc.

Topeka Parent Center- 1-800-264-6343
topeka@famielstogethelnc.org

Wichita Parent Center- 1-888-815-6364
wichita@famielstogethelnc.org

Garden City Parent Center- 1-888-820-6364
gardencity@famielstogethelnc.org



**Kansas
Parent
Information
Resource
Center**

**Kansas Parent Information
Resource Center (KPIRC)**

1-866-711-6711
www.kpirc..org

**Kansas State Department
of Education (KSDE)**

1-800-203-9462
www.ksde.org
www.ksdetasn.org



Local Dispute Resolution Process

Board Policy GAAF

The board of education is committed to limiting the use of Emergency Safety Interventions (“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.

Definitions (See K.A.R. 91-42-1)

“Emergency Safety Intervention” is the use of seclusion or physical restraint.

“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 they will be prevented from leaving the enclosed area.

“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement. “Mechanical Restraint” means any device or object used to limit a student’s movement.

“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; or (6) a student who has reached the age of majority or is an emancipated minor.

“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 considered physical restraint.

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

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

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 (supine) physical restraint face-up;
- 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 by a licensed healthcare professional for treatment of a medical or psychiatric condition; and
- Use of mechanical restraint, except:
 - Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional;
 - Any device used by law enforcement officers to carry out law enforcement duties; or
 - Seatbelts and other safety equipment 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 intervention support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before 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.

Seclusion Restrictions

A student shall not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The existence of such a medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file. 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 an 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 a room shall be free of any condition that could be a danger to the student and shall be 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 the use of emergency safety interventions. 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 determine the intensity of training required for each position.

Each school building shall maintain documentation regarding the provided training and a list of participants.

Notification and Documentation

The principal or designee shall notify the parent, or if a parent cannot be notified, then shall notify an emergency contact person for such student the same day the ESI was used. Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day on which the ESI was used. The parent shall be provided the following information after the first and each subsequent incident in which an ESI is used during each school year: (1) a copy of this policy which indicated 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, once it has been developed, 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 involving the use of emergency safety interventions, the foregoing information shall be provided in printed form and upon the occurrence of a second or subsequent incident shall be provided through a full website address containing such information.

In addition, 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 intervention,
- Type of intervention,
- Length of time the intervention was used, and
- School personnel who participated in or supervised the intervention.

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

Reporting Data

District and building administration shall report ESI data to the state Department of Education as required.

Three (3) Incidents of ESI for Same Student

If a student with an IEP or a Section 504 plan has three incidents of ESI in a school year, then such student's IEP team or Section 504 team shall meet within ten (10) days following the third incident to 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 unless the IEP team or Section 504 team has agreed on a different process.

If a student without an IEP or Section 504 plan has three incidents of ESI in a school year, then the school staff and the parent shall meet within ten (10) days following the third incident to 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, or 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 after a third ESI incident shall be invited to attend the meeting. 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 who has not had three ESI incidents in a school year.

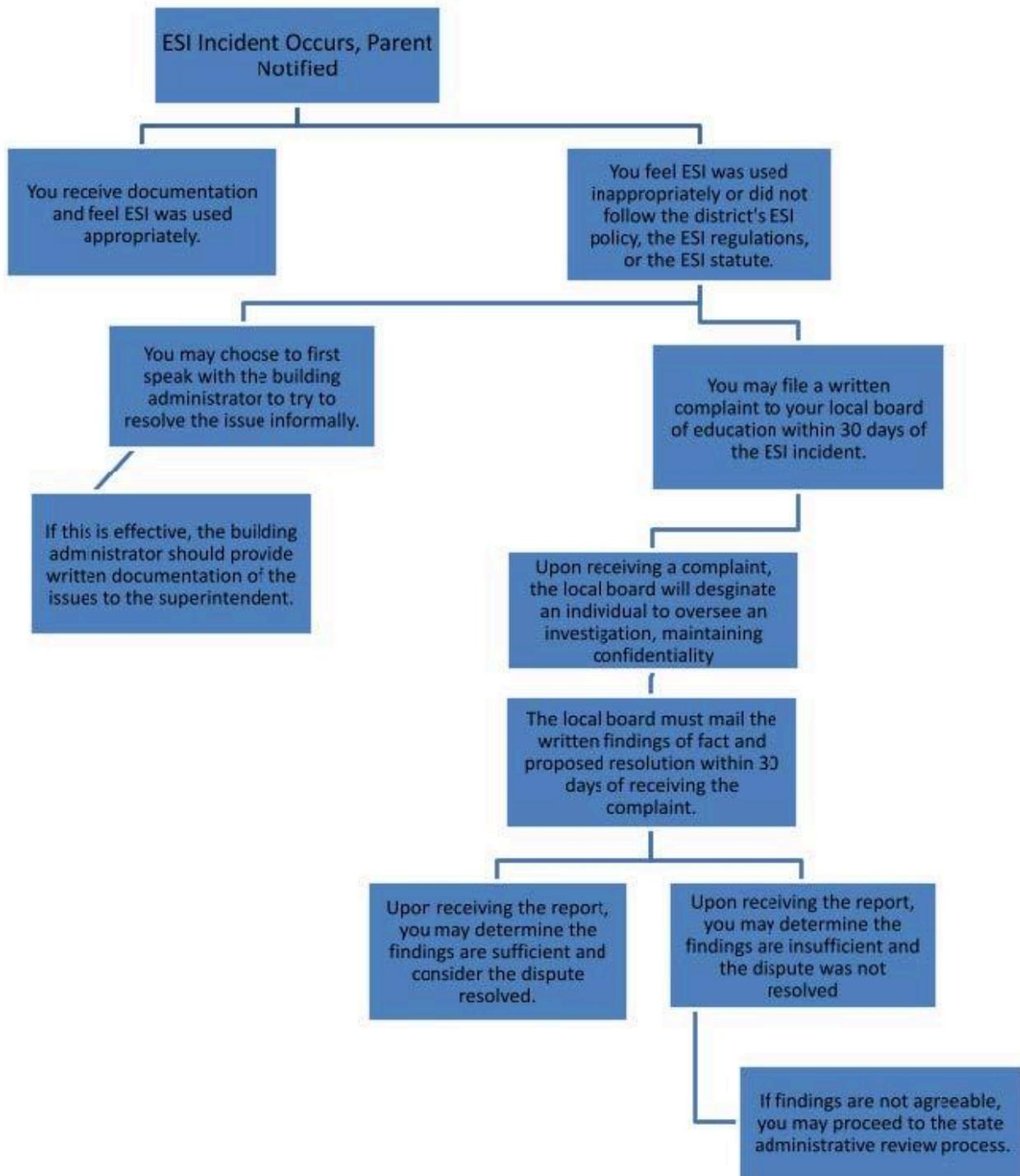
Local Dispute Resolution Process

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. 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 ESI.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain the confidentiality of student records and shall report the findings and recommended action 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. Once such a procedure has been developed, a parent may file a complaint under the state board of education complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.



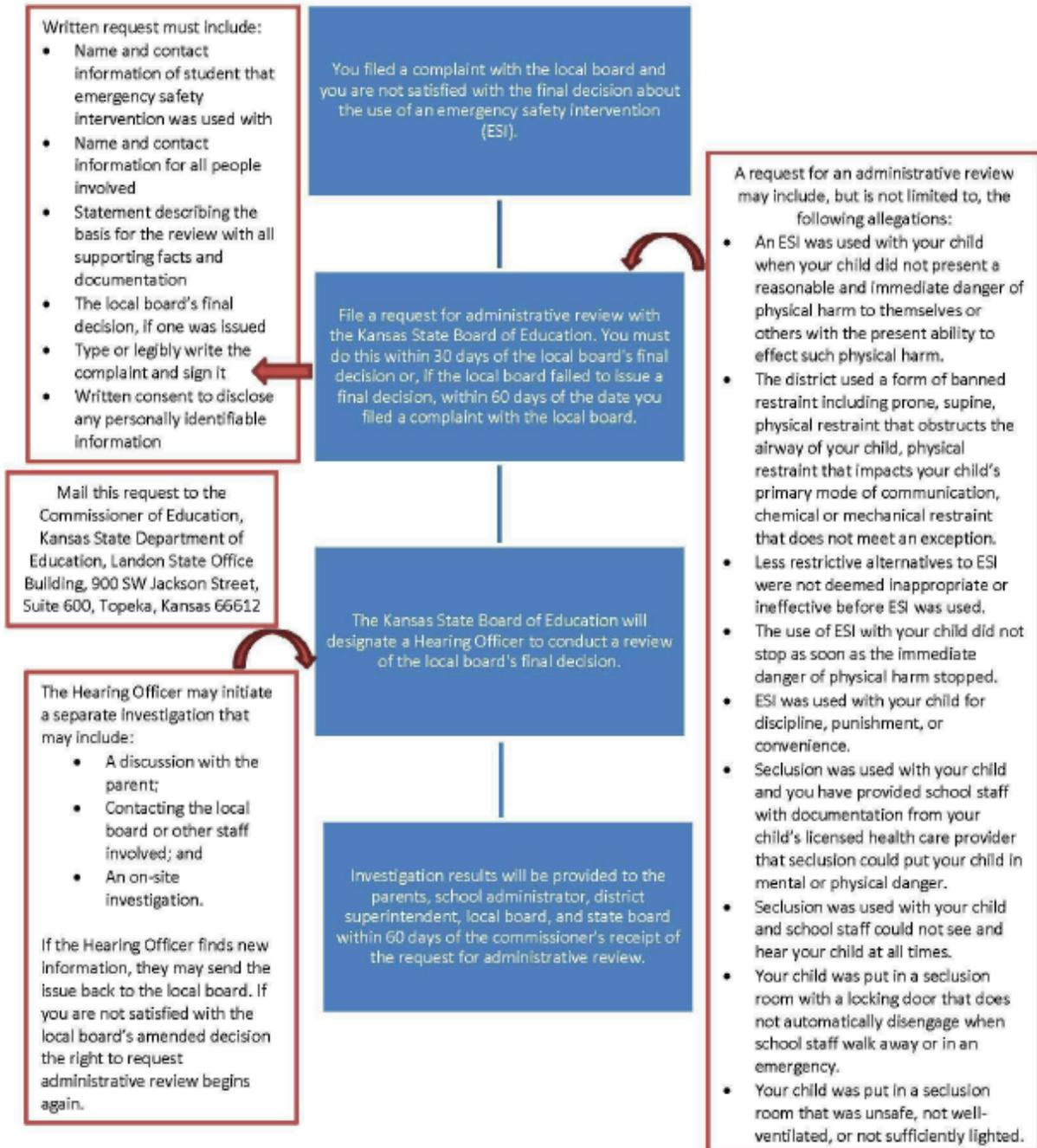
State Board Administrative Review Process

Refer to K.S.A. 2015 Supp. 72-89d04(b) and K.A.R. 91-42-5 for complete information. The following provides a summary of the regulations regarding an administrative review initiated with the Kansas State Board of Education (KSBE).

- If a parent believes an emergency safety intervention was used in violation of K.S.A. 2015 Supp. 72-89d01 through -89d09 or K.A.R. 91-42-1 through -7 and the parent filed a written complaint with their local board of education, then this parent may request an administrative review of the local board's decision from KSBE.
 - The request for administrative review must include the following information:
 - Name of the student and contact information;
 - Names and contact information for all involved parties (teachers, aides, administrators, and district staff), to the extent known;
 - A detailed statement of the reason for requesting an administrative review;
 - Any supporting facts and documentation; and
 - A copy of the complaint filed with the local board, the local board's final decision (if issued).
 - The written request for administrative review must be typed or legibly written and signed by the parent.
 - Relevant documents must be attached or, if unavailable, the documents must be referenced in the request for administrative review.
 - Written consent to disclose any personally identifiable information from the student's education records necessary to conduct an investigation
- The request for administrative review must be filed with the Commissioner of Education within 30 days of the local board issuing its final decision OR within 60 days from the date the parent filed a complaint with the local board if the local board did not issue a final decision. You may mail this request to the Kansas State Department of Education, Landon State Office Building, 900 SW Jackson Street, Suite 600, Topeka, Kansas 66612.
- A Hearing Officer will be designated by KSBE. The Hearing Officer must send a copy of the request for administrative review to the local board.
- The Hearing Officer will consider the local board's final decision and may initiate an investigation that could include:
 - A discussion with the parent, during which additional information may be gathered;
 - Contact with the local board or other district staff to allow the local board to respond to the request with information supporting its final decision;
 - An on-site investigation by Kansas Department of Education staff.
- If new information is discovered that was not made available to both the parent and the local board during the dispute resolution process, the Hearing Officer may send the issue back to the local board.

- If sent back to the local board, the Hearing Officer's case will be closed and the local board has 30 days to issue a written amended final decision.
 - If the parent feels the local board's amended final decision does not adequately address the issue, the parent may file a new request for administrative review with the commissioner by following the above process for requesting administrative review. This must be done within 30 days of the local board issuing its amended final decision. If the local board does not issue an amended final decision within 30 days, then the parent has 30 days from the date the Hearing Officer sent the issue back to the local board to file a request for administrative review with the commissioner.
- Within 60 days of receiving the request for administrative review, the Hearing Officer will, in writing, inform the parents, school administrator, district superintendent, local board clerk, and the state board of the results of the review. This time frame may be extended for good cause upon approval of the commissioner.
- The results of the administrative review will contain findings of fact, conclusions of law, and any suggested corrective actions. The Review Officer's determination will include one of the following:
 - The local board appropriately resolved the complaint.
 - The local board should re-evaluate the complaint with suggested findings of fact.
 - The Hearing Officer's suggested corrective action is necessary to ensure that local board policies meet legal requirements.

State Board Administrative Review Guide for Parents



ESI Fact Sheet: Key Requirements from the ESI Statute and ESI Regulations

Physical Restraint:

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. The term physical restraint does not include a physical escort. Physical escort means the temporary touching or holding of 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.

The use of prone (face-down) physical restraint, supine (face-up) physical restraint, physical restraint that obstructs the airway of a student, or any physical restraint that impacts a student's primary mode of communication is **prohibited**.

Seclusion:

Placement of a student in a location where all 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 the student reasonably believes that the student will be prevented from leaving the enclosed area.

It does not include a time-out, which is a behavioral intervention in which a student is temporarily removed from a learning activity without being confined. A student cannot be secluded if staff knows that a student has a medical condition that could put the student in mental or physical danger. When a student is placed in seclusion, a staff member must be able to see and hear the student at all times. All seclusion rooms that have a locking door must be designed to ensure that the lock automatically disengages when the staff member watching the student walks away or in cases of emergency such as fire or severe weather. If a school uses a seclusion room it must be a safe place, free of any dangerous conditions, well-ventilated, and sufficiently lighted.

When ESI May be Used

- ESI shall only be used when the student presents a reasonable and immediate danger of physical harm to self or others with the present ability to effect such physical harm
- Less restrictive alternatives, such as positive behavior interventions support, must be deemed inappropriate or ineffective under the circumstances prior to ESI being used
- The use of ESI must stop immediately when the danger of physical harm ends
- Violent action that is destructive of property may necessitate the use of ESI. ESI must not be used for discipline, punishment, or the convenience of a school employee

Parent Notification and Required Meetings

- Parents must be notified the same day that an ESI incident occurs
- Parents must be provided information about ESI, their rights, and the dispute resolution process the day following an ESI incident
- After the third ESI incident with a student in a school year, there must be a meeting within 10 days to discuss the incident and support for the student

Contact Information

Local

District Administrator Contact for ESI Questions: Corey Burton, 620-356-3655, cburton@usd214.org

Hi-Plains Educational Cooperative Contact for ESI Questions: Shelly Harris, 620-356-5577, sharris@hpec611.net

Hickok Elementary: Marcia Raines, 620-356-3919, mraines@usd214.org

Sullivan Elementary: Karie Gaskill, 620-356-1742, kgaskill@usd214.org

Kepley Middle School: Amy Wartman, 620-356-3025, awartman@usd214.org

Ulysses High School: Justin Coffey, 620-356-1380, jcoffey@usd214.org

Ulysses Community Learning Center: Kevin Warner, 620-356-3655, kwarn@usd214.org

District ESY Policy document available at

<https://www.usd214.org/vimages/shared/vnews/stories/540fcb46b1cbf/USD214ESIPolicy.pdf>

State General ESI Information: <http://ksdetasn.org/>

ESI Questions:

Laura Jurgensen

Kansas State Department of Education

ljurgensen@ksde.org

785-296-5522

Parent Training and Information Center:

Families Together

<http://famiestogetherinc.org/>

888-815-6364

Protection and Advocacy System:

Disability Rights Center of Kansas

<http://www.drckansas.org/>

877-776-1541 or 785-273-9661