

Edwardsville Braves Family Procedures Guide 2023-2024



Edwardsville Elementary School
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Principal: Tracy Johnson
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School Colors: Orange and Black
School Mascot: Braves

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Board of Education Approved July 19, 2023

Edwardsville Elementary Vision

Edwardsville Elementary Students, Staff, and Community: Building to be our best!

Edwardsville Elementary Core Beliefs

- Changes are necessary through the use of differentiated instruction to help all students progress.
- All members of the Edwardsville Elementary community will be invested in the academic, social, and emotional growth of all students.
- All EDW stakeholders will be safe, respectful, cooperative and responsible within all school settings and our community.
- All students will engage in and apply the use of technology to enhance their educational experiences while utilizing effective digital citizenship.
- Staff will implement best teaching practices, with an emphasis on rigor and relevance. This will include the use of data to drive instruction and to help students set and achieve individual, classroom, and school-wide goals.
- Students and staff understand that their abilities can be developed while demonstrating a growth mindset.

Edwardsville Elementary School-Wide Expectations

- I can be safe.
- I can be respectful.
- I can be cooperative.
- I can be responsible.

Common Area School-Wide Expectations

	<u>BE SAFE</u>	<u>BE RESPECTFUL</u>	<u>BE COOPERATIVE</u>	<u>BE RESPONSIBLE</u>	<u>VOICE LEVEL</u>
	I can provide an environment that supports positive physical and emotional behaviors.	I can show care, concern and consideration for self, others and our environment.	I can respond appropriately when prompted or asked to do something.	I can make good choices and accept the outcomes of my actions.	N/A
<u>ARRIVAL</u>	Walk quietly Go directly to assigned area Keep hands, feet and items to self Report bus issues to classroom teacher	Remove headwear Follow all adult instructions	Follow all adult instructions	Keep all belongings in backpack Keep backpack on back Keep hands, feet and objects to self	2 or less
<u>ASSEMBLY</u>	Sit in assigned area Keep hands and feet to yourself Be where you belong Walk at all times	Be a good listener Applaud politely Use appropriate performance etiquette	Listen to adults in charge Follow directions promptly	Sit on pockets Respond immediately to quiet symbol	0 during
<u>BUS</u>	Stay seated Face the front Keep all body parts inside bus Keep hands, feet and objects to self Talk quietly Keep aisles clear	Use quiet voice Use kind words Follow driver's instructions Sit in assigned seat	Listen and follow directions first time they're given Respond appropriately to peer requests	Watch for your stop Keep belongings in backpack (including electronics) Be truthful about your actions Keep your seat area clean Save food for home Report issues to driver and then teacher	2 or less

<u>CAFETERIA</u>	Wait in line for turn Be patient in lunch line Observe personal space	Use good manners Listen to adults Follow directions	Stay in seat until given instructions	Clean up your eating area including floor Use supplies appropriately Stay in seat	2 or less
<u>COMPUTER LABS</u>	Sit safely in chair (Four legs on floor) Push in chairs Access only appropriate websites Report any technology issues	Keep work station clean and organized Follow digital citizenship expectations	Listen to adults in charge Follow directions promptly	Refrain from bringing in food or drink Use equipment appropriately Bring needed materials with you	2 or less
<u>DISMISSAL</u>	Walk quietly Go directly to assigned area Keep hands, feet and items to self Walk in 4 S line to cars and bus	Follow all adult instructions Exit under control	Follow all adult instructions Stay with grade level in line	Keep all belongings in backpack Keep backpack on back Keep hands, feet and objects to self	2 or less
<u>HALLWAYS</u>	Walk at all times Walk to the right side of hallway Keep hands, feet and objects to self	Walk in 4S line Be helpful by pickup papers in hall Respect all work and objects on walls	Listen to adults in charge Follow directions promptly	Keep eyes forward Be truthful about your actions Go directly where you are supposed to go	0
<u>POD</u>	Sit in assigned area Keep hands and feet to yourself Be where you belong Walk at all times	Be a good listener Respond politely and appropriately Respect all work and objects on walls	Listen to adults in charge Follow directions promptly	Be mindful of others working Go directly where you are supposed to be	0
<u>RECESS</u>	Use equipment appropriately Keep hands and feet to self Report problems and injuries to adults immediately Keep what's on the ground, on the ground	Follow adult directions Share equipment Stay in designated area Use appropriate language	Include others Use good Sportsmanship	Be truthful about your actions Play only approved games	5
<u>RESTROOM</u>	Refrain from hanging on stall doors Allow one person in the stall at all times Report any issues	Allow others their privacy	Wait your turn quietly	Use bathroom facilities as intended Throw trash in appropriate places Flush the toilet Wash hands	0
<u>TECHNOLOGY</u>	Keep technology in the district-issued protective case at all times Visit only approved websites and programs	Refrain from using technology to be hurtful to others Use email and other social media as instructed and for educational use	Follow teacher expectations Follow district policy and procedures	Return technology to the charging station when prompted Carry technology carefully	NA

Growth Mindset

At EDW, we have a growth mindset and believe in the "Power of Yet." This includes, but is not limited to, trying even when tasks become challenging, doing our best work, and setting individual and school-wide goals and working to accomplish the goals.

YET Growth Mindset

- Definition: Up until right now
- Which means: It can still happen

YET Statements

- I am not a great reader YET, but with a lot of practice I can be!
- I do not know my multiplication facts YET, but I will practice until I do.
- I am not a great soccer player YET, but with a lot of practice I can be!

Communication

Teachers (and staff) will communicate with families. As a district, we work hard to communicate in a paperless manner when possible and appropriate. Please be on the lookout for:

- Daily Take Home Folders - all notices, flyers, etc. will be in this folder.
- The district communication piece, The Brave Bulletin, is sent each Friday and will contain a Principal Newsletter. The link to my newsletter will also be texted to families from our communication's director.
- Classroom Newsletters will be used to communicate curriculum updates for each grade level on at least a monthly basis.
- Text Alerts (only gets sent to Family #1 number as listed in Skyward and only if you provide a cell number)
- Facebook: Edwardsville Elementary School ("Like" our page so that our updates, pictures, etc. appear in your news feed as posts are made to our page.).
 - Please note that messaging Facebook isn't the most effective way to get information quickly. Please call the office during office hours if you need assistance.
- Grades / Report Cards (accessible online via Skyward and sent home at fall conference times and at the end of each quarter)
- Phone Calls
- Email
- Positive Postcards (sent via mail)
- District Message Alerts (see above for Text Alert criteria)
- School and District Websites/ Braves Bulletin (sent weekly on Fridays)
- Building Marquee (signage located at the south end of the front parking lot)

Community Meetings

We will have a school-wide Community Meeting most months. Parents and guardians are welcome to attend. Information regarding dates and times will be posted in our Brave Bulletin, Parent Newsletter, Facebook and other District Social Media. Please arrive no more than 10 minutes prior to the start of the event unless otherwise noted. Specials classes are still in session prior to these events and we don't have the space to hold our families. Here are additional hints to help you prepare for our Community Meetings and any other events that take place at the end of the day:

- If your child is being recognized as one of our Braves of the Month, your child's teacher will contact you in advance to notify of the upcoming Community Meeting.
- You will enter through the North entrance where the large parking lot is located.

- Once you enter, you will sign in and get your visitor's sticker. Visitors will be held in the cafeteria until we are set up and ready in the gym. Staff members will not be available to allow in visitors until the designated times for each event.
- If you will have your child leave school on these days in a different way (car rider or bus rider), you will have to follow the expectations of having transportation changes made BEFORE 2:30pm. This can't be done at the time of the event due a variety of safety precautions and procedures.
- We will dismiss as usual on these days. Parents can wait for their child outside of the North exit doors and walk with their child to your car.

School Safety

All doors at EDW are locked at all times. Our main entrance (west) is a safe entrance. For any activities taking place during the school day use our main entrance. If you would like access to the building during regular school hours, please press the button to indicate your presence. An office staff member will ask who you are and your purpose for your visit. Please know that this is a precautionary measure in place to maintain a safe school environment and faces aren't always recognizable from the camera. Once in the building, you will then make contact with an office staff member before you are allowed further into the building. At that time, visitors must sign in, put on a visitor sticker, and go directly to the specified location (unless otherwise noted). Please note that all visitors must sign out of the building. For your child's safety and the safety of all students and staff, we need to be aware of who is in the building at all times. If you are signing in for lunch, you will be asked to wait in the office until an office staff member notifies you that it's time to proceed to the cafeteria.

Arrival and Dismissal of Students

The School Day

Grades K-5: 8:30 a.m. to 3:45p.m.

**Students who are not in their classroom at 8:30 will be recorded as tardy*

Car Rider Arrival at 8:15 a.m.

- Students may begin arriving at school at 8:20 a.m.
- School begins at 8:30 a.m.
- **Supervision of students is not provided until 8:20 a.m.**
 - All students will report to their classrooms between 8:20-8:30 a.m.
 - Breakfast will be served in each student's POD and available to ALL students each morning at **no charge**.
- If your child arrives after 8:30 a.m., take your child to the front entrance. You will need to escort your child to the front office to get a tardy pass. Students are tardy after 8:30a.m.
- Parents wishing to drop off their child before school need to come in at the far North driveway, enter the drop-off circle by heading to the east end of the parking lot and circling back to the west side of the lot. As you do that, you will then continue towards the drop-off area in front of the North entrance of the school. Please pull forward to the East end of the drop-off area to allow as many parents as possible to drop off students. We ask that you do not enter or exit the bus exit driveway of the main entrance of the school building during arrival. If you need to come inside during our arrival time, you must park in the North parking lot and sign in at the North entrance. Please have students exit your vehicle on the side of the curb.

Car Rider Dismissal at 3:45 p.m.

- Supervising staff will send your child to your car when it is stopped. Please have your child enter into your vehicle on the curbside. You will then proceed around the lot and exit the far North driveway that you entered.
- Staff will not allow students to run across the crosswalk to a car parked in the parking lot. An adult must walk over and get them.
- The school day ends at 3:45 p.m. If your child is a car rider, please pick him/her up no later than 3:55 p.m. If you are running late, please call the office. This should be a rare occurrence. We will let your child know so your child is not worried. Staff members are only contracted until 3:55pm and are unable to provide supervision after that time.

Bus Rider Arrival at 8:20 a.m. and Dismissal at 3:45 p.m.

- Only buses are allowed to enter and exit the south parking lot at the front entrance for arrival and dismissal. The buses will enter the front south driveway for drop-off starting at 8:20 a.m. and at 3:45 p.m. for dismissal. Buses will proceed to the front entrance doors along the curb for students to enter and exit the buses.
 - **Special Note:** Although school ends at 3:45pm, we have to start loading buses sooner. We have a large population who ride the bus and we need time to safely and efficiently load buses. We want our buses to get students home in a timely manner.

Bus transportation is a privilege for students. We ask that students comply with bus expectations so that this privilege is not interrupted or taken away.

Picking Up and Dropping Off Students During the School Day 8:30 a.m. – 3:45 p.m.

- Enter the front south driveway and park in a parking space in the southwest parking lot in the front of the building. Four parking spaces are reserved especially for visitors. **(Refrain from leaving your car by the curb, as this is a fire lane).**
- Come to the office to sign your child in/out. We will call him/her to the office for you.
- Students arriving/leaving school during the school day must be signed in/out of the office by a custodial parent or someone designated by a parent. Students will not be released to persons other than a parent or legal guardian, unless the custodial parent or legal guardian authorizes this action. Please make sure that the office is notified in advance if somebody other than a parent or legal guardian will be picking up your child early from school.
- When checking a child out of school, the designated adult should be prepared to show identification. This is for the safety of your child.
- Students are not allowed to leave school premises without permission from the office.
- Parents/guardians need to come into the office to sign their child back into school. Students cannot enter the building alone. Do not return your child directly to the classroom. We must know he/she is in the building for safety reasons.
- School staff will call your child to the office once you arrive to pick him/her up. We are not able to have students come to the office and wait before a parent or guardian arrives at the school to pick them up.

*****All traffic through the front parking lot is one-way. You enter at the southwest driveway and exit at the northwest driveway*****

General Information

Breakfast and Lunch Information

All students at EDW can eat a **free breakfast**. Students should report to school beginning at 8:20am and go directly to their classroom to obtain their breakfast.

Parents/Invited Guests:

- Please notify your child's teacher and or the office if you plan to attend lunch with your child. This should be done 24 hours prior to your visit. The cafeteria will also need to know if you will be ordering food so they can be prepared.
- All guests will wait in the office until their child's class begins to go to lunch. Please refrain from visiting other areas of the building during your lunch visit. When lunch is done, please sign out in the office.
- Students will not be allowed to bring friends to dine with them.

Lunch Schedule

Grade	Lunch
Kindergarten	10:45-11:15
First Grade	11:00-11:30
Second Grade	11:45-12:15
Third Grade	11:15-11:45
Fourth Grade	11:30-12:00
Fifth Grade	12:00-12:30

Specials Schedule

Students will follow a three-day schedule for specials in Physical Education, Music, and Art. Students will also attend Library Media once every three days.

Evening Events

Throughout the school year we will have Family Nights, Celebrations of Learning, and other special events. You will receive notification through newsletters and/or additional communications from the school, PTO, and teachers. Functions are normally posted on our school sign, social media, and district calendar.

Students who are absent for illness or serving In School Suspension or Out of School Suspension for any part of the school day are not permitted to participate in evening programs or school functions.

Homework

- Homework varies by grade-level and will be communicated through class syllabi.

Reading Program

- Each grade level will have a monthly reading log that is expected to be signed and returned by the child by a designated time. We will set goals for participation.

Student Intervention Team

The Student Intervention Team brings together a team of people to help students progress in a specific area of struggle such as reading, math, behavior, speech. The members of the SIT team vary by student need but usually include the student's parents, their classroom teacher, an administrator, the school counselor, and any intervention teacher who works with the student. The SIT team's purpose is to identify specific skills to focus on, create goals related to that skill, and determine specific interventions that the student will receive to help them meet their goals. The team meets every 6-8 weeks to discuss whether interventions are working or need to be changed in order to ensure student progress.

Emergency Safety Interventions Board of Education policy GAAF (See GAO, JRB, JQ, and KN)

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

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

Definitions

“Area of purposeful isolation” means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.

“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.

“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:

- a natural parent;
- an adoptive parent;
- a person acting as a parent as defined in K.S.A. 72-3122(d)(2), and amendments thereto;

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- a legal guardian;
- an education advocate for a student with an exceptionality;
- a foster parent, unless the student is a child with an exceptionality; or
- 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.

“Purposefully isolate” when used regarding a student, means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

1. Removal of the student from the learning environment by school personnel;
2. Separation of the student from all or most peers and adults in the learning environment by school personnel; or
3. Placement of the student within an area of purposeful isolation by school personnel.

“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 for any reason other than for in-school suspension, detention, or any other appropriate disciplinary measure in a location where both of the following conditions are met:

- School personnel purposefully isolate the student; and
- the student is prevented from leaving or has reason to believe, that the student will be prevented from leaving the area of purposeful isolation.

“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:

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- 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:
 - o 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;
 - o Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - o 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 affect 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 shall 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. In spite of 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.

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Use of Seclusion

When a student is placed in seclusion, a school employee shall see and hear the student at all times. The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion. When a student is placed in or otherwise directed to an area of purposeful isolation, the student shall have reason to believe that the student is prevented from leaving.

If the area of purposeful isolation is equipped with a locking door designed to prevent a student from leaving the area of purposeful isolation, the door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the area of purposeful isolation, or in case of emergency, such as fire or severe weather.

An area of purposeful isolation shall be a safe place with proportional and similar characteristics as those of rooms where students frequent. Such area shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

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

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

Notification and Documentation

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

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

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- A. The events leading up to the incident;
- B. student behaviors that necessitated the ESI;
- C. steps taken to transition the student back into the educational setting;
- D. the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI;
- E. space or an additional form for parents to provide feedback or comments to the school regarding the incident;
- F. a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and
- G. email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year:

- A copy of this policy which indicates when ESI can be used;
- a flyer on the parent's rights;
- 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

· 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

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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 at the time of the incident,
- Whether the student had a section 504 plan at the time of the incident, and
- Whether the student had a behavior intervention plan at the time of the incident.

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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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.

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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 investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings of fact and recommended corrective action, if any, to the board in executive session.

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

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

Approved:

KASB Recommendation – 6/13; 12/13; 6/15; 6/16; 6/18; 12/18; 6/23