

October Regular Meeting

Monday, October 13, 2025 7:00 PM

District Office, 301 Neosho Street , Burlington, Kansas 66839

1. Opening Items

1.A. Call to Order

1.B. Pledge of Allegiance

1.C. Additions to the Agenda

2. Consent Agenda

2.A. Approval of the Agenda

2.B. Approval of the September 8, 2025, Revenue
Neutral Rate Hearing Minutes

2.C. Approval of the September 8, 2025, Budget
Hearing Minutes

2.D. Approval of the September 8, 2025, Regular
Meeting Minutes

2.E. Approval of the September 12, 2025, Special
Meeting Minutes

2.F. Approval of September 10 and 24, 2025, Board
Retreat Minutes

2.G. Approval of the Bills and Financial Reports

2.H. Approval of Personnel Items

2.I. Approval of Donations

2.J. Approval of Consent Agenda

3. Public Comment

3.A. Concerns of Burlington USD 244 Patrons

THE BOARD

The Constitution of the State of Kansas delegates many responsibilities for the governance and operation of school districts to locally elected Boards of Education. Among these duties and responsibilities are: establishment of general policies for the school systems, employment of school personnel upon recommendation of the superintendent, adoption and revision of the annual operating budget, informing the public of the needs and the progress of the educational systems, exercise of the legal powers conferred or implied by the legislature in administering school functions, and selection of the superintendent of schools.

The board is comprised of seven members elected to four-year terms. The members are elected from six geographic districts and one is elected at large. The president and vice-president are elected each year at the first meeting in July. Board members receive no pay for their service.

BOARD OF EDUCATION BURLINGTON USD 244

James Higgins - President
Lucas Allen - Vice President
Johnny Hernandez
Monique Hart
Ron Hess
Selena King
Bob Plummer

Please direct comments or questions to the district administration office.

Superintendent, Craig Marshall
Clerk of the Board, Christy Hess

USD 244 Central Office
301 Neosho Street
Burlington, KS 66839

620-364-8478

Thank you for attending. Your continued interest in our district's schools will guarantee their excellence.

MISSION STATEMENT

All students will be responsible citizens prepared to succeed in life and careers, contribute to the global community, and be lifelong learners.



WELCOME!

TO A
BURLINGTON UNIFIED SCHOOL DISTRICT
NO. 244
BOARD OF EDUCATION MEETING



THE MEETING

The regular meetings of the USD 244 Board of Education are held at 7:00 p.m. on the second Monday of each month. The meetings are held at the District Administration Building located at 301 Neosho Street, Burlington, Kansas. In addition, the board may hold special meetings at times and locations as announced to accomplish specific purposes.

All regular and special meetings are open to the public and all actions authorized or required by law are taken at these meetings. The board may, however, meet in closed (executive) session to discuss matters dealing with personnel, acquisition of property, consultation with the board attorney, matters relating to action adversely or favorably affecting students or personnel, confidential data relating to financial affairs, and consultation regarding employee negotiations. Any voting board action dealing with these items will be taken in public. At any meeting of the board, a majority of the membership of four members constitutes a quorum for the purpose of conducting business. Minutes of the Board of Education meetings are available at the District Administration Building.

THE AGENDA

Unless there are unusual or special circumstances, board meetings proceed in the order prescribed on the agenda:

- ☉ Call to Order
- ☉ Approval of Agenda, Minutes of prior meetings, Bills, Financial and Administrative Reports, and other items requiring board approval that may be submitted on the consent agenda
- ☉ Recognition of visitors and requests by visitors to address the board
- ☉ Discussion and Action Items (if executive session is necessary, it will be at this time)
- ☉ Adjournment

The agenda for each board meeting is prepared by the superintendent. Meetings are conducted by the board president in the prescribed order. The superintendent provides a packet of informational and background materials to board members concerning items to be presented on the meeting agenda. This is delivered to board members at least three days prior to the meeting so that they may come to the meeting prepared to question, discuss, and take action on each item. An extra copy of this information will be available for public examination at the administration office.

PLACING AN ITEM ON THE AGENDA

Any patron wishing to speak to the board regarding a specific concern requiring board action should discuss his/her request with the superintendent at least seven days prior to the scheduled board meeting. This request may be made by phone or in writing. Following this discussion, the superintendent will determine whether the request can be solved by staff or will place the item on the next regular board meeting agenda. If the superintendent refuses to place an item on the agenda, the patron may place his/her request in writing and submit it to the clerk of the board. Any such requests shall state the specific action requested of the board of education. The clerk shall include any statement with the agenda for the next regularly scheduled meeting of the board. (Such items must be received by the clerk not later than Tuesday of the week preceding the regular board meeting) In the event the board wishes to discuss the patron's request, the board may modify its agenda to do so or may direct the superintendent to place the item on a future regular or special meeting agenda.

CONDUCT AND ORDER

These guidelines have been adopted to give patrons an opportunity to address the board in an orderly and constructive manner. The board's function is decision -- time spent answering routine questions or criticisms takes away from other important board business. If a patron has a question about the operation of the schools, he/she is encouraged to contact the teacher or administrator closest to the situation.

Undue interruptions or other interference with the orderly conduct of Board of Education meetings cannot be allowed. The board president may terminate a speaker's privilege to speak if, after being called to order, he/she persists in improper conduct or remarks. As stated earlier, at a board meeting no person shall orally indicate charges or complaints against individual employees of the district or challenge instructional material used in the district. All such charges, complaints, or challenges shall be presented to the superintendent and/or board clerk in accordance with established board practice.

MAKING A PUBLIC COMMENT

The Board of Education wishes to be responsive to the community and welcomes patrons at all meetings. If a visitor wishes to make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system he/she needs to be present at the beginning of the board meeting. Requests to speak may be made when the board president asks if any visitors have items to bring to the attention of the board. Speakers are asked to limit their remarks to five (5) minutes or less and groups with the same special interest may be asked to appoint a spokesperson. The board president may impose different time limits on presentations if other circumstances dictate doing so.

While there is no legal requirement that the public be given an opportunity to speak at each board meeting, it is the practice of the present board to make this time available to residents of the district. If pressure of business or other circumstances dictate, the board president may decide to curtail this practice.

The purpose of hearing public comment is to enable patrons to address the board concerning matters that do not require immediate board action. Charges or complaints against individual employees of the district or challenges to the instructional material used in the district are not allowed during the public comment portion of the meeting. Requests for board action shall be presented to the superintendent and charges, complaints, or challenges against staff or the curriculum shall be presented to the clerk of the board in accordance with procedures outlined below.

In the event that a speaker fails to observe the board's rules for public comment, any board member may request the individual cease speaking until the board president determines if the speaker should be allowed to complete his/her remarks.

DISCUSSION OF AN AGENDA ITEM

At meetings, the Board of Education spends its time reviewing and making decisions regarding information concerning student learning and other board concerns. While the meetings are conducted in public, public participation in the discussion of agenda items is not solicited unless the board requests a member of the public comment on that item. If a member of the public wishes to comment on an agenda item, that comment should occur during the Public Comment portion of the meeting.

4. **Communications**

4.A. Written Items

5. **Administrative Reports**

5.A. BES October 2025 Report

Burlington Elementary School

Board Report

October 6, 2025

- BES 3rd grade students were gifted dictionaries this year through the generosity of the Burlington Rotary Club. Each year this group kindly presents each student with their own dictionary and the students love it. They also continue to support our 1st grade students with monthly Rotary Readers. We are so appreciative of a supportive community!
- We are also in collaboration with the Burlington United Methodist Church to revive the volunteer reader program. We have several teachers who have responded in favor of this, and the church group is looking for volunteers. This program should be active again soon.
- SOS Inc, out of Emporia, continues to serve as a support and resource at BES. Once a month on Fridays, Danielle Armitage comes out and gives a 20-minute lesson to students in grades K-4 during library time. The conversations/lessons are geared toward building a safer and smarter school and topics such encouraging healthy boundaries, finding a support system when they need help, and information on healthy relationships are covered.
- BES teachers along with instructional coach Devra Parker and Title teacher Cindy Doebele met for our first monthly PLC data talks in September. This is a new initiative for our building this year. As a building, we are focusing on refining our MTSS and making intentional efforts to use data to support the intervention instruction for all learners. Our professional development for this school year will be mostly geared in this direction. This works in tandem with our Title 1 LCP plan as well as our KESA process.
- Parent Teacher conferences were held on the evening of 10/1 and during the day on 10/3. Attendance for conferences continues to be strong at the elementary level. See table below.

Grade Level	Participation	Percentage
Pre-School	68/72	94%
Kindergarten	42/44	95%
1 st Grade	44/45	98%
2 nd Grade	42/46	91%
3 rd Grade	47/56	84%
4 th Grade	51/60	85%
Other Teacher Conferences (specials, Title, etc)	20 reported	

- The 21st Century program has completed on-site evaluations this fall by our external evaluator from Greenbush, as well as the Kansas Enrichment Network (KEN). In these visits, it has been discussed the potential for submitting a request for proposal in the spring for another grant

cycle. All preliminary indications shared are that grant funds will be available, but that funding will be extremely competitive. I would recommend that the district utilize the Greenbush service to write our grant proposal this spring and that a contingency plan be considered for what will happen if we are not awarded 21st Century federal grant dollars.

- The “Wildcat of the Month” program kicked off in September. This is a student recognition for consistent display of the Wildcat Way pillars of being safe, respectful, and responsible. Students can be nominated by their classroom teacher or other teachers in the building. The following students were recognized over the intercom, received a certificate and a Casey’s coupon, and will have their picture posted on the Wildcat Way bulletin board for the month. Congratulations to these Wildcats!

Wildcat of the Month	
Nominated by	Nominee
<i>Kindergarten</i>	
Mrs. Ditto	Wells Trimble
Mrs. Garland	Whitley Stukey
Mrs. Griffith	Zayde Withers
<i>1st Grade</i>	
Ms. Ford	Gentry Pankaskie
Mrs. Hegwald	Annelise Ratzlaff
Mrs. Lawrence	Brody Jasper
<i>2nd Grade</i>	
Mrs. Higgins	Zoey Rodriguez
Mrs. Lundin	Maelie Sigg
Mrs. Stukey	Lainey Williams
<i>3rd Grade</i>	
Mrs. Gonzales	Rhett Smith
Mrs. McVey	Andi Barnhart
Mrs. Rice	Greyson Brooks
<i>4th Grade</i>	
Mrs. Bazil	Jaxen Birk
Mrs. Kuhlmann	Raven Wisdom
Mrs. Racine	Marian Matney
<i>Specials</i>	
Mrs. Allen (Library)	Axel Handley
Mrs. Dunaway (Music)	Kyle Prock
Mrs. Freeman (PE)	Jace Garrett
<i>Others</i>	
Mrs. Sturm (Counselor)	Colton Hoven
Mrs. Long (Principal)	Addilyn Tuthill

5.B. BMS October 2025 Report



Burlington Middle School

Unified School District #244

720 Cross Street, Burlington, KS 66839

P (620) 364-2156 F (620) 364-8560

Dear Board of Education and Superintendent Marshall,

During our first day of professional development on September 14, we hosted Trisha Backman from the Kansas Department of Education in the morning. The second portion of the day, we began analyzing our state assessment data from the 2024–2025 school year.

Trisha's presentation, titled "*Re-engineering the Environment*," offered valuable insights and practical advice. She highlighted several aspects of the classroom environment to consider and discussed their impact on student learning.

During the second portion of the day, we examined state assessment data and focused on several key questions:

- What areas or patterns of success emerge from the data (e.g., where 80% or more of students performed well)?
- Which standards or target areas showed the strongest performance?
- Which areas revealed the most significant gaps or challenges?
- How can we use this data and the insights gained to inform and guide future professional development?

In the coming months, I will begin sharing our state assessment results in more detail. Two very bright spots were the results of our 7th graders in both Math and Reading. This success is a credit not only to our 7th-grade teachers, Jenny Anderson and Christy Over, but also to the educators who taught these students prior to 7th grade. In 7th-grade ELA, our students performed 11% above the state average, with two areas exceeding 80% proficiency. In 7th-grade Math, students performed 23% above the state average, with five areas above 80%, including Probability Models at 91%. These results highlight both strong instruction and student growth in key areas. I will be sharing more detailed information through our results reports in the coming months.

On September 29th, our 8th graders participated in Reality U, which returned this year for our students. Reality U is a financial simulation designed to teach students about real-world financial literacy, including topics such as buying a car, paying for daycare, managing insurance, budgeting for groceries and clothing, and handling student loan debt. A special thank you to Crystal Ecton for organizing this event and coordinating with community members who generously donated their time to help our students gain valuable insights into life after high school.



Parent/Teacher Conferences were held on October 1st and 3rd, with strong attendance at 91%. The format continues to be effective, giving teachers and parents time to discuss student progress, address concerns, and celebrate growth.

On Saturday, October 4, Burlington hosted the Pioneer League Volleyball Tournament. Our 7th-grade team earned second place, and our 8th-grade team finished third. Congratulations to our Lady Cats on a successful season! A special thank you to Mr. Wilson for organizing the event and ensuring everything ran smoothly.

Girls' basketball practice began on Monday, October 6th. This year, the team includes 12 seventh-graders, 10 eighth graders, and 2 team managers.

Thank you all for your continued support of Burlington Middle School. I am proud to share that the school year is off to an excellent start, with students engaged in their classes, teachers working hard to build strong relationships and foster growth, and families partnering with us to ensure success both in and out of the classroom. The positive energy in our school has been evident from day one, and it is a direct reflection of the collaboration between staff, students, and the community.

Yours in Education,

Matt Spring
BMS, Principal

5.C. BHS October 2025 Report

5.D. Technology October 2025 Report

Board Report
Technology Department
October 2025

September 22 was the official count day for Kansas schools, but there is a lot of work that goes into the data prior to and after that date. Thank you to Christy Hess, the school secretaries, guidance counselors, Whitnie Docman, Lindsey Graf, and Courtney Finlayson for all their work on getting data validated. Our uploads went very smoothly.

Our last day in Skyward Business SMS is October 31st. At that time, we will upload our database to Skyward and they will begin the conversion process. On approximately November 4th or 5th, they will let us into the new system to do post-conversion activities and verifications (District Office staff and Technology staff). The plan will be to give the rest of the staff access to the system on Monday, November 10th.

I am attending the annual E-Rate training on the morning of October 13th. I can provide information about what I learn at the board meeting that night.

Technology News from the Buildings:

- BES has successfully completed AIMS testing, and now students are diving into TypeTastic. This year's theme, "Level Up You Typing – Mario Edition." Students will take a monthly typing test to track their progress as they work the level up their WPM and accuracy. Students are motivated to beat their personal best each month, with fun rewards.
- BES/BMSConference set up with each grade level went well using Parent Square.
- Elementary and Secondary Assistive Technology Paraeducators are collaborating with educators to implement individualized student/classroom supports, troubleshoot technical issues, and promote inclusive practices that empower all learners. Their dedication and continued training make a meaningful impact across our schools.
- The 7th grade team shared many ways they are utilizing technology in the classroom!
 - Creating vision boards in Canva for CAT time
 - Use it almost daily for SAVVAS assignments
 - Use it for assessments in Pear Assess
 - Use it for game review in Legends of Learning
 - Use it for skill identification/grade level content in IXL
 - Use it for state standard review in Moby Max Fluency Board Games
 - Use it in SS for the Kansas History Book

- Use it for jeopardy games for test review
 - Give the Interims- Practice State Assessments
 - Write Exoduster letters using Word
 - Civics kids are using laptops to find pep rally games, addresses to write fan mail to make our world a better place and for some Dave Ramsey lessons
 - Used Google Earth in Social Studies when learning about coordinates.
 - Use BrainPop and Moby Max regularly
 - Use SafeShare regularly to share YouTube videos for students to watch when they are finished with science or social studies assignments
 - Used Generation Genius videos that relate to my science lessons
 - Use Science World (Scholastic) online for students to read science articles
- 5th Grade Technology Class- Students are working on a Digital Citizenship/Media Balance unit! Lessons include; BrainPop educational videos, interactive PowerPoints and creating their own Digital Footprint!
 - From Mr. Schmidt in 8th Grade STEAM Class- Our main goal in the class so far has been to do hands-on projects that test the creativity of each student, while forcing them to use their understanding of different concepts related to science, technology and math. The past week we started working on our T-Bots. Students have spent 4 or 5 days constructing them with a partner. Over the next week or so we are going to do a series of competitions or games with them. I have asked the students to brainstorm different activities and competitions we can do with them (T-Bots are hydraulic powered arms where students use water and hydraulics to move different parts of the T-Bot.)
 - Mrs. Sleezer at BHS shared, “The tech equipment that I use in my classroom includes the Smartboard and laptop connected to it for daily slides and the class schedule. I also use a HoverCam while discussing texts so that I can model for my students what I am expecting them to look at, or do. As far as applications that I use, I use Kahoot for test review and Canva for posters and presentations.”
 - Mr. Varvel says, “I use tech equipment all the time for maps and map work to show where events are going on, I show the news, power points, keep an eye on markets, short clips to explain groups and issues like Hamas or the national debt, etc...”
 - Mrs. Hazen’s classes are keeping busy doing this:

- In Yearbook, students use DSLR cameras to capture photos and edit content. We also use phones to sell ads, contact local businesses, and create TikToks to promote yearbook sales.
 - In my media class, students have been working in Adobe Illustrator to design logos, graphics, and promotional materials. They're building real-world design skills that translate beyond the classroom.
 - Across all classes, we use Microsoft Teams for communication, assignments, and collaboration. Students also present projects, track ad sales, and manage digital files. We also use tools like Canva and basic video editing software when needed.
 - Technology is central to how I teach creativity, communication, and business skills. It helps make learning more relevant and hands-on.
- Mr. Felipe has this to say about technology:
 - Students use Laptops all the time.
 - High Speed Internet required
 - Teams
 - Word Documents
 - Excel
 - Digital Media:
 - Gaming/Desktop- for high performing editing
 - Adobe Suite
 - Teams/Word Document.
 - Video Recorders and other video equipments.
 - Game Design Class
 - Roblox edition for students to design games.
 - Unity Edition for Students to design games.
 - Teams/Word Documents.

Board of Education Report
Coffey County Special Education Cooperative, CCSEC
Lindsey Graf, Director
October, 2025

State Reports/Data

- Indicator 12 Waiting
- Indicator 11 Data Verification Stage

Staffing Updates

- Para Educator still have 2 BHS, 1 BES, 1 Lebo

Director's Focus

- Interviews/Hiring/Transfers – multiple new hires and securing candidates to be called to substitute for paras
- Reviewing Intensive Duty Needs
- Gathering paperwork to ensure proper licensure and to apply for teacher waivers if needed
- Planning On-Going trainings for Paraeducators
- Planning Virtual Staff meetings to ensure better communication
- Student programming/needs – attending meetings; communicating with parents
- Corresponding with Legal Services regarding programming
- Holding regular School Psych and Social Worker Meetings
- Collaborating with Administration
- Staff evaluations – Getting started on the new evaluation system and with all staff being evaluated this year
- Visits to each building in COOP
- Schedules: Each special education staff member is providing their schedule to their building office and to me; teachers are also submitting detailed schedules to me of direct services being provided directly by them to students
- In-service/Trainings:
 - Law Conference will be attended by L. Graf, J. Sprague, W. Docman, M. Thomsen, J. Browning, R. Keim

5.F. Transportation/Grounds October 2025 Report

5.G. Maintenance October 2025 Report

5.H. Opaa! Food Service Management October 2025
Report

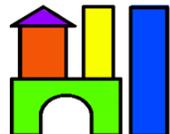
5.I. Superintendent's October 2025 Report

Burlington USD 244
Board of Education Meeting
October 13, 2023
Superintendent's Report

- Organizational Reports—I want to commend the secretaries, principals, technology department, and central office staff for all their efforts to upload the necessary data for our official student counts.
- We have a ½ day staff development in-service day October 20 that will focus on building level activities. The afternoon will be a scheduled teacher workday.
- The first quarter ends on October 17. It is hard to believe that one fourth of the year is over!
- Our KESA six-month check in occurred this past September. Our district is fully accredited. Not all districts in the state are fully accredited. We have successfully met all 14 indicators from the state. Our primary focus is on structured literacy and improving reading instruction throughout the district. I take the lead on KESA with support from our District Leadership Team and administrators.
- Below is a link to a short video that helps explain the state assessment cut score adjustments that have occurred.
<https://www.facebook.com/KASBPublicEd/videos/1288137992395255/?rdid=pvO3dJpT68kn9jLo#>
- I would like to review Student Success from the USD 244 Strategic Plan.
 - Meaningful relationships with students continue to occur in all buildings.
 - BHS focuses on personal accountability and responsibility for student success.
 - The BMS master schedule allows for core area teachers to see kids daily in a specific area of the building to help build connections with staff.
 - BMS is recognizing students each month based on one of the 8 Keys of Excellence (Integrity, Ownership, Balance, Flexibility, Commitment, Speaking With Good Purpose, Failure Leads To Success, and This Is It).
 - 97% of the BMS students have at least one trusted adult in the building they can talk to.
 - BES staff continue to recognize students for positive character traits with all school assemblies as well as positive behaviors in the building with The Wildcat Way.
 - BES continues to have between 70-90 students in the 21st Century After School Program. This valuable program for parents and students continues the teaching of many skills needed for student success from 3:10 to 5:30 PM each day.
 - Strong academic foundation continues to be in place with our CLI (Curriculum Leadership Institute) process. Curriculum is aligned, and staff are much more knowledgeable about their content than ever before.
 - Work-based learning experiences continue with internships, tech college courses, and other curricular areas. We have shop and welding courses at BHS in our

newly renovated shop and addition, and shop classes have included BMS students. Staff are understanding that learning for the future may come from outside the walls of the school.

- BHS currently has 28 students that are enrolled in 34 different classes in Edgenuity. 11 students are taking credit recovery classes of those 28 students. 16 students are taking 19 different college courses from Allen County, Emporia State, and Flint Hills Tech College. These classes are offered every hour with support from Diane Marshall in the BHS library to make sure students are successful in this non-traditional educational setting. This set up allows flexibility for students so they can take classes that fit into their schedules. Kids are taking a variety of options that haven't been available in the past.
- An area of emphasis for our building administrators is relevance of learning real world topics in all grade levels. Making learning relevant to life will help increase long-term retention of material. There is a focus on meeting individual student needs.
- Building principals will continue to review the Strategic Plan with their staff. This document is posted in classrooms throughout all three buildings.
- The USD 244 Board of Education holds administration and staff accountable for student progress with our Results Reporting system each month.
- Students continue to be involved in many different activities which promote life skills like discipline, teamwork, work ethic, and responsibility.
- Lexi Milota and Lacey Johnson (BELC leadership), Jenny Tatman (Coffey County Economic Development Director), and I approached the Coffey County Commissioners informing them about our BELC program. Currently, we are the only center taking infants in the county. Infants require a 1 adult to 3 infant ratio by state regulations. We have over 50 students and about 25 full-time/part-time employees. Our wait list is 50 with about 25 of those on the wait list infants. We asked them for \$30,000 to be able to give staff a retention bonus focused on job performance. The commissioners were willing to contribute \$15,000 toward this plan if the district is willing to contribute the other half. We have not used any general fund or LOB fund money on the BELC since they opened 4 ½ years ago. I will let you all discuss this topic now.
- Kimberly Robrahn from Trust Point Insurance will be here to give an update on our property/casualty insurance rates. Our overall increase is 5%. This is better news than what we were hearing in the industry for schools.



Burlington
Early Learning Center



At one of the last meetings we attended, we shared that we had amended our license to serve more families. This allowed us to go from 18 children in attendance/10 staff employed in 2022 to 50 children/25 staff in 2023.

Due to state regulations and limited space, we have around the same number of staff and children, but our wait list has grown to over 50 children. In the past year, Coffey County has lost 4 in-home daycares and one daycare center. We are currently the only center that offers infant care, and this is reflected in 50% of our wait list comprising of infants.

Clearly, there is a very grand need in Coffey County for childcare.

Since we are open to the community, the parents whose children attend BELC are employed all over Coffey County and beyond. Some are self-employed, and many work at other local businesses. Others work in Ottawa, Olathe, Iola, and Lyndon. Simply put, people rely on childcare being available to join (or stay in) the work force. There is a greater need for dual-income households in our current economy. Some families on the wait list have voiced that they would like to move to the area, but they are unable to secure childcare.

Childcare is at the root of so many family decisions—"Can I take this job? Can I move to this area? Do we even have a child if we can't find childcare?" These decisions, in turn, affect the economic development of a community. After all, we are supporting Coffey County's youngest residents!

In order to continue serving the community, we need quality staff members. Childcare as a career has one of the highest staff turnover rates due to the job demands, continuing education required, and compensation. Unfortunately, we have had numerous employees find second jobs, and even alternate jobs, to make ends meet. We have had employees crying in our office, wanting to find a way to stay working at our facility but unable to afford the costs of daily living. Our hearts are heavy and hands are tied, as we have to consider the balance between affordable child care for families and paying staff a livable wage.

Our Aides make \$10.50 per hour, while our instructors make \$12.00 per hour. Our highest paid employee, who has been with BELC since the start, makes \$13.75 per hour. After calling and comparing with other area daycare centers (that are a smaller size than ours), we discovered that we are the lowest paying center by a few dollars per hour.

Thankfully, we can offer our employees a 10% employee discount on childcare. However, 100% of our staff with children in care qualify for DCF assistance, which is income-based. If they did not have this assistance, we would not have them as employees.

Due to the nature of our funding, BELC staff are the only district employees that did not receive a \$1.00 raise in August. We have raised rates recently, but that is helping to sustain daily operations. We are hoping that, with your help, we can give staff a much-needed raise or bonus so we can be competitive with our wages and incentives. We are asking for a one-time contribution of \$30,000 to be able to give performance-based retention bonuses.

Again, we want to thank you for making it possible for us to provide a much-needed service for the community these past few years! Without your initial support, we would not be where we are today: growing, teaching, and giving families a safe place to bring their children. We are excited to see what the future holds for BELC!

6. **Board Member Items**

6.A. Board Reports

7. **Contracts/Approvals/Appointments**

7.A. Proposal for Inactive BHS Activity Accounts

STUDENT HANDBOOK
Burlington High School
2025-2026



Burlington High School
830 Cross Street, Burlington, KS 66839
620-364-8672

The items in this handbook are subject to change by the U.S.D. No. 244 Board of Education and Administration without specific notification.

The Board of Education of U.S.D. No. 491 generally meets the second Monday of each month at 7:00PM
at the District Office- 301 Neosho Street, Burlington, KS.

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WELCOME

The administration and staff would like to take this opportunity to welcome you to Burlington High School. This book contains information that will help you succeed at BHS. This information is a summary of building rules and regulations that are necessary to keep this school operating in an orderly fashion.

School Song

Hail Alma Mater
Hats off to you
Ever you'll find us. Loyal and true
Firm and undaunted always we'll be
Hail to the school we love
Here's a toast to thee

Mission Statement

All students will be responsible citizens prepared to succeed in life and careers, contribute to the global community, and be lifelong learners.

Exit Outcomes

Burlington High School will know that we are accomplishing our mission when all students are:

- **EFFECTIVE LEARNERS,**
- **CREATIVE PROBLEM SOLVERS,**
- **COMPETENT COMMUNICATORS,**
- **PRODUCTIVE WORKERS,**
- **COMMUNITY CONTRIBUTORS, AND**
- **WELL-ROUNDED PERSONS**

Vision

To provide each student with:

- A highly personalized learning experience defined by an Individual Plan of Study (IPS), daily advising, internship mentoring, and rigorous academics based on student interests;
- A guiding partnership among students, parents, advisors, mentors, colleagues, and the community that provides a learning context appropriate to student interests;
- Learning experiences and hands-on projects that guide learning across all content areas and support depth over breadth;
- Opportunities for students to participate in real-world learning through internships and training related to their interests and goals.
- A vibrant, flexible learning environment that provides equal access to all students by customizing instruction to address unique student learning styles, abilities, and interests; and,
- Graduation with a high school diploma, a post-high school plan, and the skills needed for success throughout college and in real-world careers

BHS Core Values

BE SAFE

- Behaviors related to safe connect to physical actions, including how individuals use their body, voice and tone to interact with things, people, and space around them.
- Examples of safe behaviors include: reporting when something is broken or unsafe, keeping hands and objects to self, staying in a designated location, following classroom/lab rules and expectations.

BE KIND

- Always!
- We value being kind to one another, using our manners, practicing self-management and being considerate of each other's feelings.

BE RESPECTFUL

- Behaviors related to respect connect to communication, including ways in which individuals speak verbally or nonverbally to interact with others in the school setting.
- Examples of respectful behavior include waiting turns to talk in a group, acknowledging and following classroom expectations, listening to others, and using appropriate language.

BE RESPONSIBLE

- Behaviors related to being responsible connect to items or work tasks, including use and care of classroom supplies, assignments and classroom tasks, school & student property and taking pride in Burlington High School.
- Examples of responsible behaviors include engaging in assignments when directed, returning supplies after use, keeping the school clean, following through on deadlines and commitments.

BE A LEADER

- We strive to become the leaders of tomorrow by practicing leadership in our school community today.
- We participate in all academic and sporting activities regardless of skill level. We create an atmosphere where participation is encouraged, and we support one another to do our best regardless of skill level.

Personal Items Not Insured: Personal belongings of students are not insured by the school district. Parents/guardians are recommended to pursue private insurance for personal items sent to school with students as special coverage may be needed to cover items such as personal digital assistants or calculators which may be taken to school.

SCHOOL ATTENDANCE POLICY

Student attendance at school is an obligation of the student and the parent. While a parent may decide that their student will be absent from school, the determination as to whether that absence will be excused or unexcused rests with the building principal. In accordance with the laws of the State of Kansas, the building principal has been designated as the attendance officer for the building. While in most cases, parental contact is all that is required to verify absence, the principal may choose to verify absence or require additional information before making a determination as to whether the absence is excused or unexcused.

If less than 4 hours, a ½ day absence is recorded. 4 hours or more is counted as a full day.

18-Year Old Waiver

In order for 18-year old students to sign their own notes, a parent waiver must be on file in the high school office.

Excused Absences

All high school students will have a total of 5 days of parent-excused leave (no doctor's note required) from school each semester. After those 5 days of parent-excused absences have been used, a student must bring a note for any additional absence or it will be marked as unexcused. Parents will receive a letter from the principal or assistant principal when a student has reached the maximum number of parent-excused absences for a semester.

Examples of excused absences include illness, medical appointments, death in the family, court appearances, health-related treatment, examination or recuperation, obligatory religious observances, participation in district approved or school sponsored activity, absences pre-arranged by parents and approved by administration. Students of active military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment.

In order for an absence to be excused, parents or guardians must contact the school by 9:00 a.m. of the day of the absence. If contact is not made, the absence will not be excused until the office is contacted by a parent.

If a student has 3 consecutive days of excused absences, a doctor's note is required as documentation for the continued absence.

Unexcused Absences

Absences that do not qualify as excused absences will be classified as unexcused. If an absence is unexcused the student may be given an opportunity to make up the work and time missed before or after school. Examples of unexcused absences: haircuts, tanning sessions, manicures and other errands that could be taken care of after school or on weekends, etc. Failure to complete all make up within the time limits set by the teacher and or principal will result in loss of credit for the work missed.

Truancy

A student will be considered truant after three consecutive unexcused absences for all or a significant part of the school day, five unexcused absences in one semester, or seven unexcused absences in a school year. Students 13 and over will be reported truant to the County Attorney, and students under the age of 13 will be reported to the Department for Social and Rehabilitation Services.

Excessive Absences – Loss Of Credit

Excessive absences will be examined on an hour-by-hour and course-by-course basis, in addition to a daily absence total. ***If a student records excessive absences in a given hour (10+ absences in a course for a semester, excused or unexcused), a loss of credit for that course may occur.*** A meeting will be held with the principal, student, and parent/guardian of the student regarding credit for a given course in these circumstances. The final decision on a loss of credit will be made by the principal.

Make Up Work – Absences

The student shall have the opportunity to make-up work missed during an absence. The responsibility for making arrangements for make-up work rests with the **student**. The student must contact the teacher within one day following the absence and make arrangements for making up missed work. The teacher **will set the deadline** in each case for accepting make-up work unless alternate make up work is determined by the principal.

TARDIES

Students need to be one time. During the school day, teachers make that determination. Accumulation of tardies will start over at semester. The following consequences will be enforced:

- After 5 tardies – 30 Minute Lunch Detention
- After 7 tardies – 30 Minute Lunch Detention
- After 10 tardies – 1 Hour Lunch Detention
- Excessive (10+) tardies – BHS Assistant Principal will determine consequences

DETENTION POLICY

Detention will be held Monday through Friday from 11:28 am to 12:28 pm (during Power Hour) or if assigned by a teacher student may be assigned a 7:30-7:55 am or 3:10-3:30 pm detention. Detentions may be 30 minutes or 1 hour. If a detention is for 1 hour, students may get their lunch at the beginning of the hour and proceed immediately to the detention room, where they will be able to eat their lunch while serving the detention.

Detention time is not intended to be convenient. It is intended to be a corrective action and should be an incentive to avoid future problems of a similar nature. Students required to serve detention before or after school are responsible for arranging their own transportation.

GENERAL STUDENT GUIDELINES

Flowers and Gift Deliveries

Deliveries for students will not be handed out during the school day.

Leaving Campus

Students finding it necessary to leave campus during the school day are to **check out in the office prior to leaving.**

Permit to Leave Campus

Students leaving school for doctor, dental, or other necessary personal appointments must bring a parental request for dismissal. This request should include name, date and time, and reason for request. This written request must be brought to the principal's office before school on the day it is needed. The student will be given a "pass" to leave the campus, after the note has been verified by telephone call to the parent.

The student will leave at the designated time, by showing the permit to the teacher in charge at the time of leaving. The pass will be returned to the office upon returning to school. Any leaving of school campus without the permit shall be considered as an unexcused absence, and handled accordingly. Violations may result in suspension or expulsion.

Teachers are not authorized to give a student permission to leave the school campus during the day.

Students Driving Cars to School

Students driving cars to school must follow the safety precautions established by the school for the protection of students and the maintenance of orderly procedures.

1. Student parking will be limited to the **West** lot. All vehicles must be parked within the designated parking stalls. Students who park vehicles across multiple stalls may lose their right to park on school property, be subject to disciplinary action or may have their vehicle towed.
2. Student cars are not to be parked in the front of the high school. This area is to be left open for visitors.
3. Motor scooters and motorcycles are to be parked in the area designated for them in the lot west of the high school.
4. There are to be no fast starts or fast stops.
5. The speed on campus shall not exceed 15 miles per hour.
6. Pedestrians shall have the right of way.
7. Students are not to ride outside of cars.
8. **The parking lot will be off limits to all students from 8:30 a.m. until 3:12 p.m. The only exceptions will be those students who have a permit from the office, or an early release work permit.**

Violations of driving and parking regulations will bring about disciplinary actions which can result in: loss of parking privilege, suspension from school, and /or expulsion from school.

Admit Slips

Students should pick up admit slips immediately after the 7:55 a.m. bell rings.

Student Lockers

Each student will be assigned a locker and will be expected to keep the locker neat and clean. The school does not guarantee or insure valuables left in the school lockers. Lockers are school property and may be searched at any time by the principal or his/her designee.

Foreign Exchange Students

Foreign exchange students will be accepted to Burlington High School on a case by case situation based on qualifications.

Public Display of Affection

Hand holding is acceptable. Kissing or any other form of display of affection will not be allowed. Repeat offenders will be referred to the office.

Dress Code Guidelines

Primary responsibility for appropriate dress and appearance rests with the student and his/her parent/guardian/legal custodian. Students should wear clothing that supports a working environment focused on learning. Student dress, which is obscene, immodest, indecent, or lewd, shall not be tolerated. In the interest of maintaining a positive learning environment, the following regulation of student dress shall be in effect:

Students must wear shoes, sandals or boots. Students must wear clothing that properly covers their body. Any student dressed in a manner that disrupts the academic environment will be sent to the office and asked to call home to get proper clothing or wear their PE clothes.

Articles which are not permissible:

1. Spaghetti straps
2. Reveal stomach, belly button, or bottom
3. Hats, bandanas, or sunglasses
4. Reveal undergarments (bra straps and sports bras)
5. Clothing with vulgar, obscene or suggestive words or gestures
6. Clothing which advertises or endorses items or activities illegal for minors (beer, alcohol, cigarettes, drugs, sex, etc.)

Any student dressed inappropriately will be asked to wear PE clothes, items in lost and found or call home to have clothes brought to school. The Administration will make final decision on whether or not clothing is appropriate/inappropriate.

Acceptable Use of Computers and Networks

Use of the district computers and electronic devices for programs, software, e-mail, and to access telecommunications resources is a privilege, not a right. Computers and electronic devices are the school's property and can be accessed by the school at any time. Individuals have no expectation of privacy in whatever they put on the computer or electronic device. Violations of the Acceptable Use Policy will result in disciplinary action. The expectations for acceptable use are as follows:

1. Users will respect the privacy of other individual's login name, password and data.
2. Users will access and create information appropriate for the educational environment.
3. Users will respect software developer's copyright on software, CD-ROM's and manuals.
4. Users will use hardware and peripherals for their intended purposes.
5. No software, including freeware or shareware, may be installed on any district computer unless approved by the network administrator.
6. Students shall have no expectation of privacy when using the school computers. Any e-mail or information stored in district computers is subject to monitoring by the administration.

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

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

Class Dues

Students in the freshman, sophomore, and junior classes will each be expected to pay \$20 class dues. The class funds are acquired through their Junior year and are used toward the junior/senior prom, in addition to purchasing caps/gowns for graduation.

Funds Left After Graduation

Funds left in the school accounts after the class has graduated may be transferred to other classes still in school or dispersed appropriately by administration.

ACADEMICS

College Campus Visits

Colleges are heavily recruiting students more so now than ever before. Your counselor also encourages you to make campus visits as needed as long as you meet two conditions:

1. You must complete a Campus Visit Form and have it on file in the Guidance Office **PRIOR** to your college visit;
2. You must bring in proof of your visit within two school days of the visit; agenda from a special event, admission rep's business card signed by the admission rep, note from the admission rep, etc.

These visitations should occur during the junior and senior year and are limited to 3 visits per semester. Additional visits may be granted through administrative approval. Please be advised that not meeting these two conditions will result in the absence counting against your attendance. Also remember that it is YOUR responsibility to make up all work missed due to making a college campus visit. The administration at BHS reserves the right to change this policy on an individual basis as needed.

Flint Hills Technical School Guidelines (FHTC)

1. Only students in Grades 11 and 12 are eligible to attend Flint Hills Tech.
2. Students are responsible for tuition, fees, supplies, etc. All monies are paid directly to FHTC.
3. Students will attend FHTC periods 1 – 5 and will return to BHS for periods 6, 7 and CAP time.
4. Students attending FHTC must ride the district-provided transportation; it will either be a van or a bus depending on the number of students involved.
5. "FHTC" will be recorded on the student's transcript a letter grade issued, depending on their FHTC grades. The higher of the semester GPA and the cumulative GPA will determine the grade used. Depending on the FHTC program the student is enrolled in, he/she could earn Technical English, Technical Math, and/or Technical Science credit.
6. If you fail FHTC courses, you will possibly not graduate from BHS depending on the number of credits you have at the end of your senior year.
7. There is signature page for both Student/Parent

Neosho County Community College Guidelines (NCCC)

1. Students will attend FHTC periods 1 – 4 and will return to BHS for periods 5, 6, 7 and CAP time.
2. Same guidelines as FHTC.

Credit Recovery Class Guidelines

1. Only students in Grades 11 and 12 are eligible for Credit Recovery.
2. Credit recovery can only be approved by administration.
3. Credit Recovery will only be available for core classes.

4. The Credit Recovery classes will be done on a computer through a certified program by the State of Kansas.
5. The curriculum is self-paced and once the course is completed, the student will be finished with the class. If it was a semester/year course it must be completed in a semester/year.
6. Students will need to pay full price for the Credit Recovery Class. When they successfully complete the class, they will be reimbursed the following amounts. A=75% of the cost, B=65% of the cost C=60% of the cost, D=50% of the cost. No reimbursement for failing the class.
7. Credit Recovery classes will be held in the library. Students can enroll in only 1 Credit Recovery class at a time.
8. There is a signature page/contract for students/parents.
9. All exams must be taken in front of the supervisor at SCHOOL.

Honors Program:

The BHS honors program will include completing at least 26 credits of graded class work (pass/fail or credit/no credit classes will not meet the requirements for elective credit). More of an emphasis will be placed on requiring students to take a variety of elective courses before graduation. Grade point averages (GPA) will remain the same in the new program.

Cum Laude:

The student must have completed all BHS course requirements with a minimum of 26 credits and a GPA of 3.2 or above. This student must also complete the following courses:

Cum Laude:

- 4 units of English
- 3 units of math
- 3 units of science
- 16 units of electives

Magna Cum Laude:

The student must have completed all BHS courses requirements and a minimum of 26 credits with grade point average of 3.5 or above. These students must have also have completed the following courses:

Magna Cum Laude:

- 4 units of English
- 3 units of math
- 3 units of science
- 16 units of electives

Summa Cum Laude:

The student must have completed all BHS course requirements with a minimum of 26 credits and a grade point average of 3.8 or above. This student must also have completed the following courses:

Summa Cum Laude:

- 4 units of English
- 3 units of math
- 3 units of science
- 16 units of electives

Grading Scale

95 - 100	A	77 - 79	C+	65	D-
90 - 94	A-	73 - 76	C	64 and below	F
87 - 89	B+	70 - 72	C-		
83 - 86	B	69	D+		
80 - 82	95A0B-	66 - 68	D		

Graduation Requirements

Class of 2024-2027

23 Units of Credit is a minimum for Graduation

- | | |
|--|--|
| 4 credits English/Language Arts | 3 credits Science |
| 3 credits Math | 3 credits Social Science (World Culture, American History, Government) |
| 1 credit Physical Education/Health Education | 1 credit Interactive Media |
| 1 credit Fine Arts | 7 credits Electives |

(credits from math, science, English and social science are also counted as electives after the required courses have been successfully completed)
 In the event the principal recommends any of the required courses be waived and a student be allowed to graduate, such recommendation will be made to the Board of Education prior to the beginning of the second semester, or in the case of transfer of a pupil, prior to the May meeting of the Board.

Class of 2028 and Beyond

27 Units of Credits is a minimum for Graduation

- BEGINNING WITH THE CLASS OF 2028
 - Burlington High School Courses will be classified in the following four categories.
 - Communications
 - Society & Humanities
 - STEM
 - Employability & Life Skills

Communications (4) 3.5 - ELA (reading, writing, literature, technical) .5 - Communications (speech, debate, forensics, journalism, public speaking)	STEM (7) 3 - Math (algebraic and geometric concepts) 3 - Science (physical, biological, earth/space) 1 - STEM elective (computer science, advanced math, advanced science, robotics, advanced CTE, advanced technology, agriculture, etc.)
Society & Humanities (4) NO CHANGE 3.0 - Social studies (world, US, government) 1.0 - Fine Arts (music, dance, art, theater, etc.)	Employability & Life Skills (6) .5 - Physical education .5 - Health .5 - Financial literacy 4.5 - IPS choices (emphasis on CTE/Pathway courses)

Burlington High School will track students' acquisition of postsecondary assets.

At least two of these assets will need to be met for BHS graduation requirements.

Youth apprenticeships	SAT score (1200 or higher)
40 or more community service hours	Completing the Board of Regents Curriculum
Client-centered Projects	International Baccalaureate Exam (4+)
Workplace learning experience directly related to a student's IPS	Advanced Placement Exam (3+)
Industry-recognized certifications	CTE Scholar
Seal of Biliteracy	Eagle Scout or Gold Scout
ACT Composite (score of 21 or higher)	4-H Kansas Key Award
WorkKeys Level (Silver or higher)	Two or more high school athletics/activities
9+ college hours	JROTC
State assessment scores of 3 or 4 for math, ELA, science (demonstrating College Readiness)	95% attendance in high school
ASVAB per the requirements of the military branch selected	Senior exit interview/senior projects
CTSO officers - state level only	

Graduation Policy

- Students may not display items on their caps and gowns during the graduation ceremony.
- Only the following graduation cords may be worn during the graduation ceremony:
 - Cords given to students by BHS school-based organizations, honors programs, and clubs

- Cords that are purchased by Burlington High School, not the student
- Concurrent/Post-secondary cords (given to students from the individual institutions)
 - Allen County Community College
 - Flint Hills Tech
- Outside organizations that meet KSDE graduation assets will be allowed:
 - 4-H Honor Cord and Kansas 4-H Key Award Recipient
 - Eagle Scout or Gold Scout
- Students will demonstrate appropriate behavior during the ceremony. This is a formal event that we want to be nice for all students.
- No horns or confetti of any kind will be allowed during the ceremony.
- All fees MUST be paid in full prior to participating in graduation exercises/activities. Enrollment fees, sports fees, lunch fees, laptop fees, shop fees, property damage fees, etc.
- Exemptions under K.S.A. 60-5321

Any individual not following the rules set forth by the Board Of Education and Administration will not be allowed to participate in graduation. Students will be asked to leave the premises if they choose not to follow the guidelines. They can pick up their diploma at the front office at the high school the following week.

Student Debt/Graduation

Graduation exercises will be under the control and direction of the building principal. Students who are found to be in good standing will be allowed to participate in graduation activities. Good standing is defined to be no disciplinary action pending and all district debts paid.

POWER CAP (Career & Academic Planning) ADVISORY CLASS

The class is for a quarter credit for each semester. A student may receive two credits over the course of 4 years. The class is not counted towards eligibility requirements for athletics purposes, but it will be counted in their GPA.

Honor Roll

The office will prepare, post, and publicize the names of all students earning academic distinction during each school quarter. In determining academic honors, the following guidelines will be observed:

High Honor Roll

A student must earn a minimum grade point average of 3.6. A student may not have an "incomplete," "non-credit" or "failing" in any class to be eligible for honors. All subjects will receive equal weight, regardless of time spent in class, or lab, non-lab status. A student must be enrolled in at least 5 class periods to be eligible for honors.

Honor Roll

A student must earn a minimum grade point average of 3.1. A student may not have an "incomplete", "non-credit" or "failing" in any class to be eligible for honors. All subjects will receive equal weight, regardless of time spent in class, or lab, non-lab status. A student must be enrolled in at least 5 class periods to be eligible for honors.

Transfer/Acceptance Of Credit

Burlington High School will accept all credit issued by a K-12 educational institution accredited by the Kansas Department of Education at the time of the student's enrollment in the school district. All credit will be converted to semester credit if it was earned in an alternative manner.

Burlington High School may accept all credits issued by a K-12 educational institution accredited by the State Department of Education of other states or territories of the United States at the time of the student's enrollment in the school district. All credit will be converted to semester credit if it was earned in an alternative manner. The principal will determine what credit is to be accepted.

Students transferring from non-accredited schools or entering with credits from schools, agencies or organizations not accredited by the Kansas Department of Education will be placed in grades/classes by the principal. Initial placement will be made by the principal after

consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student's documented past educational experiences and performance on tests administered to determine grade level placement. Any credit awarded by the principal shall be recorded on the student's transcript as credit earned but shall not have a grade assigned to such credit.

Burlington High School will not accept credit from other schools, agencies or organizations for courses taught in the high school curriculum for students who are enrolled at Burlington High School unless prior permission to take the outside course is granted by the principal.

No credit will be allowed for courses constituting the graduation requirements of this school district earned in other schools, agencies or organizations after enrollment of the student in Burlington High School without the recommendation of the principal and the written approval of the superintendent.

HEALTH TESTS AND INOCULATIONS OF PUPILS

Unless provided otherwise herein, all students enrolling in any district school shall provide the building principal with proof of immunization of certain diseases or furnish documents to satisfy state requirements. Booster shots mandated by the Secretary of the Department of Health and Environment are also required.

Notice of this policy and the applicable state law shall be distributed to parents or guardians of current and prospective district students on or before May 15th of each school year. The superintendent shall issue a news release each August explaining the required inoculations and booster shots. Parents may delegate in writing their authority to consent to immunizations. At the beginning of a school year, school boards shall provide immunization information applicable to school age children to parents and guardians of students in six through 12.

The information on immunizations shall include:

1. A list of sources for additional information; and
2. Related standards issued by the national center of disease control and prevention.

Students who fail to provide the documentation required by law may be excluded from school by the superintendent until statutory requirements are satisfied. Notice of exclusion shall be given to the parents/guardians as prescribed by law. Students who are not immunized against a particular disease (es) may be excluded from school during any outbreak.

The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The district shall work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary documentation of inoculations.

Each principal shall forward evidence of compliance with the inoculation law to other schools or school districts when requested by the school or by the student's parents/guardians and shall work cooperatively with local, county, and state health agencies to disseminate materials related to the availability of inoculation.

LUNCH

Burlington High School operates under a closed lunch period. Students are to eat in the cafeteria each day.

- Students are required to stay on campus for the lunch period. They may purchase food from the school cafeteria or may bring their lunch from home. Students may be allowed to leave school for lunch **ONLY** if there is a medical need or a special diet required by a doctor. A doctor's note is required for these circumstances. Failure to bring a doctor's note will result in an unexcused absence.
- Students may not go to the parking lot. The parking lot is off-limits to students during lunch.

Power Hour

Power Hour is a one-hour lunch period in the middle of the day during which time all students will eat. This program creates opportunities to increase the instructional and extracurricular offerings available to Burlington High School students.

During FLEX Lunch, students will be able to:

- Take advantage of academic programs, such as tutoring, remediation, and instructional enrichment activities.
- Study and complete homework assignments, and make-up quizzes and tests.
- Join extracurricular programs and attend club meetings.
- Participate in leadership skill building opportunities.
- Utilize computer labs and the media center to complete research, type papers, or use the Internet.
- Foster positive relationships with administrators, teachers, and other students.

We ask that you encourage your student(s) to take full advantage of the opportunities available during the FLEX Lunch. **Students struggling academically will be required to receive academic support for 30 minutes during FLEX Lunch.** It is truly a privilege, as the Power Hour will give students the freedom to make prudent choices to enhance their education. They will be afforded numerous chances to cultivate and advance positive and productive relationships with their peers, teachers, and administrators in the contexts of curricular and extracurricular situations.

Throughout the school year, it will be important to maintain open lines of communication with your student(s) about the FLEX Lunch schedule.

Announcements for students during FLEX Lunch will only be made in cases of emergencies. If it becomes necessary for you to pick up your child during FLEX Lunch, it is imperative that you know ahead of time where he/she plans to be or have your student arrange to meet you at the main office at the appropriate time.

POWER HOUR

BHS students will demonstrate Wildcat Pride by following these expectations

- Be respectful and take responsibility.
- Report to a destination within 5 minutes of the bell ringing for A & B Lunches.
- Have a visible, signed, current pass when transitioning to a different location.
- Eat in designated areas only.
- Clean up; place all trash in trash cans.
- Remain on campus during FLEX Lunch.
- Use the gym for playing sports, not eating or spectating.
- Follow the BHS Student Rights, Responsibilities, & Code of Conduct.
- Arrive to 6th period on time.

BHS FLEX Lunch Offers these Opportunities

- Make up tests & quizzes
- Get extra help from teachers
- Complete school work, projects, & homework
- Time to work on group projects
- Receive intervention/remediation
- Use of the media center
- Meet with school counselor and college & career director
- Work on college scholarships and post-secondary applications
- Attend extra-curricular & co-curricular meetings
- Participate in sports in the gym
- Visit with college representatives
- Receive mentoring

Meals

All lunch lines offer a main entrée, bread, fruit, vegetable, milk and condiments. Students must take the main entrée plus 1 other item. Prices are to be announced.

A lunch count will not be taken. The cafeteria staff will estimate the amounts of food needed. Be understanding if some food items run out, especially second lunch.

School Breakfast

School breakfast consists of:

- 2 oz. bread OR 2 oz. meat OR 1 oz. bread and 1 oz. meat
- $\frac{3}{4}$ cup juice and/or 1 cup fruit/vegetable
- $\frac{1}{2}$ pint milk

Students must select at least 2 items.

Charging of meals is discouraged. No extra portions, juice or milk may be purchased unless there is money in the meal account. Students will be allowed to charge 2 meals only before they will be refused service. If a student or family need to make special arrangements for payment, call the school office.

Food Deliveries

Deliveries of food from local restaurants or fast-food businesses will not be delivered to school during school hours. Parents may bring items, but students will not be notified to come to the office to receive food items.

Cafeteria Rules

1. Be respectful to others and staff
2. Refrain from shouting, screaming and talking loudly
3. Be in designated area
4. Keep food/paper off the floor—clean up after yourself
5. Assist in stacking chairs at the end of lunch

UNAUTHORIZED USE OF ELECTRONIC DEVICES

- Students must get permission from the classroom teachers prior to using an electronic device in each teacher's classroom.
- The teacher will ask each student to place his/her phone in a specified place where the teacher can see the device.
- Students may have the device out during their lunch time.
- Students may have the device out during the passing period.
- If at any point the student refuses to give the electronic device to the staff member asking for it, the student will be given an office referral for insubordination.

ZERO TOLERANCE CELL PHONE POLICY

- Zero-tolerance policy during all class periods, including Power CAP.
- Cell phones are allowed before and after school, passing periods, and lunch
- Device(s) must be turned in at the beginning of each class
- Device(s) do not leave the classroom during each class, even if a student does. Examples: If a student needs to use the restroom, get ice, get a drink, etc. the phone will stay in the classroom.

CONSEQUENCES

- First Offense
 - Warning
 - Parents notified
 - Offense documented as a Classroom Managed Behavior and shared with office
- Second Offense
 - Administrator notified
 - Parents notified
 - Phone turned into office or left at home for 2 weeks
- Third Offense
 - Administrator notified
 - Phone privileges lost for the remainder of the semester. Must be turned into the office or left at home.
- Fourth Offense
 - Administrator notified

- 2 day out-of-school suspension
- All on-campus cell phone privileges revoked for the remainder of the year

NO videoing or taking pictures will be allowed at any time during the school day without prior approval.

Personal cell phones and other electronic devices brought to school are subject to search without warning when the administration has reasonable suspicion that the general welfare or safety of students is threatened by the information contained on the device. In order to bring personal electronic devices to school, consent must be given to seize and search the device for content that is prohibited by school or district policy. Refusal to submit to a search may result in disciplinary action and referral to law enforcement.

Disciplinary Actions for Unauthorized Use of Electronic Devices

First Offense	Staff members will ask the student to give him/her the electronic device. Staff members will hand the device in at the main office. Parents will be notified. With administrative approval, the device will be released to a parent or student at the end of the day <i>* If a student refuses to surrender a phone to staff/administrator upon a reasonable request this will then be treated as a third offense violation.</i>
Second Offense	Staff members will ask the student to give him/her the electronic device. Staff members will turn the device into the main office. The student will be required to “check in” the device every morning for two weeks upon his/her arrival to school. The device will be held in the office. The student can “check out” the device when he/she leaves school for the day.
Third offense	The student will surrender his/her phone at the beginning of the day for the remainder of the semester/year. The student will NOT be allowed to have the electronic devices with them during school hours. Students may use the office phones and parents can contact students by calling the office at any time.
Fourth offense	The student will surrender his/her phone at the beginning of the day for the remainder of the year. The student will NOT be allowed to have the electronic devices with them during school hours. Students may use the office phones and parents can contact students by calling the office at any time.

STUDENT CODE OF CONDUCT

Burlington High School believes in the importance of setting forth high expectations for all community members. The code of conduct is designed to support the mission and vision of USD244 to provide a positive learning environment with a focus on our learning goals aligned with being effective learners, creative problem solvers, competent communicators, productive workers, community contributors, and well-rounded people. Please note that this code of conduct is a living document and will be amended and adapted as we learn and grow as a school community.

CLASSROOM MANAGED AND ADMINISTRATIVE MANAGED BEHAVIOR SYSTEM

Burlington High School will promote expected behaviors. Behavior expectations will be addressed by a **Classroom Managed Behavior** (CMB) approach by the teacher/staff member or through an **Administrative Managed Behavior** (AMB) approach.

A CMB is a report submitted to the office by a teacher describing a student’s inappropriate behavior. The teacher will communicate with the student(s) about their behavior and provide corrective expectations along with communicating with parents/guardian. If an AMB is issued by a teacher, the student will discuss their behavior with an administrator, parent, and counselor. Additional consequences may accrue.

*In an effort to promote student accountability and responsibility, students are given an opportunity to earn back days of Out of School Suspension (OSS) through community service. The principal will approve/assign all community service. Six hours of community service will equal one day of OSS. All quality and quantity of service will be verified. A maximum of 40% of total OSS time can be recovered through community service. Example: 10 days OSS, student may recover 4 days if performed 24 hours of approved community service.

BURLINGTON HIGH SCHOOL STUDENT CODE OF CONDUCT

Level	Interaction	Description of Offense	Recommended Intervention <small>**The administration reserves the right to assign consequences to any violation of school policy that is not listed on the chart.</small>		
CMB	Hits/Touches Other (Horse-play)	One or more students making physical contact such as light tapping or pushing that does not harm or injury to each other or the school environment	Classroom teacher restorative conversation with student(s)	Teacher Calls or Meets with Parents (24hr. Notice)	AMB
CMB	Failure to Comply	Failure to respond to schoolwide and classroom expectations and/or direction of an adult	Classroom teacher restorative conversation with student(s)	Teacher Calls or Meets with Parents (24hr. Notice)	AMB
CMB	Property misuse/abuse (school/personal)	Willful destruction or defacement of property Includes vandalism.	Classroom teacher restorative conversation with student(s) Teacher calls or meets with parents (24hr. Notice)	Teacher calls or meets with parents (24hr. Notice)	AMB
AMB	Willful destruction or defacement of property. Includes vandalism. - Administrative Discretion	Call to Office/ Parent Contact/ Administrative Referral	AMB		
CMB	Inappropriate Language or Obscene Gesture (Profanity or Slander)	A verbal message or using words in an inappropriate way or in such a manner that doesn't positively affect the student environment.	Classroom teacher restorative conversation with student(s) Teacher calls or meets with parents (24hr. notice)	AMB	
AMB	Intentional Inappropriate Language or Obscene Gesture (Profanity or Slander) That is directed at an Individual/group	A verbal message or using words in an inappropriate way or in such a manner that doesn't positively affect student environment and that is directed at an individual or group	AMB		
CMB	Disrupting the Learning of Others	Behavior causes an interruption of class activities.	Teacher restorative conversation with student(s)	Teacher calls or meets with parents (24hr. notice)	AMB
AMB	Disrupting the Learning of Others	Behavior causing an interruption of class activities that continues after redirection.	AMB		
CMB	Disrespect	Any rude, offensive spoken, written, or non-verbal communication that insults, belittles, slanders another person. Includes lying.	Classroom teacher restorative conversation with student(s)	Teacher calls or meets with parents (24hr. notice)	AMB
AMB	Disrespect	Intense spoken, written or non-verbal communication that insults, mocks, belittles or slanders another person. Excessively argumentative after redirection.	AMB		
CMB	Computer/network violation	Inappropriate use of the school computer, network system, email, etc.	Classroom teacher restorative conversation with student(s)	Teacher calls or meets with parents (24hr. notice)	AMB
AMB	Computer/network violations		Administrative referral		
CMB	Cheating/plagiarism	Cheating on classroom assignments- copying answers, providing answers, changing answers while grading or claiming someone else's work as your own.	Teacher calls or meets with parents (24hr. notice) Assignment redone at time arranged by teacher	AMB Failing grade on assignment	
AMB	Any type of cheating that occurs in relation to a formal academic	Call to Office/ Parent Contact/	Failing grade on assignment	AMB Potential loss of semester credit	

	exercise. It can include plagiarism, deception, bribery, or sabotage	Administrative Referral		
AMB	Theft	Intentionally taking someone else's property for personal gain.	AMB	
AMB	Forbidden device	Possession of contraband- not illegal Electronic devices, toys, etc.	Device is collected and sent to the office. Student may pick up after school. Office contact parent within 24hrs.	Device is collected and sent to the office. Office contact parent within 24hrs. parent must come pick up the device. Device collected. AMB

BURLINGTON HIGH SCHOOL STUDENT CODE OF CONDUCT

Level	Interaction	Description of Offense	Recommended Intervention <small>**The administration reserves the right to assign consequences to any violation of school policy that is not listed on the chart.</small>		
AMB	Leaving the classroom, building, or campus without permission	Leaving (or not returning to) class or campus without permission of teacher/administration	AMB		
AMB	Fighting	An unwanted physical altercation between two or more parties in which physical harm is intended.	AMB		
AMB	Threat	Threatening/blackmailing/bullying another student or staff member. (may include social media or technology)	AMB SRO Notified		
AMB	Intimidation/bullying/harassment	Call to office/parent contact/ AMB referral SRO notified			
AMB	Vape Detector Violation	First offense - Present in location when vape detector alerts admin Second offense – Present in location when vape detector alerts admin Third offense – Present in location when vape detector alerts admin	Warning & Skyward documented, Parent contact 1 OSS, Parent Contact 3 OSS, Parent Contact		
AMB	Possession of Tobacco Product including vapes	Possession or illegal contraband.	Call to office/ Parent contact/ SRO Notified 3 OSS	AMB SRO Notified 5 OSS (ticket)	AMB Parent Contact/ SRO Notified DPH (ticket)
AMB	Alcohol	Possession of or under the influence	Call to Office/ Parent Contact/ SRO Notified 3 OSS	AMB Parent Contact/ SRO Notified 5 OSS (ticket)	AMB Parent Contact/ SRO Notified DPH (ticket)
AMB	Drugs	Selling, possession, or under the influence of illegal drugs	AMB Parent Contact/ SRO Notified 5 OSS	AMB Parent Contact/ SRO Notified DPH (ticket)	
AMB	Weapons	Possession of a Weapon	AMB Parent Contact/ Administrative Referral SRO Notified		

Administrative Management Behavior Burlington High School	Guidelines for Consequences
Weapons violation	Long term suspension/expulsion
Setting a fire	Long term suspension/expulsion
Terroristic threat	Long term suspension/expulsion
Selling or soliciting the sale of illegal drugs on school property	Long term suspension/expulsion
Knowingly possessing or using illegal drugs	Suspension/ Long term suspension / expulsion
Alcohol use/distribution	Suspension/long term suspension
Alcohol use/possession	Suspension/long term suspension
Fighting or provoking a fight	Suspension
Tobacco/Electronic or Vaping devices	Suspension
Theft	Suspension
Threat	Suspension
Disrespect & Insubordination	Detention/suspension
Destruction of Property/Vandalism	Detention/suspension
Intimidation of Student/Harassment/Bullying	Detention/suspension
Disruptive Behavior	Detention/suspension
Skipping Class or School	Detention/suspension
Hazardous Driving	Detention/suspension
Inappropriate Language	Detention/suspension
Failure to comply with reasonable request from administrator	Detention/suspension
Failure to comply with reasonable request from teacher or other staff member	Detention/suspension
Repeated violations of school regulations	Detention/suspension
Parking Violation	Detention/suspension
Bus Referral	Detention/suspension
Other Violations, such as:	Detention/suspension
Display of Affection	Detention/suspension
No materials or homework	Detention/suspension
Computer network violation	Detention/suspension
Lying	Detention/suspension
Cheating	Detention/suspension
Excessive tardies	Detention/suspension
Food/Drink Violations	Detention/suspension
Cellular Phones	Detention/suspension

The items listed are guidelines. Severe or repeated infractions or any activity that may jeopardize the safety of students or adults or disrupt the educational activities in the school may be dealt with through suspension, expulsion, and/or referral to law enforcement.

OTHER BEHAVIOR THAT MAY RESULT IN SUSPENSION/EXPULSION

In addition to the point system, the following behaviors are specifically addressed and may be grounds for discipline up to and including suspension or expulsion from school and/or referral to law enforcement.

A. Disruptive Behavior

Any behavior that substantially disrupts or obstructs the lawful mission, process or function of the school is prohibited.

B. Damage To/Or Destruction of School Property

A student shall not intentionally cause or attempt to cause damage to school property or steal or attempt to steal school property.

C. Damage To/Or Destruction of Private Property

A student shall not intentionally cause or attempt to cause damage to private property or steal or attempt to steal private property either on the school grounds or during a school activity, function or event off school grounds.

D. Weapons and Dangerous Instruments

A student shall not knowingly possess, handle, use or transmit any object that can reasonably be considered a weapon on the school grounds or off the school grounds at a school activity, function or event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon. Possession of the following weapons will result in expulsion from school for a period of one calendar year:

- Firearms. For purposes of this policy, the term “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or silencer; or any destructive device.
- Destructive Devices. For purposes of this policy, the term “destructive device” means any explosive, incendiary or poison gas: bomb, grenade, rocket or missile having a propellant, explosive or incendiary charge, mine or another device similar to any of these devices.
- Any bludgeon, sand club, metal knuckles, or throwing star; and
- any knife, commonly referred to as a (switch-blade), which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement; **(Any knife that opens automatically by pressure applied to a button (switchblade) or any knife that opens, falls or is ejected into position by force of gravity.)**
- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a “stun gun”

The superintendent may recommend that the one calendar year expulsion requirement be modified on a case-by-case basis.

E. Narcotics, Alcohol, Beverages and Intoxicant Drugs

A student shall not possess, sell, use, distribute or be under the influence of any illicit drug, controlled substance, alcoholic beverage or intoxicant of any kind

1. On the school grounds during, before or after school hours;
2. On school grounds at any other time when the school is being used by any school group; or
3. Off the school grounds at a school activity, function or event

Possession, use and or being under the influence of a controlled substance by a student shall only be permitted if such substance was:

1. Obtained directly from or pursuant to a valid prescription order, issued to such student from a person licensed by the state to dispense, prescribe or administer controlled substances
2. In the case of use or possession, approved and administered at all, in accordance with board policy JGFGB and or JGFGBA
3. Used, if at all in accordance with label directions

F. Other Items Not Allowed in School

1. Items that tend to disrupt classes, i.e. electronic devices; cellular telephones, mobile tablets, skateboards, water guns, toys, fidget devices, etc. (items will be confiscated)
2. Tobacco, vaping devices, nicotine delivery devices and electronic cigarettes.
3. Laser pointers (unless approved for a presentation).

Possession of these items without express prior approval may result in confiscation of the item and/or other disciplinary measures such as suspension/expulsion.

The use of personal digital electronic devices may be allowed for instructional support purposes. Failure to comply with reasonable use as defined by the school will result in forfeiture of the privilege to use such a device.

G. Discriminatory Conduct and Harassment

Conduct which discriminates against another individual in the school on the basis of sex, race, color, national origin, religion, sexual orientation or disability is strictly prohibited. A copy of specific regulations concerning sexual harassment and racial harassment is located elsewhere in this handbook and should be carefully reviewed by students.

SUSPENSION AND EXPULSION PROCEDURES

Kansas Statutes identify reasons for the long-term suspension or expulsion of pupils as well as certain procedural safeguards in the implementation of long-term suspensions or expulsions.

Reasons for Suspension or Expulsion

Students may be suspended or expelled for one or more of the following reasons:

- Willful violation of any published, adopted student conduct regulations;
- Conduct that substantially disrupts, impedes, or interferes with school operation;
- Conduct which endangers the safety or substantially impinges on or invades the rights of others;
- Conduct that constitutes the commission of a felony;
- Conduct that constitutes the commission of a misdemeanor; at school, on school property, or at a school event;
- Disobedience of an order of a school authority if the disobedience may result in disorder, disruption, or interference with school operation;
- Possession of a weapon at school, on school property, or at a school-sponsored event,

Rules Which Apply in all Cases When A Student May be Suspended or Expelled

- Refusal or failure of the student and/or the student's parents to attend the hearing shall result in a waiver of the student's opportunity for the hearing.
- Students who are suspended for more than 10 days or expelled from school may appeal to the Board within 10 calendar days of receiving written notice of the hearing results.
- A student suspended for more than 10 school days or expelled from school shall be provided with information concerning services or programs offered by public and private agencies which provide services to improve the student's attitude and behavior.
- A student who has been suspended or expelled shall be notified of the day the student can return to school.
- If the suspension or expulsion is not related to a weapons violation, the principal may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation.
- If the expulsion is related to a weapons violation, the superintendent may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation.
- The days a student is suspended or expelled are not subject to the compulsory attendance law.
- **Only schools day in session count toward serving suspension days.**
- During the time a student is suspended or expelled from school, the student may not:
 - ***Be on school property or in any school building without the permission of the principal.***
 - ***Attend any school activity as a spectator, participant or observer.***

DRIVER'S LICENSE REVOCATION

Unless otherwise provided by a memorandum of understanding between the district and local law enforcement, whenever a student 13 years or older has been expelled from school or suspended for an extended term for certain disciplinary infractions, the school must notify law enforcement authorities and the student's driver's license or ability to acquire a driver's license shall be revoked for a period of up to one year. Violations of the student conduct code that may result in suspension of your driver's license include:

- Possession of a weapon at school, on school property, or at a school-supervised activity or;

- Possession, use, sale or distribution of an illegal drug or a controlled substance at school, upon school property, or at a school-supervised activity, which resulted in or was substantially likely to have resulted in, serious bodily injury to others.
- Behavior at school, on school property, or at a school supervised activity which resulted in or was substantially likely to have resulted in serious bodily injury to others.

SUBSTANCE ABUSE POLICY**KSDE Policy JCDA will apply to all school grounds**

The use or possession of intoxicating beverages, tobacco in any form including electronic nicotine or other substance delivery devices, vaping in any form, illegal drugs, or prescription drugs without correct medical prescription while participating in interscholastic sports and/or KSHSAA sponsored activities, or other intra-curricular (FCCLA, FBLA, FCA, FFA etc.) activities is prohibited. Extra and Intra - Curricular activities are a privilege to participate in, and if a student chooses to abstain from the following policy, they relinquish their ability to participate in any extra-curricular events. This includes, but is not limited to, participating in sports as an athlete or spectator, theatre performances, school dances, including prom, and school clubs. The Burlington High School policy for drug (controlled substances), alcohol, tobacco, or any other substance listed above prohibits:

- The possession, use, consumption or sale of drug, alcohol, and tobacco or their affiliated paraphernalia on school property or at school activities.
- Any student who comes onto school property or attends school activities under the influence of controlled substances as defined above.
- Any student who has substances, residue or paraphernalia in their vehicle, on their person or in their belongings while at school or on school grounds.

Drug Testing Process:

Purpose:

The purpose behind USD 244 Random Drug Testing is to provide a safe and drug free educational setting for all students. This testing policy is designed to help students manage the social and peer pressure that may lead to usage of illegal substances. Our Mission is to help guide students in positive decisions and provide a proactive platform in the battle against substance abuse.

1. Kansas Drug Testing Facility will randomly select students for testing throughout the school year. Hair sample will be the testing method used for all tests initiated through this program. All individuals participating in any intra or extra-curricular activity must be signed up for testing process by 1st day of attendance each year.
2. Kansas Drug Testing will be on-site on the day of sampling to conduct all sampling procedures. Kansas Drug Testing will collect, seal and transport all samples to the lab testing facility. USD 244/BHS administration or employee designees will NOT be involved in any process in the sampling procedure. Parents/Guardians who have requested notification of testing of their student will be given no less than twenty-four hours (24) notice that a sample will be collected from the student. Parents/Guardians who wish to observe the collection of the sample may do so by informing the Principal, Assistant Principal, or their designees of their intent to observe sample collection no less than four hours before the designated collection time. Parents/Guardians who attend the testing shall not be permitted to participate in the sample collection and may only observe the collection.
3. The collected samples will be the responsibility of Kansas Drug Testing, and will be sent to the lab by Kansas Drug Testing. BHS/USD 244 will not be involved in any process involving the sample. No other lab will be used.
4. Parents/Guardians will be contacted by the Assistant Principal by phone for any positive test results.
5. Students who test positive will meet with their parents/guardians and the Principal or Assistant Principal to review results and policy implementation.
6. A FIRST positive test result will result in the following consequences:
 - a. Suspension for 14 consecutive calendar days from all district extra-curricular activities. Student is expected to continue practice with the team/organization, but will not attend competitions/activities outside of practice during this time period.
 - b. Burlington High School will cooperate with the student and the parents/guardians by providing information regarding drug education and/or treatment program options.
 - c. Student must complete Alcohol/Drug Information Session or Drug Evaluation Assessment or produce verified enrollment.
 - d. All requirements must be accompanied with proof of completion or enrollment prior to being reinstated to activity participation.

- e. Follow up drug test(s) will occur in 90-100 day increments.
7. A SECOND positive test result will result in the following consequences:
 - a. A one calendar year suspension, either as a participant or as a spectator from all district activities. To be reinstated after serving the one calendar year suspension, the student must successfully pass a drug test administered by the school.
 - b. The student will also be required to complete an additional, mandatory drug awareness course through the judicial court system and /or drug rehabilitation program. This course must be completed prior to being reinstated.
8. A THIRD cumulative positive test result will result in the following consequences:
 - a. Elimination from all activities for the remainder of their school career
 - b. Student will be required to enroll in full substance abuse counseling treatment program
 - c. Upon completion of the full program, student / parent can petition USD 244 BOE for reinstatement to activity programs. Proof of program completion must be submitted for evaluation of BOE for reinstatement.
 - d. If reinstated, student will be subject to testing at any time.
 - e. Any future positive test results will result in the elimination of all activity participation without possibility of reinstatement.
9. Burlington High School/USD 244 will work with student and parents to secure suitable program for rehabilitation service.
10. Positive tests results are considered cumulative for a student's high school career.
11. Failure to comply with any of the above interventions will result in the student losing his/her privilege of participating in extracurricular athletics/activities, participating in school organizations, attending school functions and attending school field trips while a student at Burlington High School.
12. Test results will be available only to the student, the parents/guardians, and to school officials who have a legitimate need to know.
13. Once a student has been tested and the results have been returned negative, his/her number is placed in the random pool for further testing. Therefore, it is possible that a student may be tested more than once during the school year and several times during their four years at Burlington High School.
14. If parents/guardians question the validity of the test results, they may request a second test be administered on the same specimen at their own expense, provided there is sufficient hair remaining from the first sample. If not, a new sample will be collected within 5 days of the written challenge to the original test results. Test results may be challenged in writing by parent/guardian within 72 hours of notification of failed test.
15. Refusal, after being randomly selected, by any student to submit to a drug test will constitute a failed drug test and the listed consequence will be enforced.

Use, consumption of, and/or possession of any drug, alcohol and/or tobacco on school property is prohibited and is subject to the disciplinary actions outlined in this handbook.

This policy does not supersede BHS discipline code. Students in violation of Discipline Code policy, specifically violations at school are subject to school discipline code and substance abuse policy. i.e. Students found in possession of drug/alcohol/tobacco etc. – are subject to suspension/expulsion under BHS discipline code and are subject to suspension from extra – curricular activity suspension based on substance abuse policy (1st, 2nd or 3rd offense). Each discipline occurrence will be served independently.

ANNUAL NOTICE TO PARENTS AND STUDENTS OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), parents of students and eligible students (those who are 18 or older) are afforded various rights with regard to educational records which are kept and maintained by Unified School District No. 244. In accordance with FERPA, you are required to be notified of those rights which include:

1. The right to review and inspect all of your educational records except those which are specifically exempt. Records will be available within 45 days of the day the district receives a request for access.
2. The right to prevent disclosure of personally identifiable information contained in your educational records to other persons with certain limited exceptions. Disclosure of information from your educational records to others persons will occur only if:
3. we have your prior written consent for disclosure;
4. the information is considered "directory information" and you have not objected to the release of such information; or
5. disclosure without your prior consent is permitted by law. The district may disclose personally identifiable record information without your consent as follows:

6. to school officials with a legitimate educational interest. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); the school board (in executive session); a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
7. To officials of another school district in which your child seeks to enroll or intends to enroll. The district will forward the records to officials of other schools or school systems in which the student intends to enroll without further notice.
8. To authorized persons to whom a student has applied for or from whom a student has received financial aid
9. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statutes
10. To organizations conducting studies for educational agencies for the purpose of developing, validating or administering student tests or programs
11. To accrediting organizations
12. To parents of a student 18 years of age if parents claim the student as a dependent for income tax purposes
13. To appropriate persons if knowledge of any information is necessary to protect the health or safety of the student or other persons in an emergency
14. To an agency caseworker or representative of a state or local child welfare agency or tribal organization who the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student and when any further disclosure of such information thereby will be limited in accordance with the law
15. In compliance with a lawfully issued subpoena or judicial order
3. The right to request that your educational records be amended if you believe the records are misleading, inaccurate, or otherwise in violation of your rights. This right includes the right to request a hearing at which you may present evidence to show why the record should be changed if your request for an amendment to your records is denied in the first instance.
4. The right to file a complaint with the Family Policy and Regulations Office at the U.S. Department of Education if you believe that Unified School District No. 244 has failed to comply with FERPA's requirements. The address of this office is 400 Maryland Avenue SW, Room 4074, Washington, DC 20202-4605.
5. The right to obtain a copy of Unified School District No. 244 policies for complying with FERPA. A copy may be obtained from Mr. Craig Marshall, Superintendent, 301 Neosho, Burlington, KS 66839

Photography at school: School staff will discourage digital and other photos or video being taken in school by students or staff, due to privacy concerns. Students and staff should not photograph, film, or participate in being photographed or filmed at school unless the photographs are for official or authorized school publications, school designated projects or broadcasts. Students and staff who choose to ignore this guidance could face legal or disciplinary consequences.

Directory Information: For purposes of FERPA, Unified School District No. 244 has designated certain information contained in educational records as directory information which may be disclosed for any purpose without your consent. This information would not generally be considered harmful or an invasion of privacy if disclosed. The following information is considered directory information: name, address, telephone number, electronic mail address, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, the most recent previous school attended by the student, class designation or grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), major field of study, photographs, and parent or guardian.

You have a right to refuse to permit the designation of any or all of the above information as directory information. If you refuse, you must file written notification to this effect with Unified School District No. 244 at the building office on or before August 15, of the current year. If a refusal is not filed, Unified School District No. 244 assumes you have no objection to the release of the directory information designated.

Students with Disabilities

It is the policy of the Board of Education to provide a free and appropriate public education to each student with a disability within its jurisdiction, regardless of the nature or severity of the disability.

It is the intent of the district to ensure that students with a disability within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Act (IDEA) are identified, evaluated and provided with appropriate educational services. Students with disabilities and their parents may have a right to a due process hearing to challenge decisions of the school. For questions about these rights, contact the Superintendent, coordinator of Section 504 activities or the Director of Special Education.

Referral Procedures

A referral for a comprehensive evaluation shall be made whenever screening or pre-assessment indicates a child may be exceptional. In addition, the 90 day notice from an infant and toddler program under Part H of the federal Individuals with Disabilities Education Act (IDEA) shall constitute a referral for a comprehensive evaluation. For obtaining a comprehensive evaluation under IDEA, contact the Special Education Director, Lindsey Graf, at 301 Neosho, Burlington, KS. 66839 Phone: (620) 364-5151.

Discrimination Regulations

In compliance with the federal and state regulations, school policies and administrative regulation, all students, parents and employees are informed that the Burlington Unified School District No. 244, located at 301 Neosho, Burlington, Kansas 66839, shall not discriminate on the basis of sex, race, color, national origin, sexual orientation or disability in the educational programs or activities which it operates. Specific regulations concerning Sexual Harassment and Racial Harassment are identified as follows:

Sexual Harassment-ALL Specific information is found in the KSDE Policy manual under JGEC (Place refer to the state manual).

Racial and Disability Harassment

Discrimination or harassment on the basis of race, color, or national origin ("racial harassment") or on the basis of disability ("disability harassment") shall not be tolerated in the school district. Racial or disability harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee, or third party (visitor, vendor, etc.) to so harass any student, employee or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

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

Affords a student different treatment, solely on the basis of race, color, national origin, or disability, in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school;

Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile academic environment; or

Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with a student's academic performance or ability to participate in or benefit from the services, activities or programs of the school.

Racial or disability harassment may result from verbal or physical conduct or written graphic material.

The district encourages all victims of racial or disability harassment and persons with knowledge of such harassment to report the harassment immediately. The district will promptly investigate all complaints of racial or disability harassment and take prompt corrective action to end the harassment.

Any student who believes he or she has been subject to racial or disability harassment or has witnessed an act of alleged racial or disability harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of racial or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure.

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

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

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

When a complaint contains evidence of criminal activity or child abuse, the compliance coordinator shall report such conduct to the appropriate law enforcement or DCF authorities.

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

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

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

USD #244 BURLINGTON SCHOOLS BULLYING POLICY STATEMENTS

Bullying Policy Statements

- It is mandated by K.S.A. 72-8256 that every school district in Kansas develop a district policy on bullying prevention, create a bullying implementation plan, and train all staff and students in bullying prevention.
- Any form of **intimidation** or **harassment** prohibited by the Board of Education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205 and amendments thereto.

Bullying Definition: A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Forms of bullying

- **Physical:** Physical bullying involves harmful actions against another person's body. Examples include: biting, kicking, pushing, pinching, hitting, tripping, pulling hair, any form of violence or intimidation. Physical bullying also involves interference with another person's property. Examples include: damaging or stealing.
- **Verbal:** Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way. Examples include sarcasm, teasing, put-downs, name-calling, phone calls, spreading rumors or hurtful gossip.
- **Emotional:** Emotional bullying involves behaviors that upset, exclude, or embarrass a person. Examples include: nasty notes, saying mean things using technology (e.g. cyberbullying using emails, instant messaging), chat rooms, tormenting threatening, humiliation or social embarrassment.
- **Sexual:** Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behavior. Examples include sexual comments, abusive comments, unwanted physical contact.
- **Racial:** Racial bullying involves rejection or isolation of a person because of ethnicity. Examples include gestures, racial slurs or taunts, name-calling, making fun of customs/skin color/accent/food choices.

Parent Responsibility:

Make sure that you or your student or both contact the building principal in a timely manner. If bullying occurs all year long and it is reported in May, it is difficult to assign consequences.

- Encourage your student to have open communication with you, so that if they are too intimidated to make a report, you will help them use one of the available methods below.
- Remember that bullying is a pattern and documentation must be present to find a solution.
- Review the School Responsibilities section on this page, so you will know what to expect in the way of action from the school.
- Work with your building principal. Bullying of our children is a frustrating matter. The more documentation and teamwork applied, the sooner the student will have desired results.

Student Responsibility:

- Ask the individual to stop the behavior
- Tell an adult, preferably your parent, your teacher, your principal, or the school counselor, preferably within 48 hours or less
- Make sure to provide all the details of the situation
- **I am too afraid to report because the situation may get worse,** It is important to remember that in order to get bullying stopped, it must be reported. Retaliation is not permitted and carries severe consequences for someone who has been disciplined for bullying.

Here are some ways you can report bullying:

- Tell school personnel, preferably the principal, but if not, an adult you trust
- Ask to fill out a bullying form in the office, or with the counselor or download it from this site, and fill out with your parents. It should be returned to the principal via email, or hand delivery
- Parents can set up an appointment with the principal, by calling the school office
- Report bullying by texting your report to bullying@usd244ks.org, emailing your report to bullying@usd244ks.org, or leaving a message at 620-364-4700.

School Responsibility:

We want to partner with parents and community to stop bullying of our children. It is important to remember that while we take all bullying complaints seriously, sometimes it takes time to get the desired result. Communication with the building principal and documentation is key to stopping this behavior.

Staff Members- Any district staff member that receives a report or witnesses bullying needs to be sure that it is documented on the district form, and send that form to the building principal.

Building Principal- Building principal will perform the following duties upon receiving a report of bullying from a student, staff member, or parent:

- Ensure that the proper documentation has taken place such as the bullying form
- Investigate the incident and document further findings
- Discuss with the involved students individually
- Interview any witnesses
- Interview the involved students together (only if appropriate)
- Review the definition of bullying and assign consequences according to the handbook if bullying is found to have taken place
- Discuss with students that retaliation is not tolerated
- Set up counseling with one or all students as needed
- The building principal will review the bullying policy and the duty of staff to report on a regular basis with all staff
- The building principal will pass on written reports of bullying to the next building level principal, to ensure that problems that exist for years between particular students are always documented

Important things to remember:

- Principals will use the definition of bullying to determine whether an incident qualifies as bullying
- Timeliness is critical when reporting bullying. If one incident happens in August and is not reported until January, it is difficult to establish a bullying pattern and assign consequences
- Save any physical evidence of bullying including any forms of communication where bullying is taking place

If you have any questions, please contact the building administrator.

PUBLIC CONDUCT ON SCHOOL PROPERTY KGDA

The superintendent or the superintendent's designee may deny access to the school buildings, facilities, and/or grounds of the district to persons who have no lawful business to pursue at the school, persons who are acting in a manner disruptive or disturbing to the normal educational functions of the school, or persons who are on school property in violation of Board and/or building policy. Administrative personnel may demand identification and evidence of qualification for access of anyone desiring to use or come upon the premises of the particular school or facility.

Persons, including parents or persons acting as parents, who have legitimate reasons for being on school property must nevertheless abide by policies adopted by the board and building policies specifically applicable to each school. Such building policies shall be published annually in the school handbook and shall be posted at the school in a conspicuous place visible to all who enter the premises. Visitors must secure and wear a visitor's pass to enter school buildings during the school day.

Anyone who refuses or fails to leave district buildings, facilities, and/or grounds after being requested to do so by an authorized district employee shall be considered to be trespassing in violation of Kansas law. In such case, the police will be contacted, and arrest and criminal charges may result.

The administration will determine if the individual who has been asked to leave a district building, facility, or grounds is allowed to return in the future. If the individual is not to return in the future, the appropriate "Trespass Notification" is to be sent to the individual.

Approved: 7/10/17

HAZARDOUS WASTE

- When hazardous waste material is produced in a class, or otherwise located in the district, its disposal shall be in accordance with state and federal laws, rules and regulations.
- No employee shall bring hazardous material to school without the prior approval of the supervisor. Such material shall be in an appropriate container and properly labeled.
- If an employee discovers waste material, which is or may be hazardous, he/she should notify his/her supervisor immediately.
- Hazardous wastes include, but are not limited to, wastes that are flammable, corrosive, infectious, highly reactive or toxic.
- Hazardous waste must be placed in an appropriate container affixed with a hazardous waste label that lists the specific contents.
- Unlabeled containers whose contents are undetermined and that may contain hazardous substances shall not be put in trash containers.
- All hazardous wastes must be properly labeled and stored appropriately until they can be disposed of properly. Placing them in trash containers or the sewer system is not an acceptable disposal method.

EMERGENCY SAFETY INTERVENTIONS (See GAO, JRB, JQ, and KN) GAFF

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

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

Definitions

"Campus police officer" means a school security officer designated by the Board Of Education of any school district pursuant to K.S.A. 72-8222, and amendments thereto.

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

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

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

“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or

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traffic law of this state or any Kansas municipality. This term includes a campus police officer.

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

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

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing

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state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

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

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, **except**:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;

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- Any device used by a certified law enforcement officer to carry out law enforcement duties; or
- Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or

ineffective under the circumstances by the school employee witnessing the student’s behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment, or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such 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.

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

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subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

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

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

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

Training

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

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

Notification and Documentation

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

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

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

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

Law Enforcement, School Resource, and Campus Security Officers

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

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of

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an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

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

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

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

GAAF Emergency Safety Interventions GAAF-9Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

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

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assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

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

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the

complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the

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informal resolution with the board of education and provide a copy to the state department of education.

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

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

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

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

RULES FOR STUDENTS ON DISTRICT SCHOOL BUSES

- A. Passengers are to remain in their seats until the destination has been reached and the bus is stopped.
- B. If seats are assigned by the driver, the assigned seat must be occupied until permission is given to make changes.
- C. Passengers are to remain facing forward at all times while the bus is in motion.
- D. No person will be permitted out of his seat while the bus is in motion.
- E. Students are not to talk with the driver while the bus is in motion.
- F. Talking is permitted in a low conversational voice to those in the same seat, but loud talking or calling to people in other sections of the bus is forbidden. Classroom-like conduct is to be observed at all times.
- G. Obscene or vulgar talk is absolutely forbidden.
- H. Paper is to be kept off the floor. The cleanliness of the bus depends upon the cooperation of every student riding the bus. Under no circumstances is anything to be thrown out of the bus windows.
- I. For the safety of all concerned, students are not permitted to have their hands or heads out of the windows at any time.
- J. Any person willfully damaging or marring a bus will be held responsible for such action.
- K. Students will not be permitted to carry pets, animals, or live specimens of any kind on the bus.
- L. Smoking, or the use of tobacco-type products inside a bus, shall be prohibited.
- M. Intoxicating liquor, alcohol, or illegal drugs shall not be consumed or carried in a bus.
- N. The bus driver is in charge at all times when students are on the bus.
- O. In summary, students are expected to sit, talk quietly, and show respect.

Parents and students are encouraged to report any misbehavior on the bus to the bus driver, principal, director of transportation, or superintendent. Parents are also encouraged to inform the transportation director and/or superintendent of any reckless driving by any bus driver. The USD 244 Board of Education endeavors to obtain competent and careful drivers for all vehicles.

ABOUT

ABOUT POLICY

The superintendent shall report any unresolved complaint about policies to the board at the next regularly scheduled board meeting.

ABOUT CURRICULUM

The superintendent shall report a failure to resolve any complaint about curriculum to the board at the next regularly scheduled board meeting.

ABOUT INSTRUCTIONAL MATERIALS

The building principal shall report any unresolved complaint about instructional materials to the superintendent immediately after receiving the complaint.

ABOUT FACILITIES AND SERVICES

The superintendent shall report any unresolved complaint about facilities and services to the board at the next regularly scheduled board meeting.

ABOUT PERSONNEL

The superintendent or the building principal involved shall report any unresolved complaint about personnel to the board at the next regularly scheduled board meeting.

Specific complaints of alleged discrimination under Title VI (race, color or national origin), Title IX (sex) and Section 504 (disability) should be referred to the school district's discrimination coordinator under each of these laws:

Mr. Craig Marshall
Superintendent
301 Neosho
Burlington, KS 66839
620-364-8478

Title VI, Title IX and Section 504 complaints may also be filed with the Regional Office for Civil Rights, Address correspondence to:

U.S. Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320.
Kansas City, MO 64106

ASBESTOS NOTIFICATION

Congress enacted the asbestos Hazard Emergency Response Act (AHERA), in 1986, AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos. USD #244 has had all of its facilities inspected by a certified asbestos inspector as required by AHERA and has completed the mandatory 3-year re-inspections, the most recent being completed in 2015.

Asbestos-containing materials identified in the district were floor tiles. While some areas of floor tile were removed due to the possibility of damage to them (e.g. wood shop, auto body shop), other areas of floor tile continue to contain asbestos. The district custodial staff practices proper work practices, which are designed to refrain from disturbing the asbestos floor tiles. Since the asbestos fibers are not released unless the floor tile is damaged due to sanding, abrading or otherwise pulverizing it, no action to remove the floor tile is planned at this time.

Adopted by USD 244 Board of Education July 2024

7.B. Construction Manager At Risk (CMAR) Agreement
with McCownGordon Construction LLC

8. **Personnel**

8.A. Executive Session Regarding Personnel

8.B. Retirement

8.C. Retirement

8.D. Retirement

8.E. Retirement

9. **Superintendent Search**

10. **Student Issue**

10.A. Executive Session Regarding A Student
Issue

11. **Closing Items**

11.A. Debriefing

11.B. Adjournment