

Southwest Elementary

SUPERFROG STUDENT HANDBOOK

GRADES K-3

2026-2027

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NONDISCRIMINATION

Discrimination against any student on the basis of race, color, national origin, sex, disability, or religion in the admission or access to, or treatment in the district's programs and activities is prohibited. USD 382 Pratt, 401 S. Hamilton, Pratt, Kansas 67124, (620) 672-4500 has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990. Any student who believes he or she has been discriminated against may file a complaint with the building principal or the compliance coordinator

BOARD OF EDUCATION MISSION STATEMENT

Pratt USD 382 will provide an equitable learning opportunity, believing that all students can learn to be productive adults in the 21st century.

SCHOOLWIDE TITLE 1 PROGRAM

Southwest Elementary School has a Schoolwide Title 1 program, which allows us to raise the academic achievement for all of our students. No student identification is made that renders them eligible or ineligible to participate in our Title 1 program. We use the Multi-tiered System of Support program (MTSS/Leap Up) to support our students' educational achievement in reading, math, and social emotional development. There is a copy of the Title 1 plan, as well as the Family Engagement Policy on the www.usd382.com website under SW Elementary School, Title 1, Parent Information.

AGE OF ELIGIBILITY TO ATTEND SCHOOL

Per K.S.A. 72-1107, a child will attain the age of five years on or before August 31 of the school year to be able to attend kindergarten in the school district in which the child resides.

Any student who moves to Kansas and was enrolled in a program equivalent to the Kansas kindergarten program in another state and/ or country may enter the kindergarten program in Kansas provided they were five years of age by no later than December 31 in the school year they enrolled. (K.S.A. 72-1107)

Any student who has completed a kindergarten course maintained by a public school district or by an accredited private, denominational or parochial school in another state/ country and moves to Kansas and wishes to enroll in the first grade must be six years of age by no later than December 31 in the school year they enrolled. (K.S.A. 72-1107)

A child cannot begin school in kindergarten or first grade without a Certified Birth Certificate as proof of age. In the event the parent/ guardian is not in possession of the CBC, the child may begin school if the parent/ guardian submits a completed application and fee for a CBC to the elementary school, to be mailed by the school. A parent/ guardian can also submit proof of application, if the application was submitted independently by the parent. An example of proof could be a cancelled check, an online receipt, a fax from the state that an application was submitted, etc.

SCHEDULE AND MEALS

Arrival and Departure

Children may arrive to school and report to the blacktop and playground on the east side of the school beginning at 7:40 a.m. They will be supervised and allowed to enter the building for the start of the school day between 8:00-8:05. In case of inclement weather, students will report to the hallway near their classroom upon arrival to school. **Children may arrive as early as 7:30 a.m., but only if they are eating breakfast and reporting directly to the gym at that time.**

DAILY SCHEDULE

8:00	Line up bell
8:05	Tardy bell (start of the instructional day)
3:30	School dismisses

Students must leave the building when dismissed in the afternoon, unless they are given special permission to remain or are attending Beyond the Bell. Playgrounds are not supervised after school. It is recommended that parents use the ½ circle drive at the front of the school to drop off and pick up children from school.

Keeping Children After School

Students are dismissed at 3:30 p.m. If students need to be kept beyond this time, arrangements are to be made ahead of time between the teacher and the parent(s).

Breakfast

Students may arrive for breakfast beginning at 7:30 a.m. Students brought to school enter through the front doors of the school and have breakfast in the gym. Breakfast service in the gym ends at 7:50 a.m. Breakfast is on a pre-pay basis. The free and reduced breakfast program is available for families who qualify. Students are encouraged to eat breakfast upon arrival at school. A second chance breakfast is offered to students who arrive after 7:50 a.m. and have not had an opportunity to eat breakfast at home. Second chance breakfast is served to students from a cart immediately following the tardy bell from 8:05-8:15. Second chance breakfast is then eaten in the classroom. Bus students have plenty of time to eat first chance breakfast when they arrive to school and should be encouraged to do so prior to 7:50 a.m. Students may not have first chance and second breakfast on the same school day. Breakfast is served from 9:30-9:50 in the Southwest gym when there is a 2 hour delay due to inclement weather. There is no 2nd chance breakfast served when there is a weather delay after the start of school.

Lunch Program

The computer prepay lunch system provides the school and parents with a more efficient accounting system of student lunches. A student card will be used for the lunch program. Parents prepay for lunches which will be recorded in the computer. When the student account decreases to a two-lunch level, the computer will print a note to the parent, notifying them that more lunches need to be purchased. Parents need to check with their child on a regular basis to see if they have brought home a reminder. It is recommended that parents pick a certain day of the month to send lunch money to school. The free and reduced lunch program is available for families who qualify. Students also have the option of bringing a sack lunch. Milk can be purchased. The charge for milk is also deducted from the lunch card.

Other Lunch Specifics

Due to space and privacy issues at classroom tables, we do not allow parents to eat lunch in the gym with their child.

Soda pop and energy drinks are not allowed in the lunchroom for children to drink with lunches brought from home. Should a child bring a soda pop or an energy drink for lunch, it will be sent back home in the lunch container (if unopened) and the child may have water or purchase a milk to have with their lunch. Lunch items need to be eaten in the gym and may not be taken outside to eat on the playground during lunch recess. Students may not share food with one another due to allergies and health concerns.

ATTENDANCE

- Reporting an Absence
 - When a child will be absent from school, it is the responsibility of the parent/ guardian to call the SW office to report the absence NO LATER than 9:05 (one hour after the start of school). The SW office opens at 7:30 for phone calls.
- Tardies
 - A student is considered tardy if arriving to school after the start of the instructional day but before 8:35 a.m. This allows for a 30 minute window to arrive to school before being considered absent for the a.m. session. The lateness will be coded in PowerSchool as a T for tardy.
- Excused Absences
 - Student absences are either excused or are unexcused. Absences that are excused, will not count toward the state definition of truancy. The following student absences will be excused for attendance purposes.
 - Illness/ Parent Discretionary
 - A parent/ guardian may report a child as absent (undocumented illness/ parent discretionary) no more than **10 days per school year (20 attendance sessions, am.+pm.)** without documentation. After the 10th day/ 20th attendance session of undocumented absence, the parent **must provide documentation of future absences or the absence is UNEXCUSED.**
 - Documented Excused Absences (do not count towards the 10 days (20 sessions of absence listed above) and may come from the following sources:
 - Doctor appointment/ note from the doctor (with proof of appointment and/ or days excused from school)
 - School nurse excusal
 - Testing for illness in the district with a result requiring non attendance from school
 - Dentist appointment (with proof of appointment)
 - Mental health appointment (with proof of appointment)
 - Court dates
 - Funeral
- Unexcused Absences
 - Student absences that are unexcused (UAB) will count towards the state definition of truancy and can result in serious consequences for the student and family. The following absences will count as unexcused absences.
 - Parents who do not contact the school by 9:05 a.m. to report a student absence, will receive a phone call from the office to discuss the absence. If the office is unable to reach the parent to discuss the absence, the absence will be recorded as **UAB** until the parent contacts the school to provide the reason for the absence.
 - **If a child arrives at school after 8:35 a.m., without a documented reason for the absence, the absence will be recorded as illness (ILL) or parent discretionary (AB), and count towards the 10 allowable days (20 sessions) for the year without documentation.** A child will be marked as TARDY if arriving after 8:05 but before 8:35. This allows a 30 minute grace period before counting the a.m. session as an absence.

- After the 10th day of absence (20th session a.m.+ p.m.) due to undocumented illness/ parent discretionary reason in a school year, the absence will be recorded as an **unexcused absence** unless documentation is provided for the absence.
- **The state definition of truancy** is defined as 3 consecutive days of unexcused absences, 5 unexcused days of absence in a semester (10 attendance sessions in the a.m./ p.m.) or 7 unexcused days of absence in a school year (14 attendance sessions in the a.m./ p.m.)
- **Pratt USD 382 Parent Contact/ Truancy Process**
 - *Approaching 10 absences without documentation:*
 - A letter will be mailed home prior to the 10th day (20th session) of parent excusal of illness without documentation/ parent discretionary reason, to alert the parent that the student is nearing the 10th day of absence without documentation, and that beginning with the 11th day of student absence, documentation will be required to excuse an absence.
 - *Approaching the state definition of truancy:*
 - After a student has 3 UAB's in a semester (6 attendance sessions) or 5 UAB's in a school year (10 attendance sessions), a warning letter will be mailed home to let the parent know the student is approaching truancy.
 - *Truancy reached:*
 - A truancy letter will be hand delivered by the district social worker to let a parent know when a student has reached 3-5-7 (UAB), the state definition of truancy as described above.
 - *Student Attendance Review Board meeting required:*
 - A SARB meeting letter will be hand delivered to the parent by the district social worker/ SRO, along with the truancy letter (above), indicating the date, time, and location for the REQUIRED meeting with the parent. The district and parent will review absences and work together on an attendance plan for the student.
 - Parents who are no shows for the meeting will have their child's truancy file forwarded to the Pratt County Attorney.

PARENT ENGAGEMENT

PTO - Parent Teacher Organization

All parents of Southwest students are automatically members of the Southwest Parent Teacher Organization. There are no dues or special requirements for membership. Southwest encourages and depends upon each family to participate in school activities and to assist PTO when called upon. Parents have the opportunity to serve in leadership roles within the Southwest Parent Teacher Organization.

Unified Site Council

In accordance with law K.S.A. 1992 K.S.A. 72-6439(c) as set forth by the Kansas Legislature, each school in the state of Kansas shall have a school site council. The law states: "School site councils shall be responsible for providing advice and counsel in evaluating state, school district, and school site performance goals and objectives in determining the methods that should be employed at the school site to meet these goals and objectives." Southwest Site Council members serve on the District's Unified Site Council and attend regularly scheduled meetings throughout the school year.

Parent-Teacher Conferences

Parent-teacher conferences are a vital part of the educational process. They offer a working relationship between home and school and provide guidance for both the teacher and the parent. Conferences are scheduled for the first and third nine-week grading periods of the year. You will receive a letter from your child's teacher stating the time for your child's conference. Dates for the conferences can be found on the school calendar.

Building Opening/Closing Time

Teachers at Southwest are in the building between the hours of 7:50 a.m. and 3:50 p.m. on regularly scheduled school days. Parents will need to use the front (main) entrance. You may make an appointment to visit with a teacher during contracted hours when the teacher is available.

Classroom Visitation

Parents who wish to visit classrooms for observational purposes may do so by appointment only, and must not be a distraction to students or faculty. The scheduled visitation is subject to the approval from a Southwest Administrator and will not exceed 30 minutes in duration.

ACADEMICS/ SOCIAL EMOTIONAL

MTSS/ Leap Up: Reading and Math

Students are benchmark assessed three times per year using the AIMSweb program as the academic screener in math and reading. Students may qualify for extra support in reading and/ or math each benchmarking period. Leap Up is the designated daily time for students to receive extra instruction from a Leap Up staff member when there is either a deficiency in reading or math, or when a student qualifies for enrichment outside of their general education classroom. Students who do not go to the Leap Up room or enrichment room during MTSS/ Tier time receive enrichment in the general education classroom. All students are eligible to participate in Leap Up daily, as we are a Schoolwide Title 1 program. Information about the Leap Up program, as well as a description of grade level assessments and qualification for services, is sent home to parents in August and after each benchmark period.

MTSS/ Leap Up: Social Emotional

Character Strong is our adopted social-emotional learning (SEL) curriculum. This research-based program targets developmentally appropriate skills for students in PreK through fifth grade. Character Strong is implemented through a Multi-Tiered System of Supports (MTSS) to ensure intentional instruction and intervention based on student need.

As part of this tiered system, classroom teachers complete student needs screeners in the fall and winter. The screening rubric focuses on three key areas: **externalizing behaviors, internalizing behaviors, and student strengths**. Screening data is reviewed collaboratively by classroom teachers, support staff, the counseling team, and administration.

Tier 1 instruction is provided to all Southwest students and takes place monthly within the general education classroom.

If screening data indicates that a student demonstrates an area of need, the student may receive additional support through **Tier 2 services**. Tier 2 interventions are delivered weekly in small, targeted groups and are facilitated by the counseling team.

If data indicates a more significant or intensive need, the student may receive **Tier 3 support**. Tier 3 interventions occur weekly on a one-to-one basis with the school counselor. Parents or guardians will be notified by the classroom teacher and/or school counselor prior to the start of Tier 3 services.

Student progress in social-emotional learning will be monitored over time. Skill mastery will be communicated to families through grade-level rubrics at the end of each quarter. At the end of each school year, documentation of grade-level social-emotional skill mastery will be placed in the student's cumulative folder

School Improvement Team (SIT)

Students with an academic and/ or behavioral concern can be referred by the classroom teacher or the parent to the SIT team. The SIT team discusses student academic and behavioral data and progress, provides suggestions and ideas for interventions to help the student improve, and makes referrals for special education evaluation.

IEP

Students who have an Individualized Education Plan (IEP) receive the appropriate special education services within the school. An IEP can be reviewed and amended at any time at the request of either the school or the parent, during an IEP meeting. The IEP will be reviewed once per year with the appropriate Southwest staff and the parent.

Report Cards

Report cards will be sent home following the end of the grading period and at the end of the school year. Please feel free to contact your child's teacher about any questions you might have about his or her report card. The teachers are scheduled to be in their classrooms until 3:50 p.m. each day, and this is usually a good time for a conference. It is wise to call the school and make an appointment. We are always happy to arrange for a Parent-Teacher conference.

Grades will be determined by the following scale:

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

State Assessments

Southwest 3rd graders participate in Kansas State Reading and Math Assessments. Parents will receive score reports for their child.

State Report Cards and Parents Right to Know

States are required to publish information for parents on a report card. Each year the Kansas State Department of Education posts the State Report Cards for each district at www.ksde.org. You may click on "State Report Cards" to locate the USD 382 state assessment test data, as well as other important information about our schools. Please take time to check out our report cards so you are more informed about the school district's performance. If you would like to receive any or all of this information, please contact the district central office at 672-4500.

INCENTIVES AND OTHER SUPPORTS

In addition to Social Emotional Supports with our MTSS program, we have adopted several programs designed to positively impact student outcomes. Program details and additional information will be shared with families at Open House each year in August. Links for more additional information about our programs are on the school district's website under Southwest Elementary.

These programs include:

- Zones of Regulation- Supports students in developing self-regulation skills and emotional awareness.
- Class Meetings- Based on the Morning Meeting model that builds community, communication skills, and positive classroom culture.
- Character Trait Development- Encourages the growth of positive character traits and responsible decision-making.
- Leapin' Lunch Bunch Celebration- Recognizes and celebrates positive student behavior and social growth.
- Greenback Match Mentor Program- Pairs 3rd grade students with high school mentors on a weekly basis to build positive connections, encourage personal growth, and support social-emotional development.
- Southwest Houses- Students in grades K-3 are placed in a "House" and remain with the same mixed grade peer group throughout their time at Southwest. House cohorts meet quarterly and focus on relationship-building, school connectedness, and promoting a positive building culture.
- Ribbit Tickets- Ribbit tickets may be written by staff members for students who are "caught being good." Ribbit tickets encourage good citizenship and are a positive reinforcement for students who make excellent choices. After being given a Ribbit ticket, students select a small prize in the office and are then able to take Ribbit tickets home to share with their parent/ guardian.

DISCIPLINE

Southwest Discipline/ Administrative Support Plan

Administrative support regarding discipline will be grounded in relationships. The partnership between the students, family, and teacher will be the most critical piece in ensuring a positive climate with minimal need for additional support. The vision goal is for teachers to feel supported in their role as the decision maker regarding discipline with students in their classroom environment. If administrative support is needed, the goal is for it to be clear, proactive, and well documented. Providing feedback to the student, teacher, and family will be complete and further preventative measures taken as a combined effort.

It will be:

- Timely
- Natural
- Realistic
- Documented
- Looped with communication and a plan

Each student and situation is unique. There are understandably going to be situations that will become complicated and require more effort by the team. But, consistency in disciplinary procedures and expectations will be key for students, teachers, and families.

Discipline points that may be assigned as a consequence, serve as a data tracking tool for families and school staff. They also identify patterns of behavior in order to best meet the needs of students.

Suspension/Expulsion

A student may be suspended or expelled, for reasons set forth in Kansas law, by the following certified personnel: Superintendent, Principal, or Assistant principal. A suspension may be for a short term, not exceeding five school days, or for an extended term, not exceeding 90 school days. An expulsion may be for a term, not exceeding 186 school days. Any student who is suspended or expelled shall receive a copy of the current suspension and expulsion law and this policy. Expulsion hearings for weapons possession shall be conducted by the Superintendent/designee. Expulsion hearings shall be conducted by the Superintendent or other certificated employee or committee of certificated employees of the school in which the student is enrolled or a hearing officer appointed by the Board, or another person, appointed by the Board.

Bullying Definition

Bullying is a pattern of aggressive, intentional, or deliberately hostile behavior that is one-sided, and occurs repeatedly and over time. Bullying behaviors normally fall into three categories: physical, emotional, and verbal; and may include, but are not limited to, intimidation, assault, extortion, oral or written threats, teasing, putdowns, name-calling, threatening looks, gestures or actions, rumors, false accusations, hazing, social isolation, and cyber-bullying. This policy applies to students on school grounds, while traveling to and from school in school provided vehicles, while waiting for the arrival of, or immediately following the departure of any school bus at designated school bus stops and at school-sponsored activities whether on or off campus. This policy also includes conduct occurring off campus, which manifests itself at school and results in a disruption of the educational process.

SCHOOL-WIDE DISCIPLINE PLAN

Administrative Action Plan

Step 1: Loss of Privilege: May include loss of recess, isolated lunch seating, loss of assemblies, or similar privileges

Step 2: Out of Class Suspension (OCS): Student is temporarily removed from classroom instruction

Step 3: Out of School Suspension (OSS- Short Term): Student is removed from the school setting 1-10 days.

Step 4: Out of School Suspension (OSS- Long Term) and/or Expulsion: Long term suspension will be 11-90 school days. Expulsion will be 91-186 days.

Student Discipline Point Totals:

Action Taken:

71+ points

May result in a long-term suspension /expulsion hearing

Principal/ Asst. Principal may administer the following steps:

First Offense

Repeat Offense

Penalty of 3 points:

Step 1

Step 1-3

Lying
Cheating
Inappropriate language
Playground rules violation
Disrespectful/ Defiant
Disruptive Behavior
Leaving class without permission
Inappropriate bathroom behavior
Pushing / Shoving
Cafeteria Violation
Talking about boyfriends/girlfriends at school
Personal Electronic Communication Device
Other as determined by administrator

Penalty of 5-35 points:

Step 1-3

Step 2-4

Hitting/ Kicking/ Slapping/ Spitting
Vandalism
Bullying/Harassment/Intimidation
Theft
Threats
Inappropriate touching/kissing
Insubordination
Sexual comments/ gestures
Other as determined by administrator

Penalty of 8-71 points:

Step 2-4

Step 3-4

Fighting (mutual combat)
Physically Assaulting Staff
Sexual misconduct
Illegal/Controlled substance possession or use.
Dangerous Items (matches, lighters, bullets, etc.)
Weapons
Other as determined by administrator

Health Services

Our school is fortunate to have the services of a registered school nurse. The nurse works in close cooperation with the teachers and doctors in Pratt. Parents are urged to confer with the school nurse on any matter pertaining to the health of their children.

- Kansas law requires that each child entering school in Kansas for the first time shall, prior to admission, present to the school authorities a certification of receiving immunization against poliomyelitis, diphtheria, pertussis, tetanus, mumps, measles, Rubella, and Hepatitis B Vaccine for Kindergarten. Students who fail to provide the documentation required by law may be excluded from school, 30 days after enrollment, until statutory requirements are satisfied.
- In accordance with Senate Bill 520: "Beginning with the 1994-1995 school year, certain children entering Pratt USD 382 for the first time must have a Child Health Assessment." This applies to any student not previously enrolled in any Kansas school, age nine and under. This health assessment must be done within 12 months prior to school entry or within 90 days after school entry.
- Students who fail to provide said documentation as required by law may be excluded from school by the Superintendent or his designated representative until proof of physical assessment has been given to the appropriate administrator."
- As an alternative to health assessment, a student shall present a written statement signed by one parent or guardian that the child is an adherent of a religious denomination whose religious teaching are opposed to such assessments." Health assessment forms may be obtained at the Pratt County Health Department or at either elementary school offices. Health assessments may be accepted from your family physician, the county Health Department, or a person acting under the direction of a physician.
- If your child is handicapped in any way, please be sure the teacher, principal, and school nurse are informed, so that any unusual circumstances may be properly handled.
- If a child has any health problems, parents need to inform the school of the name of their family doctor, and where the parent can be reached in case of an emergency.
- A dental health card is used in our school, and each child is encouraged to go to his or her family dentist for a dental checkup and corrective work, if needed. The card should be returned to the school when the dentist has signed it.
- The school nurse conducts hearing tests for those children referred to her.
- The children receive vision and hearing tests every year.
- If your child becomes ill or is injured while at school, we will make every effort to care for him or her and to notify the parent or person to be contacted in case of an emergency. Please be sure to let the school know who is to be contacted in case of an emergency or illness, as well as where this person can be reached. No child is sent home unless such a contact has been made. In an extreme emergency, your child will be taken to the Emergency Room if you cannot be contacted. We will not give any medication unless written or oral directions are given by the doctor. First-aid treatment will be administered to the child as needed and to the best of our ability in case of injury.

Student Insurance

Student accident insurance for incidents which occur at school is available for those who wish to take it. Forms will be available during enrollment

Medication at School

At times during the school year, it is necessary for medications to be given to students. No medications will be given to any student for any reason unless a "Medication Release Form" is completed and on file in the nurse's office. These forms may be picked up in the school office. See Appendix B for a sample copy of the Medication Release Form.

Leaving School Grounds

School officials and teachers believe that after a student arrives at school, he or she must not leave the grounds unless permission has been given by the principal. The school is responsible for the students' welfare during school hours and must see that all precautions are taken for the benefit of the students. If your child is to leave during school hours, please come to the school and pick up your child. It is ideal to let the school and teacher know ahead of time if a child will be leaving early. Any student who needs to leave school during regular hours needs to be signed out at the office.

Fire, Tornado and Safety Drills

The school will conduct 4 fire drills, 2 tornado drills, and 3 crisis drills each school year. Diagrams showing exits to use are posted in each classroom. Teachers review with the students the proper procedures to follow during the drills.

Severe Weather/ School Closing

If school is to be cancelled, a School Messenger phone call will be sent to the phone number(s) listed in Power School. It is critical that parents keep these contact numbers up-to-date with the school office. Information will also be posted on the district webpage, www.usd382.com, Facebook, Twitter, and/or local media outlets.

Heat/ Cold and Outdoor Activities

Students will play outdoors and participate in other outdoor related activities when outdoor temperatures are below 95 degrees during warm months. Students will play outdoors when the wind chill is at or above 20 degrees. However, Southwest administration will consider all factors (conditions on the ground, wind speed, etc.) in making the final determination as to whether students will play indoors or outdoors for recess. Students need to dress appropriately for the weather and be prepared to play outside during all seasons of the year.

Personal Appearance

Cleanliness is essential to a child's well-being. Good health habits should be practiced at all times. Proper grooming of hair, teeth, and body should be stressed. The personal appearance of the students attending our school is the responsibility of the parents. A child's clothing should be neat, clean, and comfortable. Some clothes, however, are not appropriate for school wear. Clothing that reveals too much does not add to a healthy environment for learning while at school. As your child is growing up, selection of appropriate clothing becomes more important. Short shorts, pants with rips/ holes on the upper portion of the leg, tube tops and crop tops that show the stomach are **NOT** appropriate. Also, clothing which advertises alcohol, smoking, drugs, or has inappropriate or suggestive content **is not allowed at school**. Shoes should be comfortable and suitable for running and playing games. Running shoes are required for PE. Flip-flops are not recommended at school.

Physical Education Clothing

For your child's safety, he/she will need a pair of tennis shoes to wear for Physical Education. We urge that students are dressed appropriately for PE daily. Students without tennis shoes will be made to sit out for the PE class.

Visiting & Resident Animals

Animals can serve as excellent teaching tools, and students love to have them visit the classroom. When using animals as an instructional aide, the objective should always be planned in advance. Before any animal is brought to school, please notify the child's teacher and/or principal for permission. Cats and dogs must have a verified rabies vaccination. Reptiles and amphibians shall not be handled by students. Poisonous animals including spiders, venomous insects, poisonous reptiles and poisonous amphibians are prohibited. An exception could be made when animals are presented by a professional and displayed in a case, which provides a physical barrier between the animal and children. The School Board has very strict guidelines for the safety of our children, which the schools must follow regarding animal visitation.

Peanut/ Nut Aware School

Due to the increase in food allergies among our students, Southwest Elementary School is a Peanut/Nut Aware School. Snacks and party treats brought into the classroom **MAY NOT** contain peanuts or nuts of any kind for students. Peanut butter sandwiches are only allowed in the lunchroom at lunchtime. Students with food allergies can sit at a food allergy free table at lunch at a parent's request.

STUDENT SERVICES

Counseling Services

Our school provides comprehensive counseling and mental health supports to meet the needs of our students. Our support team includes a certified school counselor, an at-risk behavior paraprofessional, and a district social worker. We also collaborate with Horizons Mental Health to provide additional student support services. If a student or family demonstrates a need for ongoing support, a member of the support team will contact you to discuss next steps and available services.

Nurse

See Health and Safety—health services

Beyond the Bell

Beyond the Bell is an after-school program designed to provide a safe, nurturing environment for children in grades TK-5. A snack is provided to students, along with homework assistance and other activities. The program meets on school days from 3:30-5:30 p.m. The cost for the program is based on a student's free, reduced, or full pay lunch status. There are discounts for multiple children attending in the same family. There is never Beyond the Bell on early dismissal days.

Please note-

Beyond the Bell is an optional, elective program that is not part of the standard school day curriculum. Participation is entirely voluntary and requires explicit registration and payment. The program is not mandated by the school district and is provided as an additional service to families. Beyond the Bell provides supplementary activities and support. Services during school hours are not included or guaranteed. The program does not replace or assume responsibilities of: school day instructional services, individualized educational support, mandatory school-based interventions, special education services, medical diagnosis, treatment, or ongoing medical care.

Bus Transportation

A request form for students within Pratt city limits to ride the bus to school may be obtained at the Southwest office. ALL STUDENTS RIDING THE BUS TO AND FROM SCHOOL MUST HAVE A BUS FORM FILLED OUT. If a student is to ride home with another bus student, parents need to send a permission slip to school. Students should be reminded of the importance of good behavior and safety while riding the bus. When a student rides a bus, they are expected to follow the safety rules:

1. Remain seated until the bus stops.
2. Keep aisles clear.
3. Use quiet voices.
4. Follow the directions of the bus driver.
5. Enter and leave the bus in an orderly manner.

Bus Disciplinary Actions

- First violation: Principal-student conference/ parent notified
- Second violation: 3-day suspension from the bus
- Third violation: 5-day suspension from the bus
- Fourth violation: Suspension for the semester

Kindergarten Students on the Bus

Per district policy, Kindergarten students' parents or designees need to meet their child at the bus at the appropriate drop off time. If a parent/ guardian or designee is not present to meet the Kindergarten student, the student will remain on the bus while the route is completed. The driver may then decide to return the child to their house or return to school. Students who return to Southwest will be admitted into Beyond the Bell, with the parent paying the daily drop in rate. Parent/ guardian will be notified as soon as possible.

GENERAL INFORMATION**Change of Address/Telephone**

It is extremely important that parents maintain an up to date address and a working telephone number in PowerSchool. Parents need to notify the office should an address or phone number change.

Lost and Found

The school has a lost and found department. Clothing should be marked with the owner's name. With so much standardization of children's clothing, it is not unusual for students to wear identical clothing. Parents are welcome to check the lost and found for items that have not come home. At the end of each semester, items are donated to charity.

Lost or Stolen Money

Except for school lunch money or milk money, there is little need for students to carry money to school. Lost or stolen money can cause a great deal of concern for both the student and teacher, resulting in a great waste of class time. When you send money to school, please put it in a sealed envelope with your child's name to give to the office. We urge you to send checks. It is easier to replace checks than cash.

News Items/ Newsletters

The school principal issues a newsletter each month. These are sent home with the students, and we ask that you read them carefully. The monthly newsletters are also posted on the Southwest Facebook page. In addition to the monthly newsletter, the Southwest Facebook page, @PrattSouthwest Elementary, also posts important information about events, as well as pictures to showcase our school! The district events calendar is also available online on the www.usd382.com website. We hope that these lines of communication will keep all parents informed. We also urge parents to contact the school about any questions that might arise.

Adopted 9/9/2013

Revised 2/10/14

Personal Property

The school is not responsible for any loss of or damage to personal property. Personal belongings should be clearly marked with the student's name. The students will assume responsibility for any items brought to school. Parents should monitor any items brought to school. **Students may not bring real or toy weapons to school. Hard baseballs or any other toy deemed dangerous or a nuisance may also not be brought to school.**

Personal Electronic Communication Devices

- Kansas State Law prohibits students from using or accessing personal electronic communication devices during the school day while on district-owned or operated property. A personal electronic communication device is any wireless electronic communication device that both provides for voice, text, or video communication between two or more parties, including, but not limited to, a mobile or cellular phone, tablet, computer, smart watch, wireless headphones or earbuds, text messaging device, or personal digital assistant; and is not owned or issued to students by the school district.
- The school day is the time from the start of school until dismissal at the end of the school day.
- Students are encouraged to leave all personal electronic communication devices at home. However, we realize that communication between the child and parent may be required after 3:30 pm. For this reason, if a personal electronic communication device is brought to school, the device will be powered off and turned into their homeroom/ classroom teacher at the beginning of the school day. **Students who arrive on campus prior to the first bell, must keep personal electronic communication devices in their backpacks and powered off. Devices must be turned into the classroom teacher upon entry into the classroom.** The device will be returned to the student at the end of the school day or when leaving early with the parent/ guardian. The child is responsible for requesting the return of their device before leaving the school building. Teachers are not responsible for initiating the return of devices to students.
- Consequences
 - The school wide discipline plan will be followed when assigning consequences for personal electronic communication device violations.
 - Violations will result in device confiscation from administration. Parents will be notified and responsible for picking up the device from the SW office between 7:30-4:00.

Dating in Elementary School

Southwest Elementary emphasizes robust learning and positive social emotional experiences for our young students. Having boyfriends and girlfriends at Southwest is simply not tolerated for this age group. Discussions among students involving their exclusivity with another student in a dating relationship, as well as topics of kissing and other subjects that are inappropriate for young learners, will result in disciplinary consequences for students. At Southwest we focus on friendships and practicing social skills that are age appropriate.

Field Trips

At various times throughout the year, students will be transported to other locations for activities and events. Most locations are within the boundaries of Pratt County. If a grade level attends a field trip outside of Pratt County, parents will be notified and a permission slip must be signed by the parent to be kept on file at the school. Students with significant behavioral issues may not be allowed to attend field trips due to safety reasons. Parents/ guardians wishing to pick their child up from the field trip and transport the child home in a private vehicle, may sign the child out at the field trip. Teachers will have the sign out sheet at the field trip for parents/ guardians of the child. A separate permission form must be completed by the parent/ guardian ahead of time, if another adult, who is a non-parent/ guardian of the child, will be taking the child home from the field trip in a private vehicle. **Parents may pick up this form from the teacher or school office to complete ahead of time and return to school. This must be completed for any adult, even if on the Power School emergency contact list for the child, if the contact is not the parent/ guardian. The parent/ guardian must give written PERMISSION ahead of time to release the child to a person other than the parent/ guardian from the field trip.** Students are not covered by district secondary insurance in private vehicles!

Withdrawals and Transfers

Students who transfer from our school during the school year are asked to notify their teacher and principal as soon as it is known that they are leaving. This will enable the student to check in his or her textbooks and library books and a transfer sheet will be ready to take to the new school. If a student leaves during the first semester, a portion of the book rental fee will be refunded, in accordance with the refund schedule as determined by the Pratt USD 382 Central Office.

Complaints About Discrimination

The district is committed to maintaining a working and learning environment free from discrimination, insult, intimidation or harassment due to race, color, religion, sex, age, national origin, or disability. Any incident of discrimination, including acts of harassment shall promptly be reported for investigation and corrective action by the building principal or district compliance coordinator. Any student or employee who engages in discriminatory conduct shall be subject to disciplinary action, up to and including termination from employment or expulsion from school.

Discrimination against any student on the basis of race, color, national origin, sex, disability, or religion in the admission or access to, or treatment in the district's programs and activities is prohibited. The Assistant Superintendent, Pratt USD 382, 401 S Hamilton, Pratt, KS 67124, (620) 672-4500, has been designated to coordinate compliance with nondiscrimination requirements contained in the Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990.

Any student who believes that he or she has been discriminated against may file a complaint with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of discrimination or 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 report shall be made to the district compliance coordinator. Any student complaint of discrimination shall be resolved under the district's discrimination complaint procedures.

Complaint About School Rules: Any student may file a complaint with the principal concerning a school rule or regulation as it applies to the student. The complaint shall be in writing, filed within 20 days following the application of the rule or regulation, and must specify the basis for the complaint. The Principal shall investigate the complaint and inform the student of the resolution within 10 days after the complaint is filed.

PARTIES

School Parties

Parties at Southwest fall into two basic categories: student birthdays and class parties.

Student Birthdays

Birthday parties are brief and typically occur at the end of the day (3:10 – 3:30). Parties offer children who are celebrating their birthdays the opportunity to share with their classmates. A birthday "treat" is always optional but needs to be store bought or come from a recognized bakery business in town. All birthday treats must be peanut and nut-free. Gifts are never to be exchanged. Presents of flowers and balloons delivered to students while at school are discouraged. If an item is delivered, the student will be asked to come to the office at the end of the school day to pick it up so as not to be a distraction to learning in the classroom. Parents who would like to bring treats should contact their child's teacher in advance, as to an appropriate time and the number of students in the class. Please do not hand out invitations to a personal party unless all students are receiving an invitation.

Class Parties

There are three scheduled class parties each year which allow students to celebrate upcoming holidays. They are on or just before Halloween, Christmas, and Valentine's Day. Easter is an optional party for a classroom. Parents and Room Mothers are asked to assist with these parties. At Open House, there will be a sign-up sheet in each classroom for parents to sign up for which party they will help with and what they will bring to that party. With the exception of Halloween that has both a parade and a party, parties should not last more than 30 minutes. Room Mothers or the teacher will remind parents prior to each party of what they signed up to bring.

Class Party Treats

ALL classroom treats brought to Southwest, whether it be for a birthday or a holiday party, must be store bought or purchased from a recognized bakery business in town and contain an ingredient list. Items may be individually pre-packaged **or** purchased together in quantity as in the case of doughnuts, cookies, cupcakes, carrot sticks, etc. No treats may contain peanuts or nuts of any kind.

SCHOOL PROPERTY

Computer Use

Use of District Computers/Privacy Rights: Computer systems are for educational and professional use only. All information created by staff and students shall be considered district property and shall be subjected to unannounced monitoring by district administrators. The District retains the right to discipline any student, up to and including expulsion and any employee, up to and including termination, for violations of this policy.

Internet Use

In making appropriate use of the USD 382 computer resources (including Internet access and Online services), each user must accept responsibility for his/her behavior. Access to district technologies is a privilege, not a right.

Acceptable Use Policy for Online Services/Internet Access:

1. Any use of the network to facilitate illegal activity is prohibited.
2. Any use of the network for commercial or for profit is prohibited, as well as making purchases online.
3. Use of the network for non-school related communication is prohibited.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Communication via the network should not be assumed to be private or privileged information.
6. No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, or abused in any way.
7. Use of mail or message services to harass, intimidate, threaten, or otherwise annoy another person is prohibited.
8. The illegal installation, application, or transmission of copyrighted software for use on district computers is prohibited.
9. Use of the network to access or transmit offensive, obscene, objectionable, or pornographic material is prohibited.
10. Students should not use their full names, or give out their home phone number, home address, or school name. We recommend not to give social security numbers, bank account numbers or credit card numbers.
11. No student shall download software or information from the Internet without the permission of the instructor. If the teacher does not feel comfortable with the student downloading the information/software, the student will await the decision of the technology facilitator regarding the downloading of this particular software.

District Rights:

- USD 382 reserves the right to remove a user from the network to prevent further unauthorized activity.
- USD 382 reserves the right to log Internet use and to monitor file serve space utilization by users while respecting user accounts.
- USD 382 reserves the right to implement filtering systems to protect user access.

Consequences of Misuse

Three levels of punishment may be enforced by the administration. While the levels may be implemented in order, nothing prevents the administration from selecting any step, depending on the facts and the severity of the violation.

Level 1: Warning

Student would lose access to the information retrieval system until a parent conference is held. Any additional loss of privileges as determined by the administration will be discussed at this conference.

Level 2: Pattern of Abuse, Repeated Abuse, or Flagrant Violations

Student who, after a Level 1 warning, continues to engage in serious or persistent misbehavior by violating the District's previously communicated written standards of conduct may be removed from any information retrieval system privileges for the next 18 weeks of school and a recommendation for suspension.

Level 3: Expellable Offense

Student could be expelled from school if he/she engages in conduct on an information retrieval system that contains the elements of the offense of criminal mischief as defined by state and federal law. Any student engaged in a Level 3 offense for misuse of technology will also lose computer privileges. See Board Policy Book for further explanation of a Level 3 offense.

EMERGENCY SAFETY INTERVENTIONS

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

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school's code of conduct, school safety plan, or student handbook. 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. 72-6146, and amendments thereto.

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

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

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

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

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

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

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-3122(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

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

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

“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

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• Use of mechanical restraint *except*;

- Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
- Any device used by certified law enforcement officers to carry out law enforcement duties; or
- Seatbelts and other safety equipment used to secure students during transportation

Use of Emergency Safety Interventions

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

ESI Restrictions

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

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

Use of Seclusion

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

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

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

Training

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

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

Notification and Documentation

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

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

- The events leading up to the incident;
- Student behaviors that necessitated the ESI;

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- Steps taken to transition the student back into the educational setting;
- 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;
- Space or an additional form for parents to provide feedback or comments to the school regarding the incident;
- A statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and
- Email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information:

- (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 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.

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a

parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

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

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

Local Dispute Resolution Process

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

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

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

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

Any such investigation must be completed within thirty (30) days of the 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.

PRATT UNIFIED SCHOOL DISTRICT 382

Request for Medication to be Administered During School Attendance

Name of Student: _____

School: _____ Grade: _____

Diagnosis: _____

Medication: _____ Dosage: _____

Time of Day Medication is to be Given: _____

Date: _____

Signature of Physician

I hereby give my permission for _____ to take the above prescription at school as ordered. I understand that it is my responsibility to furnish this medication. I further understand that any school employee who administers any drug to my student in accordance with written instructions from the physician or dentist shall not be liable for damages as a result of an adverse drug reaction suffered by the student because of administering or failure to administer such drug.

Date: _____

Signature of Parent or Guardian

NOTE: The medication is to be brought to school in the original container appropriately labeled by the pharmacy, or physician, stating the name of the medication, the dosage, and number of days to be administered at school.

PLAYGROUND RULES**General Rules**

1. Show respect to playground attendants at all times.
2. Show fair play, good sportsmanship and courteous behavior to all children and adults.
3. Abusive language is not allowed.
4. Kicking, tripping, shoving, tackling, hitting or piling on is not allowed.
5. Climbing on any fence or back stop is not allowed.
6. Permission must be given to enter the street after a ball or to go into the building.
7. No standing on picnic tables.
8. No using sticks to play fight, use as weapons, etc.

Bad Weather Rules

1. No throwing snow or ice
2. No sliding on the ice.
3. Stay off large piles of snow. Small piles are permissible if correct shoes are worn.

Specific Areas**Swings**

1. one person at a time
2. swing straight forward and backward
3. swing only in a sitting position
4. no climbing on swing poles
5. no jumping out
6. no walking in front or back of moving swings
7. no running under moving swings

Horizontal ladder, bar apparatus, jungle gym, spider

1. keep hands and feet to self
2. no standing on top
3. one person at a time
4. no dropping onto students playing in the sand

Slides

1. one child at a time
2. no standing at bottom of the slide
3. one on the ladder at a time
4. slide only in a sitting position
5. no walking up slide