

**U.S.D. 305 BOARD AGENDA
District Offices
1511 Gypsum
Staff Education Center**

https://www.usd305.com/about_us/board_of_education/livestream

April 12, 2022

5:30 p.m.

Mission Statement

The mission of Salina Public Schools is to be the best place to learn and work by embracing challenges, creating belonging, fostering pride and inspiring hope.

- | | <u>Speaker</u> |
|---|------------------|
| I. Call to Order | |
| II. Pledge of Allegiance to the Flag | |
| III. Approval of Agenda | |
| IV. Recognitions/Presentations | |
| a. Salina Education Foundation LIFT Presentations | Michael Chambers |
| b. You Make A Difference | Jennifer Camien |
| c. Superintendent's Excellence Awards | Jennifer Camien |
| d. Academic Highlight | Shanna Rector |
| V. Approval of Consent Agenda Items | |
| a. Minutes of March 8, 2022 Regular Meeting | |
| b. Personnel Report | |
| c. Financial Reports | |
| 1. March Bills List | |
| d. Treasurer's Report (February) | |
| e. Investment Report (February) | |
| f. Journal Entries (February) | |
| g. Approve Encumbrance Listings | |
| h. Approve Lakewood Robotics Request to Apply for a Grant | |
| i. Approve Kansas Early Head Start Home Visitation Grant Application | |
| j. Approve Kansas Early Head Start Child Care Partnership Grant Application | |
| k. Approve Federal Head Start/Early Head Start Part 1303 Grant Application for One-Time Activities in Response to COVID-19 | |
| VI. Public Forum | |
| VII. Action Agenda | |
| a. Addition of Athletic Programs | Linn Exline |
| 1. ESports | |
| 2. Unified Bowling | |
| b. Capital Improvement Plan | Kris Upson |
| c. Board Policy | Eryn Wright |
| d. 2022-2023 Handbooks | |
| 1. Elementary | Shanna Rector |
| 2. Chromebook | Shanna Rector |
| 3. Athletic | Linn Exline |
| VIII. Discussion Agenda | |
| a. 2022-2023 Handbooks | Curtis Stevens |
| 1. Middle School | |
| 2. High School | |

- | | <u>Speaker</u> |
|---|----------------|
| b. Materials Adoptions | |
| 1. Elementary Reading | Tiffany Snyder |
| 2. Salina Virtual Innovation Academy | Tracy Hutton |
| c. Special Education Update | Jeff Hayes |
| d. Textbooks and Instructional Materials | Shanna Rector |
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| IX. School Board Reports and Upcoming Dates of Importance | |
| a. Tuesday, April 26, BOE Worksession, District Office, 5:30 pm | |
| b. Sunday, May 1, Retirement Recognition, Lakewood, 3:00 pm | |
| c. Sunday, May 15, Graduations, Tony's Pizza Events Center, 2:00 & 5:00 pm | |
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| X. Superintendent's Report | |
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| XI. Information Agenda | |
| a. Heartland Early Education Update | |
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| XII. Executive Session | |
| a. Negotiations | |
| b. Personnel | |
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| XIII. Action Agenda II | |
| a. Approval of Any Action Deemed Necessary As A Result of Executive Session | |

IV. RECOGNITIONS/PRESENTATIONS

- A. Salina Education Foundation LIFT Presentations**
- B. You Make A Difference**
- C. Superintendent's Excellence Awards**
- D. Academic Highlight**

**MINUTES OF THE BOARD OF EDUCATION MEETING
UNIFIED SCHOOL DISTRICT NO. 305
SALINA, KANSAS
March 8, 2022**

Call to Order

The Board of Education of Unified School District #305 met in regular session Tuesday, March 8, 2022 at 5:30 p.m., in the District Office, Staff Education Center with the following members present: Mark Bandré, Jim Fletcher, Scott Gardner, Dana Kossow, Bonnie Schamberger and Ann Zimmerman. Absent was Gabe Grant.

Others present – see page 8.

President Fletcher called the meeting to order.

Pledge of Allegiance

The Pledge of Allegiance was given.

Agenda

President Fletcher read a statement to note that public forum was not included in the agenda. Staff is working on setting up a session where the public can have dialogue with staff and board members. He also announced that he would not allow public comment on action or discussion items on the agenda. President Fletcher encouraged patrons to contact board members directly with concerns.

Motion by Mark Bandré, second by Ann Zimmerman to approve the agenda as presented with the addendum to the personnel report. Motion carried: 6 Yeas, 0 Nays.

Recognitions/Presentations

Jennifer Camien announced the following “You Make A Difference” recipients:

<u>Name</u>	<u>School</u>
Melanie Isaacson	District Office
Jolene Peterson	District Office
Delia Velasquez-Pham	Lakewood
Leanna White	South High
Janelle Stelter	Coronado

Jennifer Camien, Linn Exline and the board recognized Tina Layton, Meadowlark Elementary School teacher, and Melanie Hammond, South High School teacher, as Salina’s 2021-2022 Teachers of the Year and presented them with a plaque, a watch, gift certificates from local businesses, and \$500.00 from the H.E. and Erma Lee Nuss Teacher of the Year Awards through the Salina Education Foundation.

Jennifer Camien and Linn Exline recognized the following students who qualified for state competition in boys’ swimming/diving and presented them with a “Superintendent’s Excellence” award:

<u>Central High</u>	<u>South High</u>
Cooper Cobb	Haden Smith
Brock Dolton	Trey Berland
Zack Tibbits	Laken Webb
Fidel Torres	

Jennifer Camien and Linn Exline recognized the following students who qualified for state competition in wrestling and presented them with a “Superintendent’s Excellence” award:

Central High
Amelia Coykendall
Alison Coykendall
Haylie James
Lydia Dong
Bailey Morales
Jase Adam
Isaac Phimvonga
Hogan Dawson
Elix Hernandez
Julian Castro
Tyrus Young

South High
Kayson Dietz
Brandon Fletcher
Ninel Garcia
Breanna Stone

Shanna Rector, deputy superintendent, recognized the Salina Police Department's history and collaborative relationship with district schools. She introduced the School Resource Officers who are currently assigned to the district: Officer Woodruff, Officer Chambers, and Officer Falk.

Consent Agenda

Motion by Ann Zimmerman, second by Mark Bandré to approve the following items on the consent agenda:

Minutes of the Board of Education Meetings:

February 8, 2022 Regular Meeting
February 22, 2022 Special Meeting

Personnel Report

TRANSFER OF ADMIN CONTRACT(S) FOR 2022-2023:

Snyder, Tiffany	From: Dir of Elem Programs – BOE To: Dir of Recruit & Retention – BOE
Lowe, Tiffany	From: Dir of Student Support – BOE To: Asst Principal – Central

RESIGNATION OF ADMIN CONTRACT(S) FOR 2021-2022:

Heizman, Kelly 05/26/22	Asst Principal – Central
Bonilla, Tymony 05/26/22	Asst Principal – South Middle
Hilbig, Deena 06/01/22	Principal – Meadowlark

APPOINTMENT OF CERTIFIED CONTRACT(S) FOR 2021-2022:

Ashley, Brandy 02/14/22	Audiologist – CKCIE
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APPOINTMENT OF CERTIFIED CONTRACT(S) FOR 2022-2023:

Ramos, Julia 08/05/22	Title I – Sunset
Bradstreet, Abby 08/03/22	Grade 2 – Heusner
Crawford, Chelsey 08/03/22	Roving Teacher – Lakewood
Deines, Tabettha 08/03/22	Grade 5 – Sunset

TRANSFER OF CERTIFIED CONTRACT(S) FOR 2022-2023:

Bacon, Sydney	From: High Incid SpEd – CKCIE/CW To: High Incid SpEd – CKCIE/Oakdale
Bohm, Amber	From: Adaptive SpEd – CKCIE/MLR To: High Incid SpEd – CKCIE/Op Now
Duggins, Elizabeth	From: Adaptive SpEd – CKCIE/MLR To: High Incid SpEd – CKCIE/CW
Hite, Tanya	From: High Incid SpEd – CKCIE/Abil MS To: High Incid SpEd – CKCIE/Abil HS
Jeffries, Charlene	From: Certified Interventionist – Sunset To: Roving Teacher – Sunset

Mettlen, Stephanie	From: FACS – South Middle To: Counselor – South Middle
Moye, Millie	From: Grade 5 – Sunset To: Roving Teacher – Sunset
Steele, Jessica	From: Kindergarten – Cottonwood To: ESL Teacher – Cottonwood
Villanueva, Heather	From: Certified Intervention – Coronado To: Certified Intervention–CO .5/SCH .5
Weishaar, McKenzie	From: Reading/PE – South Middle To: PE – South Middle
Werth, Cheryl	From: Certified Interventionist – Sunset To: Library Media Specialist – Coronado
Chamberlain, Nikki	From: Science – South High To: Gifted Facilitator – CKCIE/SHS
Freeman, Amanda	From: Literacy Coach – Coronado To: English Lang Arts – South Middle
Jennings, Brooke	From: EPT Teacher – Coronado To: Reading – South Middle

TRANSFER FROM CLASSIFIED TO CERTIFIED CONTRACT(S) FOR 2022-2023:

Riedel, Chelbie	From: Para – CKCIE/Meadowlark To: Roving Teacher – Stewart
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RETIREMENT OF CERTIFIED CONTRACT(S) AT THE END OF 2021-2022:

Burchill, Susan 05/20/22	Adaptive SpEd – CKCIE/Oakdale
Usher, Amy 05/20/22	Counselor – South Middle
Wenthe, Cathryn 05/19/22	Adaptive SpEd – CKCIE/Tescott High

RESIGNATION OF CERTIFIED CONTRACT(S) AT THE END OF 2021-2022:

Bradshaw, Drew 05/20/22	English Lang Arts – Lakewood
Ramirez-Cherry, Amalia 05/20/22	ESL/Bilingual Teacher – Cottonwood
Maxwell, Kimberly 05/19/22	Adaptive SpEd – CKCIE/Central Plains
Myers, Holly 05/20/22	Social Worker – Meadowlark
Rockey, Megan 05/20/22	Grade 3 – Schilling

APPOINTMENT OF SUPPLEMENTAL CONTRACT(S) FOR 2021-2022:

Cullins, Trey 02/28/22	Track Assistant – Lakewood
Schmidtberger, Arnold 02/09/22	Basketball Asst Boys – South High

APPOINTMENT OF SUPPLEMENTAL CONTRACT(S) FOR 2022-2023:

Jaramillo, Kenny 08/15/22	Soccer Asst Boys – Central
Showman, Jenni 08/15/22	Head Cheer Coach – South High

TRANSFER OF SUPPLEMENTAL CONTRACT(S) FOR 2021-2022:

Robinett, David	From: Track Asst – Lakewood To: Track Head – Lakewood
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TRANSFER OF SUPPLEMENTAL CONTRACT(S) FOR 2022-2023:

Anderson, Micala	From: Volleyball Asst – South High To: Volleyball Head – South High
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RESIGNATION OF SUPPLEMENTAL CONTRACT(S) AT THE END OF 2021-2022:

Allison, Melanie 11/26/21	Color Guard Sponsor – Central
McCartney, Marysa 11/01/21	Volleyball Asst – Central

CLASSIFIED APPOINTMENT(S)

Burton, Danielle 02/09/22	Paraeducator – CKCIE/Stewart
Contreras, Lilliana 02/09/22	Night Custodian – Central
Cruse, Cameron 02/28/22	Asst Track – South High
Dodd-Holliday, Brooke 02/25/22	Headstart Teacher Asst II – Heartland
Dow, Caroline 03/02/22	Admin Asst I – Central
Haros Arceo, Yeni 02/09/22	Foodservice Worker II – Central
Hunter, Cameron 02/21/22	Soccer Asst Girls – Central
Johnson, Kyla 02/09/22	Instructional Asst II – South Middle
Lohf, Robert 02/09/22	Delivery Driver Foodservice – Central
Martin, Gant 02/23/22	Paraeducator – CKCIE/Central
Montepeque, Jacqueline 02/09/22	Paraeducator – CKCIE/Sunset
Moon, Haley 02/28/22	Track Asst – Central
Morrow, Jadyne 03/02/22	Paraeducator – CKCIE/Cottonwood
Murphy, Dylan 02/23/22	Paraeducator – CKCIE/Salina Virtual
Parker, Paige 02/28/22	Softball Asst – South High
Perez, Madisen 02/09/22	Paraeducator – CKCIE/Schilling
Perez, Madisen 02/11/22	Forensics Asst – South High
Pfannenstiel, Vincent 02/16/22	Day Custodian – South High
Roth, Ashton 02/14/22	Paraeducator – CKCIE/Abilene McKinley
Wallace, Chris 02/16/22	Paraeducator – CKCIE/White City
Morris, Rosa 03/09/22	Night Custodian – Lakewood
Walker, Samantha 03/09/22	Paraeducator – CKCIE/Sunset

CLASSIFIED TRANSFER(S)

Cusick, Kirk	From: GED Instructor – SAEC To: Instructional Asst – Oakdale
Ethridge, Michael	From: Day Custodian – South High To: Paraeducator – CKCIE/South High
Howard, Shayna	From: Para – CKCIE/Hope Elem To: Para – CKCIE/Herington Elem
Potter, Jennifer	From: Admin Asst I – Central To: Admin Asst IV – BOE
Schneider, Henry	From: Day Custodian – Lakewood To: Night Custodian – South High
Watkins, Shana	From: Para – CKCIE/White City High To: Para – CKCIE/White City Elem

CLASSIFIED RESIGNATION(S)

Bailey, Cheyene 02/25/22	Paraeducator – CKCIE/White City High
Bellerive, Teresa 02/03/22	Preschool Para – CKCIE/Stewart
Bradshaw, Nicole 05/20/22	Instructional Asst III – Lakewood
Clark, Levi 02/28/22	Paraeducator – CKCIE/Meadowlark
Demel, Kiley 02/28/22	Para – CKCIE/Central Plains Elem
Herzog, Gabrielle 02/15/22	Paraeducator – CKCIE/Ellsworth Elem
Hunley, Joshua 03/04/22	Paraeducator – CKCIE/Tescott High
Jackson, Andrea 02/21/22	Asst School – Central
Ritchie, Debra 02/14/22	Paraeducator – CKCIE/Central Plains
Lopez, Irma 02/21/22	Paraeducator – CKCIE/Oakdale
Mehl, Cassidy 02/11/22	Paraeducator – CKCIE/Lakewood
Worthington, Jacquelynn 01/31/22	Teacher Asst II – Heartland
Estrada, Yamilla 03/04/22	Paraeducator – CKCIE/Coronado
Mundhenke, Elizabeth 03/11/22	Teacher Asst II – Heartland

CLASSIFIED RETIREMENT(S)

Buresh, Ann 05/19/22	ISS Supervisor – Lakewood
Clark, LouAnn 05/18/22	Para – CKCIE/Central Plains/Holyrood
Holeman, Mary 05/19/22	Paraeducator – CKCIE/Opportunity Now

Leiker, Julie 03/11/22 Program Coordinator – Heartland
Woods, Brenda 02/28/22 Bookkeeper II – BOE Foodservice

CLASSIFIED TERMINATION(S)

Bowden, Kylee 02/23/22 Paraeducator – CKCIE/Heusner
Ebel, Scott 02/24/22 Facility Manager II – Lakewood
O’Rorke, Richard 02/18/22 Night Custodian – Central
Stonebraker, Justin 02/11/22 Track Asst – South Middle
Stonebraker, Justin 02/08/22 Basketball Asst – South High

Financial Reports and Bills List for the month of February

Treasurer’s Report (January)

Investment Report (January)

Journal Entries (January)

Approval of Encumbrance Listings (A copy is attached to the permanent minutes.)

Creative, Effective, Lasting	Enrollment Marketing Campaign	\$ 32,800
Techline Sports Lighting	SHS Softball Fields Lighting	\$265,200

Approval of Wide Area Network

To Cox Business in the amount of \$586,872 for a three-year agreement.

Approval of 2022-2023 Textbook Rental Fees (A copy is attached to the permanent minutes.)

Approval of Central High Fundraising Activity

Approval of South High Fundraising Activity

Approval of Federal Head Start and Early Head Start Grant Application (A copy is attached to the permanent minutes.)

Approval of Kansas Parents as Teachers Program Continuation Grant (A copy is attached to the permanent minutes.)

Approval of Preschool-Aged At-Risk Grant Application (A copy is attached to the permanent minutes.)

Motion carried: 6 Yeas, 0 Nays.

2022-2023 School Calendar

Motion by Mark Bandré, second by Dana Kossow to approve the 2022-2023 school calendar as presented. Motion carried: 6 Yeas, 0 Nays.

2023-2024 Tentative School Calendar

Motion by Mark Bandré, second by Bonnie Schamberger to approve the tentative calendar for the 2023-2024 school year as presented. Motion carried: 6 Yeas, 0 Nays.

Right-of-Way Establishment at Coronado Elementary

Kris Upson, executive director of operations, presented the request from Kansas Gas Service for the establishment of a utility easement on the east side of the Coronado Elementary School property.

Motion by Ann Zimmerman, second by Mark Bandré to approve the Kansas Gas Service’s request to establish a utility easement on the east side of the

Coronado Elementary School property as presented. Motion carried: 6 Yeas, 0 Nays.

Addition of Athletic Programs – Unified Bowling

Ken Stonebraker, South High School athletic director, presented the proposal from the Athletic Board for the addition of a Unified Bowling program in the high schools beginning 2022-2023. Discussion followed.

This item will be placed on the April 12, 2022 meeting for approval.

Addition of Athletic Programs – ESports

Greg Maring, Central High School athletic director, presented the proposal from the Athletic Board for the addition of an ESports program in the high schools beginning 2022-2023. Discussion followed.

This item will be placed on the April 12, 2022 meeting for approval.

Proposed Textbook Adoptions

Curtis Stevens, director of secondary programs, presented to the board the proposed textbooks as follows: Accounting 1, Algebra, Geometry, AP Statistics, Introduction to Engineering, Metals 1-3, American Justice, AP Psychology, Biology, Chemistry, AP Chemistry, Essentials of Human Anatomy and Physiology, Human Anatomy and Physiology, Physical Science, Sports Medicine, French 1-3, and Spanish 1-4.

After discussion, motion by Mark Bandré, second by Ann Zimmerman to approve the textbooks and instructional materials as presented for Accounting 1, Algebra, Geometry, AP Statistics, Introduction to Engineering, Metals 1-3, American Justice, AP Psychology, Biology, Chemistry, AP Chemistry, Essentials of Human Anatomy and Physiology, Human Anatomy and Physiology, Physical Science, Sports Medicine, French 1-3, and Spanish 1-4. Motion carried: 6 Yeas, 0 Nays.

Enrollment and Financial Update

Lisa Peters, executive director of business, presented an enrollment and financial update.

Cybersecurity – Managed Detection and Response

Dwight Christie, director of MIS, presented a cybersecurity report to the board including the need for a Managed Detection and Response (MDR). A recommendation followed that the district utilize the MDR services from Artic Wolf at a one-time charge of \$8,124.34 followed by an annual fee of \$201,989.

After discussion, motion by Mark Bandré, second by Ann Zimmerman to approve the quote from Eagle Technologies for one-year services of Artic Wolf to include a one-time charge of \$8,124.34 and an annual charge of \$201,989 as presented. Motion carried: 6 Yeas, 0 Nays.

The board recessed for 5 minutes at 7:18 p.m.

President Fletcher called the meeting back to order at 7:23 p.m.

Capital Improvement Plan

Kris Upson, executive director of operations, presented the Capital Improvement Plan for fiscal years 2023-2027. Discussion followed.

This item will be placed on the April 12, 2022 meeting for approval.

Equity Council Bylaws

Tiffany Lowe, director of student support services, reviewed the proposed revisions to the Equity Council Bylaws (a copy is attached to the permanent minutes).

After considerable discussion, motion by Ann Zimmerman, second by Mark Bandré to approve the Equity Council Bylaw revisions as presented. Motion carried: 5 Yeas, 1 Nay. Voting Nay was Bonnie Schamberger.

**Textbooks and
Instructional Materials**

Shanna Rector updated the board regarding materials and challenges.

**School Board
Committee Reports**

- a. Tuesday, March 22, KASB Boardsmanship Training, District Office, 5:30 pm
- b. Saturday, March 26, KSDE Teacher of the Year Virtual Celebration, 1:00 pm
- c. Wednesday, April 6, Kansas Master Teacher Ceremony, Emporia, 6:30 pm
- d. Friday, April 8, Chamber Annual Meeting, Tony's Pizza Events Center
- e. Tuesday, April 12, Salina Education Foundation Reception, 4:00 pm
- f. Sunday, May 1, Retirement Recognition, Lakewood, 3:00 pm

Bonnie Schamberger reported on the following:

- Budget Meeting
- Worksession
- You Make A Difference
- Orchestra Concert at South Middle

Dana Kossow reported on the following:

- Salina Education Foundation
- CKCIE Board of Control

Ann Zimmerman reported on the following:

- You Make A Difference
- Equity Council
- Meet and Confer
- Calendar Committee
- Youth Entrepreneurship Challenge

Scott Gardner reported on the following:

- Heartland Policy Council
- Meet and Confer
- Girls' Wrestling

Mark Bandré reported on the following:

- Salina Education Foundation
- SHESC Executive Cabinet
- Worksession

Jim Fletcher reported on the following:

- You Make A Difference
- Worksession
- Outside District Tour of Facilities

Superintendent's Report

Linn Exline updated the board on the following items:

- Melanie Hammond Kansas Master Teacher
- Crisis Planning
- Youth Entrepreneurship Challenge
- Kansas/Missouri Superintendent's Forum
- Hutton Construction Recognition
- Rudd Scholarship to Starlett Parham

Information Agenda

- a. Heartland Early Education Update

**Executive Session
Negotiations**

Motion by Mark Bandré, second by Scott Gardner that the Board of Education go into executive session at 8:45 p.m. for 20 minutes for the purpose of discussing employer/employee negotiations because if this

matter were discussed in open session it might jeopardize resolution of the negotiation issues and that the Board of Education reconvene into open session at 9:05 p.m. in the SEC Room. Motion carried: 6 Yeas, 0 Nays.

Gabe Grant arrived (via phone) at 8:45 p.m.

Linn Exline, Lisa Peters and Eryn Wright, executive director of human resources/legal services, arrived at 8:45 p.m., per request.

Bonnie Schamberger left at 8:45 p.m. and returned at 8:46 p.m.

Open Session

President Fletcher declared the board to be in open session at 9:05 p.m.

Gabe Grant left at 9:05 p.m.

Worksession: Policy Review

Eryn Wright and Linn Exline, reviewed the following board policies on first reading:

1. BCBI – Public Participation at Board Meetings
2. DJE – Purchasing
3. GAAD – Child Abuse
4. GAAE – Bullying
5. IIA – Performance-Based Credits
6. JBCB – Foster Care Students
7. JCDB – Dress Code
8. JQKA – Foreign Exchange Students
9. KGA – Use of District Personal Property and Equipment

Adjournment

Motion by Mark Bandré, second by Dana Kossow to adjourn the meeting. Motion carried: 6 Yeas, 0 Nays.

President Fletcher declared the meeting adjourned at 9:35 p.m.

Attest:

Clerk, Board of Education
Unified School District No. 305
Saline County, State of Kansas

Approved _____

Heidi Adam, Patron
Jase Adam, Central High School Student
Kevin Beagley, Patron
Amy Blackim, Meadowlark Elementary School Teacher
Damon Boyer, Meadowlark Elementary School Teacher
Dustin Burgardt, Central High School Teacher
Jennifer Camien, Public Information Director
Julian Castro, Central High School Student
Dwight Christie, Director of MIS
Kylee Comeau, Meadowlark Elementary School Teacher
Kayson Dietz, South High School Student
Angie Dolton, CKCIE Staff
Brock Dolton, Central High School Student
Kevin Dolton, Patron

Jon Dong, Patron
Lydia Dong, Central High School Student
Linn Exline, Superintendent
Chad Farber, Patron
Chris Field, Patron
Sherron Field, Patron
Brandon Fletcher South High School Student
Juan Garcia, Patron
Ninel Garcia, South High School Student
Lisa Hall, Meadowlark Elementary School Teacher
Cale Hammond, South Middle School Student
Jason Hammond, Patron
Melanie Hammond, South High School Teacher
Cheryl Harp, Patron
Jeff Hayes, Executive Director of CKCIE
Jessica Henton, Patron
Elix Hernandez, Central High School Student
Kristan Hernandez, Patron
Deena Hilbig, Meadowlark Elementary School Principal
Deborah Howard, Clerk
Ashley Humiston, Meadowlark Elementary School Lead Teacher
Haylie James, Central High School Student
Richard James, Patron
Stephanie Johannes, Central High School Teacher
Shannon Jones, Sunset Elementary School Teacher
Ellen Kampfe, Meadowlark Elementary School Teacher
Kari Keck, South Middle School Teacher/NEA-Salina President
Carol Kempton, Patron
Keith Kempton, Patron
Bob Layton, Patron
Tina Layton, Meadowlark Elementary School Teacher
Linda Loret, Heartland Early Education
Tiffany Lowe, Director of Student Support Services
Greg Maring, Central High School Athletic Director
Jenny Maring, Meadowlark Elementary School Teacher
Dalton McDowell, Patron
Trisha McMullen, Patron
Bailey Morales, Central High School Student
Kendra Neuschafer, Meadowlark Elementary School Teacher
David Norlin, Patron
Lisa Oches, Patron
Rodney Penn, Patron
Lisa Peters, Executive Director of Business
Shanna Rector, Deputy Superintendent
Carol Reed, Patron
Curtis Stevens, Director of Secondary Education
Breanna Stone, South High School Student
Ken Stonebraker, South High School Athletic Director
Jeremiah Thornton, South High School Teacher
Amanda Tibbits, Patron
Kevin Tibbits, Patron
Zack Tibbits, Central High School Student
Kris Upton, Executive Director of Operations
Tara Vanderbilt, Meadowlark Elementary School Teacher
Laken Webb, South High School Student
Kanean Wendell, South High School Teacher
Marcie Wentzel, Meadowlark Elementary School Teacher
Cathy Whitesell, Meadowlark Elementary School Teacher

Carol Woody, Patron
Eryn Wright, Executive Director of Human Resources/Legal Services

April 12, 2022 Personnel Report

APPOINTMENT OF ADMIN CONTRACT(S) FOR 2022-2023

Curt Exline	7/12/2022	Assistant Middle School Principal	South Middle School
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TRANSFER OF ADMIN CONTRACT(s) FOR 2022-2023

Heather Barkley	7/12/2022	Coordinator of Special Education/CKCIE	Elementary School Principal/Meadowlark Ridge Elementary School
Jennifer Ebel	7/1/2022	Lead Teacher/Oakdale Elementary School	Director of Student Support/BOE
Krista Linenberger	7/1/2022	Elementary Principal/Coronado Elementary School	Director of Elementary Education/BOE

APPOINTMENT OF CERTIFIED CONTRACT(s) FOR 2022-2023

Kristi Archer	8/2/2022	Grade 1 Teacher	Cottonwood Elementary School
MaKenzie Archer	8/2/2022	Grade 1 Teacher	Heusner Elementary School
Amanda Avila	8/2/2022	Grade 2 Teacher	Sunset Elementary School
Kelcie Bailey	8/2/2022	Kindergarten Teacher	Heusner Elementary School
Rayleen Castro	8/2/2022	Grade 5 Teacher	Grace E. Stewart Elementary School
Matthew Cuadra	8/2/2022	Math Teacher	Lakewood Middle School
Hailey Delisle	8/2/2022	Grade 3 Teacher	Grace E. Stewart Elementary School
Ashley Hanson	8/2/2022	Roving Teacher	Central High School
Gail Kliewer	8/2/2022	Math Teacher	Lakewood Middle School
Kelly Leonard	8/5/2022	Grade 3 Teacher	Grace E. Stewart Elementary School
Libbie Merritt	8/2/2022	School Nurse	South Middle School
Camdyn Schreiber	8/2/2022	Grade 4 Teacher	Sunset Elementary School
Kari Spencer	8/2/2022	Roving Teacher	Schilling Elementary School

TRANSFER OF CERTIFIED CONTRACT(s) FOR 2022-2023

Barbra Bartz	8/5/2022	High Incidence SPED Teacher/Cottonwood Elementary School	High Incidence SPED Teacher/Heusner Elementary School
Kendra Baumberger	8/5/2022	High Incidence SPED Teacher/Sunset Elementary School	High Incidence SPED Teacher/Coronado Elementary School
Pamela Burgoon	8/5/2022	Kindergarten Teacher/Grace E. Stewart Elementary School	Kindergarten Teacher/Meadowlark Ridge Elementary School
Sarah Byarlay	8/5/2022	English Language Arts Teacher/Lakewood Middle School	English Language Arts Teacher/Central High School
Cynthia Chavez	8/5/2022	Grade 2 Teacher/Sunset Elementary School	Grade 1 Teacher/Sunset Elementary School
Chelsea Crawford-Cline	8/2/2022	Roving Teacher/Lakewood Middle School	Social Studies Teacher/Lakewood Middle School
Sarah Crowley	8/5/2022	High Incidence SPED Teacher/Southeast of Saline Elementary School	High Incidence SPED Teacher/Transitions CKCIE
Trey Cullins	8/5/2022	English Language Arts Teacher/Lakewood Middle School	English Language Arts Teacher/Central High School
Jayson Emig	8/5/2022	Social Studies Teacher/Lakewood Middle School	Certified Student Support/Lakewood Middle School
Catherine Hayes	8/5/2022	High Incidence SPED Teacher/South Middle School	High Incidence SPED Teacher/Coronado Elementary School
Aimee Holgerson	8/5/2022	Kindergarten Teacher/Meadowlark Ridge Elementary	Grade 3 Teacher/Meadowlark Ridge Elementary School
Christopher Hunter	8/5/2022	Roving Teacher/Lakewood Middle School	Social Studies Teacher/Lakewood Middle School
Emma Miller	8/5/2022	Grade 2 Teacher/Oakdale Elementary School	Roving Teacher/Oakdale Elementary School
Jennifer Perry	8/5/2022	Grade 1 Teacher/Heusner Elementary School	High Incidence SPED Teacher/Heusner Elementary School
Ryan Peterson	8/5/2022	Grade 5 Teacher/Cottonwood Elementary School	Roving Teacher/Schilling Elementary School
Meagan Phelps	8/5/2022	Grade 3 Teacher/Grace E. Stewart Elementary School	Grade 3 Teacher/Schilling Elementary School
Marciana Ramsey	8/5/2022	At Risk Teacher/Oakdale Elementary School	Grade 1 Teacher/Oakdale Elementary School
Angela Reese	8/5/2022	Adaptive SPED Teacher/Lakewood Middle School	Career and Life Teacher/Lakewood Middle School
Trisha Rohleder	8/5/2022	Grade 1 Teacher/Sunset Elementary School	Roving Teacher/Sunset Elementary School
Todd Robinett	8/5/2022	Family and Consumer Science Teacher/.5 FTE South Middle School .5 FTE Lakewood Middle School	Family and Consumer Science Teacher/South Middle School
Stacey Scritchfield	8/5/2022	High Incidence SPED Teacher/Ell Saline Jr./Sr. High School/CKCIE	High Incidence SPED Teacher/Teasott High School/CKCIE
Jennifer Showman	8/5/2022	Kindergarten Teacher/Coronado Elementary School	Literacy Coach/Coronado Elementary School
Rebecca Stone	8/5/2022	Certified Interventionist/Central High School	Family and Consumer Science Teacher/.5 FTE South Middle School .5 FTE Lakewood Middle School
Amanda Tackett	8/5/2022	Speech/Theatre Teacher/Central High School	Certified Student Support/Central High School

TRANSFER CLASSIFIED TO CERTIFIED CONTRACT(s) FOR 2022-2023

Amanda Hackett	8/3/2022	Paraeducator/Chapman High School/CKCIE	High Incidence SPED Teacher/Abilene High School/CKCIE
Mark Vaughn	8/3/2022	Instructional Assistant II/Central High School	Physical Education Teacher/Central High School

RESIGNATION OF CERTIFIED CONTRACT(s) AT THE END OF 2021-2022

MaKaylee Bryson	5/20/2022	Grade 3 Teacher	Heusner Elementary School
Ashley Burney	5/20/2022	Grade 3 Teacher	Meadowlark Ridge Elementary School
Maggie Corcoran	5/20/2022	English Language Arts Teacher	Central High School
Kylee Gragg	5/20/2022	High Incidence SPED Teacher	Heusner Elementary School
Jill Hodson	5/20/2022	High Incidence SPED Teacher	Chapman Elementary School/CKCIE
Kathryn Jackson-Stenlund	5/20/2022	High Incidence SPED Teacher	Meadowlark Ridge Elementary School
Hannah Kochevar	5/20/2022	.65 FTE Art Teacher/.35 Title I Teacher	Oakdale Elementary School
Marissa Long	5/24/2022	School Psychologist	Sunset Elementary School/Opportunity Now
Jeanine Lytton	5/20/2022	Certified Interventionist	Salina Virtual Innovation Academy
Michael Rutz	5/20/2022	High Incidence SPED Teacher	Lakewood Middle School
Amber Squires	5/20/2022	Grade 5 Teacher	Oakdale Elementary School

RESIGNATION OF SUPPLEMENTAL CONTRACT(s) FOR 2021-2022

Garett Walker	3/11/2022	Head Track Coach	Lakewood Middle School
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RESIGNATION OF SUPPLEMENTAL CONTRACT(s) AT THE END OF 2021-2022

John Corman	5/20/2022	Wrestling Head Coach	Central High School
Todd Robinett	5/20/2022	Basketball Assistant Boys - MS Grade 7	Lakewood Middle School
Renee Toms	5/20/2022	Cheerleader Sponsor Assistant	Lakewood Middle School

April 12, 2022 Personnel Report

CLASSIFIED APPOINTMENT(s)

Christyn Almodovar-Lozada	3/23/2022	Paraeducator	Coronado Elementary School
Kiersten Bauer	4/7/2022	Headstart Teacher Assistant II	Abilene Preschool/Heartland Early Education
Jodi Calvert	3/30/2022	Paraeducator	Coronado Elementary School
Debra Chance	4/13/2022	Roving Foodservice Worker	South Middle School
Grace Hilbert	4/7/2022	Instructional Assistant II	Heusner Elementary School
Renelle Kvasnicka	3/23/2022	Paraeducator	Heusner Elementary School
Kelci Krier	3/30/2022	Family Support Worker	South Middle School
Mikaylee Laas	3/23/2022	Paraeducator	Central High School
Cynthia Naylor	3/28/2022	Paraeducator	Herington Middle School/CKCIE
David Pugh	4/13/2022	Night Custodian	Central High School
Samantha Ramp-Davis	4/4/2022	Paraeducator	Enterprise Elementary School/CKCIE

CLASSIFIED TRANSFER(s)

Sadie Farris	4/1/2022	Headstart Teacher Assistant II/Heartland Early Education	Headstart Teacher Assistant III/Heartland Early Education
Donella Geist	4/11/2022	Day Custodian/Central High School	Day Custodian/Lakewood Middle School
Gustav Rittel	3/21/2022	Grounds Maintenance Worker/Lakewood Middle School	Facility Manager II/Lakewood Middle School
Adelaida Salinas	4/18/2022	Cook/Central High School	Day Custodian/Central High School
Richard Strickland	4/4/2022	Night Custodian/Central High School	Grounds Maintenance Worker/Lakewood Middle School

CLASSIFIED RESIGNATION(s)

Frida Cabrera	3/22/2022	Paraeducator	Schilling Elementary School
Cheyllyne Corral	4/18/2022	Paraeducator	Chapman Elementary School/CKCIE
Eric Davis	3/25/2022	Basketball Assistant Boys - MS Grade 7	South Middle School
Eric Davis	3/25/2022	Football Assistant - MS Grade 8	South Middle School
Ivett Alexia Hernandez	4/5/2022	Bilingual Assistant	Sunset Elementary School
Cynthia Loy	4/1/2022	Paraeducator	Coronado Elementary School
Haley Moon	5/28/2022	Track Assistant	Central High School
Haley Moon	5/28/2022	Cross Country Assistant	Central High School
Dylan Murphy	3/9/2022	Paraeducator	Salina Virtual Innovation Academy
Chloe Whitt	3/22/2022	Volleyball Assistant	South High School

CLASSIFIED RETIREMENT(s)

Marilyn Todd	5/20/2022	Foodservice Supervisor	South Middle School
Sharon Smythe	5/19/2022	Foodservice Worker II	South Middle School

CLASSIFIED TERMINATION(s)

Gant Martin	3/30/2022	Paraeducator	Central High School
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April 12, 2022 Personnel Report Addendum

TRANSFER OF CERTIFIED CONTRACT (s) FOR 2022-2023
April Mayorga

7/29/2022

Math Coach/Oakdale Elementary School

Lead Teacher/Oakdale Elementary School

SALINA UNIFIED SCHOOL DISTRICT #305
TREASURERS REPORT
February 28, 2022

BUDGET YEAR FY22

FUND #	FUND NAME	BEGINNING MONTH CASH BALANCE	CURRENT MONTH REVENUES	PREVIOUS YEAR'S PO EXPENSES	CURRENT MONTH EXPENSES	ENDING MONTH CASH BALANCE
01	General Fund	3,390,635.00	4,398,040.95	270.00	3,289,164.91	4,499,241.04
02	Supplemental General Fund	1,997,074.76	3,513,019.00	-	1,036,799.37	4,473,294.39
03	Capital Outlay Fund	14,198,024.99	1,595,396.13	-	683,157.84	15,110,263.28
04	At-Risk K-12	269.13	979,648.97	-	979,657.37	260.73
05	Driver Training Fund	25,823.43	15,486.00	-	-	41,309.43
06	Food Service Fund	535,673.60	607,109.02	-	447,878.10	694,904.52
23	Summer Food Service Program	2,500.00	-	-	-	2,500.00
07	Special Education-305 Fund	2,841,412.04	(469.65)	-	160,662.96	2,680,279.43
08	Bond and Interest Fund	5,063,801.01	834,328.00	-	2,085,820.26	3,812,308.75
09	Textbooks Fund	1,292,740.47	3,451.73	-	-	1,296,192.20
10	Parent Education Fund	64,626.90	-	-	10,406.88	54,220.02
15	Professional Development Fund	301,351.65	-	1,457.78	3,945.75	295,948.12
17	Health Insurance - Employer	7,065,649.69	972,008.12	-	749,052.33	7,288,605.48
19	Summer School Fund	18,899.52	-	-	-	18,899.52
20	Salina Adult Education Center	496,438.94	12,984.28	-	49,554.42	459,868.80
26	Virtual Education	-	36,415.89	-	36,415.89	-
30	CKCIE	4,778,486.42	569,895.84	-	2,404,210.18	2,944,172.08
33	ESSER II-SPED Fund-CKCIE	(50,687.00)	-	-	21,684.06	(72,371.06)
41	Career and Post Secondary Education	944.40	99,795.25	-	99,282.37	1,457.28
52	KPERS Special Retirement	-	-	-	-	-
57	Preschool-Aged At-Risk	-	24,550.00	-	24,550.00	-
65	Bilingual Fund	300.00	99,561.43	-	99,561.43	300.00
98	Contingency	4,152,091.00	-	-	-	4,152,091.00
FEDERAL GRANTS						
11	KDHE K-12 ELC Covid Testing Grant	(8,509.67)	-	-	4,123.60	(12,633.27)
31	ESSER II Fund - Federal	(851,810.99)	197,311.00	-	244,555.79	(899,055.78)
32	Title I Carryover Funds	(12,037.00)	12,037.00	-	-	-
34	ESSER I Fund - Federal	0.07	-	-	-	0.07
37	Title VI-B Targeted Improvement Plan	(3,981.32)	3,225.00	-	2,539.22	(3,295.54)
46	USD Perkins Secondary Improvement	(1,058.30)	556.00	-	2,914.96	(3,417.26)
53	Title I Part D	(39,900.00)	19,950.00	-	19,950.00	(39,900.00)
55	Title I Low Income	(123,583.63)	124,259.00	-	148,778.78	(148,103.41)
56	Head Start Federal	(6,422.27)	387,803.27	-	407,091.79	(25,710.79)
59	KS EHS/HS	(73,945.10)	86,508.73	-	75,104.99	(62,541.36)
60	Head Start Summer Food	1,922.49	-	-	-	1,922.49
67	Federal CARES Act Head Start	-	-	-	-	-
69	Head Start CACFP	45,142.35	14,688.81	-	17,172.83	42,658.33
81	Title II-A Teacher Quality	(22,765.83)	22,765.00	-	23,961.19	(23,962.02)
83	Title III English Language Acquisition	(2,321.48)	2,321.00	-	2,584.07	(2,584.55)
84	Title IV-21st Century CLC-Oakdale	(9,080.44)	8,215.00	-	7,748.04	(8,613.48)
94	Title IVA-Student Suppt & Acad Enrich	16,567.38	6,281.00	4,194.72	19,530.77	(877.11)
STATE AND LOCAL GRANTS						
12	Student Assistance Fund	5,592.94	570.00	-	-	6,162.94
16	Other Grants	2,010.99	5,029.75	-	9,504.25	(2,463.51)
21	Athletic Advertising	-	-	-	-	-
25	Social Worker-Overcoming Barriers	2,505.56	-	-	55.62	2,449.94
28	Stewart Library Endowment Grant	33,264.41	-	-	-	33,264.41
29	Opportunity Now	-	-	-	-	-
35	Teacher Leadership Academy	24,147.75	-	-	-	24,147.75
38	CKCIE Transition	4,888.01	-	-	-	4,888.01
39	Deaf-Blind Fund	(1,796.91)	-	-	-	(1,796.91)
44	Mental Health Intervention Grant	1,212.62	46,037.00	-	46,209.07	1,040.55
58	Head Start Nonfederal	22,381.77	-	-	398.30	21,983.47
70	KPP - Kansas Preschool Pilot	(10,495.37)	21,259.00	-	19,671.99	(8,908.36)
72	Meadowlark	4,305.66	-	-	-	4,305.66
73	Oakdale	4,879.71	-	-	37.98	4,841.73
74	Cottonwood	5,861.22	-	-	1,049.67	4,811.55
75	Sunset	5,065.75	-	-	-	5,065.75
76	Heusner	3,717.24	-	-	255.99	3,461.25
77	Stewart	4,036.68	-	-	142.47	3,894.21
78	Coronado	8,915.77	-	-	185.50	8,730.27
79	Schilling	3,624.99	-	-	-	3,624.99
		45,208,391.00	14,720,037.52	5,922.50	13,235,370.99	46,687,135.03

Reconciliations
February 28, 2022

Operating Account

Balance per Bank - Checking	6,512,065.98
Balance per Bank - Repo Agreement	35,806,000.00
Outstanding Vendor Checks	(1,423,583.80)
Outstanding Payroll Checks	(44,334.49)
Outstanding Items	-
Outstanding Deposits	-

Adjusted Balance per Banks	<u>40,850,147.69</u>
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Balance per Books	40,850,147.69
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Other Adjustments	<u>-</u>
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Adjusted balance per books	<u>40,850,147.69</u>
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Cash Balances

UMB-Operating and Repurchase Agreement	40,850,147.69	
UMB-Health Insurance Trust Fund	6,319,091.02	<i>See Investment Stmt</i>
UMB-Stewart Library CD-Principal	31,470.47	
UMB-Stewart Library Savings Account-Income	1,793.94	
Petty Cash Accounts	6,000.00	
Food Service-Cash on Hand	2,000.00	
Cash Balance Sub-Total	<u>47,210,503.12</u>	
Total Liabilities	<u>(523,368.09)</u>	

Cash Balance Total	<u>46,687,135.03</u>
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Cash Balance per Treasurer's Report	<u>46,687,135.03</u>
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Depository Security - Adequacy of Coverage
February 28, 2022

Non-interest Bearing Accounts	UMB Bank	Sunflower Bank	Equity Bank
District Petty Cash	1,506.90		
Operating Checking	6,512,065.98		
Salina Central High School Petty Cash	1,488.00		
Salina Head Start Petty Cash	985.00		
Salina South High School Petty Cash		1,695.00	
Total Non-Interest Bearing Accounts	6,516,045.88	1,695.00	-
Interest Bearing Accounts			
Operating-Repurchase Agreement Account	35,806,000.00		
Salina Central High School	358,333.35		
Lakewood Middle School	62,829.53		
Stewart Library CD	31,470.47		
Stewart Library Savings Account	1,793.94		
Special Education Cooperative		21,904.94	
Salina South Middle School		100,994.06	
Salina High School South		294,924.21	
Heusner Elementary Student Council			2,342.57
Total Interest Bearing Accounts	36,260,427.29	417,823.21	2,342.57
Total All Accounts	<u>42,776,473.17</u>	<u>419,518.21</u>	<u>2,342.57</u>
Less FDIC Insurance	(250,000.00)	(250,000.00)	(2,342.57)
Pledging Required	<u>42,526,473.17</u>	169,518.21	-
Market Value of Pledged Securities	<u>49,943,881.50</u>	219,858.88	-
Over (Under) Secured Deposits	<u>7,417,408.33</u>	<u>50,340.67</u>	-

SALINA CENTRAL H.S. ACTIVITY

BUDGET YEAR 22 DATE 030422

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER. CASH BALANCE	CURRENT +REVENUES	PREV. YEAR -PO EXPENSES	CURRENT -EXPENSES	END. PER. =CASH BALANCE	PREV. & CURR. -ENCUMBRANCES	UNENCUMBERED =CASH BALANCE
001	CHEERLEADERS	1387.49	882.38	.00	605.06	1664.81	.00	1664.81
002	GIRLS BASKETBALL	9776.44	.00	.00	208.46	9567.98	.00	9567.98
003	INDUSTRIAL METAL	80.00	46.79	.00	.00	126.79	.00	126.79
004	GIRLS TENNIS	773.83	.00	.00	.00	773.83	.00	773.83
005	MUSTANG V-BALL	4926.82	.00	.00	.00	4926.82	.00	4926.82
006	DEBATE	765.00	.00	.00	.00	765.00	.00	765.00
007	HOSA: FUTURE HEA	.97	136.00	.00	.00	136.97	.00	136.97
008	FUTURE FARMERS	2080.10	1000.00	.00	.00	3080.10	.00	3080.10
009	CONDITIONING	1495.10	152.00	.00	156.88	1490.22	.00	1490.22
010	S.E.L.L.S.	6027.11	643.48	.00	69.81	6600.78	.00	6600.78
011	LINK (FRESHMAN O	572.68	.00	.00	.00	572.68	.00	572.68
012	ACCT CLASS	.00	40.00	.00	.00	40.00	.00	40.00
013	STUDENT COUNCIL	8226.05	3322.66	.00	160.51	11388.20	.00	11388.20
014	THE HEAD LOCK CL	2715.24	951.03	.00	979.89	2686.38	.00	2686.38
015	CLASS OF 2025	305.85	.00	.00	.00	305.85	.00	305.85
017	VET CLUB	2059.91	.00	.00	.00	2059.91	.00	2059.91
018	CLASS OF 2024	21.94	.00	.00	.00	21.94	.00	21.94
019	TRI M	85.24	.00	.00	.00	85.24	.00	85.24
022	SC PRIDE WEIGHTR	1991.11	.00	.00	.00	1991.11	.00	1991.11
023	KEY CLUB	651.85	.00	.00	.00	651.85	.00	651.85
024	GAY STRAIGHT ALL	163.96	.00	.00	.00	163.96	.00	163.96
025	LITERACY FUND	.87	.00	.00	.00	.87	.00	.87
026	JOURNALISM CONVE	390.00	.00	.00	.00	390.00	.00	390.00
027	CLASS OF 2022	3565.65	.00	.00	.00	3565.65	.00	3565.65
028	CLASS OF 2023	2156.22	1076.80	.00	1561.93	1671.09	.00	1671.09
029	COLOR GUARD	467.69	.00	.00	.00	467.69	.00	467.69
030	FCCLA FAMILY,CAR	178.32	.00	.00	.00	178.32	.00	178.32
031	EARL BANE SCHOLA	1500.00	.00	.00	1500.00	.00	.00	.00
032	ALUMNI POST.FUND	4650.16	.00	.00	.00	4650.16	.00	4650.16
033	LIBRARY SERVICE	353.59	160.00	.00	.00	513.59	.00	513.59
035	BOOK RENT	515.50	135.00	.00	.00	650.50	.00	650.50
036	DAMAGED PROPERTY	.00	25.00	.00	.00	25.00	.00	25.00
038	MEAL REPLACEMENT	1.00	1.00	.00	.00	2.00	.00	2.00
042	CHROMEBOOK DAMAG	.00	.00	.00	.00	.00	.00	.00
043	THE BOWLING FUND	474.83	839.82	.00	184.86	1129.79	.00	1129.79
044	WELFARE FUND	1992.57	.00	.00	574.00	1418.57	.00	1418.57
046	BEAUTIFY CENTRAL	13754.46	.00	.00	.00	13754.46	.00	13754.46
047	SALES TAX FUND	2574.42	2338.29	.00	2450.33	2462.38	.00	2462.38
048	ASSET BUILDING T	29.20	.00	.00	.00	29.20	.00	29.20
049	PHOTOS-ATHLETIC/	598.61	13.73	.00	.00	612.34	.00	612.34
050	MODEM MACHINES	.00	.00	.00	.00	.00	.00	.00
051	LIBRARY BOOK CLU	246.74	.00	.00	.00	246.74	.00	246.74

SALINA CENTRAL H.S. ACTIVITY

BUDGET YEAR 22 DATE 030422

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER. CASH BALANCE	CURRENT +REVENUES	PREV. YEAR -PO EXPENSES	CURRENT -EXPENSES	END. PER. PREV. & CURR. =CASH BALANCE -ENCUMBRANCES	UNENCUMBERED =CASH BALANCE
052	CS FB CONC EQU.	1982.30	.00	.00	.00	1982.30 .00	1982.30
053	GENERAL FUND	8480.59	79.00	.00	1999.38	6560.21 .00	6560.21
054	TRAIL	22115.42	146.46	.00	15000.00	7261.88 .00	7261.88
055	WOODS FUND	812.13	247.64	.00	.00	1059.77 .00	1059.77
056	D.E.C.A.	1581.73	.00	.00	.00	1581.73 .00	1581.73
057	BOYS SOCCER	1789.61	.00	.00	.00	1789.61 .00	1789.61
058	GAME DAY SCHOLAR	1472.97	50.00	.00	.00	1522.97 .00	1522.97
059	GIRLS GOLF	759.43	.00	.00	.00	759.43 .00	759.43
060	ART CLUBS	2629.76	492.00	.00	195.41	2926.35 .00	2926.35
061	PHOTOJOURNALISM	882.48	275.00	.00	-13.99	1171.47 .00	1171.47
063	SPANISH CLUB	254.39	.00	.00	.00	254.39 .00	254.39
064	N. F. L.	5605.18	.00	.00	.00	5605.18 .00	5605.18
065	NAT'L HONOR SOC.	68.65	1337.08	.00	1403.45	2.28 .00	2.28
067	QUIZ BOWL	480.36	.00	.00	45.65	434.71 .00	434.71
068	PYLON	337.92	.00	.00	.00	337.92 .00	337.92
069	S.A.D.D.	1508.23	.00	.00	.00	1508.23 .00	1508.23
070	ATHLETIC FUND	89177.07	8465.57	.00	1920.20	95722.44 .00	95722.44
071	BASKETBALL CONCE	3104.03	6212.36	.00	2748.89	6567.50 .00	6567.50
072	MUSTANG C-COUNTR	467.78	.00	.00	.00	467.78 .00	467.78
073	MUSTANG GOLF	892.46	.00	.00	.00	892.46 .00	892.46
074	SPIRIT COUNCIL	95.70	.00	.00	.00	95.70 .00	95.70
075	RACKET, INC.	4.31	.00	.00	.00	4.31 .00	4.31
076	SPLISH-SPLASH CL	418.73	.00	.00	316.00	102.73 .00	102.73
077	THE BASEBALL	8843.67	.00	.00	.00	8843.67 .00	8843.67
078	THE SOFTBALL FUN	2623.51	.00	.00	.00	2623.51 .00	2623.51
079	FOOTBALL CONCESS	10540.81	2784.80	.00	1076.80	12248.81 .00	12248.81
080	PREVENTION FUNDS	1652.88	.00	.00	.00	1652.88 .00	1652.88
081	COURTYARD PROJEC	4082.92	.00	.00	.00	4082.92 .00	4082.92
083	PBIS	186.86	70.00	.00	.00	256.86 .00	256.86
084	ROBOTICS CLUB	34723.57	.00	.00	833.23	33890.34 .00	33890.34
085	FOOTBALL FUND	6190.62	.00	.00	279.85	5910.77 .00	5910.77
086	GIRLS SOCCER FUN	2504.35	.00	.00	.00	2504.35 .00	2504.35
087	MUSTANG B-BALL	10805.47	.00	.00	1767.37	9038.10 .00	9038.10
088	MUSTANG TRACK CL	2665.58	.00	.00	.00	2665.58 .00	2665.58
089	DRAMATIC CLUB	342.33	.00	.00	39.85	302.48 .00	302.48
090	FR SPIRIT SING.	445.12	.00	.00	.00	445.12 .00	445.12
091	INSTR. MUSIC	4614.96	332.79	.00	250.00	4697.75 .00	4697.75
092	ORCHESTRA	13871.78	699.87	.00	805.00	13766.65 .00	13766.65
093	VOCAL MUSIC	7125.39	.00	.00	256.50	6868.89 .00	6868.89
094	PRODUCTION FUND	3024.52	3149.66	.00	1791.95	4382.23 .00	4382.23
096	CENTRAL PERK	3215.86	285.58	.00	.00	3501.44 .00	3501.44
097	SC BOOSTER	9717.75	.00	.00	.00	9717.75 .00	9717.75
098	PBD	411.05	.00	.00	27.75	383.30 .00	383.30
		350066.75	36391.79	.00	39195.02	347263.52 .00	347263.52

Perry Coon 3-4-22
Matt By 3/1/22

SALINA HIGH SCHOOL-SOUTH

BUDGET YEAR 22 DATE 030222

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER. CASH BALANCE	CURRENT +REVENUES	PREV. YEAR -PO EXPENSES	CURRENT -EXPENSES	END. PER. =CASH BALANCE	PREV. & CURR. -ENCUMBRANCES	UNENCUMBERED =CASH BALANCE
010	LIBRARY	.00	.00	.00	.00	.00	.00	.00
011	ADVANCED PLACEME	136.00	.00	.00	136.00	.00	.00	.00
013	M MACHINES	.00	.00	.00	.00	.00	.00	.00
014	REIMBURSABLE ART	980.00	920.00	.00	980.00	920.00	.00	920.00
015	REIMBURSABLE LUM	40.00	40.00	.00	40.00	40.00	.00	40.00
016	TEXTBOOK RENTAL	211.53	125.00	.00	211.53	125.00	.00	125.00
018	ACTIVITY TICKETS	274.60	54.92	.00	.00	329.52	.00	329.52
019	ATHLETICS	91305.13	7626.32	.00	2279.53	96651.92	.00	96651.92
021	CHEERLEADERS	6959.54	.00	.00	126.96	6832.58	.00	6832.58
022	CHROMEBOOKS L&D	10.00	10.00	.00	10.00	10.00	.00	10.00
023	PEPPERS	137.25	1915.28	.00	1516.35	536.18	.00	536.18
024	BASEBALL	6045.62	.00	.00	239.90	5805.72	.00	5805.72
025	BOYS BASKETBALL	3946.72	.00	.00	.00	3946.72	.00	3946.72
026	GIRLS BASKETBALL	3710.29	.00	.00	191.61	3518.68	.00	3518.68
027	TRACK	1279.12	266.77	.00	.00	1545.89	.00	1545.89
028	FOOTBALL	5406.79	.00	.00	457.00	4949.79	.00	4949.79
029	BOYS GOLF	731.09	.00	.00	.00	731.09	.00	731.09
030	BOYS SWIM	1043.46	.00	.00	.00	1043.46	.00	1043.46
031	GIRLS SWIM	305.80	.00	.00	.00	305.80	.00	305.80
032	GIRLS TENNIS	739.26	.00	.00	.00	739.26	.00	739.26
033	CROSS COUNTRY	741.44	.00	.00	.00	741.44	.00	741.44
034	GIRLS SOCCER	3881.08	.00	.00	.00	3881.08	.00	3881.08
035	VOLLEYBALL	2366.38	.00	.00	.00	2366.38	.00	2366.38
036	CONDITIONING	1951.98	315.00	.00	124.98	2142.00	.00	2142.00
037	WRESTLING	5347.01	2649.28	.00	1146.00	6850.29	.00	6850.29
038	INTERNATIONAL CU	302.66	.00	.00	.00	302.66	.00	302.66
039	BOWLING	444.95	.00	.00	91.00	353.95	.00	353.95
040	SAFE	851.39	.00	.00	.00	851.39	.00	851.39
041	ST. ASSOCIATION	14844.56	.00	.00	.00	14844.56	.00	14844.56
042	COFFEE BAR	170.73	202.84	.00	.00	373.57	.00	373.57
043	BIG BROTHERS BIG	120.44	.00	.00	.00	120.44	.00	120.44
044	POSITIVE REWARDS	2701.94	.00	.00	.00	2701.94	.00	2701.94
045	DEBATE/FORENSICS	2806.04	714.58	.00	887.13	2633.49	.00	2633.49
046	NHS	4980.73	.00	.00	.00	4980.73	.00	4980.73
047	CONCESSIONS-FB	.00	.00	.00	.00	.00	.00	.00
048	PROM	1930.93	.00	.00	.00	1930.93	.00	1930.93
049	SCIENCE OLYMPIAD	128.32	.00	.00	.00	128.32	.00	128.32
050	FCA	1615.62	.00	.00	.00	1615.62	.00	1615.62
051	BAND	4651.76	.00	.00	.00	4651.76	.00	4651.76
052	BAND UNIFORM CLE	1101.79	.00	.00	.00	1101.79	.00	1101.79
053	JAZZ BAND	67.75	.00	.00	.00	67.75	.00	67.75
054	ORCHESTRA	2453.61	.00	.00	.00	2453.61	.00	2453.61
055	VOCAL	1618.22	.00	.00	427.20	1191.02	.00	1191.02
056	DRAMA	2517.07	30.00	.00	277.22	2269.85	.00	2269.85
057	PRODUCTIONS	1844.54	6264.94	.00	626.06	7483.42	.00	7483.42
058	CLASS OF 2022	1069.64	.00	.00	.00	1069.64	.00	1069.64

Julie Work
Curriculum

SALINA HIGH SCHOOL-SOUTH

BUDGET YEAR 22 DATE 030222

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER. CASH BALANCE	CURRENT +REVENUES	PREV. YEAR -PO EXPENSES	CURRENT -EXPENSES	END. PER. PREV. & CURR. =CASH BALANCE -ENCUMBRANCES	UNENCUMBERED =CASH BALANCE
060	CLASS OF 2023	177.19	.00	.00	.00	177.19 .00	177.19
061	CLASS OF 2024	75.60	.00	.00	.00	75.60 .00	75.60
062	CLASS OF 2025	190.02	.00	.00	.00	190.02 .00	190.02
063	QUIZ BOWL	405.64	50.00	.00	172.92	282.72 .00	282.72
064	CRIMSTOPPERS	95.52	.00	.00	.00	95.52 .00	95.52
065	SWIM TEAM DISPLA	1206.60	.00	.00	.00	1206.60 .00	1206.60
066	LIBRARY SERVICE	951.23	.00	.00	.00	951.23 .00	951.23
067	CULINARY ARTS	1774.49	20.69	.00	.00	1795.18 .00	1795.18
069	SPECIAL ED/VANDE	736.38	.00	.00	.00	736.38 .00	736.38
070	GRAPHIC DESIGN D	7482.82	220.00	.00	2500.00	5202.82 .00	5202.82
071	SKILLSUSA	266.89	.00	.00	.00	266.89 .00	266.89
072	FCCLA	1851.74	.00	.00	.00	1851.74 .00	1851.74
074	CATERING	71.58	.00	.00	.00	71.58 .00	71.58
075	FRENCH CLUB	316.85	.00	.00	.00	316.85 .00	316.85
077	EARL BANE MICRO-	1000.00	.00	.00	1000.00	.00 .00	.00
078	PREENER	4620.61	4610.08	.00	6859.72	2370.97 .00	2370.97
079	TRIPODIUM	1392.53	.00	.00	.00	1392.53 .00	1392.53
080	CONCESSIONS-BB	6046.80	5172.96	.00	1214.75	10005.01 .00	10005.01
081	STUDENT NEEDS	7863.95	205.54	.00	1241.13	6828.36 .00	6828.36
082	SALES TAX	1725.75	2012.54	.00	1725.77	2012.52 .00	2012.52
083	SIT FUNDS	24660.69	.00	.00	1014.74	23645.95 .00	23645.95
085	BPA CLUB	3058.10	37.41	.00	.00	3095.51 .00	3095.51
086	BOYS SOCCER	2853.47	.00	.00	.00	2853.47 .00	2853.47
087	FLAG TEAM	208.33	.00	.00	.00	208.33 .00	208.33
088	ROBOTICS CLUB	2737.00	.00	.00	.00	2737.00 .00	2737.00
089	SOFTBALL	9075.18	.00	.00	2190.74	6884.44 .00	6884.44
091	PAW MART	3400.35	696.17	.00	466.20	3630.32 .00	3630.32
092	LINK CREW	786.31	.00	.00	.00	786.31 .00	786.31
093	SCHOOL AESTHETIC	501.63	.00	.00	.00	501.63 .00	501.63
094	MULTIMEDIA	662.01	.00	.00	.00	662.01 .00	662.01
095	GIRLS GOLF	579.91	.00	.00	.00	579.91 .00	579.91
097	JAG	2447.63	.00	.00	.00	2447.63 .00	2447.63
200	WOODALL-FLC	955.46	.00	.00	.00	955.46 .00	955.46
203	TREE HUGGERS	77.74	.00	.00	.00	77.74 .00	77.74
204	HOSA	1779.29	.00	.00	.00	1779.29 .00	1779.29
205	PBD	11.00	.00	.00	.00	11.00 .00	11.00
206	GAY-STRAIGHT ALL	1254.26	.00	.00	.00	1254.26 .00	1254.26
207	FLC	823.39	.00	.00	.00	823.39 .00	823.39
208	SUMMER SCHOOL-DR	.00	.00	.00	.00	.00 .00	.00
209	SUMMER SCHOOL-EN	.00	.00	.00	.00	.00 .00	.00
210	COMIC BOOK CLUB	340.27	.00	.00	.00	340.27 .00	340.27
211	BULLY PREVENTION	193.37	.00	.00	.00	193.37 .00	193.37

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MAPP2
 MONTHLY CASH BALANCE

SALINA HIGH SCHOOL-SOUTH

BUDGET YEAR 22 DATE 030222

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER. CASH BALANCE	CURRENT +REVENUES	PREV. YEAR -PO EXPENSES	CURRENT -EXPENSES	END. PER. PREV. & CURR. =CASH BALANCE	-ENCUMBRANCES	UNENCUMBERED =CASH BALANCE
214	SUBSTANCE PREVEN	2619.46	.00	.00	.00	2619.46	.00	2619.46
215	BOYS TENNIS	1422.60	.00	.00	.00	1422.60	.00	1422.60
218	ART FUND	39.84	.00	.00	.00	39.84	.00	39.84
221	TEEN BUILDERS	475.87	.00	.00	.00	475.87	.00	475.87
222	FNS MEAL REPLACE	1.00	.00	.00	.00	1.00	.00	1.00
		-----	-----	-----	-----	-----	-----	-----
		282989.13	34160.32	.00	28154.44	288995.01	.00	288995.01

LAKWOOD MIDDLE SCHOOL

BUDGET YEAR 22 DATE 030322

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER. CASH BALANCE	CURRENT +REVENUES	PREV. YEAR -PO EXPENSES	CURRENT -EXPENSES	END. PER. =CASH BALANCE	PREV. & CURR. -ENCUMBRANCES	UNENCUMBERED =CASH BALANCE
010	TEXTBOOK RENTAL	.00	.00	.00	.00	.00	.00	.00
012	PRINCIPAL'S FUND	4521.86	509.33	.00	75.78	4955.41	.00	4955.41
014	FS MEAL REPLACEM	.00	.00	.00	.00	.00	.00	.00
* 015	RAINBOW SPECTRUM	.00	270.91	.00	.00	270.91	.00	270.91
016	LOST LIBRARY BOO	.00	57.00	.00	.00	57.00	.00	57.00
017	CHROMEBOOK DAMAG	50.00	60.00	.00	50.00	60.00	.00	60.00
019	ACADEMIC COACHES	19.32	.00	.00	.00	19.32	.00	19.32
022	LAKE PROJECT	482.76	.00	.00	.00	482.76	.00	482.76
027	7TH FOOTBALL FUN	18.15	.00	.00	.00	18.15	.00	18.15
028	ATHLETIC	13489.56	2874.37	.00	255.24	16108.69	.00	16108.69
029	FOOTBALL FUNDRAI	111.61	.00	.00	.00	111.61	.00	111.61
030	GIRLS BBALL FUND	912.20	.00	.00	.00	912.20	.00	912.20
031	TENNIS FUNDRAISE	5.12	.00	.00	.00	5.12	.00	5.12
032	BOYS' BBALL FUND	955.28	125.00	.00	660.76	419.52	.00	419.52
033	VOLLEYBALL FUNDR	956.45	.00	.00	.00	956.45	.00	956.45
034	FCA	506.17	133.64	.00	418.00	221.81	.00	221.81
035	STUDENT PREVENTI	367.66	.00	.00	.00	367.66	.00	367.66
036	SCIENCE FIELD TR	3957.79	.00	.00	9.65	3948.14	.00	3948.14
037	STUCO	3608.16	2357.86	.00	1295.54	4670.48	.00	4670.48
043	SOCIAL STUDIES F	851.03	.00	.00	.00	851.03	.00	851.03
044	ALC FUNDRAISER	166.81	.00	.00	.00	166.81	.00	166.81
045	CAREERS & LIFE F	96.55	.00	.00	.00	96.55	.00	96.55
046	BAND	7745.00	.00	.00	.00	7745.00	.00	7745.00
049	FACS DEPT	1336.02	.00	.00	.00	1336.02	.00	1336.02
050	ORCHESTRA	93.11	.00	.00	.00	93.11	.00	93.11
052	9TH HOUR	261.38	.00	.00	24.28	237.10	.00	237.10
058	BOX TOPS	252.14	.00	.00	.00	252.14	.00	252.14
064	PE DEPT	242.90	.00	.00	.00	242.90	.00	242.90
076	STANG GANG	114.08	.00	.00	.00	114.08	.00	114.08
077	LAKWOOD TRI-M G	18.39	.00	.00	.00	18.39	.00	18.39
078	DODGEBALL TOURNA	797.94	.00	.00	.00	797.94	.00	797.94
079	ROBOTICS CLUB	376.15	.00	.00	.00	376.15	.00	376.15
082	STUDENT FUNDRAIS	442.86	.00	.00	107.06	335.80	.00	335.80
083	CROSS COUNTRY FU	9.68	.00	.00	.00	9.68	.00	9.68
084	STUDENT NEEDS FU	3334.22	.00	.00	172.00	3162.22	.00	3162.22
085	STUDENT SUPPLY	1367.76	.00	.00	.00	1367.76	.00	1367.76
091	SALES TAX	289.04	720.05	.00	207.75	801.34	.00	801.34
092	ESL FUNDRAISER	26.87	.00	.00	.00	26.87	.00	26.87
094	PUBLICATIONS	2767.59	82.38	.00	.00	2849.97	.00	2849.97
097	CONCESSIONS	2612.70	1835.63	.00	440.25	4008.08	.00	4008.08
098	CHEERLEADERS	2558.19	706.85	.00	256.55	3008.49	.00	3008.49

* 015 Rainbow Spectrum Student Club

New Fund

Added Spring 2022

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MAPP2
MONTHLY CASH BALANCE

LAKWOOD MIDDLE SCHOOL

BUDGET YEAR 22 DATE 030322

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER. CASH BALANCE	CURRENT +REVENUES	PREV. YEAR -PO EXPENSES	CURRENT -EXPENSES	END. PER. PREV. & CURR. =CASH BALANCE	-ENCUMBRANCES	UNENCUMBERED =CASH BALANCE
123	MUSIC/GUITAR	500.00	.00	.00	.00	500.00	.00	500.00
		-----	-----	-----	-----	-----	-----	-----
		56222.50	9733.02	.00	3972.86	61982.66	.00	61982.66

Scott
Christy Underwood

SALINA SOUTH MIDDLE SCHOOL

BUDGET YEAR 22 DATE 030322

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER.	CURRENT	PREV. YEAR	CURRENT	END. PER. PREV. & CURR.	UNENCUMBERED
		CASH BALANCE	+REVENUES	-PO EXPENSES	-EXPENSES	=CASH BALANCE -ENCUMBRANCES	=CASH BALANCE
010	YEARBOOK	17262.09	82.38	.00	3502.00	13842.47	13842.47
011	TEXTBOOK RENTAL	225.00	.00	.00	.00	225.00	225.00
012	FS MEAL REPLACEM	59.50	20.14	.00	.00	79.64	79.64
013	LOST BOOKS	30.00	.00	.00	.00	30.00	30.00
014	ATHLETICS	23062.66	5276.38	.00	252.66	28086.38	28086.38
015	STUDENT FUNDRAIS	11584.80	1144.58	.00	1965.78	10763.60	10763.60
016	MATH COUNTS	51.57	.00	.00	.00	51.57	51.57
017	FLC	869.57	97.76	.00	21.53	945.80	945.80
018	LIBRARY BOOK FAI	155.45	16.48	.00	.00	171.93	171.93
019	SMS SCHOOL IMPRO	11902.34	11.90	.00	13.00	11901.24	11901.24
020	ART CLUB	4544.88	.00	.00	.00	4544.88	4544.88
021	CONCESSIONS	1943.60	2405.01	.00	2026.95	2321.66	2321.66
022	VOCAL MUSIC	1704.23	.00	.00	85.00	1619.23	1619.23
023	BAND	18.43	.00	.00	.00	18.43	18.43
024	SCHOOL SAFETY	124.35	.00	.00	.00	124.35	124.35
025	FAMILY & CONSUME	51.58	.00	.00	.00	51.58	51.58
026	STUDENT COUNCIL	5795.59	510.42	.00	225.21	6080.80	6080.80
027	SALES TAX	371.09	836.43	.00	259.85	947.67	947.67
028	CHEERLEADERS	590.01	.00	.00	.00	590.01	590.01
029	SCIENCE CLUB	1065.79	.00	.00	.00	1065.79	1065.79
031	FOOTBALL	777.51	2828.00	.00	1687.95	1917.56	1917.56
032	VOLLEYBALL	725.67	.00	.00	.00	725.67	725.67
033	WRESTLING	978.58	.00	.00	.00	978.58	978.58
034	BOYS BASKETBALL	1107.33	.00	.00	300.00	807.33	807.33
035	GIRLS BASKETBALL	1994.36	.00	.00	.00	1994.36	1994.36
036	TRACK	1214.55	.00	.00	.00	1214.55	1214.55
037	TENNIS	48.09	.00	.00	.00	48.09	48.09
038	ORCHESTRA	191.14	.00	.00	.00	191.14	191.14
039	CROSS COUNTRY	698.39	.00	.00	.00	698.39	698.39
040	PHYSICAL EDUCATI	530.92	.00	.00	.00	530.92	530.92
041	GITAR CLASS GRA	2774.25	21.97	.00	336.00	2460.22	2460.22
042	LIBRARY MEMORIAL	304.06	.00	.00	.00	304.06	304.06
043	PRINCIPAL'S OFFI	43.03	.00	.00	29.95	13.08	13.08
044	GIFTED PROGRAM	1090.43	.00	.00	23.98	1066.45	1066.45
045	FCA	169.69	.00	.00	.00	169.69	169.69
046	TRI-M MUSIC HONO	232.21	.00	.00	.00	232.21	232.21
047	CHROMEBOOK DAMAG	70.00	10.00	.00	.00	80.00	80.00
		94362.74	13261.45	.00	10729.86	96894.33	96894.33

Jamie Jackson
 3-3-22

Dale Dow

3-3-22

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MAPP2
MONTHLY CASH BALANCE

SE COOP ACT FUND

BUDGET YEAR 22 DATE 030222

FUND TYPE= ALL

LEDGER DATES 020122 - 022822

FUND	NAME	BEG. PER. CASH BALANCE	CURRENT +REVENUES	PREV. YEAR -PO EXPENSES	CURRENT -EXPENSES	END. PER. =CASH BALANCE	PREV. & CURR. -ENCUMBRANCES	UNENCUMBERED =CASH BALANCE
010	OPPORTUNITY NOW	1241.15	.00	.00	.00	1241.15	.00	1241.15
020	EXCEPTIONAL CATE	16489.99	.53	.00	123.33	16367.19	.00	16367.19
050	O.N. SEWING CLUB	80.79	.00	.00	.00	80.79	.00	80.79
060	TRANSITIONS	4265.90	.00	.00	1255.48	3010.42	.00	3010.42
070	SHIRTS BY TRANSI	912.96	.00	.00	.00	912.96	.00	912.96
099	SALES TAX FUND	99.41	.00	.00	.00	99.41	.00	99.41
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		23090.20	.53	.00	1378.81	21711.92	.00	21711.92

Nangki Spiji 3-2-22
~~*[Signature]*~~ 3-2-22

HEUSNER STUDENT COUNCIL			2/28/2022					General Fund		Sales tax	
Received	Paid Out	Balance	Receipt #/Ck#	Date	To/FROM Whom	For	Revenue	Expenditures	Revenue	Expenditures	
Beginning		\$2,068.57									
		\$2,068.57									
		\$2,068.57									
		\$2,068.57									
\$274.00		\$2,342.57		2/15/22	Deposit	Store/Pencil Machine	\$274.00				
		\$2,342.57									
		\$2,342.57									
		\$2,342.57									
		\$2,342.57									
		\$2,342.57									
		\$2,342.57									
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		\$2,342.57									
		\$2,342.57									
		\$2,342.57									
		\$2,342.57									
		\$2,342.57									
\$274.00	\$0.00	\$2,342.57									
						Total Expenditures		\$0.00	\$0.00	\$0.00	
						Total Revenue	\$274.00				
						Balance	\$2,342.57				

Amy Armstrong
Sponsors

John Marshall
Principal

UMB
USD #305 HEALTH INSURANCE TRUST
PORTFOLIO APPRAISAL
as of 2/28/2022

Units	Description	Maturity Date	Total Cost	Unit Price	Market Value
150,000	United States Treasury Note/Bond 2.375% 15 Mar 2022	3/15/2022	\$151,651.63	1.000870	\$150,130.50
175,000	United States Treasury Note/Bond 1.875% 31 Mar 2022	3/31/2022	\$176,630.78	1.001390	\$175,243.25
150,000	United States Treasury Note/Bond 2.25% 15 Apr 2022	4/15/2022	\$151,548.56	1.002390	\$150,358.50
150,000	United States Treasury Note/Bond 1.75% 30 Apr 2022	4/30/2022	\$151,044.20	1.002340	\$150,351.00
150,000	United States Treasury Note/Bond 1.75% 15 May 2022	5/15/2022	\$151,000.62	1.002770	\$150,415.50
150,000	United States Treasury Note/Bond 2.125% 15 May 2022	5/15/2022	\$151,307.94	1.003550	\$150,532.50
150,000	United States Treasury Note/Bond .125% 31 May 2022	5/31/2022	\$149,894.53	0.999130	\$149,869.50
150,000	United States Treasury Note/Bond 1.75% 15 Jun 2022	6/15/2022	\$151,048.61	1.003680	\$150,552.00
150,000	United States Treasury Note/Bond 2.125% 30 Jun 2022	6/30/2022	\$151,340.47	1.005320	\$150,798.00
150,000	United States Treasury Note/Bond 1.75% 15 Jul 2022	7/15/2022	\$151,062.11	1.004450	\$150,667.50
150,000	United States Treasury Note/Bond .125% 30 Sep 2022	9/30/2022	\$149,906.25	0.996290	\$149,443.50
100,000	United States Treasury Note/Bond 2% 30 Nov 2022	11/30/2022	\$101,811.39	1.007810	\$100,781.00
200,000	United States Treasury Note/Bond 2.125% 31 Dec 2022	12/31/2022	\$203,820.13	1.009220	\$201,844.00
100,000	United States Treasury Note/Bond .125% 31 Mar 2023	3/31/2023	\$99,933.59	0.988950	\$98,895.00
100,000	United States Treasury Note/Bond 2.75% 30 Apr 2023	4/30/2023	\$103,793.57	1.017770	\$101,777.00
200,000	United States Treasury Note/Bond .125% 15 May 2023	5/15/2023	\$199,734.38	0.987310	\$197,462.00
100,000	United States Treasury Note/Bond 1.75% 15 May 2023	5/15/2023	\$102,297.86	1.006520	\$100,652.00
200,000	United States Treasury Note/Bond .125% 31 May 2023	5/31/2023	\$199,671.88	0.986290	\$197,258.00
200,000	United States Treasury Note/Bond .25% 15 Jun 2023	6/15/2023	\$200,062.23	0.987500	\$197,500.00
225,000	United States Treasury Note/Bond .125% 30 Jun 2023	6/30/2023	\$224,613.28	0.985040	\$221,634.00
225,000	United States Treasury Note/Bond .125% 15 Jul 2023	7/15/2023	\$224,560.55	0.984610	\$221,537.25
225,000	United States Treasury Note/Bond .125% 31 Jul 2023	7/31/2023	\$224,525.39	0.983560	\$221,301.00
325,000	United States Treasury Note/Bond 2.5% 15 Aug 2023	8/15/2023	\$334,746.02	1.017310	\$330,625.75
225,000	United States Treasury Note/Bond .125% 31 Aug 2023	8/31/2023	\$224,384.77	0.982310	\$221,019.75
325,000	United States Treasury Note/Bond .125% 15 Sep 2023	9/15/2023	\$323,438.48	0.981520	\$318,994.00
325,000	United States Treasury Note/Bond .25% 30 Sep 2023	9/30/2023	\$324,187.50	0.982700	\$319,377.50
325,000	United States Treasury Note/Bond .375% 31 Oct 2023	10/31/2023	\$323,260.74	0.982970	\$319,465.25

Units	Description	Maturity Date	Total Cost	Unit Price	Market Value
325,000	United States Treasury Note/Bond .5% 30 Nov 2023	11/30/2023	\$323,832.03	0.984020	\$319,806.50
175,000	United States Treasury Note/Bond .125% 15 Dec 2023	12/15/2023	\$170,843.75	0.977030	\$170,980.25
100,000	United States Treasury Note/Bond 2.25% 31 Jan 2024	1/31/2024	<u>\$101,820.31</u>	1.015080	<u>\$101,508.00</u>
U.S. GOVERNMENT & AGENCY BONDS			\$5,697,773.55		\$5,640,780.00
CASH AND EQUIVALENTS					
	Short Term Funds - Federated Hermes Gov't Obli Fund #5		<u>\$621,317.47</u>		<u>\$621,317.47</u>
TOTAL PORTFOLIO			<u>\$6,319,091.02</u>		<u>\$6,262,097.47</u>

DATE	AMOUNT	DEBIT SACCT	CREDIT SACCT	DESCRIPTION
Electronic Payments-Operating Checking				
2/1/2022	929,669.86	00117	00101	January-Transfer Employee and Employer Paid Contributions to Health Insurance Trust Account
2/1/2022	81,845.53	000AX	00101	November and December - E-Payables
2/2/2022	138.73	21300	00101	Bank Service Charge Fees
2/9/2022	370.32	21300	00101	Bank Service Charge Fees
2/11/2022	10,834.18	00501	00101	February Payroll Taxes
2/11/2022	5,847.97	00502	00101	February Payroll Taxes
2/11/2022	13,901.47	00503	00101	February Payroll Taxes
2/11/2022	13,901.47	00504	00101	February Payroll Taxes
2/11/2022	10,610.72	00510	00101	February Payroll Taxes
2/11/2022	253.97	00521	00101	February Payroll Taxes
2/15/2022	52,428.05	00501	00101	February Payroll Taxes
2/15/2022	33,283.44	00502	00101	February Payroll Taxes
2/15/2022	91,481.85	00503	00101	February Payroll Taxes
2/15/2022	91,481.85	00504	00101	February Payroll Taxes
2/15/2022	29.54	00506	00101	February Payroll Taxes
2/15/2022	75,846.15	00510	00101	February Payroll Taxes
2/15/2022	3,225.86	00521	00101	February Payroll Taxes
2/25/2022	369,236.51	00501	00101	February Payroll Taxes
2/25/2022	178,656.30	00502	00101	February Payroll Taxes
2/25/2022	333,516.36	00503	00101	February Payroll Taxes
2/25/2022	333,516.36	00504	00101	February Payroll Taxes
2/25/2022	907.28	00506	00101	February Payroll Taxes
2/25/2022	270,105.01	00510	00101	February Payroll Taxes
2/25/2022	3,694.76	00521	00101	February Payroll Taxes
2/25/2022	127,143.57	VARIOUS	00101	February Employee 403(B) Contributions
2/25/2022	36,977.74	VARIOUS	00101	February Employee Insurance
2/25/2022	66,441.48	00910	00101	February Employer Paid Retirement Contributions
2/25/2022	81,351.00	00570	00101	February Employee Credit Union Contributions
2/25/2022	1,109.60	00576	00101	February Employee SEF Contributions
2/28/2022	2,085,820.26	40300	00101	Bond Interest Payment - Series 2014/21
Electronic Payments-Health Insurance Trust Account				
2/3/2022	179,271.93	46700	00117	BCBS Health Insurance Claims 1/26 to 2/1
2/9/2022	199,992.09	46700	00117	BCBS Health Insurance Claims 2/2 to 2/8
2/16/2022	51,099.77	46700	00117	BCBS Health Insurance Claims 2/9 to 2/15
2/23/2022	154,464.69	46700	00117	BCBS Health Insurance Claims 2/16 to 2/22
2/28/2022	164,223.85	46720	00117	BCBS Health Insurance Premium Fees for March
Fund to Fund Transfers				
2/28/2022	979,646.17	27180	43000	Transfer to At-Risk K-12 Fund
2/28/2022	36,415.89	26990	33200	Transfer to Virtual Education Fund
2/28/2022	24,550.00	27200	75500	Transfer to Preschool-Aged At-Risk Fund
2/28/2022	99,795.25	32360	57040	Transfer to Career & Post Secondary Education Fund
2/28/2022	99,561.43	32380	80080	Transfer to Bilingual Fund
Other Allocations, Reclassifications and Adjustments(\$20,000 and above)				
2/15/2022	591,916.69	43030	VARIOUS	Allocate At-Risk Certified Salaries - K-8
2/15/2022	208,083.31	43035	VARIOUS	Allocate At-Risk Certified Salaries - 9-12
2/15/2022	591,916.69	31090	VARIOUS	Allocate LOB Certified Salaries - K-8
2/15/2022	208,083.31	31095	VARIOUS	Allocate LOB Certified Salaries - 9-12

April 12, 2022

V.-g. Consent Agenda

Approve Encumbrance Listings

Encumbrance Listings
Items over \$20,000 Not Requiring Formal Bid Per K.S.A. 72-1151

Vendor	Item Description	Amount
Frontline Technology	Annual Maintenance Agreement Renewal for Applicant Tracking, Professional Learning Management, Employee Evaluation Management, Absence, Substitute and Time Solution (7/1/22-6/30/23)	\$99,325.58

The maintenance renewal includes ongoing support, software updates, and software enhancements. This was last approved on March 9, 2021.

Vendor	Item Description	Amount
EMS Linq (formerly Wiedenhammer)	Annual Maintenance Agreement Renewal for the Alio Financial Accounting and Human Resource System (including subcaller and timeclock interface, employee service portal, Kansas state reporting, and Oracle forms & reports) (8/1/22-7/31/23)	\$36,030.73

The maintenance renewal includes ongoing support, software updates, and software enhancements. This was last approved on April 13, 2021.

Vendor	Item Description	Amount
Jones Gillam Renz	Professional Services for Design Development, Bidding Documents, and Construction Services	\$59,500

Heartland Programs intends to renovate their commercial kitchen using approximately \$700,000 in Federal grant money.

This meets all state bidding requirements per K.S.A. 72-1151 as a professional service.

Vendor	Item Description	Amount
M Squared Architects	Professional Services for Design Development, Bidding Documents, and Construction Services	\$75,000

Pending board approval of the FY22-23 Capital Improvement Plan, the district plans to replace the student parking lot at South High School. Professional services are needed to prepare a design and bidding documents for this project.

This meets all state bidding requirements per K.S.A. 72-1151 as a professional service.

Vendor	Item Description	Amount
Johnson Controls	Valcom Intercom IP Head End; Installed	\$48,744.84

The public address (intercom) system at Lakewood Middle School was installed in 2001. It reached end-of-life several years ago; as a result, we are no longer able to purchase replacement parts. Recently, the system has been experiencing difficulties and failures.

A new Valcom IP controlled intercom system will allow for replacing the intercom system without having to replace cabling and speakers throughout the building. It also allows for simple moves, adds, and changes to the speaker system in the future, if needed. An IP system allows for simpler bell and message configuration, modification, and variations.

The purchase will use Johnson Controls Fire Protection LP's NASPO ValuePoint Cooperative Agreement #3407. This meets all state bidding requirements per K.S.A. 72-1151.

Vendor	Item Description	Amount
US Foods	Projected Total Expenses	\$1,990,000

Food and Nutrition Services requests approval to reaffirm the prime vendor contract with US Foods for the period effective August 1, 2022 through July 31, 2023. The contract was approved by the BOE in May 2018 and may be renewed for four successive one-year terms, subject to board approval.

The prime vendor contract covers approximately 80% of food and non-food supplies. It does not include fresh bread, milk or equipment. Projected expenses for 2022-2023 include a 6.8% increase based on the consumer price index for food away from home, to account for forecasted inflation.

The prime vendor contract is available in the office of the director of food and nutrition services.

Vendor	Item Description	Amount
Hiland Dairy	Projected Total Expenses	\$320,000

Food and Nutrition Services requests approval to reaffirm the dairy vendor contract with Hiland Dairy for the period effective July 1, 2022 through June 30, 2023. The contract was approved by the BOE in June 2020 and may be renewed up to two successive one-year terms, subject to board approval. Projected expenses for 2022-2023 allow for a 5.2% increase based on the consumer price index for dairy products, to account for forecasted inflation.

The dairy vendor contract is available in the office of the director of food and nutrition services.

Vendor	Item Description	Amount
BD4 Distributing, Inc.	Projected Total Expenses	\$26,000

Food and Nutrition Services requests approval to reaffirm the chemical vendor contract with BD4 Distributing, Inc. for the period effective July 1, 2022 through June 30, 2023. The contract was approved by the BOE in June 2018 and may be renewed for four successive one-year terms, subject to BOE approval.

Projected expenses for 2022-2023 allow for no more than a 3% increase as set forth in the escalation clause in the current contract.

The chemical vendor contract is available in the office of the director of food and nutrition services.

Vendor	Item Description	Amount
Pahls Enterprises Inc, DBA: Walt's Refg, Htg & AC	Projected Total Expenses for Equipment Repairs and Maintenance	\$50,000

Food service equipment requires ongoing service for repairs and maintenance to successfully operate the child nutrition programs. Historical averages were used to project annual expenses for 2022-2023.

Vendor	Item Description & Quantity	Amount
PBLWorks	PBL 101 On-Site Training: May 24-26, 2022	\$14,300
	PBL 101 On-Site Training: June 21-23, 2022	\$14,300
	PBL 101 On-Site Training: July 12-14, 2022	\$14,300
	Total	\$42,900

The Project Based Learning (PBL) summer trainings are part of a multi-year professional development initiative focused on the district strategic goals to increase students' critical thinking, communication, and social-emotional skills. PBL 101 provides participants with the knowledge and skills needed to implement a rigorous, standards-based project. Facilitated by an expert national faculty from the Buck Institute, PBL 101 is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. The course models the Project Based Learning process, and models how teachers might facilitate PBL in their own classroom. Participants will learn how to set norms, facilitate inquiry, and foster collaborative conversations.

Vendor	Item Description & Quantity	Amount
BrainPOP	BrainPOP Jr. (Grades K-3) – 8 buildings BrainPOP (Grades 3-8) – 10 buildings	\$26,981.10

This is a renewal of BrainPOP and BrainPOP Jr. for the 2022-2023 school year. BrainPOP Jr. provides curriculum-based content geared specifically for K-3 students. The site offers a growing library of movies and interactive features across six subjects: science, health, writing, reading, social studies, and math. BrainPOP is a group of educational websites with over 1,000 short animated movies for students in grades 3-8, together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music.

Vendor	Item Description & Quantity	Amount
Illuminate Education	FastBridge Assessment System Annual Subscription (Year 1 of 3)	\$26,400
	Comprehensive Virtual FastBridge Training for Capacity Building (up to 20 participants per cohort)	\$3,500
	Total	\$29,900

USD 305 will use this evidence-based assessment system as a screening tool for dyslexia and social-emotional behavior. Teachers will have the ability to screen for signs of dyslexia at the critical early grade levels, address student-learning needs with targeted, data-driven interventions, and monitor each student's progress toward reading goals.

This assessment platform will provide actionable data to guide whole child supports.

Vendor	Item Description & Quantity	Amount
MasteryConnect	Premium Student Licenses (3,200) and Web Professional Development (8 Buildings)	\$24,774.25

MasteryConnect is an online software system that provides teachers timely feedback on student progress toward mastery of identified standards. MasteryConnect facilitates teachers' ability to make informed instructional decisions based on real-time data. Through collaboration and professional reflection, MasteryConnect assists teachers in identifying a student's level of understanding in order to develop targeted interventions to impact academic growth. Reports for teachers, parents, and administrators are available. Reporting provides item analysis, teacher comparison, class comparison, and individual student reports. The item analysis, teacher comparison, and class comparison reports are useful for teams of teachers to refine teaching practices, guide professional development, and determine students needing intervention. The individual student reports provide a way to clearly communicate with parents about student learning in relationship to the grade level standards.

Data gathered from common assessments are used at the district, school, and classroom level to inform and drive instructional decisions.

Vendor	Item Description & Quantity	Amount
Edgenuity	Virtual Classroom and Web Administrator Site Licenses for Central High, South High, and Diploma Completion	\$51,823

Central High and South High would like to renew the Edgenuity instructional software to provide specialized online instruction. The program is used in the PBD lab, credit recovery courses, extended year programs, diploma completion, and online course credit for homebound students.

Edgenuity is a leading provider of one-to-one online instruction in core and elective courses. The online program provides core and elective instruction. The courseware is aligned to state and national standards and helps students recover and accrue credits for graduation.

Edgenuity combines best-practice pedagogy with technology that enables schools to customize content and settings while providing an opportunity for students to learn at their own pace.

The amount of \$155,470 is for a three-year quote and is invoiced annually. The 2022-2023 school year is year three of the three-year commitment agreement.

It is recommended that you approve the Encumbrance Listings as presented.

V.-h. Consent Agenda

Approve Lakewood Robotics Request to Apply for a Grant

Lakewood Middle School's robotics program is applying for a grant for \$7,148 with the Dane G. Hansen Community Grant Fund through the Greater Salina Community Foundation. If awarded, the funding will be used to purchase supplemental supplies for Lakewood's robotics curriculum. This includes a set of Sphero robots that can be used by the science department, after-school program, and the Makerspace in the library. These robots help students practice coding, provide opportunities for critical thinking and problem solving to be applied, and encourage perseverance through difficulties.

The deadline for grant submission is August 1, 2022 with no matching requirement.

It is recommended that you approve the Lakewood Robotics Request to Apply for a Grant as presented.

V.-i. Consent Agenda

Approve Kansas Early Head Start Home Visitation Grant Application

Heartland Early Education is applying for continued funding from the Kansas Department for Children and Families for the Kansas Early Head Start Home Visitation grant program that serves income eligible families.

The 2022-2023 Home Visitation grant application is for funding in the total amount of \$204,000. No match is required for the 2022-2023 grant year.

The Kansas Early Head Start Home Visitation grant will provide home visitation services to 22 enrolled children birth to age three.

It is recommended you approve the Kansas Early Head Start Home Visitation Grant Application as presented.

V.-j. Consent Agenda

Approve Kansas Early Head Start Child Care Partnership Grant Application

Heartland Early Education is applying for continued funding from the Kansas Department for Children and Families for the Kansas Early Head Start Child Care Partnership grant program that serves income eligible families.

The 2022-2023 Child Care Partnership grant application is for funding in the total amount of \$642,500. No match is required for the 2022-2023 grant year.

The Kansas Early Head Start Child Care Partnership grant will provide center-based full- day full-year services to 30 enrolled children birth to age three.

It is recommended you approve the Kansas Early Head Start Child Care Partnership Grant Application as presented.

V.-k. Consent Agenda

Approve Federal Head Start/Early Head Start Part 1303 Grant Application for One-Time Activities in Response to COVID-19

Heartland Early Education applied for supplemental one-time funding from the Federal Department of Health and Human Services Administration for Children and Families authorized under the Consolidated Appropriations Act for additional one-time activities in response to COVID-19. The approved funding amount was \$143,562 and was approved April 13, 2021.

Heartland also applied for supplemental one-time funding from the Federal Department of Health and Human Services Administration for Children and Families authorized under the American Rescue Plan for additional one-time activities in response to COVID-19. The approved funding amount was \$570,731 and was approved May 11, 2021.

Heartland Early Education will submit a Part 1303 grant application for a facility major renovation for

- restroom addition for five Head Start classrooms in the amount of \$143,562, and
- Head Start kitchen expansion in the amount of \$570,731.

The Federal Supplemental Grants for COVID-19 response does not require a 25% match.

It is recommended you approve the Federal Head Start and Early Head Start Part 1303 Grant Application as presented.

VI. PUBLIC FORUM

VII. ACTION AGENDA

A.1. Addition of Athletic Programs – ESports

The USD 305 Athletic Board is recommending the addition of ESports to the Salina Public Schools' high school athletic offerings. Funding for this activity would come from the Athletic Advertising revenue. A presentation was presented to the board at the March 8, 2022 meeting.

It is recommended that you approve the addition of ESports at the high schools beginning with the 2022-2023 school year.

Establishing ESports in high schools enables students to do what they love and provides them with additional opportunities to earn recognition while developing priceless critical-thinking and interpersonal skills.

Benefits of ESports

- Students build character and develop discipline, self-esteem and sportsmanship through practice and competition.
- ESports is the only coed, all-inclusive high school sport. It engages students who might not otherwise participate in school activities or athletics.
- Competitions are rooted in technology; they provide a natural pathway for students pursuing college majors in the STEM category.
- Many students are already passionate about gaming. ESports provides an environment where they can come together and bond over a shared interest.
- ESports is a relatively new field offering a wide variety of careers, from on-screen sports analysts to back-end engineers who build the games.
- Both teachers and parents have reported a renewed interest in schoolwork and an improvement in grades as a result of participation in activities.

Requirements

Athlete – Must meet all KSHSAA individual eligibility requirements; must have pre-participation forms completed and on file at member school for which they will participate.

Coed Sport – This will be open to both boys and girls who meet the requirements to participate.

Coach – Must meet all requirements of Rule 10; must complete NFHS course; must meet all requirements for KSHSAA.

Recommendation

It is recommended that Play Vs be the ESports partner. Play Vs is the ESports partner of the NFHS, which is the national governing body for high school athletics. Once ESports is recognized as an activity/sport by KSHSAA, Play Vs will be the platform for state competitions.

Season

- Play Vs has two seasons; Fall (September through November) and Spring (February through April).
- Regular season and post-season are estimated at eight to ten weeks.
- Play Vs will organize the league and schedules. Teams will be from the Central Region. Games are played on Tuesday, Wednesday and Thursday and begin around 4:00 p.m. They are scheduled in three-week increments. Games can be adjusted between the two schools and will be played at each school building.
- The top two teams from each school move on to post-season. Teams are made up of five players or three players (depending on the kind of game being played). KSHSAA does not have a post-season for ESports; however, the KSHSAA Board of Directors is scheduled to review/discuss adding this activity for the next school year.
- There are usually a list of six to seven games to choose from. It is our recommendation that during the first year, two games are chosen to play. We are recommending that those two games be *League of Legends* and *Rocket League*. Both are PC/console games.

Interest Survey

Central High and South High conducted a survey to students in grades nine through eleven. There were 70% of the students from Central High who indicated that they would be interested in ESports; 72% of South High students indicated that they would also be interested.

Cost for Adding ESports

One Coach*	Level VI	\$2,685/season
Licenses for Games	Eight Players	\$512
Additional Licenses	No limits	\$64/per license)
Consoles**	Nintendo Switch	\$500
Consoles**	Play Station	\$500

*Depending on participation numbers.

**Consoles would be expanded later; will start with PC games only.

Overall Estimate (Each School)

Estimate Per Season - \$4,500

Coach	\$2,685-\$3,016
Licenses (8 licenses)	\$512
Additional (additional 8 licenses)	\$512
Uniforms* (16 players)	\$640
*T-shirts/team shirts	

VII. ACTION AGENDA

A.2. Addition of Athletic Programs – Unified Bowling

The USD 305 Athletic Board is recommending the addition of Unified Bowling to the Salina Public Schools' high school athletic offerings. Funding for this activity would come from the Athletic Advertising revenue. A presentation was presented to the board at the March 8, 2022 meeting.

It is recommended that you approve the addition of Unified Bowling at the high schools beginning with the 2022-2023 school year.

Purpose of Unified Sports®

Dedicated to promoting social inclusion through shared sports training and competition experiences, Unified Sports® joins individuals with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. Having sports in common is just one way that preconceptions and false ideas are swept away.

Definitions

Unified Sports – Special Olympics Unified Sports® is an inclusive activities program that combines an approximately equal number of Special Olympic students with intellectual disabilities and students without intellectual disabilities on teams for competition and inclusive activities fostering an environment of social inclusion. Unified Sports at the high school interscholastic level is a school athletic/activity program that is co-supported by KSHSAA and Special Olympics Kansas. These teams are administered and supported in a manner similar to other interscholastic athletic teams and activities programs in the schools.

Athlete – Must be a bona fide undergraduate student in the member school; must have a recognized intellectual disability (ID) defined within 42 U.S.C. Section 12102(ADA).

Partner – Must be a bona fide undergraduate student in the member school.

Coach – Must be employed by member school; must meet requirements of Rule 10.

Team – “Trio teams” may be comprised of up to five players, three are designated as competitors and the remaining two as substitutes. The three competing students must include at least one athlete; the coach may allow for a fourth competitor provided the fourth is an athlete. Teams may be coed.

Requirements

Athlete – Must meet all KSHSAA individual eligibility requirements; must have pre-participation forms completed and on file at member school for which they will participate.

Partner – Must meet all KSHSAA individual eligibility requirements; must have completed pre-participation physical exam on file at the member school for which they will participate.

Coach – Must meet all requirements of Rule 10; must complete NFHS course: Coaching Unified Sports; must complete KSHSAA Unified Bowling rules test.

Season

- The opening practice date for Unified Bowling is Monday of the Standardized Calendar Week (SCW) 13 (September 26, 2022).
- The first competition date is Monday of SCW 15 (October 10, 2022).
- Regional Qualifying Tournament shall be held during SCW 19 (November 7-12, 2022).
- State Championship Tournament shall be held SCW 20 (November 17, 2022).
- No student may participate in more than four Unified competition days during the season exclusive of regional/state.
- Members of the Unified Bowling team are not subject to the limitations detailed in Buffer Week.

Competition

- All competitions will follow Baker format with 1st, 4th, 7th and 10th frames bowled by the athlete.
- Substitutions may be made during match or between games with an athlete replacing another athlete and a partner replacing another partner. Once a player is removed from a game, they may not re-enter that game.
- Matches will consist of six games, with the total of all games bowled as the team score; the highest total pinfall is declared the winner. In case total pinfall is even, a tie is declared (there are no tiebreaking protocols).
- All members of the team bowl on the same lane. The first three games are bowled on one lane. After three games, teams switch lanes with an opposing team.
- Schools may compete in duals, triangulars, quadrangulars or tournaments.
- Bumpers are not used.

General

- Schools participating in Unified Bowling will be placed in one classification.
- Cooperative agreements may be in place between member schools.
- The eight-semester rule may be waived for athletes; however, they may participate for a maximum of four seasons in their high school career.
- All students are subject to age requirements. Athletes may only participate beyond designated age provided an Age Hardship is approved, student has four or fewer seasons, and the student has not turned 21.

- Outside competition is not approved for students during the time they are participating in Unified Bowling.
- During the regular season, a school determines how many teams they will maintain.
- During post-season (regional/state) only one team will be entered in and represent the school in competition.
- This activity will be conducted in partnership with the Kansas Special Olympics.

KSHSAA Rule 45 Bowling (Boys & Girls) – Unified Bowling

Section 4: Unified Activity Regulations (apply to grades 9-12)

Art. 1: Schools are encouraged to schedule as many dual matches as possible. It is recommended these competitions begin after school hours.

Art. 2: Practice shall not begin prior to Monday of Standardized Calendar Week #13 of each calendar year.

Art. 3: Competition shall not begin prior to Monday of Standardized Calendar Week #15.

Art. 4: When needed, regional qualifying tournaments shall be held during Standardized Calendar Week #19.

Art. 5: The state tournament shall be held during Standardized Calendar Week #20.

Art. 6: No student representing a member school shall participate in more than four days of competition during a season, exclusive of regional and state tournaments.

Interest Survey

Families of students with intellectual disabilities (ID) were surveyed to determine the interest of this program going forward. This year there are 30 students at South and 18 students at Central who would be eligible athletes. Of those student families that were surveyed, five to ten families expressed interest.

- Through research and discussions with KSHSAA and Special Olympics of Kansas, we are being told that students that qualify as athletes must have an intellectual disability. LD students can participate as partners but the athletes must have an ID.
- The program is designed to be competitive and could require cuts to limit the number of teams.
- Most schools do this two days a week and maybe three at the most.
- Typically, there are five students on a team. A team of five must have at least one athlete.
- At regional and state competitions, the top teams will compete.

2021-2022 KSHSAA Unified Bowling Participating Schools

Basehor-Linwood	Bonner Springs	Caney Valley
Garden City	Goddard-Eisenhower	Iola
Lansing	Lawrence	Maize South
Olathe East	Olathe North	Olathe Northwest
Olathe South	Olathe West	Oswego
Blue Valley	Blue Valley North	Blue Valley NW
Blue Valley SW	Blue Valley West	Mill Valley (w/ De Soto)
Shawnee Mission East	Shawnee Mission North	Shawnee Mission Northwest
Shawnee Mission South	Shawnee Mission West	Topeka-Seaman
Topeka-Washburn Rural	Wellsville (w/ Eudora)	

There are two schools in our league who competed this last year (Goddard-Eisenhower and Maize South). We would anticipate competing with those schools and hosting events at The Alley in Salina as well. There are also two Topeka schools participating and we would anticipate more schools joining Unified Bowling for the 2022-2023 school year.

Securing Qualified Coaching

The high schools are confident they can secure qualified coaches for this program. We have bowling coaches and special education teachers who would have interest in coaching within the program.

Facilities

The Alley in Salina will let the district use their facility at no charge for practices and events. As is our present agreement with our bowling programs, The Alley would take a gate admission and keep that money. Our schools would provide an admission worker and the prices charged would be the same as all events hosted by our schools and set by the AVCTL.

Cost for Adding Unified Bowling

- Coaches – We would need at least two coaches depending on the number of kids in the program.

Head Coach	Level VII	\$2,272 - \$2,560
Assistant Coach	Level IX	\$1,527 - \$1,734
Paraprofessionals*		Approximately \$1,600

*If needed.

- Uniforms – This would involve a team shirt or polo. Cost would likely be around \$30-40 a shirt.
- Facility Rental – At this point there would be no cost to rent the facility. We assume admission would be charged like we do all of our other events. Our agreement with The Alley is that they keep the gate admission receipts.
- Transportation – At this point we recommend having our regular season events in Salina. There would be travel for regional and state competitions

and any events we choose to attend out of town. As with our other activities in town transportation would be the responsibility of the parent. If in town transportation becomes a barrier for participation, the district could revisit this decision.

- Total Cost - \$8,694
 - Coaches \$4,294 (highest end year five)
 - Uniforms (\$40/shirt) \$1,000 (25 participants)
 - Facility Rental \$0
 - Transportation (\$600/trip) \$1,800
 - Paraprofessionals (\$12.14/hr) \$1,600 (approximately)
- We recommend a cooperative agreement to start where both Central and South compete on the same team. As numbers indicate, we can move to separate programs.

VII. ACTION AGENDA

B. Capital Improvement Plan

Included are the capital improvement, technology, equipment and vehicle replacement lists that were presented to the board for first reading on March 8, 2022. The capital improvement list separates projects by fiscal year in which they are intended to be completed. With board approval, progress toward meeting capital improvements, technology, equipment and vehicle replacement will be facilitated within the defined budget limits.

Subject to budget authority, approval of these lists allows the district to move forward with projects and acquisitions. Additionally, all items costing between \$10,000 and \$19,999 will be described on the encumbrance detail shared with the board. Items costing \$20,000 or more will be approved individually by the board on a case-by-case basis.

It is required that the board approve the plan for capital improvements, technology, equipment purchases and vehicle replacement with the understanding that circumstances may require projects/purchases to be carried over to the next fiscal year before completion. Both building-level and district-level funds will be used to maximize the efforts to address building and district needs.

It is recommended that you approve the Capital Improvement Plan as presented.

Capital Improvement Plan

Salina USD 305

FY 2023-2027

- *Capital Improvement*
- *Technology Plan*
- *Equipment*
- *Vehicles*
- *Set-aside*



Prepared by

Salina USD 305
Operations Department
March 8, 2022 (First Reading)

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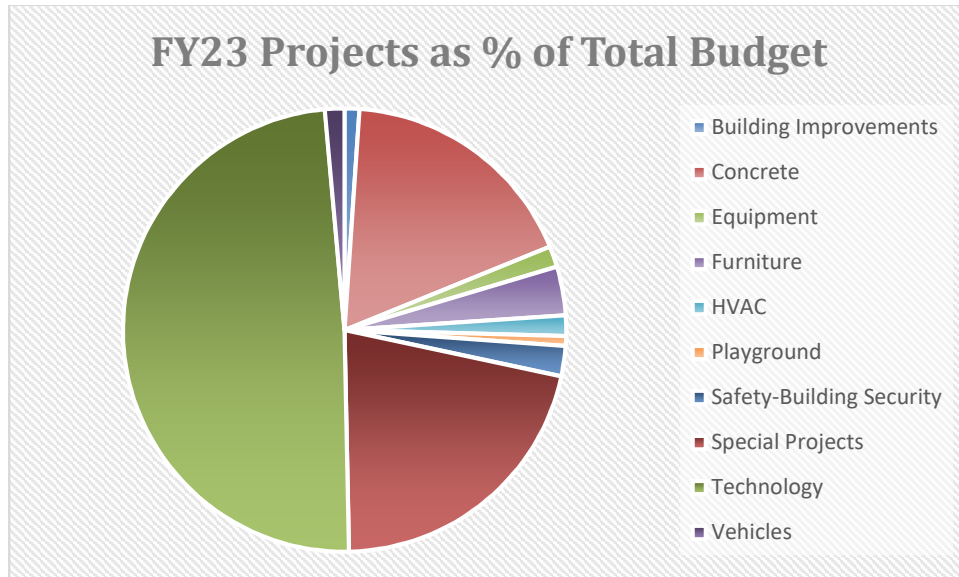
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Notice of Nondiscrimination

Unified School District #305 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries concerning Unified School District #305 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District #305 Executive Director of Human Resources, P.O. Box 797, Salina, Kansas 67402, 785-309-4726.

EXECUTIVE SUMMARY

Current Plan. This FY2023 rolling multi-year capital improvement plan includes infrastructure and building improvements, set-aside projects, the equipment replacement plan, the technology replacement plan and the fleet vehicle replacement plan. As it is a rolling plan and the situation in the school district is continuously evolving, it is noted that there is progressively less detail and finality in the out years.



The general priority for projects in the coming fiscal year are as follows:

1. Maintenance to provide safe conditions
2. Maintenance to protect our assets
3. Maintenance to facilitate educational program delivery

Project specific focus includes:

1. New tennis facility at South High School
2. Replace teacher computers and supply student Chromebooks
3. New student parking lot at South High School
4. Begin replacing lunch room furniture
5. LED retrofits on Salina Stadium lighting

The proposed projects and purchases for fiscal year 2023 are budgeted at \$5.6 million. \$3.1 million of the total plan is budgeted for set-aside projects in technology, tennis courts and HVAC projects and will spend capital outlay dollars USD 305 has saved for said purposes. The remaining projects are proposed to provide safe environments, protect District assets and enable program delivery. The execution of projects is done working closely with the business office to ensure alignment with

budget guidelines. This approved plan, will be integrated into the USD 305 budget preparation process.

Technology Plan. This year administration has integrated the technology plan into the capital improvement plan process. The technology expense categories are:

Network Hardware-Servers, switches and access points allowing for secure network connectivity

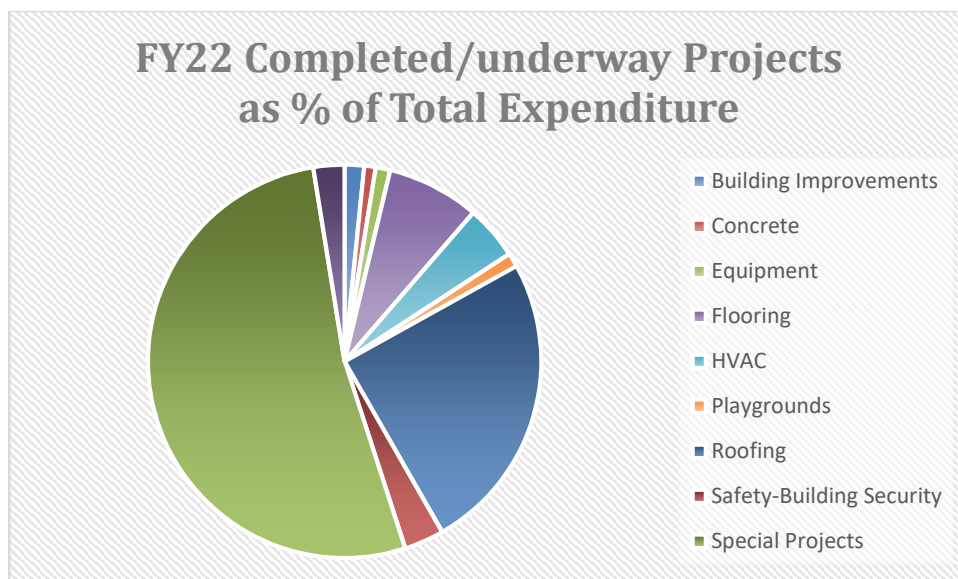
User Hardware-Computers and other user devices that access our network

Services-Service contracts providing software, web applications, data storage, licensing for hardware and security services

The FY2023 technology plan includes teacher/administrator computer replacement at a budgeted cost of \$1.5 million and the annual student Chromebook replacement at a budgeted cost of \$495,000 along with recurring annual service contracts budgeted at \$755,000.

Completed Projects. During fiscal year 2022, USD 305 began or completed 23 capital improvement projects valued at approximately \$3.1 million. At \$2.6 million, a strong portion of the capital improvement projects were set-aside projects or planned projects. Of note, the new warehouse was completed this year at a cost of approximately \$1.6 million. While the flooring replacements scheduled for FY22 are under contract, supply chain issues and scheduling will keep that project from fully completing until the summer of 2022. The major focus over the last fiscal year has been:

1. Completing a new warehouse which allowed the transfer of Salina Area Technical School campus.
2. Replacing aging roofs to protect District assets.
3. Miscellaneous flooring replacements.



Capital Outlay Set-Aside Funds. *Capital outlay set-aside funds remain healthy in the District. In FY 2023, USD 305 will continue to allocate specific dollar amounts from the annual capital outlay income to fund replacement accounts for: Roofing, HVAC equipment, Artificial Turf, Technology, Tennis Courts, and Special Projects. District administrators are contemplating adding an additional set-aside fund for the purpose of maintaining/replacing parking lots.*

Salina, KS Public Schools - USD 305

FY23 Capital Improvement Plan

'22/'23 thru '26/'27

PROJECTS BY CATEGORY

Category	Project #	'22/'23	'23/'24	'24/'25	'25/'26	'26/'27	Total
Building Improvement							
Window Replacement	17-SEC-BI001	30,000					30,000
Renovate Restrooms (4)	21-HEU-BI001	30,000					30,000
Partial Window Replacement	24-OAK-BI001		25,000				25,000
Building Improvement Total		60,000	25,000				85,000
Concrete							
Replace Student Parking Lot	23-SHS-C001	1,000,000					1,000,000
Concrete Total		1,000,000					1,000,000
Equipment							
New Grounds Maintenance Vehicle	23-CHS-EQ02	12,000					12,000
Replace Walk-in Cooler	23-KIT2-EQ01	50,000					50,000
New Grounds Maintenance Vehicle	23-LMS-EQ01	12,000					12,000
New Grounds Maintenance Vehicle	23-SMS-EQ01	12,000					12,000
Equipment Total		86,000					86,000
Flooring - Carpet							
Replace Carpet (6 Rooms)	23-HEU-F001		30,000				30,000
Flooring - Carpet Total			30,000				30,000
Flooring - Tile							
Replace Tile (Multi-Purpose Room)	20-MLR-F002		40,000				40,000
Flooring - Tile Total			40,000				40,000
Furniture							
New Lunchroom Furniture	23-OPS-FUR01	200,000					200,000
New Lunchroom Furniture	24-OPS-FUR01		200,000				200,000
New Lunchroom Furniture	25-OPS-FUR01			200,000			200,000
Furniture Total		200,000	200,000	200,000			600,000
HVAC							
Replace Rooftop Units (25)	21-OAK-H001		400,000				400,000
Repace Rooftop Units (2)	23-BOE-H001	15,000					15,000
Replace Rooftop Unit	23-CHS-H001	12,500					12,500
Replace Furnace	23-HEA-H001	5,500					5,500
Furnace Replacement (8)	23-MLR-H001	44,000					44,000
Replace Rooftop Unit	23-SEC-H001	7,000					7,000
Replace Rooftop Units (10)	25-STE-H001			125,000			125,000

Category	Project #	'22/'23	'23/'24	'24/'25	'25/'26	'26/'27	Total
HVAC Total		84,000	400,000	125,000			609,000
Playground							
New Playground and Fencing	23-SW-G001	40,000					40,000
Playground Total		40,000					40,000
Roofing							
Partial Roof Replacement (3 Sections)	21-OAK-R001				400,000		400,000
Partial Roof Replacement (3 Sections)	21-SCH-R001				250,000		250,000
Partial Roof Replacement (1 Section)	22-LMS-R001			1,000,000			1,000,000
Roof Replacement	23-BOE-R001			180,000			180,000
Roofing Total				1,180,000	650,000		1,830,000
Safety-Building Security							
Electronic Entry Control (exterior doors)	23-HAG-S001	75,000					75,000
Replace Public Address System	23-LMS-S001	50,000					50,000
Safety-Building Security Total		125,000					125,000
Special Projects							
New Stadium Lighting (LED retrofit)	23-SS-SP01	200,000					200,000
New Tennis Courts	24-SHS-G001	1,000,000					1,000,000
Tennis Court Lighting	25-CHS-SP01			150,000			150,000
Tennis Court Lights	25-SHS-SP01			150,000			150,000
Special Projects Total		1,200,000		300,000			1,500,000
Technology (Network Hardware)							
Replace Wireless Infrastructure	25-MIS-TNH01			650,000			650,000
Replace Edge Switching Infrastructure	26-MIS-TNH01				1,200,000		1,200,000
Replace Core Switching Infrastructure	27-MIS-TNH01					750,000	750,000
Technology (Network Hardware) Total				650,000	1,200,000	750,000	2,600,000
Technology (Services)							
Annual Service Contracts	23-MIS-TS001	755,000					755,000
Annual Service Contracts	24-MIS-TS001		1,065,000				1,065,000
Annual Service Contracts	25-MIS-TS001			975,000			975,000
Annual Service Contracts	26-MIS-TSC01				1,420,000		1,420,000
Technology (Services) Total		755,000	1,065,000	975,000	1,420,000		4,215,000
Technology (User Hardware)							
Teacher Computer Replacement	23-MIS-TUH01	1,500,000					1,500,000
Chromebooks	23-MIS-TUH02	495,000					495,000
Chromebooks	24-MIS-TUH01		500,000				500,000
Chromebooks	25-MIS-TUH01			505,000			505,000
Chromebooks	26-MIS-TUH01				510,000		510,000
Technology (User Hardware) Total		1,995,000	500,000	505,000	510,000		3,510,000
Vehicles							
New Fleet Vehicle (2)	23-OPS-V001	80,000					80,000
New Fleet Vehicle (2)	24-OPS-V001		80,000				80,000

Category	Project #	'22/'23	'23/'24	'24/'25	'25/'26	'26/'27	Total
New Fleet Vehicle (2)	25-OPS-V001			80,000			80,000
	Vehicles Total	80,000	80,000	80,000			240,000
	GRAND TOTAL	5,625,000	2,340,000	4,015,000	3,780,000	750,000	16,510,000

Salina, KS Public Schools - USD 305

FY23 Technology Plan

'22/'23 thru '26/'27

PROJECTS BY CATEGORY

Category	Project #	'22/'23	'23/'24	'24/'25	'25/'26	'26/'27	Total
Technology (Network Hardware)							
Replace Wireless Infrastructure	25-MIS-TNH01			650,000			650,000
Replace Edge Switching Infrastructure	26-MIS-TNH01				1,200,000		1,200,000
Replace Core Switching Infrastructure	27-MIS-TNH01					750,000	750,000
Technology (Network Hardware) Total				650,000	1,200,000	750,000	2,600,000
Technology (Services)							
Annual Service Contracts	23-MIS-TS001	755,000					755,000
Annual Service Contracts	24-MIS-TS001		1,065,000				1,065,000
Annual Service Contracts	25-MIS-TS001			975,000			975,000
Annual Service Contracts	26-MIS-TSC01				1,420,000		1,420,000
Technology (Services) Total		755,000	1,065,000	975,000	1,420,000		4,215,000
Technology (User Hardware)							
Teacher Computer Replacement	23-MIS-TUH01	1,500,000					1,500,000
Chromebooks	23-MIS-TUH02	495,000					495,000
Chromebooks	24-MIS-TUH01		500,000				500,000
Chromebooks	25-MIS-TUH01			505,000			505,000
Chromebooks	26-MIS-TUH01				510,000		510,000
Technology (User Hardware) Total		1,995,000	500,000	505,000	510,000		3,510,000
GRAND TOTAL		2,750,000	1,565,000	2,130,000	3,130,000	750,000	10,325,000

Salina, KS Public Schools - USD 305

FY23 Set-aside Projects

'22/'23 thru '26/'27

PROJECTS BY CATEGORY

Category	Project #	'22/'23	'23/'24	'24/'25	'25/'26	'26/'27	Total
HVAC							
Replace Rooftop Units (25)	21-OAK-H001		400,000				400,000
Repape Rooftop Units (2)	23-BOE-H001	15,000					15,000
Replace Rooftop Unit	23-CHS-H001	12,500					12,500
Replace Furnace	23-HEA-H001	5,500					5,500
Furnace Replacement (8)	23-MLR-H001	44,000					44,000
Replace Rooftop Unit	23-SEC-H001	7,000					7,000
Replace Rooftop Units (10)	25-STE-H001			125,000			125,000
HVAC Total		84,000	400,000	125,000			609,000
Roofing							
Partial Roof Replacement (3 Sections)	21-OAK-R001				400,000		400,000
Partial Roof Replacement (3 Sections)	21-SCH-R001				250,000		250,000
Partial Roof Replacement (1 Section)	22-LMS-R001			1,000,000			1,000,000
Roof Replacement	23-BOE-R001			180,000			180,000
Roofing Total				1,180,000	650,000		1,830,000
Special Projects							
New Stadium Lighting (LED retrofit)	23-SS-SP01	200,000					200,000
New Tennis Courts	24-SHS-G001	1,000,000					1,000,000
Tennis Court Lighting	25-CHS-SP01			150,000			150,000
Tennis Court Lights	25-SHS-SP01			150,000			150,000
Special Projects Total		1,200,000		300,000			1,500,000
Technology (Network Hardware)							
Replace Wireless Infrastructure	25-MIS-TNH01			650,000			650,000
Replace Edge Switching Infrastructure	26-MIS-TNH01				1,200,000		1,200,000
Replace Core Switching Infrastructure	27-MIS-TNH01					750,000	750,000
Technology (Network Hardware) Total				650,000	1,200,000	750,000	2,600,000
Technology (Services)							
Annual Service Contracts	23-MIS-TS001	755,000					755,000
Annual Service Contracts	24-MIS-TS001		1,065,000				1,065,000
Annual Service Contracts	25-MIS-TS001			975,000			975,000
Annual Service Contracts	26-MIS-TSC01				1,420,000		1,420,000
Technology (Services) Total		755,000	1,065,000	975,000	1,420,000		4,215,000
Technology (User Hardware)							
Teacher Computer Replacement	23-MIS-TUH01	1,500,000					1,500,000
Chromebooks	23-MIS-TUH02	495,000					495,000
Chromebooks	24-MIS-TUH01		500,000				500,000
Chromebooks	25-MIS-TUH01			505,000			505,000

Category	Project #	'22/'23	'23/'24	'24/'25	'25/'26	'26/'27	Total
Chromebooks	26-MIS-TUH01				510,000		510,000
Technology (User Hardware) Total		1,995,000	500,000	505,000	510,000		3,510,000
GRAND TOTAL		4,034,000	1,965,000	3,735,000	3,780,000	750,000	14,264,000

Salina, KS Public Schools - USD 305

FY23 Equipment

'22/'23 thru '26/'27

PROJECTS BY CATEGORY

Category	Project #	'22/'23	'23/'24	'24/'25	'25/'26	'26/'27	Total
Equipment							
New Grounds Maintenance Vehicle	23-CHS-EQ02	12,000					12,000
Replace Walk-in Cooler	23-KIT2-EQ01	50,000					50,000
New Grounds Maintenance Vehicle	23-LMS-EQ01	12,000					12,000
New Grounds Maintenance Vehicle	23-SMS-EQ01	12,000					12,000
Equipment Total		86,000					86,000
GRAND TOTAL		86,000					86,000

Salina, KS Public Schools - USD 305

FY23 Vehicles

'22/'23 thru '26/'27

PROJECTS BY CATEGORY

Category	Project #	'22/'23	'23/'24	'24/'25	'25/'26	'26/'27	Total
Vehicles							
New Fleet Vehicle (2)	23-OPS-V001	80,000					80,000
New Fleet Vehicle (2)	24-OPS-V001		80,000				80,000
New Fleet Vehicle (2)	25-OPS-V001			80,000			80,000
Vehicles Total		80,000	80,000	80,000			240,000
GRAND TOTAL		80,000	80,000	80,000			240,000

Salina, KS Public Schools - USD 305

FY22 Completed/Underway Projects

'21/'22 thru '25/'26

PROJECTS BY CATEGORY

Category	Project #	'21/'22	'22/'23	'23/'24	'24/'25	'25/'26	Total
Building Improvement							
Building Grounds & Envelope Updates	22-SUN-BI001	50,000					50,000
Building Improvement Total		50,000					50,000
Concrete							
Sidewalk Replacement/Repair	18-COT-C001	20,000					20,000
Concrete Playing Surface	22-SW-C001	9,680					9,680
Concrete Total		29,680					29,680
Equipment							
Digital Displays in Gymnasiums	22-CHS-EQ01	8,907					8,907
New Tractor/mower	22-OPS-EQ01	19,695					19,695
Digital Displays in Gymnasiums	22-SHS-EQ01	8,907					8,907
Equipment Total		37,509					37,509
Flooring - Carpet							
Replace Carpet in Front Office	21-LMS-F001	19,394					19,394
Replace Carpet (8 Rooms)	21-OAK-F001	36,942					36,942
Flooring - Carpet Total		56,336					56,336
Flooring - Tile							
Replace Tile (1 Room)	20-SMS-F001	5,541					5,541
Replace Tile (Multi-Purpose Room)	21-COT-F001	36,942					36,942
Replace Tile (Vocal Room)	21-SHS-F001	15,700					15,700
Replace Tile (Hallway)	21-SHS-F002	4,618					4,618
Replace Tile (Hallway)	21-SUN-F001	60,000					60,000
Replace Tile (Hallway)	22-COR-F001	60,000					60,000
Flooring - Tile Total		182,801					182,801
HVAC							
Replace Furnace Units (31)	22-STE-H001	140,300					140,300
HVAC Total		140,300					140,300
Playground							
Pre-school Play Structure	22-COR-G001	8,873					8,873
Pre-school Play Structure	22-HEU-G001	8,873					8,873
Pre-school Play Structure	22-MLR-G001	8,873					8,873
Pre-school Play Structure	22-OAK-P001	8,873					8,873
Playground Total		35,492					35,492

Category	Project #	'21/'22	'22/'23	'23/'24	'24/'25	'25/'26	Total
Roofing							
Partial Roof Replacement (2 Sections)	22-HAG-R001	296,850					296,850
Partial Roof Replacement (5 Sections)	23-HEU-R001	481,400					481,400
Roofing Total		778,250					778,250
Safety-Building Security							
Electronic Entry Control (exterior doors)	22-HEA-S001	30,354					30,354
Electronic Entry Control (exterior doors)	22-OPN-S001	37,343					37,343
New Exacqvision Server (video server)	22-OPS-S001	35,255					35,255
Safety-Building Security Total		102,952					102,952
Special Projects							
New Warehouse Building and Misc Site Improvements	20-OPS-SP01	1,646,700					1,646,700
Special Projects Total		1,646,700					1,646,700
Vehicles							
New Suburban/Expeditions (2)	21-OPS-V001	80,000					80,000
Vehicles Total		80,000					80,000
GRAND TOTAL		3,140,020					3,140,020

Salina, KS Public Schools - USD 305
FY23 Set-aside Balances

Continuous Funds

Technology	2,070,082
Roofing	4,489,466
HVAC	717,981
Turf	420,000
Special Projects	3,064,606

Specific Project Funds

Tennis	1,000,000
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VII. ACTION AGENDA

C. Board Policy

At the March 8, 2022 worksession, the board reviewed policy revisions on first reading.

It is recommended that you approve the policy revisions as presented.

BCBI	Public Participation at Board Meetings	Internal Review Revisions made to align with KASB language; including title change.
DJE	Purchasing	KASB Review Policy revision adds “school employees are not allowed to purchase personal items from vendors using district accounts.”
GAAD	Child Abuse	KASB Review Policy revisions add the Department of Children and Families Crisis Helpline and Mobile Response program launched October 1, 2021. This provides support and problem solving to any student 20 years of age or younger in a behavioral health crisis including any student in foster care or formerly in foster care. The recommendation is to keep the areas noted in red as it speaks specifically to the processes in place.
GAAE	Bullying	Internal Review The word ‘dignity’ was added in the last sentence of the first paragraph to read: <i>All Salina USD 305 staff members, students, parents and volunteers are expected to treat others with dignity, civility and respect and to refuse to tolerate bullying in order to provide positive examples for acceptable student behavior.</i>
IIA	Performance-Based Credits	KASB Review Policy revisions provide that the board may allow graduation credit to be awarded to students for integrated academic or career and technical based education coursework. Also, the current policy language was edited to clarify the “test-out” procedures.

JBCB	Foster Care Students	<p>KASB Review Policy revisions add the Department of Children and Families Crisis Helpline and Mobile Response program launched October 1, 2021. This provides support and problem solving to any student 20 years or younger in a behavioral health crisis including any student in foster care or formerly in foster care. This is the same language included in policy GAAD – Child Abuse above. The recommendation is to keep the areas noted in red as it speaks specifically to the processes in place.</p>
JCDB	Dress Code	<p>KASB Review Policy revisions add the language in K.S.A. 60-5321 which requires that no state agency or municipality, including school districts, “shall prohibit an individual from wearing traditional tribal regalia or objects of cultural significance at a public event.” A “public event” is defined to include, but is not limited to, “an award ceremony, a graduation ceremony or a meeting of a governing body.”</p>
JQKA	Foreign Exchange Students	<p>Internal Review A patron, who also serves as a host parent, inquired about this policy and asked that it be reviewed. After administrative review, it is recommended that no changes be made and that the policy stand as current.</p>
KGA	Use of District Personal Property and Equipment	<p>KASB Review The phrase “personal property” was added to clarify that any property, other than real estate, used for personal purposes must be pre-approved. The term “outside organizations” was narrowed to “tax-exempt” organizations to ensure there is no commercial taxable use of school district property or equipment. The pre-approval requirement is expanded to require the board to address a request from the superintendent. The recommendation is to keep the areas noted in red as it speaks specifically to the processes in place.</p>

~~———— The general public shall be invited to attend all board meetings except executive sessions.~~

~~Approved: — June 12, 2001~~

~~Reviewed: — November 13, 2007~~

~~Revised: — March 10, 2009~~

~~Reviewed: — November 23, 2010~~

BCBI-R Public Participation (See BCBD, KN)~~———— Public Forum (Items Not on the Agenda)~~

~~The board agenda may include a time called Public Forum during which the board president may permit those patrons attending the board meeting to speak to a matter not addressed on the agenda. The guidelines for public forum are available through the board clerk prior to the board meeting and at the meeting itself. The president may impose a limit on the amount of time a visitor may have to address the board and may ask groups with the same special interest to appoint a spokesperson.~~

~~———— If it appears that the matter which the patron wishes the board to consider will consume an amount of time the board feels cannot be spared at said meeting, the board president may invite the patron to return at a regular or special meeting. The board president may also refer matters addressed in public forum to administration for further study or action.~~

~~———— Discussion of Agenda Items~~

~~The board president may, at his/her discretion, permit public comment on an agenda item, imposing such time limits and other restrictions as he/she deems necessary.~~

~~———— Handling of Complaints (See KN)~~

~~Complaints about staff or students are not appropriate matters for public discussion. Where satisfactory adjustment cannot be made by the appropriate administrator, the superintendent may refer complaints to the board for discussion in executive session. If the complaint is against the superintendent, the board shall appoint an investigating officer who shall report to the board in executive session.~~

~~Approved: — June 12, 2001~~

~~Revised: — November 13, 2007~~

~~Reviewed: — March 10, 2009~~

~~Revised: — November 23, 2010~~

Open Forum

The president or presiding officer may ask patrons attending if they would like to speak during the open forum. Rules for the public forum will be available from the clerk prior to the board meeting and at the meeting itself. The board president may impose a limit on the time a visitor may address the board. The board president may ask groups with the same interest to appoint a spokesperson to deliver the group's message. Except to ask clarifying questions, board member shall not interact with speakers at the open forum.

Patron-Requested Agenda Items

Any patron may request addition of a specific agenda item and shall notify the superintendent seven days prior to the meeting and state the reason(s) for the request. The superintendent shall determine whether the request can be solved by staff without the patron's appearance before the board. If not, the superintendent shall consult with the board president, and the patron's request may be placed on the next regular board meeting agenda.

Handling Complaints

The superintendent may refer complaints to the board only if a satisfactory adjustment cannot be made by a principal, the superintendent, or other appropriate staff members.

Approved: June 12, 2001
Revised: November 13, 2007
Reviewed: March 10, 2009
Revised: November 23, 2010
Revised: _____

~~———— The purchasing, receiving, storing and distribution of supplies, equipment and services for use in the district shall be managed efficiently and economically.~~

~~———— Purchasing Authority~~

~~———— The board shall appoint a purchasing agent for the district who shall provide supplies, equipment and services necessary for the educational program.~~

Approved: — January 20, 1982

Revised: — June 28, 1990

Revised: — June 12, 2001

Revised: — December 14, 2010

DJE Purchasing

DJE

The purchasing, receiving, storing and distribution of supplies, equipment and services for use in the district shall be managed efficiently and economically. School employees are not allowed to purchase personal items from vendors using district accounts.

Purchasing Authority

The board shall appoint a purchasing agent for the district.

Approved: January 20, 1982
Revised: June 28, 1990
Revised: June 12, 2001
Revised: December 14, 2010
Revised: _____

~~Any district employee who has reason to know or suspect a child has been injured as a result of physical, mental or emotional abuse or neglect or sexual abuse shall promptly report the matter to the local Department of Children and Families (DCF) office or to the local law enforcement agency if the DCF office is not open.~~

~~The employee making the report will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.~~

~~Approved: June 12, 2001~~

~~Reviewed: November 13, 2007~~

~~Revised: March 29, 2011~~

~~Revised: November 13, 2012~~

~~Reviewed: October 13, 2020~~

~~DCF Access to Students on School Premises (See JCAC)~~

~~The building principal shall allow a student to be interviewed by DCF or law enforcement representatives on school premises and shall act as appropriate to protect the student's interests during the interview.~~

~~Cooperation Between School and Agencies~~

~~Principals shall work with DCF and law enforcement agencies to develop a plan of cooperation for investigating reports of suspected child abuse or neglect.~~

~~Reporting Procedure~~

~~The employee shall promptly report to the local DCF office or law enforcement if DCF is closed. The building administrator shall be notified after the report is made.~~

~~If appropriate, the principal may confer with the school's social worker, guidance counselor or psychologist. At no time shall the principal or any other staff member prevent or interfere with the making of a report of suspected child abuse.~~

~~If available, the following information shall be given by the person making the initial report: name, address and age of the student; name and address of the parents or guardians; nature and extent of injuries or description of neglect or abuse; and any other information that might help establish the cause of the child's condition.~~

~~Any personal interview or physical inspection of the child by any school employee shall be conducted in an appropriate manner with an adult witness present.~~

~~State law provides that anyone making a report in accordance with state law and without malice shall be immune from any civil liability that might otherwise be incurred or imposed.~~

~~(Certified/Classified Staff)~~

~~Annual Training~~

~~Annual training for all school employees on child abuse and neglect reporting requirements shall be provided and documentation of the training shall be maintained.~~

Approved: ~~June 12 2001~~

Revised: ~~November 13, 2007~~

Reviewed: ~~March 29, 2011~~

Revised: ~~November 13, 2012~~

Revised: ~~October 13, 2020~~

Any district employee who has reason to know or suspect a child has been injured as a result of physical, mental, or emotional abuse or neglect or sexual abuse, shall promptly report the matter to the local Kansas Department for Children and Families (DCF) office or to the local law enforcement agency if the DCF office is not open. Employees may file a report of suspected abuse anonymously to either DCF by phoning 1-800-922-5330 or to local law enforcement officials. The Code for Care of Children also provides civil immunity from prosecution if the report is made in good faith.

The employee making the report will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.

DCF or Law Enforcement Access to Students on School Premises

The building principal shall allow a student to be interviewed by DCF or law enforcement representatives on school premises to investigate suspected child abuse and shall act as appropriate to facilitate the agency's access to the child and to protect the student's interests during the process. State law grants the investigating agency the authority to determine whether a school employee may be present while the interview is being conducted, taking into account the child's best interests. If asked to sit in on the interview by the agency representative conducting it, the building principal thereof shall oblige such request in order to provide comfort to the child throughout the process and to facilitate the investigation.

Cooperation Between School and Agencies

Principals shall work with DCF and law enforcement agencies to develop a plan of cooperation for investigating reports of suspected child abuse or neglect. To the extent that safety is not compromised, law enforcement officers investigating complaints of suspected child abuse or neglect on school property shall not be in uniform.

Reporting Procedure

The employee shall promptly report to the local DCF office or law enforcement if DCF is closed. The employee shall inform the building administrator immediately after the report is made.

If appropriate, the principal may confer with the school's social worker, guidance counselor or psychologist. At no time shall the principal or any other staff member prevent or interfere with the making of a suspected child abuse report.

If available, the following information shall be given by the person making the initial report: name, address, and age of the student; name and address of the parents or guardians; nature and extent of injuries or description of neglect or abuse; and any other information that might help establish the cause of the child's condition.

Any personal interview or physical inspection of the child by any school employee shall be conducted in an appropriate manner with an adult witness present.

State law provides that anyone making a report in good faith and without malice shall be immune from any civil liability that might otherwise be incurred or imposed.

Mobile Crisis Helpline

Crisis support for Kansas families and children to resolve an emotional, psychiatric, or behavioral health crisis is available through the Department of Children and Families Mobile Crisis Helpline, 1-833-441-2240, including:

- problem-solving to resolve behavioral health crisis;
- referral to community resources or recommendation to engage in stabilization services;
- in-person support via mobile crisis response; and
- contacting mobile crisis response unit to assist in emergency situations.

Services are available to all Kansans 20 years **of age** or younger, including anyone in foster care or formerly in foster care.

Annual Training

Annual training for all school employees on child abuse and neglect reporting requirements shall be provided, and documentation of the training shall be maintained.

Approved: June 12 2001

Revised: November 13, 2007

Reviewed: March 29, 2011

Revised: November 13, 2012

Revised: October 13, 2020

Revised: _____

~~—The board prohibits acts of bullying in any form, including cyberbullying, on or with district property, in district vehicles or at district sponsored activities or events. The board believes that a safe, healthy and supportive environment during all school-related functions is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that interferes with both a student’s ability to learn and the district’s ability to educate students. All Salina USD 305 staff members, students, parents and volunteers are expected to treat others with civility and respect and to refuse to tolerate bullying in order to provide positive examples for acceptable student behavior.~~

~~Bullying is defined as any intentional gesture or any intentional written, verbal or physical act or threat by any student, staff member or parent towards a student or towards a staff member which is sufficiently severe, persistent or pervasive to create an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of~~

- ~~• harming a student or staff member, whether physically or mentally,~~
- ~~• damaging a student’s or staff member’s property,~~
- ~~• placing a student or staff member in reasonable fear of harm to the student or staff member,~~
~~or~~
- ~~• placing a student or staff member in reasonable fear of damage to the student’s or staff member’s property.~~

~~“Cyberbullying” is defined as bullying by use of any electronic communication device through means, including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.~~

~~“District vehicle” means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.~~

~~The board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff and volunteers.~~

~~The board believes the standards for appropriate student behavior must be established cooperatively with input from students, parents/guardians, staff and the community. These standards must encourage the development of student self-discipline in an atmosphere of respect for self and others and respect for district and community property.~~

~~The board believes that the best discipline is acceptance of personal responsibility and is self-imposed. It is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and to learn from the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students’ abilities to develop self-discipline.~~

~~The district prohibits both active and passive bystander support for acts of bullying. The staff should encourage students to support students who walk away from these acts when this would defuse the situation, constructively attempt to stop them, or report them to the designated authority.~~

~~The board requires school administrators to develop and implement procedures ensuring that individualized attention be given to both perpetrators and victims of bullying, when incidents occur. It is important not to target either bully or victim for criticism, but rather to make sure that all the factors contributing to the bullying are recognized and understood.~~

Complaint Procedures

~~It is the responsibility of all students, staff members and volunteers to report acts of bullying. All reports of bullying will be taken seriously. Staff members receiving the reports will record the details as reported. The school staff or administrator will support students, coworkers and volunteers making such reports and protect against any potential retaliation. An investigation to determine the facts will take place immediately or as soon as practicable in order to verify the validity and seriousness of the report.~~

~~Filing a report in good faith will not reflect upon the individual's status, nor will it affect his or her grades, employment or volunteer status with the district. The district shall keep the complaint confidential for both the accused and the accuser, until such time as the misconduct is confirmed and sanctions are imposed.~~

~~The board specifically prohibits any person from falsely accusing another as a means of bullying. The consequences and appropriate remedial action for a *student* found to have falsely accused another as a means of bullying may range from positive behavioral interventions up to and including suspension or expulsion. A *school employee* found to have falsely accused another as a means of bullying shall be disciplined in accordance with district policies, procedures, and agreements.~~

~~The board prohibits reprisal or retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.~~

Approved: _____ October 28, 2008

Reviewed: _____ March 29, 2011

Revised: _____ October 8, 2013

Revised: _____ November 8, 2016

GAAE Bullying

(See GAAB, JCE, JGEC, JGECA, JDD and EBC)

GAAE

The board prohibits acts of bullying in any form, including cyberbullying, on or with district property, in district vehicles or at district-sponsored activities or events. The board believes that a safe, healthy and supportive environment during all school-related functions is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that interferes with both a student's ability to learn and the district's ability to educate students. All Salina USD 305 staff members, students, parents and volunteers are expected to treat others with dignity, civility and respect and to refuse to tolerate bullying in order to provide positive examples for acceptable student behavior.

Bullying is defined as any intentional gesture or any intentional written, verbal or physical act or threat by any student, staff member or parent towards a student or towards a staff member which is sufficiently severe, persistent or pervasive to create an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of

- harming a student or staff member, whether physically or mentally,
- damaging a student's or staff member's property,
- placing a student or staff member in reasonable fear of harm to the student or staff member,
or
- placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

“Cyberbullying” is defined as bullying by use of any electronic communication device through means, including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

“District vehicle” means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.

The board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff and volunteers.

The board believes the standards for appropriate student behavior must be established cooperatively with input from students, parents/guardians, staff and the community. These standards must encourage the development of student self-discipline in an atmosphere of respect for self and others and respect for district and community property.

The board believes that the best discipline is acceptance of personal responsibility and is self-imposed. It is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and to learn from the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline.

The district prohibits both active and passive bystander support for acts of bullying. The staff should encourage students to support students who walk away from these acts when this would defuse the situation, constructively attempt to stop them, or report them to the designated authority.

The board requires school administrators to develop and implement procedures ensuring that individualized attention be given to both perpetrators and victims of bullying, when incidents occur. It is important not to target either bully or victim for criticism, but rather to make sure that all the factors contributing to the bullying are recognized and understood.

Complaint Procedures

It is the responsibility of all students, staff members and volunteers to report acts of bullying. All reports of bullying will be taken seriously. Staff members receiving the reports will record the details as reported. The school staff or administrator will support students, coworkers and volunteers making such reports and protect against any potential retaliation. An investigation to determine the facts will take place immediately or as soon as practicable in order to verify the validity and seriousness of the report.

Filing a report in good faith will not reflect upon the individual's status, nor will it affect his or her grades, employment or volunteer status with the district. The district shall keep the complaint confidential for both the accused and the accuser, until such time as the misconduct is confirmed and sanctions are imposed.

The board specifically prohibits any person from falsely accusing another as a means of bullying. The consequences and appropriate remedial action for a *student* found to have falsely accused another as a means of bullying may range from positive behavioral interventions up to and including suspension or expulsion. A *school employee* found to have falsely accused another as a means of bullying shall be disciplined in accordance with district policies, procedures, and agreements.

The board prohibits reprisal or retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

Approved: October 28, 2008
Reviewed: March 29, 2011
Revised: October 8, 2013
Revised: November 8, 2016
Revised: _____

IIA Performance-Based Credits

IIA

~~A student may earn credits towards high school graduation by demonstrating mastery of the course outcomes and objectives through a performance assessment provided such an assessment has been constructed by the district. The standards for passing the performance assessment shall be a demonstration of mastery (80%) of at least 80% of the essential objectives.~~

~~A written request to demonstrate mastery of a class must be submitted by January 20 for a first semester class and by September 20 for a second semester class. A student may not request a performance assessment for credit of a class in which he or she is currently enrolled or has been enrolled.~~

~~————The request is to be evaluated within 20 school days by a review committee composed of a building administrator, a school counselor, a faculty member appointed by the principal and the student's parent(s) or guardian(s).~~

~~————If the request is approved, within the following 30 school days, the administrator, in consultation with the instructor, will designate up to 10 school days in which the student will complete the performance assessment that reflects mastery of course outcomes and objectives. The principal, in consultation with the instructor, will determine the setting and the timelines for the administration of the performance test.~~

~~————Credit for such classes shall be awarded the appropriate letter grade based on the district grading scale. Students will be allowed only one opportunity to demonstrate mastery through the performance assessment for credit of any particular class. It will not be the responsibility of the school or the instructor to provide instructional and/or review time for the student. However, the course outcomes and objectives, as noted in the district curriculum guide, will be made available.~~

Approved: ——— November 25, 2003

Revised: ——— April 26, 2011

IIA Performance-Based Credits

IIA

A student may earn credits towards high school graduation by demonstrating mastery of the course outcomes and objectives through a performance assessment provided such an assessment has been constructed or approved by the district. The standards for passing the performance assessment shall be a demonstration of mastery (80%) of at least 80% of the essential objectives.

A written request to demonstrate mastery of a class must be submitted by January 20 for a first semester class and by September 20 for a second semester class. A student may not request a performance assessment for credit of a class in which he or she is currently enrolled or has been enrolled.

The request is to be evaluated within 30 school days by a review committee composed of a building administrator, a school counselor, a faculty member appointed by the principal and the student's parent(s) or guardian(s).

If the request is approved, the course instructor will have 30 school days to design a performance instrument that reflects mastery of all course outcomes. Commercially available instruments may be used if they cover all course objectives. A performance instrument shall be approved by the principal. The principal, in consultation with the instructor, will determine the setting and the timelines for the administration of the instrument, as well as the criteria for successful completion of those tasks.

The student has 10 school days in which those designated tasks developed by the teacher and approved by the administration must be performed.

Credit for such classes shall be awarded the appropriate letter grade based on the district grading scale. Students will be allowed only one opportunity to demonstrate mastery through the performance assessment for credit of any particular class. It will not be the responsibility of the school or the instructor to provide instructional and/or review time for the student. However, the course outcomes and objectives, as noted in the district curriculum guide, will be made available.

Approved: November 25, 2003

Revised: April 26, 2011

Revised: _____

JBCB Foster Care Students

JBCB

~~The district, in accordance with state and federal law and the Kansas state plan, will ensure that students placed in foster care within the school district have access to a public education in a stable educational environment. For the purposes of this policy and its applicable regulations, “foster care” means 24-hour substitute care for children placed away from their parents and for whom a child welfare agency has placement and care duties.~~

~~———— Point of Contact~~

~~———— The executive director of educational programs shall serve as a point of contact for child welfare agencies on behalf of the district.~~

Approved: — June 13, 2017

Revised: — October 13, 2020

JBCB Foster Care Students

JBCB

The district, in accordance with state and federal law and the Kansas state plan, will ensure students placed in foster care within the school district have access to a public education in a stable educational environment. For the purposes of this policy and its applicable regulations, “foster care” means 24-hour substitute care for children placed away from their parents and for whom a child welfare agency has placement and care duties.

Point of Contact

The executive director of educational programs shall serve as a point of contact for child welfare agencies on behalf of the district.

Mobile Crisis Helpline

Crisis support for Kansas families and children to resolve an emotional, psychiatric, or behavioral health crisis is available through the Department of Children and Families Mobile Crisis Helpline, 1-833-441-2240, including:

- problem-solving to resolve behavioral health crisis;
- referral to community resources or recommendation to engage in stabilization services;
- in-person support via mobile crisis response; and
- contacting mobile crisis response unit to assist in emergency situations.

Services are available to all Kansans 20 years of age or younger including anyone in foster care or formerly in foster care.

Approved: June 13, 2017

Revised: October 13, 2020

Revised: _____

JCDB Dress Code**JCDB**

~~———— The board advocates a dress code for all students attending the district’s schools during the school day and while representing the district in an activity. Dress codes shall be published in the appropriate student handbooks.~~

~~Approved: — December 4, 1991~~

~~Revised: — June 12, 2001~~

~~Reviewed: — June 14, 2011~~

~~Reviewed: — November 8, 2016~~

JCDB-R Dress Code**JCDB-R**

~~———— For students, personal grooming and dress is an individual responsibility and subject to the restrictions and limitations imposed by parents. The district’s dress and appearance rules will serve as guidelines for students and parents in interpretation of what is appropriate school dress and appearance.~~

~~———— The following rules are intended to reflect the district’s desire that clothing be appropriate for school wear:~~

- ~~● — some type of footwear shall be required;~~
- ~~● — a student’s dress or appearance shall not present a danger to his/her physical health or safety or the physical health and safety of others;~~
- ~~● — a student’s dress or appearance shall neither be obscene, indecent, immoral, nor contain messages promoting alcohol, tobacco, or other drugs;~~
- ~~● — a student’s dress or appearance shall not present a distraction to the educational process; and~~
- ~~● — a student’s apparel and grooming must meet requirements of any courses which are part of the approved curriculum in which he/she is enrolled.~~

~~———— In these instances, the school will assume its delegated authority to protect the physical health, safety and well-being of the students and to preserved its intended purposes as an educational institution.~~

~~———— Students representing the district in an elective activity apart from the required school program will be expected to adhere to the dress and appearance requirements set forth by the coaches and sponsors of the activity.~~

~~Approved: — December 4, 1991~~

~~Revised: — June 12, 2001~~

~~Revised: — June 14, 2011~~

~~Revised: — November 8, 2016~~

JCDB Dress Code

JCDB

Neatness, decency, and good taste are guidelines of the district dress code. Students must dress in a manner that is not obscene; offensive; or substantially or materially disruptive to the learning environment. Apparel that is sexually suggestive; promotes violence, illegal activities, drugs, alcohol, and/or tobacco; or is determined to be gang related is prohibited.

Student apparel and grooming must also meet requirements of any courses which are part of the approved curriculum in which they are enrolled.

Traditional tribal regalia or objects of cultural significance shall not be prohibited at a public event.

Dress codes shall be published in the appropriate student handbooks.

Approved: December 4, 1991

Revised: June 12, 2001

Revised: June 14, 2011

Revised: November 8, 2016

Revised: _____

JQKA Foreign Exchange Students

JQKA

The board believes that participation in a well-planned and executed program of foreign student exchange can be a worthwhile cultural experience both for the students involved, as well as for the community at large. The board, therefore, will consider the admission of exchange students at the high school level provided the provisions of this policy have been met.

Approved: September 2, 1992
Revised: March 17, 1993
Revised: March 25, 1997
Revised: June 12, 2001
Revised: June 28, 2011
Reviewed: November 8, 2016
Reviewed: October 13, 2020
Reviewed: _____

JQKA-R Foreign Exchange Students

JQKA-R

Foreign exchange students from approved organizations may be allowed to attend the Salina Public Schools on a tuition-free basis to the extent staff, facilities, equipment, and supplies are available, if they have met the following conditions:

- they come through a sponsoring organization that is on the list approved by the Council on Standards for International Educational Travel;
- they come with the ability to speak and write in English and have been successful academically in school in their native country;
- they are sponsored locally by a school district resident or civic or community organization which is able to demonstrate that arrangements have been made for appropriate housing, supervision, financial support, and medical coverage;
- they are registered with the local school no later than August 1 prior to the school year in which they plan to attend; and
- they present a transcript of previous schoolwork upon enrollment in the local school.

Exchange students will not be eligible to receive a diploma from the Salina Public Schools but will receive a certificate of attendance as well as an updated transcript reflecting the grades and credits earned while in attendance.

No more than two foreign exchange students from any approved program, with a total of not more than eight students per school year, will be accepted at each high school.

Approved: September 2, 1992
Revised: March 17, 1993
Revised: March 25, 1997
Revised: June 12, 2001
Revised: June 28, 2011
Revised: November 8, 2016
Revised: October 13, 2020
Reviewed: _____

~~KGA Use of District Personal Property and Equipment KGA~~

~~Requests for use of the district equipment by individuals or outside organizations shall be submitted to the director of operations. Any request shall be granted or denied pursuant to guidelines for using equipment developed by the administrator and approved by the board. The director of operations may establish a deposit for use of school equipment before it is removed from the school grounds or other district property. The deposit will be paid to the operations department and will be refunded when the equipment is returned in working order.~~

~~Personal Use~~

~~No district equipment shall be used for personal reasons by staff or others at school or away from its designated station without the prior approval of the director of operations.~~

~~Approved: June 12, 2001~~

~~Revised: July 23, 2008~~

~~Reviewed: July 12, 2011~~

~~Revised: November 13, 2012~~

KGA Use of District Personal Property and Equipment

KGA

Requests for use of the district personal property or equipment by outside tax-exempt organizations shall be submitted to the superintendent. Any request shall be granted or denied pursuant to guidelines for using personal property or equipment developed by the administrator and approved by the board. The superintendent may establish a deposit or requirement for the purchase of insurance for use of school personal property or equipment before it is removed from the school grounds or other district property. The deposit will be paid to the **operations department** and will be refunded when the equipment is returned in working order.

Lost, Stolen, or Damaged Property or Equipment

No request for use of school personal property or equipment shall be granted until the requestor executes a use agreement specifying such person will agree to pay the district fair market value for any equipment that has been lost, stolen, or has suffered irreparable damage while in the requestor's possession. For the purposes of this policy, "irreparable damage" shall include any damage severe enough that the cost to repair such equipment would be more than the fair market value of the equipment. If school personal property or equipment is returned damaged beyond normal wear and tear acceptable use, the requestor shall be responsible for the cost to repair such personal property or equipment. The district may also require the purchase of insurance.

Personal Use

No district personal property or equipment shall be used by staff for personal reasons at school or away from its designated station without the prior approval of the superintendent. No district personal property or equipment shall be used by the superintendent for personal reasons at school or away from its designated location without the prior approval of the board of education.

Approved: June 12, 2001

Revised: July 23, 2008

Reviewed: July 12, 2011

Revised: November 13, 2012

Revised: _____

VII. ACTION AGENDA

D.1. 2022-2023 Elementary Handbook

There were no proposed changes to the 2022-2023 Elementary Handbook. As in the past, yearly date and personnel changes are not included. Current year handbooks are posted on the district website.

It is recommended that you approve the 2022-2023 Elementary Handbook as presented.

VII. ACTION AGENDA

D.2. 2022-2023 Chromebook Handbook

There were no proposed changes to the 2022-2023 Chromebook Handbook. As in the past, yearly date and personnel changes are not included. Current year handbooks are posted on the district website.

It is recommended that you approve the 2022-2023 Chromebook Handbook as presented.

VII. ACTION AGENDA

D.3. 2022-2023 Athletic Handbook

Pending approval of the addition of ESports and Unified Bowling to the high school athletic offerings, no other changes are proposed for the 2022-2023 Athletic Handbook. As in the past, yearly date and personnel changes are not included.

It is recommended that you approve the 2022-2023 Athletic Handbook as presented.

V. TENTATIVE COACHING POSITIONS FOR 2022-2023 N.1. ESPORTS	Pending BOE approval, the addition of a high school head coach.
V. TENTATIVE COACHING POSITIONS FOR 2022-2023 O.1. UNIFIED BOWLING	Pending BOE approval, the addition of a head coach and assistant coach.

V. TENTATIVE COACHING POSITIONS FOR ~~2021-2022~~ 2022-2023
(This may be changed by the Board at any time before or during the school year.)

(page 13 listed below)

J. BASEBALL

1. High School Boys
 - a. Coaching Staff One Head Coach
Three Assistant Coaches

K. SOFTBALL

1. High School Girls
 - a. Coaching Staff One Head Coach
Three Assistant Coaches

L. SOCCER

1. High School Boys
 - a. Coaching Staff One Head Coach
Two Assistant Coaches
2. High School Girls
 - a. Coaching Staff One Head Coach
Two Assistant Coaches

M. BOWLING

1. High School Combined (Boys and Girls)
 - a. Coaching Staff One Head Coach
One Assistant Coach

N. ESPORTS

1. High School Combined (Boys and Girls)
 - a. Coaching Staff One Head Coach

O. UNIFIED BOWLING

1. High School Combined (Boys and Girls)
 - a. Coaching Staff One Head Coach
One Assistant Coach

VIII. DISCUSSION AGENDA

A.1. 2022-2023 Middle School Student Handbook

USD 305 secondary administrators worked together to create one middle school student handbook using existing language from previous handbooks. The highlighted sections represent the only changes to previously approved wording.



SALINA

Public Schools

Middle School Student Handbook 2022-2023

This handbook belongs to:

Name _____

Address _____

City _____ Zip _____

Phone _____

Notice of Nondiscrimination

Unified School District #305 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries concerning Unified School District #305 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District #305 Executive Director of Human Resources, P.O. Box 797, Salina, Kansas 67402, (785)-309-4726

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WELCOME

The faculty and staff at our middle schools look forward to a great school year with you! Middle school is a unique time of life when you will be growing and developing in many different ways. We are here to help you adjust and cope with these changes as well as help you to learn to your highest potential. Our teachers collaborate within their professional learning communities to make sure every student has the best learning experience possible, no matter what classroom they are in. Please take the time to get to know your administrators, teachers and support staff. We are here to provide you with all of the support you need to be successful, and to provide you with optimal opportunities to learn both academically and socially. Our middle schools offer exciting and rewarding athletic, extracurricular, enrichment, and intramural opportunities.

DAILY ITEMS

BELL SCHEDULE

		7 th & 8 th Grades		6 th Grade
Building Entry		7:40	Building Entry	7:40
Period 1		7:45-8:20	Period 1	7:45-8:20
Period 2		8:24-9:11	Period 2	8:24-9:11
Period 3		9:15-10:02	Period 3	9:15-10:02
Period 4		10:06-10:53	Period 4	10:06-10:53
Period 5		10:57-11:44	Period 5	10:57-12:07
Period 6		11:48-12:58	Period 6	12:11-12:58
Period 7		1:02-1:49	Period 7	1:02-1:49
Period 8		1:53-2:40	Period 8	1:53-2:40
After-School Program		2:45-3:30	After-School Program	2:45-3:30

The school day begins at 7:45 a.m. Students may enter the building once the front doors are unlocked at 7:15 a.m. Students who arrive between 7:15 and 7:35 a.m. will have an “Opportunity Time” for all core classes to assist them with homework or to provide intervention. At the end of the day, students need to exit the building by 2:50 p.m. unless they are being supervised by an adult. Other than for school-sponsored activities, no outdoor supervision is provided after 2:50 p.m.

CLASSROOM CONDUCT

Classroom conduct is an important factor in student success at school. Student classroom responsibilities are:

1. To be present, on time, and prepared.
2. To listen to and follow directions when given.
3. To be courteous, respectful and attentive.
4. To complete all assignments on time.
5. To participate in class discussions and activities.
6. To follow classroom rules.

APPLICATION OF STUDENT RULES

All rules and policies set out in the student handbook shall apply to the school building, school grounds/property and to all school-sponsored activities.

STUDENT DRESS AND APPEARANCE

For students, personal grooming and dress is an individual responsibility and subject to the restrictions and limitations imposed by parents/guardians. The district’s dress and appearance rules will serve as guidelines for students and parents/guardians in interpretation of what is appropriate school dress and appearance.

The following rules are intended to reflect the district’s desire that clothing be appropriate for school wear:

- some type of footwear shall be required;
- a student’s dress or appearance shall not present a danger to his/her physical health or safety or the physical health and safety of others;
- a student’s dress or appearance shall neither be obscene, indecent, immoral, nor contain messages promoting alcohol, tobacco, or other drugs; and
- a student’s dress or appearance shall not present a distraction to the educational process.

In these instances, the school will assume its delegated authority to protect the physical health, safety and well-being of the students and to preserve its intended purposes as an educational institution.

Students representing the district in an elective activity apart from the required school program will be expected to adhere to the dress and appearance requirements set forth by the coaches and sponsors of the activity.

The building administrator will have the final determination in whether student dress is inappropriate. Students wearing inappropriate school clothing will be required to change clothes or remove accessories. All class time missed will be unexcused.

DAILY PROCEDURES

1. Students will show respect for school property, self and others. Students will be expected to treat ALL students and staff members respectfully. Behavior expectations are also

- extended to school-sponsored activities.
2. All students are required to have their agenda with them daily in ALL CLASSES. If lost, replacement cost will be \$5.00. Teachers will check agendas regularly for assignments; therefore, it is important to keep the recording of assignments up to date. You will also use your agenda as a hallway pass to leave class. The agenda will contain each student's library bar code and internet license.
 3. Running in the hallways or on the sidewalks around the building is prohibited. If students walk on the right side of the hallway when possible, traffic will move more smoothly and much more quickly.
 4. Under NO circumstances is a student permitted to leave school for any reason whatsoever without first checking out through the office.
 5. Students should check with the principal and with the office before bringing a guest to school.
 6. Students must make arrangements with the principal before bringing a guest to school for lunch.
 7. Book bags and backpacks may be carried to individual classes.
 8. Students must always use the intersection crosswalk when crossing the street.
 9. Passenger loading zones are designated around the building. These areas should be used when loading and unloading.
 10. Every classroom has reasonable expectations. The administration will support these expectations.

ATTENDANCE POLICIES

Kansas Compulsory Attendance law requires middle school students to attend school on a regular basis. Regular attendance is essential to make progress in school.

Absence Procedures: All absences will be recorded as excused or unexcused.

The parent or guardian must contact the school office within 24 hours of the student's absence. Messages can be left on the school's voicemail during non-school hours. Please call the school at 309-4000 for Lakewood, and 309-3900 for South Middle.

If the student is not in attendance and the school has not received parent/guardian notification, the absence will be recorded as unexcused.

For the safety of the student, an attempt will be made to contact the parent.

Notes will not be accepted.

The following are valid reasons for excused absences: personal illness, family illness, death in the family or of friends, doctor/dental/counseling appointments, court proceedings and religious observances. Please bring back appropriate verification from any medical or legal appointment. Parents must consult with and receive prior approval from the building principal to receive an exception to the above-approved reasons for absence.

If you know in advance that you are going to be absent, have your parents call the school office several days prior to the absences. You will be given a form that explains your absence and allows you to make arrangements for assignments that will be missed. Every attempt should be made to complete the work prior to the absences. If the work is not turned in prior to the absence, a due date will be established, as per school policy, so full credit can be received for the completed work. If advance arrangements are not made, the absence will be considered unexcused.

Absences: When a student reaches a total of 12 absences or 4 unexcused absences in a year (counting all absences except those for which there is already verification of medical care/legal proceedings, school activities and approved college visits), a letter will be mailed to the home, parent and/or student contact will be made, and a plan to improve attendance will be developed. The letter will explain the absences and break down the reasons given. On the 15th excused absence or 5th unexcused absence in a year, the student will be placed on probation. The probation form will state that future absences will be counted as unexcused unless each subsequent absence is excused by (1) a doctor's/legal note, (2) the school nurse, or (3) an assistant principal. At this time a Student Improvement Team (SIT) meeting will be scheduled with the school, parent and student. If after the SIT meeting the student has two additional unexcused absences, a referral will be made to the Truancy Review Board.

Blanket Doctor's Notes: After the 15th excused absence in a year, a blanket doctor's note excusing a student's additional absences for medical reasons may be accepted in lieu of the required individual note under the following conditions:

The blanket note is completed on the official USD 305 form and specifies the condition for which the ongoing absences are required and his/her reasonable estimation of the number of absences each week/month due to the condition.

The student's parent/legal guardian will renew the blanket doctor's note each academic quarter.

The form for such notes may be picked up from the school administrative office.

Truancy Reports: According to Kansas Compulsory Attendance Law, when a student has unexcused absences on 3 consecutive school days or 5 school days in a semester or 7 school days in a school year, whichever occurs first, a report of truancy will be made to the Saline County Attorney for legal action which may include a Truancy Review Board hearing.

Make-Up Work: All schoolwork missed may be made up without penalty following an excused absence. Two days are allowed to make up work for excused absences.

Unexcused Absences: Unexcused absences will be reported to parents/guardians. All work for unexcused absences will be graded and reduced by 20%.

TARDIES

Tardies are recorded and monitored. Students who arrive late for 1st hour must report directly to the office. After 60 minutes, the child's tardy will be recorded as an unexcused absence. Each student is allowed three tardies without consequence during 1st hour per semester. On the 4th and 5th tardies to 1st hour, the student will receive a 30-minute office detention. On 6+ tardies to 1st hour, the student will receive a 60-minute office detention per tardy. In addition, a parent conference will be held, as well as additional administrative consequences. If a student arrives at school after 8:45 a.m., it will be counted as an absence, not a tardy. This means that your parent or guardian must call the office to excuse the absence. Tardies to all other classes will be handled by the teachers and detention time may be assigned.

BICYCLES, SCOOTERS, SKATEBOARDS, AND ROLLER BLADES

Safety Requirements at School:

1. Bicycles should not be ridden on the sidewalk. Upon arrival at the school the student should get off and walk his/her bike to the parking rack.
2. Bicycles should be parked in the racks provided. Bicycles should be locked in some way.

3. Bicycle identification or serial number should be recorded at home in case of loss or theft.
4. Bicycles should have a light and reflectors for safety in early morning darkness.
5. These rules also apply to scooters, skateboards, roller blades, and other personal transportation devices.

CELL PHONES/ELECTRONIC DEVICES/PHONE USAGE

In order to protect our learning environment, cell phones and other electronic devices are not to be seen at school during school hours. Parent/guardian may call the office and leave a message for their student. The office and classroom phones require staff approval before student use. (A Smartwatch would be considered an electronic device if used for gaming or communication.)

- When arriving at an entrance door to the school at the beginning of the day, students will turn off their cell phones/electronic devices and put these items in their pocket/bag/purse. Cell phones/electronic devices will remain turned off for the remainder of the school day.
- Students may use their cell phone/electronic devices at the end of the day once they exit the school building. Students may use cell phone/electronic device for curricular purposes upon teacher request.
- Students should never lend cell phones/electronic devices to each other. If a student is caught with someone else's cell phone, both students are in violation of this policy.
- The school is not responsible for stolen, damaged or lost cell phone/electronic devices brought on school property by students or families.
- Violation of these rules and expectations may result in the consequences listed on the discipline chart.

LOCKERS

Students may be assigned a locker upon request. The school lends the locker to students; therefore, any locker may be inspected by school officials. Students should contact a teacher or assistant principal if lockers do not open properly.

Plan trips to lockers carefully. It may not be practical to go to a locker after every class. Students may need to carry books and materials for several classes at a time. To avoid loss or theft, students should not share their locker combinations with other students.

At the request of the administration, law enforcement officers or licensed private agencies may use trained dogs on school premises to identify student property which may contain illegal or illicit materials and to determine whether materials are present which may threaten the general health, welfare, or safety of students and/or district employees.

LUNCH

Account Information:

- Students will have a lunch account with a PIN number.
- An initial minimum payment of two weeks is required. Larger payments are encouraged.

Lunchroom Procedures:

- All students go to the lunch room during the assigned lunch period.
- Students may bring a sack lunch or buy a hot lunch.
- No candy or soft drinks are allowed.
- Students shall remain seated at their assigned tables until dismissed.
- Permission is required to leave the table or room.

- Lunch room attendants will dismiss classes and monitor permission to leave tables.
- Food cannot be removed from the lunch room.

SCHOOL NURSE

If a student becomes sick at school, he/she will need a hall pass to the nurse. These should be obtained from the student's teacher. Our school nurse is located near the main office. Should a student need to go home, the school nurse or staff designee will contact the parent/guardian. The parent/guardian must check the student out through the office when they arrive to pick-up the student.

If prescription medication, essential oils, or other non-FDA approved medication/treatment is required to be administered while at school or during a school-sponsored event/activity, a signed written order (on the *USD 305 Permission for Medication* form) from a physician/medical provider (MD, DO, DDS, OD, APRN, PA) with parent/guardian signature must be provided. The medication must be provided by the parent/guardian in a correctly labeled prescription bottle (original labeled bottle for essential oils-no handwritten labels). Both of these conditions must be met prior to the medication being administered.

Administration of over-the-counter medication (Tylenol, ibuprofen, Tums, cough drops, etc.) requires a parent/guardian signature only (no physician signature) on the *USD 305 Permission for Medication* form if administered per label instructions. Any dosage or frequency other than the labeled instructions will require a physician order as described above. USD 305 does not provide/purchase over-the-counter medication for student administration. Over-the-counter medication must be provided by the parent/guardian in the original bottle and all medications must be locked in the nurse's office with the exception of physician ordered emergency medications (asthma rescue inhalers, insulin, and epinephrine). Students may self-administer and self-carry asthma rescue inhalers, insulin, and epinephrine with the appropriate documentation on file in the nurse's office. Please contact the school nurse for the required documentation and to discuss your student's health condition. Students should never have any medication in their possession or in their lockers with the exception of above-mentioned physician prescribed emergency medication.

The *USD 305 Permission for Medication* form can be found at:

https://www.usd305.com/for_parents/school_nurses/medication_forms or obtained from the school nurse. The complete medication procedure can be viewed at:

https://www.usd305.com/for_parents/school_nurses/medication_procedures

PHYSICAL EDUCATION

P.E. is a required subject for all students. If you cannot physically participate in P.E., a parent note will be accepted for one day; anything beyond one day needs a note from your physician to give to the nurse. A P.E. uniform consists of black shorts and gray t-shirt for 6th/7th/8th grade students enrolled in P.E. class. Students are expected to have appropriate gym clothing to wear each day and will be issued a gym locker. A fee will be charged for lost padlocks. **BE SURE TO WRITE YOUR NAME WHERE IT CAN BE SEEN ON EACH ITEM OF P.E. CLOTHING.** If something is lost or stolen, it is much easier to find it if your name is visibly marked on it.

BUS POLICIES

Bus riders should have received a handout of bus rules and procedures. Parent/guardian and student should read through and discuss those rules.

Expectations are:

- Treat the bus driver and other students with respect and courtesy and
- Observe safety rules.

However, if a problem occurs, students will be subject to the following:

1 st offense:	conference, parent contact, warning (depending on the offense);
2 nd offense:	conference, parent contact, removed from bus one week;
3 rd offense:	conference, parent contact, removed from bus two weeks; and
4 th offense:	conference, parent contact, removed for remainder of the year.

The bus loading and unloading zone is at the northeast side of the Lakewood building and on the west side of the South Middle building. A student should never step between buses for any reason.

LIBRARY POLICIES

Hours: The library is open every school day. Students may use this time to check out or return books, use reference materials, and use the technical resources.

Passes: Students must have a library pass signed by the librarian or classroom teacher to use the library during class time. When entering the library, students must show the pass to the library staff and sign in on the clipboard on the counter. When leaving the library, students must have the pass signed and cross-out their name from the clipboard.

Bar Codes: Bar codes will be placed in agendas for students to check out library materials. Materials cannot be checked out unless the student has his/her agenda.

Checking and Loan Periods: Students may check out three books for two weeks at a time. Magazines may be checked out for one day only. They must be returned before school the next day. Reference materials may not be checked out by students.

Lost or Damaged Books: The student will be expected to reimburse the library for any books or materials lost or damaged. Students with over-dues will not be able to check out any library materials until the items are returned or paid in full.

Internet License: Along with the bar code, each student who has a signed appropriate use policy form will get an internet license to place in his/her planner. It should be displayed every time the student accesses the internet.

LOST AND FOUND

1. Put your name or personal code on all items brought to school.
2. Take lost and found items to the office.
3. If an item is lost, please report it to the office immediately.
4. Report any lost textbooks to your classroom teacher.
5. Do not bring large amounts of money to school. Lost or stolen money is seldom recovered.

ACADEMICS/SUPPORT

GUIDANCE AND COUNSELING

The guidance counselors are here to help students with any concerns or problems. If you find your school work too hard, your grades too low, or you want to talk about your educational goals or personal problems, make an appointment to visit your counselor. Parents are urged to call the Counseling Center for any guidance or counseling concerns.

SPECIAL EDUCATION

A full range of special education services is provided through the Central Kansas Cooperative in Education to 12 area school districts. All disabled children are guaranteed a free and appropriate education under the Individuals with Disabilities Education Act (IDEA). Disabled children are defined as mentally disabled, specific learning disabled, physically disabled, hearing impaired, language or speech impaired, or visually impaired. Children identified as gifted are also served in the Salina Public Schools.

Parents are informed as soon as their child is referred for one of the special programs, and will not receive an evaluation unless the parent has been previously informed and given consent. Parents are closely involved with the school's special team decisions. To help provide appropriate education, a written individualized education plan (IEP) is developed for each exceptional child. Parents have due process hearing and appeal rights.

Questions should be directed to the building principal. Additional information, as well as resources on services, rights, and procedures, is available from the Central Kansas Cooperative in Education (309-5100) and the State Department of Education (1-800-203-9462).

ONLINE GRADES

A parent may view his/her student's grades on-line by contacting the school registrar for instructions and the password to access grades. (Lakewood registrar 309-4006 and South Middle registrar 309-3908)

GRADE CARDS

Grade cards for each student will be distributed quarterly. The final grade card in May will be mailed to the student's home within two weeks after school is out.

Parents are encouraged to go over each grade card, and if they have any questions, to call the school. Progress reports are sent home midway through each nine-week period. Progress reports serve as an early warning signal for developing problems or let a parent know a student is succeeding.

USD 305 GRADING SCALE

The Salina Board of Education has adopted a standardized grading scale for all schools in the district. Grades will be determined according to the following scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and Below = F

ACADEMIC HONESTY POLICY

Salina Public Schools has established a high expectation for academic integrity. Academic dishonesty in any form will not be tolerated. Students who violate this standard will be subject to disciplinary procedures. Communication of this policy through this handbook is considered a warning. Students found to have participated in academic dishonesty will receive disciplinary consequences as listed on the discipline chart.

HONOR ROLL

An Honor Roll will be prepared at the end of each semester based upon a 3.0 average with no failing grades.

PRESIDENT'S ACADEMIC EXCELLENCE PROGRAM

Our school participates in the President's Academic Excellence Program for eighth grade students who meet specific requirements.

Eligibility: The purpose of this award is to recognize academic success in the classroom. To be eligible for the President's Award for Educational Excellence, students at each award level (elementary, middle or high school) must meet the requirements in Category A, and either 1 or 2 of Category C. If a school does not have letter grades, a student must meet the requirements in Category B and either 1 or 2 of Category C.

- A. **Grade Point Average:** Students are to earn a grade point average of 90 on a 100 point scale (an A on a letter scale or a 3.5 on a 4.0 scale). When computing grade point averages at the respective award level, only the years at that level are to be included through the fall semester of the exiting grade.
- B. **School Criteria/Standards:** Standards for the award are to be established by each school that reflect a 90% level or higher on the traditional grading scale. This category enables school personnel to use new assessment and evaluation tools in developing award criteria at their school and apply the criteria fairly to all students. The primary indicators of excellence must be based on academic achievement. School personnel may also consider, as part of the criteria, activities in which a student demonstrates high motivation, initiative, integrity, intellectual depth, leadership qualities and/or exceptional judgment. They may also require student essays and outstanding attendance, but these activities must bear some relationship to the academic performance of a student.
- C. **In addition to A or B,** schools are to include one or more of the following criteria to determine their selected students.
 - 1. State Tests and Nationally-Normed Achievement Tests: High achievement in reading or math on state tests or nationally-normed tests.
 - 2. Recommendations from a teacher plus one other staff member. One recommendation is to reflect outstanding achievement such as English, math, science, history, geography, art, foreign language, and any other courses that reflect a school's core curriculum. This judgment is to be supported by tangible evidence that is comprised of either results on teacher-made tests, portfolio assessment, or special projects. The second recommendation from a school staff member may address, for example, involvement in community service or co-curricular activities including tutoring other students and/or demonstration of creativity and achievement in the visual and performing arts. The school principal has final authority to determine which students receive this award.

PRESIDENT'S AWARD FOR EDUCATIONAL ACHIEVEMENT

The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. This award should not be compared to the President's Award for Educational Excellence or be seen as a second tier award, for it recognizes a very different type of academic achievement. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning. This award is given at the principal's discretion based on the criteria developed at the school. The criteria should reflect the purpose of the award and must be applied fairly to all students.

ACTIVITIES/ATHLETICS & PARENT INVOLVEMENT

ACTIVITY TICKETS

A student activity ticket costs \$30.00 including tax. A parent activity ticket costs \$25.00. That covers admission costs to all home middle school athletic events. The student activity ticket includes a copy of the yearbook. The total value of these items would be approximately \$50.00. (Students must pay \$2.00 to attend each game if they do not have an activity ticket.) In case an activity ticket is lost, a duplicate ticket costs \$1.00.

ACTIVITY PARTICIPATION

When students participate in school-sponsored activities it is the responsibility of the student to contact their teachers regarding assignments the day before they are going to miss class for the school activity. All work shall be turned in during the next session of that class.

A student absent from school may not practice or participate on that day unless

1. he/she is in attendance by 10:00 a.m.; or
2. permission is granted by the principal.

ATHLETICS

Participation: All eligible seventh and eighth grade students are encouraged to try out for inter-scholastic athletics.

Girls' Sports: volleyball, basketball, track, cheerleading, wrestling, cross country and tennis

Boys' Sports: football, basketball, wrestling, cheerleading, track, cross country and tennis

All participants will furnish their own shoes and practice clothing. An athletic locker will be assigned to each athlete to store clothing. The rest of the equipment is furnished by the athletic department.

Requirements for participation in athletic or cheerleading practice:

- physical examination,
- notarized emergency medical authorization form, and
- parent consent form.

Limited insurance coverage is provided for students participating in Kansas State High School Activities Association approved activities. It is an excess coverage policy with \$25,000 deductible. It does not apply to intramurals, physical education, or other school activities.

ATHLETIC/ACTIVITY ELIGIBILITY

Students shall have passed at least five new subjects (those not previously passed) of unit weight, or its equivalency, the previous quarter or the last quarter of attendance.

Monitoring will be on a weekly basis, but students will be allowed to continue to participate until being placed on the ineligible list for two consecutive weeks. Once removed from the list, a student would again have to be on the list two consecutive weeks before being withdrawn from competition.

- Teachers must notify the students when they are failing a class.
- A list of failing students will be turned in to the office each week.
- Activity supervisors will receive a list of failing students.
- An ineligible student may not accompany team members on athletic trips, to contest, or wear the school uniform.
- A student must pass in five credit classes the previous quarter in order to be eligible the following semester.
- Summer school classes will not apply toward eligibility for the following school year.
- Eligibility requirements will be waived at the beginning of the first quarter of the seventh grade year. The student will be immediately eligible as long as all other eligibility requirements are met and the student is in good standing.

PARENT AND COMMUNITY INVOLVEMENT

Parents and patrons have an important role to play in students' education. Volunteers are always needed for one-on-one tutoring; special presentations on professions, hobbies, or interests and assistance with school events. Parent volunteers are especially needed to help with athletic contests. Prospective volunteers should contact the building administrators to find out what activities are available.

DISCIPLINE

CORE BELIEFS ABOUT DISCIPLINE

USD 305 adopted the Positive Behavior Intervention Supports model from the Kansas State Department of Education. As part of this process we have examined and created our core beliefs about discipline:

- Students are given opportunities to make decisions and live with the consequences, good or bad.
- Whenever possible, students should see a reasonable connection between their actions and the consequences that follow (logical consequences).
- Students should be guided through dialogue and expected to solve problems and adopt new behaviors without creating problems for anyone else.
- Every attempt will be made to maintain dignity of the student and the adult during a discipline situation.
- Teachers will take time to guide, teach and reward student behavior.
- What teachers do will depend on the student and the situation
- Administrators make every effort to work with families, teachers and counselors to modify the behaviors that interfere with learning.

The administration has the authority to adjust specific consequences/actions based upon the particular circumstances of each individual case. Considerations may include, but are not limited to, state and federal legal requirements, district policy, the seriousness and the intensity of the

behavior, the student's willingness to cooperate with the administration during its investigation, and the results of any due process hearing.

SCHOOL CONDUCT

Students are expected to be respectful toward fellow students, teachers and other staff. Proper language, courtesy, good manners and proper care are a part of showing respect to people and property.

- Fighting (including play fighting/boxing) is not appropriate and will not be tolerated. Any pushing, shoving, hitting, slapping, kicking, etc. will result in a detention or suspension.
- Profanity, lewd and obscene language and behavior, defacing property, possession of dangerous weapons, and abuse or misuse of privileges are not permitted.
- The use or possession of tobacco, alcohol, drugs or simulated controlled substance is prohibited. These conduct rules apply in the building, school grounds, school hallways and at any school-sponsored function. Personal conduct which disrupts or interferes with normal class procedures has no place in school.

BULLYING

The board prohibits acts of bullying in any form, including cyberbullying, on or with district property, in district vehicles or at district-sponsored activities or events. The board believes that a safe, healthy and supportive environment during all school-related functions is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that interferes with both a student's ability to learn and the district's ability to educate students. All Salina USD 305 staff members, students, parents and volunteers are expected to treat others with civility and respect and to refuse to tolerate bullying in order to provide positive examples for acceptable student behavior.

Bullying is defined as any intentional gesture or any intentional written, verbal or physical act or threat either by any student, staff member or parent towards a student or towards a staff member which is sufficiently severe, persistent or pervasive to create an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of

- harming a student or staff member, whether physically or mentally,
- damaging a student's or staff member's property,
- placing a student or staff member in reasonable fear of harm to the student or staff member, or
- placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

"Cyberbullying" is defined as bullying by use of any electronic communication device through means, including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

All victims of bullying and persons with knowledge of such behavior are encouraged to report the bullying immediately to the building principal, another administrator, a counselor, or another certified staff member. The school will promptly investigate all complaints of bullying and take prompt action to end the behavior.

Any report not made in good faith or made with malice is also a violation of this policy. (Board Policy JDDC)

HARASSMENT (SEXUAL AND RACIAL)

Harassment, sexual or racial, will not be tolerated in the school district. Harassment of students of the district by board members, administrators, staff members, students, vendors, and any others having business or other contact with the school district is strictly prohibited. The district encourages all victims of sexual/racial harassment and persons with knowledge of such harassment to report the harassment immediately. The district will promptly investigate all complaints of harassment and take prompt corrective action to end the harassment.

Any student who believes that he or she has been subjected to harassment should report it to the building principal, another administrator, the counselor, or another certified staff member. Any report not made in good faith or made with malice is also a violation of these policies. Ask your building administrators for posted locations of the complete Board policies (JGEC/JGECA) on Sexual and Racial Harassment.

TOBACCO POLICY

The use and/or possession of tobacco products or facsimile thereof (such as vaping and e-cigarette devices), is prohibited at all times in or on all district-owned, leased, personal, or real property, including all school events. See discipline chart for consequences for violation of this policy.

POLICY ON PROHIBITED SUBSTANCE

A student who is found to be in possession of or selling any prohibited substance on school property will be detained immediately with the evidence. A school administrator will contact the Police Department and the student's parent/guardian. A short-term suspension (5 school days) will be imposed, a formal hearing will be scheduled and the student may be subject to expulsion. Prior to readmission to the students' regular school, the student will be referred for a substance abuse evaluation to a licensed agency licensed for same by the State of Kansas and located in the City of Salina. Failure to complete the required evaluation as scheduled will result in a hearing for a long-term suspension.

A list of available programs along with name and addresses of contact persons for the program is on file with the board clerk. Parents or student should contact the directors of the program to determine the cost and length of the program.

The provisions of this policy shall also apply to all USD 305-sponsored activities off the school grounds. In addition to the above policy, students who sell, use or are under the influence of or possess (including the car) drugs or alcohol at a school dance or on school premises during, before, or after a dance will not be allowed to attend future dances for the remainder of that semester. (Refer to Board Policy JDDA)

POSSESSION OF DANGEROUS WEAPONS

Any student who is found to have brought or to have been in possession of a dangerous weapon shall be expelled from school. Dangerous weapon means any article that is commonly used or is designed to inflict bodily harm. Any student who uses an article that is not commonly used or designed to inflict bodily harm for the purpose of inflicting bodily harm or to cause a person to be placed in fear of bodily harm shall be subject to immediate suspension or possible expulsion.

Possession of any weapon/destructive device as defined by Board Policy JCDBB shall result in expulsion from school for a period of one calendar year, except that the superintendent may recommend that this expulsion requirement be modified. This could be made on a case-by-case basis under the provision of Board Policy JDC.

Students violating this policy shall be referred to the appropriate law enforcement agency.

GANGS

District schools have a responsibility to maintain a school environment free of violence, intimidation, or other activities which threaten the safety and well-being of students and staff and interfere with the educational process. Therefore, anti-social and/or gang activities will not be tolerated, and the district bars all gangs, gang affiliations, and gang-related activities (dress, symbols, or other attributes or implying gang membership) from school buildings, school buses, school activities, and school property. A "gang" is defined as any identifiable group or club which exists without the sponsorship or authorization of the school and which engages in anti-social or criminal activity which is disruptive of the school environment. School district employees have a responsibility to report to their immediate supervisor suspected gang members or gang-related activities. If an administrator verifies a student's involvement in gang activity, law enforcement agencies will be informed and the parent/guardian will be notified. Students violating this policy may be subject to appropriate disciplinary action including suspension and/or expulsion.

MAJOR DISCIPLINE DEFINITIONS AND CONSEQUENCES

I.S.S.		
Behavior	Major	Consequence
Academic Dishonesty/Plagiarism	Cheating or misrepresentation of one's work; copying another's paper or test; copying from a book or Internet source without citing work	1 st – Zero on assignment or test; parent/guardian contact 2 nd – Zero on assignment or test and detention; parent/guardian conference held 3 rd – 1 day ISS
Bullying/Harassment/Intimidation/Threats (Repeated)	Causing emotional distress; name calling; verbal assault; spreading rumors	1 st – To be determined by the investigation team 2 nd – Suspension and SIT with family to develop a behavior plan
Cell Phones/Electronic Devices	Failure to turn off phone/electronic device upon entering building; failure to place in locker before 1 st hour	1 st – Cell phone/electronic device taken by staff member and taken to office; student can pick up device at end of school day 2 nd – Same as 1 st but parent/guardian must pick up phone/device 3 rd – Same as 2 nd and conference with an administrator before picking up device; student is required to check in phone/device in office each morning and pick it up at the end of the school day
Cutting or Skipping Class	Intentionally and without permission failing to attend class	1 st – Detention 2 nd – 3 days ISS 3 rd – 5 days ISS
Defiance	Blatant or repeated refusal to comply with a reasonable request which creates an obvious disruption	1 st – Detention 2 nd – 1 day ISS 3 rd – 3-5 days ISS
Disruption	Disorderly outburst, physical or verbal, which results in a disruption of learning environment or jeopardizes the safety of students/staff	1 st – Detention 2 nd – 1 day ISS 3 rd – 3-5 days ISS
Dress Code	Repeated violation of dress code policy	1 st – Conference; asked to change 2 nd – Referral for defiance
Indecent Acts	Socially unacceptable or vulgar behavior	1 st – 3 days ISS 2 nd – 5 days ISS 3 rd – 3 days OSS
Obscenity/Profanity/Abusive Language	Continued use offensive, insulting or vulgar language directed at a person (swearing or cussing)	1 st – Detention 2 nd – 1 day ISS 3 rd – 3-5 days ISS
Property Damage/Vandalism	Permanent or intentional damage to any property that does not belong to the individual	1 st – 3 days ISS 2 nd – 5 days ISS
Public Display of Affection	Repeated, inappropriate contact of a sexual nature	1 st – Conference 2 nd – Parent/guardian contact 3 rd – Referral for defiance
Tardies to School (three "free" per semester)	Arriving after 7:55 a.m.	4 th & 5 th tardy – 30 minutes office detention 6 th + tardy – 60 minutes office detention

Behavior	Major	Consequence
Technology-Misuse of	Inappropriate use of technology and any violation of the Technology Use Agreement (including viewing or attempting to view inappropriate websites) Use of permissible technology without permission, including email; use of computer for off-task activities	1 st – Conference 2 nd – Phone call home; restricted from Internet use for two weeks 3 rd – Phone call home; restricted from internet use remainder of semester
Theft/Forgery	Student in possession of or is responsible for removing someone else's property or has signed a person's name without that person's permission (i.e. stealing and/or signing passes, signing a parent's name, parent/teacher signature, use of computer name without permission)	1 st – 3 days ISS 2 nd – 3-5 days ISS
Alcohol or Other Drugs	Possession, use, or under the influence of alcohol or other drugs or other substances used for the purpose of obtaining a high	1 st – 5 days OSS and long-term suspension and/or expulsion hearing; Police notified
O.S.S.		
Behavior	Major	Consequence
Arson	Student plans and/or participates in malicious burning of property	1 st – 3-10 days OSS and long-term suspension and/or expulsion hearing; Police notified
Bomb Threat/False Alarm	Student delivers a message suggesting possible explosive materials and/or pending explosions being on or near school grounds; activating fire alarm when there is no fire	1 st – 3-10 days OSS and long-term suspension and/or expulsion hearing; Police notified
Breaking of School Rules Repeatedly	Receiving repeated office referrals	1 st – 3 days OSS 2 nd – 5 days OSS 3 rd – 5-10 days OSS and long-term suspension and/or expulsion hearing
Combustibles	Students in possession of substances/objects capable of easily igniting and burning, or devices designed to start a fire	1 st – 1-3 days ISS 2 nd – 3 days OSS
Fighting/Physical Aggression/Assault and/or Battery upon Another Person	Physical contact escalates to an unsafe environment; continued punching or hitting	1 st – 3-5 days OSS; Police notified 2 nd – 3-10 days OSS and long-term suspension and/or expulsion hearing; Police notified
Tobacco/Vape	Violation of school rules and policies that are also violations of the Kansas Juvenile Code, Salina City Ordinance, or Kansas Law may be referred to the appropriate court for prosecution in addition to the consequences set out in the student handbook	1 st – 3 days ISS; Police notified 2 nd – 3 days OSS; Police notified 3 rd – 3-10 days OSS and long-term suspension and/or expulsion hearing; Police notified
Weapons	A student shall not knowingly possess, handle, or transmit at school, on school property, or at a school sponsored event, any object that can reasonably be considered a weapon	1 st – 3-10 days OSS and expulsion hearing; Police notified

DETENTION

Detentions are assigned at the end of the school day. If a student is assigned a detention time and does not report, parent/guardian contact will be made and new arrangements will be made with the parents/guardians. Students who fail to follow the detention policy will be subject to progressive discipline.

If more than one teacher assigns a student detention, the teacher who assigned the time first has priority. It will be the student's responsibility to make new arrangements with the other teacher(s) prior to their detention period.

Office-assigned detention time is a result of an office referral from a teacher. Detention time will be assigned by the principal or assistant principal. Failure to complete office detention will result in progressive discipline actions.

Detention Rules:

1. A student must arrive before the assigned time or he/she will not be allowed in; it will be reported as a "no show" and time can be doubled.
2. Students must have enough work with them to keep busy the entire time assigned. If not, time will be doubled.
3. After detention, students will not be allowed to go anywhere before leaving the building; not to the telephone, not to the locker, etc. Students must take everything with them that they want to take home.
4. Students may not re-enter the building following afternoon detention.
5. All students in detention will stay the full time.

IN-SCHOOL SUSPENSION (ISS)

The In-School Suspension (ISS) program is primarily an alternative for students who have been suspended from school. Suspended students are placed for the school day in an isolated area under strict supervision where school work may be continued. Students displaying consistent behavior problems in a particular class may also be placed in ISS. Students placed in ISS cannot attend or participate in school events. Parents/guardians will be notified within 24 hours of an ISS placement.

OUT-OF-SCHOOL SUSPENSION (OSS)

Students given an out-of-school suspension are not to be at school, on any USD 305 school grounds or at a school-sponsored activity during the suspension period. Violation of this policy could result in prosecution for trespassing.

Students shall be responsible for all class assignments during out-of-school and short-term suspensions. All work to be turned in for credit must be given to the teacher no later than the first class period following the completion of the suspension. Arrangements for tests or examinations missed during out-of-school suspension will be made with those individual teachers.

SAFETY/DRILLS/WEATHER

SCHOOL SAFETY

A safe place for learning is of the utmost importance to the schools in Salina USD 305. The schools must have the support and cooperation of students and parents to keep our schools safe. Disruptive behavior, threats and weapons will not be tolerated and may have serious consequences, as spelled out in district policy.

REPORTING SAFETY CONCERNS

When students have a concern about safety at school or knowledge of an unsafe situation, they must report it at once to the principal, a teacher or other staff member. **Failure to report may have serious consequences up to and including expulsion.**

HOTLINE PHONE NUMBERS: The Kansas Legislature has also established a statewide school safety hotline to encourage Kansas students to report threats of school violence. The **Kansas School Safety Hotline** number is **1-877-626-8203** and is staffed by the Kansas Highway Patrol.

Threats of Violence: All threats (verbal, written or physical) will be taken seriously by school personnel and each and every threat will carry a consequence. **Parents need to impress upon students that no threat is “just joking” and no threat will be ignored.**

1. All threats should be reported to school staff immediately.
2. Administration and staff will investigate to determine the seriousness and circumstances surrounding the threat.
3. Any necessary disciplinary action will follow district policy and may include notification of parents and law enforcement officials.

CRISIS MANAGEMENT

Keeping students safe while at school is a priority. The Salina Public Schools have a Crisis Management Plan in the event of natural disasters or other emergency situations. The staff at each school is to review their plan annually and should know procedures and their responsibilities in the event of an emergency.

EMERGENCY DRILLS

A serious emergency has never occurred at a Salina middle school; however, we certainly want to be ready if one should occur. That means that we must take our fire and tornado drills seriously. Each student should know how and where to exit each classroom and the building. When the alarm or signal sounds, students must walk quickly to the assigned areas. Loud talking, laughing and pushing or shoving during a drill are prohibited and subject to discipline.

INCLEMENT WEATHER SCHOOL CLOSING PROCEDURES

Salina USD 305 may close school, schedule a two-hour delayed start time or allow early dismissal in extreme weather. The superintendent of schools will make the decision.

The media will only announce school closures authorized by the superintendent of schools or his/her designee. All announcements are for one day only. If no announcement is made, school will convene or dismiss at the regularly scheduled time.

School Closing or Delayed Start: Every effort will be made to make the decision by 5:00 a.m. on the day schools will be closed or delayed. Breakfast will not be served on days when a two-hour delayed start time is scheduled.

BOARD POLICIES

ANIMALS AND PLANTS IN SCHOOL

Persons bringing animals into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates, invertebrates, and toxic plants such as poison ivy or sumac, may be brought into the classroom for educational purposes. However, they must be appropriately housed, humanely cared for, and properly handled. Refer to Board Policy ING. Under no circumstances are animals to be transported on school buses.

Domesticated animals must be inoculated against rabies at the owner's expense before the student may bring such animal to school. Animals must be adequately housed and cared for in screened cages. Student handling of such animals and plants must be under the direct supervision of the teacher. Only the teacher or students designated by the teacher are to handle the animals

Skunks, ferrets, raccoons, opossums, and bats are not to be permitted inside school facilities or on school grounds. Felines and canines must be inoculated against rabies at the owner's expense before the student may bring such animal to school unless prior verification of inoculation is provided. Caged and tamed rodents (hamsters, gerbils, guinea pigs, rats, mice, rabbits) may be brought to school when permission has been granted. Handling by students must be on a voluntary basis.

ATTENDANCE AREAS

Students are required to attend the school in the attendance area where their legal guardian resides. Students who reside in the attendance areas of Cottonwood, Heusner, Meadowlark, and Oakdale Elementary Schools will attend Lakewood Middle School/Central High School. Students who reside in the attendance areas of Coronado, Schilling, Stewart, and Sunset Elementary Schools will attend South Middle School/South High School. The building principal shall transfer pupils who falsify their place of residence or guardianship location immediately upon discovery.

SPECIAL ASSIGNMENT

Special assignments to schools may be made as per Board Policy JBCD "Assignment of Students to Attendance Centers."

TRANSPORTATION

Transportation is provided for those students living more than 2.5 miles from their assigned neighborhood school. Transportation is not provided for transfer students to a school of choice. Regular bus passes are issued to eligible students at enrollment. Students and parents who have questions about busing should contact the school principal.

STUDENT RECORDS

All student records are confidential and primarily for local school use. Any eligible parent/guardian or student may inspect the personal records of the student during regular school office hours. Parents can request a hearing to challenge the content of their child's school records to ensure accuracy. Certain information, called directory information, is not covered by the privacy law and is made available to the public when requested. It includes the student's name, address,

telephone number, date of birth, picture, dates of attendance, and other information. Parents may request that a child's information not be released by sending the request in writing to the principal.

PROMOTION AND RETENTION

The following guidelines will be observed for the promotion of students in the secondary schools. In order to enter the next grade, a student must meet the following criteria:

1. A student must receive a minimum of at least a D average, 1.0 grade point average, in all subjects with no more than one F in any subject.
2. Students not achieving this minimal standard shall be required to successfully complete summer school or an appropriate alternative approved by the district.

The final decision in any case pertaining to acceleration, promotion or retention shall rest with the appropriate building principal.

DISTRICT TECHNOLOGY

Students may be provided the opportunity to access the internet and electronic mail to connect with educational resources all over the world. Computer technology will help propel today's schools into the information age by allowing students and staff

- to use information sources from distant computers;
- to communicate with individuals or groups of other students and staff; and
- to significantly expand their knowledge base.

While the purpose of the school is to use Internet resources for constructive educational goals, students must demonstrate responsible behavior when accessing the internet on school computers. Students are responsible for appropriate behavior when using school computers. The use of computers and access to the internet is a privilege, not a right, and may be revoked by the school if abused.

EMERGENCY SAFETY INTERVENTION

The Board of Education is committed to limiting the use of Emergency Safety Intervention (ESI), such as seclusion and restraint, with all students.

"Emergency Safety Intervention" is the use of seclusion or physical restraint when a student presents an immediate danger to self or to others. Violent action that is destructive of property may also necessitate the use of emergency safety interventions.

For a complete explanation of seclusion and restraint, prohibited types of restraints, and the process for resolving complaints regarding the use of ESI, see Board Policy GAAF below.

GAAF Emergency Safety Intervention

The board 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 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

“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.

“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.

“Law Enforcement Officer” and “Police Officer” means 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.

“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.

“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 the enclosed area.

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

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

“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.

“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 including the student to walk to a safe location.

“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.

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, except
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment used to secure students during transportation.

Use of Emergency Safety Intervention

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

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical 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, 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 classified 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: (1) the events leading up to the incident; (2) student behaviors that necessitated the ESI; (3) steps taken to transition the student back into the educational setting; (4) 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; (5) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (6) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (7) 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 (1), (2) and (3) if the triggering issue necessitating the ESI is the same.

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

Law Enforcement, School Resource, and Campus Security Officers

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

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

use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

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

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

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent 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.

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 requested 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 ten day

limit if the parent of the student is unable to attend within the 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 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 and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board by providing a copy of the complaint to the clerk of the board and the superintendent within thirty 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 recommend corrective action, if any, to the board in executive session.

Any such investigation must be completed within thirty 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 a report containing written findings of fact and, if necessary, appropriate correction action. A copy of the report adopted by the board shall be provided to the parents, the school, and the state board of education and shall be mailed to the parents and the state department within thirty 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 days from the date a final decision is issued pursuant to the local dispute resolution process.

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Revised: February 26, 2019

WEBSITE DEVELOPMENT

School websites and home pages are maintained by the school site manager. All material must be academic, school or department related. No personal pages are allowed. Student pictures and names may only be published with the written and dated permission of the parent/guardian and will not include the student's address, phone number, email address, or other identifying personal information. In the development of website material, copyrighted material may not be published

or downloaded without written permission of the owner. Original materials produced by students will not be posted on sites without permission of the student's parent/guardian.

Youth “Yellow” Pages

DIAL 211 for Help – 24 hours a day, 7 days a week
One call. Thousands of services – www.211kansas.org.
In partnership with the Salina Area United Way,
the Youth Yellow Pages provides support to youth.

If you need help or information regarding any of these issues,
please call or visit websites for additional information.

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CLOTHING

Ashby House	(785)826-4935
Bargain Basket	(785)826-9042
DAV Thrift Store	(785)827-6477
Goodwill Industries	(785)827-8944
Salvation Army Thrift Store	(785)823-1409

DISABILITY SUPPORT SERVICES

Angel Square	(785)404-2442
Choices Network, Inc.	www.choicesnetwork.net (785)820-8018
Disability Planning Organization of Kansas	www.dpok.com (785)823-3173
OCCK, Inc.	www.occk.com (785)827-9383

DRUGS/ALCOHOL

Central Kansas Foundation	www.ckfaddictiontreatment.org (785)825-6224
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Also get current meeting times and locations for the following support groups:

- Alcoholics Anonymous (for recovering alcoholics)
- Al-Anon (for family members and friends of alcoholics)
- Alateen (group for teens of recovering alcoholics)
- Narcotics Anonymous (for recovering drug addicts)

Pathfinder Recovery Center	www.pathfindersrecovery.org (785)825-6224
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Location 617 E. Elm

Offers drop-in services or information, accessible to anyone needing information about addiction, recovery, or support throughout the recovery stages.

Regional Prevention Center of North Central KS	(785)825-6224
IMPACT Coalition	(785)825-6224
Saline County Tobacco Prevention Coalition	(785)825-6224
St. Francis Community Outreach	(785)825-0541 or (800)423-1342

EATING DISORDERS

For information regarding treatment of eating disorders such as anorexia nervosa or bulimia:

Central Kansas Mental Health Center	(785)823-6322 or (800)794-8281
After-Hour Emergencies.....	(785)823-6324 or (866)823-6380
Saline County Health Department	(785)826-6600
Veridian Behavioral Health, Inc.	(785)452-4930 or (785)452-6113

EDUCATION

For non-traditional high school degree or financial education:

Consumer Credit Counseling	www.kscgccs.org (785)827-6731
Salina Adult Education Center	www.usd305.com/saec (785)309-4660
Smoky Hill Education Service Center	www.smokyhill.org (785)825-9185

EMPLOYMENT

KANSASWORKSkansasworks.com (785)493-8018
North Central Workforce Solutions, OCK, Inc(785)827-9383 x 176

EN ESPAÑOL

Caridades Católicas (785)825-0208 or (888)468-6909
CDC en Español SIDA & EST (teléfono para solicitar ayuda) (800)232-4636
Servicios de Educación y Apoyo para Niños (785)825-4493
Centro Médico Para Familias de Salina (785)825-7251

FAMILY PROBLEMS

Catholic Charities (785)825-0208 or (888)468-6909
Central Kansas Mental Health Center (785)823-6322 or (800)794-8281
 After-Hour Emergencies (785)823-6324 or (866)823-6380
Veridian Behavioral Health, Inc. (785)452-4930 or (785)452-6113

FOOD

American Red Cross www.redcross.org (785)827-3644
Emergency-Aid Foodbank www.salinafood.org (785)827-7111
Salina Rescue Mission www.salinarescuemission.com (785)823-2610
Salvation Army (785)823-2251
Summer Food Program for ages 1-18 (785)309-4715

GENERAL INFORMATION

Circles of the Heartland www.circlesoftheheartland.org (785)827-6731
Kanas Department for Children and Families www.dcfks.gov (785)826-8000
Kansas 2-1-1 Hotline 211

INSURANCE

KanCare www.kancare.ks.gov (800)792-4884
Children's Mercy Family Health Partners (877)347-9363
Nurse Advice Line (800)347-9369
Salina Family Healthcare www.salinahealth.org (785)825-7251

PREGNANCY TESTING AND SUPPORT

Birthright of Salina, Inc. www.birthright.org/salina/ (785)823-3113
 24-Hour Emergency Hotline (800)550-4900
Catholic Charities (785)825-0208 or (888)468-6909
Pregnancy Service Center www.pscsalina.com (785)823-1484
 Or (866)970-6670
Salina Family Healthcare www.salinahealth.org (785)825-7251

RAPE OR SEXUAL ASSAULT

For information or support:

Central Kansas Mental Health Center (785)823-6322 or (800)794-8281

After-Hour Emergencies..... (785)823-6324 or (866)823-6380
Child Advocacy & Parenting Services (CAPS)..... www.capsosalina.org (785)825-4493
Domestic Violence Association of Central KS (DVACK)..... (785)827-5862 or (800)874-1499
Veridian Behavioral Health, Inc. (785)452-4930 or (785)452-6113

RECREATION & ARTS

For community leisure time activities:

Lakewood Discovery Center (785)826-7335
Rolling Hills Zoo and Museum.....www.rollinghillszoo.org (785)827-9488
Salina Art Centerwww.salinaartcenter.org (785)827-1431
Salina Arts & Humanities (785)309-5770
 Websites..... www.salinaarts.com and www.riverfestival.com
Salina Art Cinema (785)452-9868
Salina Community Theatre..... www.salinatheatre.com (785)827-6126 or (785)827-3033
Salina Fieldhouse.....www.salinafieldhouse.com (785)833-2260
Salina Municipal Golf Course www.thefirstteesalina.org (785)826-7450
Salina Parks and Recreation..... (785)309-5765
Salina Public Library..... www.salinapubliclibrary.org (785)825-4624
Smoky Hill Museum www.smokyhillmuseum.org (785)309-5776
YMCA..... www.salinaymca.org (785)825-2151

RUNAWAYS

For shelter and/or support:

National Runaway Switchboard (800)786-2929
Community Corrections, 28th Judicial District (785)826-6590

SEXUALITY

For information and/or support:

Central Kansas Mental Health Center (785)823-6322 or (800)794-8281
 After-Hour Emergencies..... (785)823-6324 or (866)823-6380
GLBTD (Gay, Lesbian, Bi-Sexual & Transgender) Hotline (800)347-8336
 Or (800)843-4564
Saline County Health Department-Health Education (785)826-6600
Veridian Behavioral Health, Inc. (785)452-4930 or (785)452-6113

SEXUALLY TRANSMITTED DISEASES (STD'S)

For STD information, testing or for treatment:

Salina Family Healthcare Center (785)825-7251
Saline County Health Department (785)826-6600
StatCare Family Medical Clinic – Minor Emergency Medical Center..... (785)827-6453
Salina Regional Urgent Care Clinic..... (785)452-6000
Med Express Urgent Care (785)827-3551
CDC National AIDS Hotline (800)342-2437
CDC Hearing Impaired AIDS Hotline (800)369-2437
National Herpes Hotline..... (919)361-8488
National HPV Hotline (877)478-5868

SUICIDE

For immediate crisis intervention:

Central Kansas Mental Health Center	(785)823-6322 or (800)794-8281
After-Hour Emergencies	(785)823-6324 or (866)823-6380
National Suicide Prevention Lifeline	(800)784-2433 or (800)273-8255
Veridian Behavioral Health, Inc.	(785)452-4930 or (785)452-6113

TEEN PARENTING SUPPORT

For information and support:

Child Advocacy & Parenting Services (CAPS)	(785)825-4493
Child Care Aware – Kansas	www.ks.childcareaware.org (785)823-3343
Heartland Programs	www.usd305.com/headstart (785)309-5000
Pregnancy Service Center	(785)823-1484 or (866)970-6670
Salina Regional Health Center	(785)452-7000
Saline County Health Department	(785)826-6600
Well Child	(785)826-6602
Woman Infant Child (WIC) Program	(785)826-6602

THE LAW AND YOU

Community Corrections, 28th Judicial District	(785)826-6590
Salina Police Department	(785)826-7210
Saline County Sheriff's Department	(785)826-6502
STOP UNDERAGE DRINKING...REPORT IT	(785)825-TIPS
State Underage Drinking Report Number	(866)687-8221

VIOLENT BEHAVIOR

To get help for yourself or someone you care about:

Child Advocacy & Parenting Services (CAPS)	(785)825-4493
Central Kansas Foundation	(785)825-6224
Central Kansas Mental Health Center	(785)823-6322 or (800)794-8281
After-Hour Emergencies	(785)823-6324 or (866)823-6380
Domestic Violence Association of Central KS (DVACK)	(785)827-5862 or (800)874-1499
Kansas Department for Children and Families	(785)826-8000
Veridian Behavioral Health, Inc.	(785)452-4930 or (785)452-6113

VOLUNTEERING

To find volunteer opportunities:

Big Brothers/Big Sisters of Salina, Inc.	www.bbbssalina.org (785)825-5509
Salina Media Connection	www.salinatv.org (785)823-2500
Salina Area United Way	www.unitedwaysalina.org (785)827-1312
Salina Family Healthcare Center	www.salinahealth.org (785)825-7251
Salina Public Library	www.salinapubliclibrary.org (785)825-4624
Salina Regional Health Center (Summer Program)	(785)452-7541
YMCA	www.salinaymca.org (785)825-2151

YOUTH DEVELOPMENT ORGANIZATIONS

Boy Scouts of America	www.coronadoscout.org (785)827-4461
Girl Scouts of Kansas Heartland	www.girlscoutsckc.org (785)827-3679
4-H Youth Development	www.centrankansas.k-state.edu/4-h (785)309-5850
The City	www.thecityonthenet.com (785)827-2028
YMCA	www.salinaymca.org (785)825-2151
The Salvation Army	(785)823-2251

USD 305 STUDENT HONOR CODE ACKNOWLEDGEMENT

By signing below, I acknowledge that I have read and understood the student handbook.

To help improve parent communication and all students' efforts and organizational skills, every student will receive an agenda (Student Handbook). Each student must maintain the agenda throughout the year. If it is lost, destroyed, or misplaced, a replacement agenda will be issued for a charge while they last. Students must carry their agenda daily throughout the school day.

It is the student and parent(s) responsibility to read, discuss, and understand the information, rules, and procedures enclosed. Signing below, the student acknowledges that I have read and understand. Thank you.

_____ (Print Student's Name)

_____ (Student Signature) (Date) _____

Please sign, tear out this page, and turn it into your advisory teacher when prompted to do so.

VIII. DISCUSSION AGENDA

A.2. 2022-2023 High School Student Handbook

USD 305 secondary administrators worked together to create one high school student handbook using existing language from previous handbooks. The highlighted sections represent the only changes to previously approved wording.



SALINA

Public Schools

High School Student Handbook 2022-2023

This handbook belongs to:

Name _____

Address _____

City _____ Zip _____

Phone _____

NOTICE OF NONDISCRIMINATION

Unified School District #305 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries concerning Unified School District #305 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District #305 Executive Director of Human Resources, P.O. Box 797, Salina, Kansas 67402, 785-309-4726.

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WELCOME

The faculty and staff at our high schools look forward to a great school year with you! High school is a unique time of life when you will be growing and developing in many different ways. We are here to help you adjust and cope with these changes as well as help you to learn to your highest potential. Our teachers collaborate within their professional learning communities to make sure every student has the best learning experience possible, no matter what classroom they are in. Please take the time to get to know your administrators, teachers and support staff. We are here to provide you with all of the support you need to be successful, and to provide you with optimal opportunities to learn both academically and socially. Our high schools offer exciting and rewarding athletic, extracurricular, enrichment, and club opportunities.

DAILY ITEMS

BELL SCHEDULE

MAROON (CHS)/GREEN (SHS)		WHITE (CHS)/GOLD (SHS)	
1 ST BLOCK	7:45-9:05	2 ND BLOCK	7:45-9:05
3 RD BLOCK	9:10-10:30	4 TH BLOCK	9:10-10:30
5 TH BLOCK	10:35-12:25 (LUNCH)	6 TH BLOCK	10:35-12:25 (LUNCH)
ELO	1:55-2:40	ELO	1:55-2:40

SPECIAL SCHEDULE: ALL DAY: NO ELO	
BLOCK 1	7:45-8:25
BLOCK 2	8:30-9:10
BLOCK 3	9:15-9:55
BLOCK 4	10:00-10:45
BLOCK 5	10:50-12:25
BLOCK 6	12:30-1:10
BLOCK 7	1:15-1:55
BLOCK 8	2:00-2:40

APPLICATION OF SCHOOL RULES

All rules and policies set in the student handbooks shall apply to the school building and grounds and to all school-sponsored activities.

STUDENT DRESS AND APPEARANCE

For students, personal grooming and dress is an individual responsibility and subject to the restrictions and limitations imposed by parents/guardians. The district's dress and appearance rules will serve as guidelines for students and parents/guardians in interpretation of what is appropriate school dress and appearance.

The following rules are intended to reflect the district's desire that clothing be appropriate for school wear:

- some type of footwear shall be required;
- a student's dress or appearance shall not present a danger to his/her physical health or safety or the physical health and safety of others;
- a student's dress or appearance shall neither be obscene, indecent, immoral, nor contain messages promoting alcohol, tobacco, or other drugs; and
- a student's dress or appearance shall not present a distraction to the educational process.

In these instances, the school will assume its delegated authority to protect the physical health, safety and well-being of the students and to preserve its intended purposes as an educational institution.

Students representing the district in an elective activity apart from the required school program will be expected to adhere to the dress and appearance requirements set forth by the coaches and sponsors of the activity.

The building administrator will have the final determination in whether student dress is inappropriate. Students wearing inappropriate school clothing will be required to change clothes or remove accessories. All class time missed will be unexcused.

BOARD PHILOSOPHY ON ATTENDANCE

It shall be the policy of the board to encourage regular attendance at school by all students. Regular attendance contributes not only to the probability of scholastic success but also to the development of attitudes of consistent performance, which will carry over into adult life.

EXCESSIVE ABSENCES

When a student reaches a total of 11 absences or 4 unexcused absences in a year (counting all absences except those for which there is already verification of medical care/legal proceedings, school activities, and college visits), a letter will be mailed to the home and parent and/or student contact will be made and a plan to improve attendance will be developed. The letter will explain the absences and break down the reasons given. On the 15th excused absence or 5th unexcused absence in a year, the student will be placed on probation. The probation form will state that future absences will be counted as unexcused unless the student is excused by (1) a doctor's/legal note, (2) the school nurse, or (3) an administrator. At this time a Student Improvement Team (SIT) meeting will be scheduled with the school, parent and student. If after the SIT meeting the student has two additional unexcused absences, a referral will be made to the Truancy Review Board if the student is under age 16, to the County Attorney for truancy if the student is between the age 16 and under 18, or for a due-process hearing if the student is age 18 or over.

ATTENDANCE PROCEDURES

A parent or legal guardian must telephone the school each day his/her child will be absent, other than for school activities, and state the reason for the absence. Parents/guardians have 24 hours to excuse an absence or the absence will remain unexcused. Notes will not be accepted in lieu of phone calls. Students who are 18 years of age or older are still the responsibility of their parents for attendance purposes.

Illness: A doctor's note will be required for each excused absence that occurs after the student has accrued 15 excused absences in a year. However, students are encouraged to bring back medical verification from all medical appointments.

- After the 15th excused absence in a year, a blanket doctor's note excusing a student's additional absences for medical reasons may be accepted in lieu of doctor's notes for each individual occurrence under the following conditions:
 1. The blanket note is completed on the official USD 305 form and specifies the condition for which the ongoing absences are required and his/her reasonable estimation of the number of absences each week/month due to the condition;
 2. The student's parents/legal guardian will renew the blanket doctor's note each quarter.
 3. The form for such notes may be picked up from the school administrative office.
- Doctor's/Counseling Appointments -- when verified by a doctor's note. A parent/guardian must call in before a student will be excused to leave. In the event a parent has not called or cannot be reached, we will call the doctor's office to verify the appointment before allowing the student to leave campus. The student must sign out at the attendance office before leaving and sign in upon returning.
 1. Death in the family or of friends
 2. Court proceedings -- when verified by a certificate of attendance or legal documentation
 3. Family emergency
 4. Religious Commitment
 5. College Visitation (seniors only, 2/year)
 6. School-Sponsored Activity (no call required)
 7. Extenuating circumstances, as agreed to by a school administrator prior to the absence

If a student is leaving campus during the school day, the parent/guardian must call the attendance office (SHS, 309-3706 or CHS, 309-3507) to excuse him/her before the student leaves.

It is the student's responsibility to sign in and out of the attendance office. Failure to sign out will be considered an act of willful disobedience. Exceptions to this would be student attending the Salina Area Technical College, OJT, college release, and school-sponsored activities.

Two days' time will be allowed to make up work the student has missed during an excused absence. Special circumstances may justify an administrative exception to this time. Students who have pre-arranged absences or who will be absent for school activities must contact teachers and arrange for assignments and completion of the work assigned prior to the absence.

UNEXCUSED ABSENCES

1. An unexcused absence is an absence for which no accepted excuse is provided by the student's parent or legal guardian. A student who is absent for the lunch period, one class hour/period, several class hours/periods, or the entire school day without a valid excuse shall be considered unexcused from school.
2. If a student is under age 16, a process leading to a report to the Truancy Review Board will be started when he/she has been unexcused all or part of 7 absences. If a student is over the age of 16, a process leading to a report to the County Attorney for truancy will be started when he/she has been unexcused for all or part of 7 absences. If a student is age 18 or over a due process hearing will be conducted when he/she has been unexcused for all or part of 7 absences.

3. Students may request work for unexcused absences. All work completed within the allowed time will be graded and the grade reduced 20%.

CUT POLICY

Cuts are those unexcused absences where neither the parent nor the school is aware of the absence until after it occurs. A cut may be for any part of or for a full day. Cuts will be considered unexcused for grading purposes **but will not count toward truancy**. (Consequences for cuts are defined in the discipline section.)

LEAVING THE BUILDING/CLASSROOM

Students who leave a classroom without teacher permission may be subject to disciplinary action. If a student is requested to leave a classroom by a teacher, he/she must report to the place requested. If no place is designated, the student is to report to the office.

HEALTH DEPARTMENT/PHYSICIAN APPOINTMENTS

Notices for students to schedule health appointments with the Saline County Health Department or their family physician can be delivered to school nurses in the district. Notices will then be forwarded to the student within 48 hours to schedule the appointment. Each student will be responsible to arrange his/her own transportation.

TARDY POLICY

Tardiness is defined as being up to 15 minutes late to any block without permission. Arriving to any block more than 15 minutes late will be processed as an absence. Most occasions of tardiness to class are avoidable. Two tardies of up to 15 minutes will be allowed to class each semester. For tardiness to the first block of the day, the student must report to the attendance office before going to class.

Once a student has had three tardies in a class, the classroom teacher will assign consequences based on the classroom expectations. If a student accumulates more than five tardies in the same class, administration will be notified by the teacher (see discipline section).

STUDENT VEHICLE AND PARKING

Students are provided with parking space (CHS: south parking lot) (SHS: west parking lot). All traffic and parking signs must be observed. The speed limit on school grounds is 15 MPH. The school resource officer will monitor the parking lot. He/she is empowered to issue tickets for any parking or speeding violations. Violations of driving and parking regulations may result in school disciplinary action under the category of direct willful disobedience and open defiance. Students may be subject to suspension and forfeiture of campus driving privileges.

Students are not permitted to be in or around their cars during the school day. **If it becomes necessary to go to your car during the school day, you must secure permission from an administrator. Failure to secure permission will result in disciplinary action.**

HALLS AND PASSING

All students are to observe proper hall conduct. This means that students are to move from class to class individually without interfering with the flow of traffic. Improper behavior of students in hallways or on the school grounds can create a dangerous/disruptive situation and subject the student to disciplinary action.

PERSONAL ELECTRONIC DEVICES

Personal electronic devices are valuable communication tools; however, these devices can be disruptive to the learning environment and pose potential legal issues for students (i.e. inappropriate pictures, cheating, etc.).

To protect students' academic learning time and to maintain an appropriate learning environment, **PERSONAL ELECTRONIC DEVICES ARE NOT TO BE TURNED ON OR VISIBLE DURING CLASS TIMES.** Students may use personal electronic devices before school, during lunch, and during passing periods. Personal electronic devices may be allowed during class time for instructional purposes at the discretion of the classroom teacher.

If a student is seen using a personal electronic device in any part of the building during class time without the express permission of the teacher as part of the instruction, or if the phone disrupts class in any way, a teacher or staff member will confiscate the device and take it to the office.

Consequences

- 1st offense: The personal electronic device use will be recorded as an office referral. The student may pick up the device at the end of the school day.
- 2nd offense: The personal electronic device use will be recorded as an office referral and the student's parent or guardian must come to the school to pick up the device.

Additional violations or refusal to give the device to a staff member when requested will result in consequences up to and including suspension for open defiance.

In addition to the consequences above, IF A STUDENT IS OBSERVED USING A PERSONAL ELECTRONIC DEVICE DURING TESTING, the Academic Dishonesty Policy will be followed. If a student is observed using a personal electronic device during any state assessments, additional consequences, including suspension from school, may be imposed.

ELECTRONIC DEVICES

Student use of an electronic music/gaming device in the classroom is at the discretion of the teacher. Upon a violation of this policy, the student will be referred to the office and the electronic device will be retained by an administrator and returned to the parent. Laser pointers are not allowed in school. Salina Public Schools is not responsible for lost or stolen electronic music/gaming devices students bring to school, nor will administrative staff time be used to search for the above lost items.

LUNCH

USD 305 provides lunch services on campus. USD 305 does not allow students to leave the building during their lunchtime. Menus are announced daily upon entering the cafeteria and monthly menus are posted on the USD 305 website.

A meal account for student meals may be established with the district. Parents/guardians are encouraged to prepay for meals at their student's school, the district office, or online at www.usd305.com. Parents/guardians are expected to maintain a positive balance in their student's meal account. Charging of á la carte items to a meal account shall not be permitted; the purchase of á la carte items will be on a cash only basis.

All students are expected to report to the cafeteria during their assigned lunch period. Each student is at liberty to bring lunch from home. Students are expected to conduct themselves in an appropriate and respectful manner in the cafeteria. Students are responsible for returning their trays to be washed. Students are responsible for removing all their trash from the tables.

Students are expected to stay in the cafeteria and commons during their lunchtime. Students found in any other areas will be escorted back to the designated area and given an unexcused absence.

BLOCK SCHEDULE/ELO (EXPANDED LEARNING OPPORTUNITY)

Students are assigned to a daily ELO. This time is provided so students may get assistance from teachers, work on assignments, attend school assemblies, and schedule important counseling activities such as career planning **by creating an Individual Plan of Study (IPS)**, scheduling and attending college visits, and enrollment. Students are expected to use ELO appropriately and come prepared to work. Sleeping, game playing, and disruptive behavior will not be tolerated.

NURSE

The nurse's office is located by the administrative office area. Students will not be admitted to the office without a signed planner or pass from their classroom teacher unless there is an immediate medical emergency.

The nurse's office should only be used for medical emergencies and sudden illness. The health room is not an area to catch up on needed sleep. If a student is too ill to remain in school, the parent/guardian will be notified by the school nurse or staff designee, and arrangements made for them to go home.

If prescription medication, essential oils, or other non-FDA approved medication/treatment is required to be administered while at school or during a school-sponsored event/activity, a signed written order (on the *USD 305 Permission for Medication* form) from a physician/medical provider (MD, DO, DDS, OD, APRN, PA) with parent/guardian signature must be provided. The medication must be provided by the parent/guardian in a correctly labeled prescription bottle (original labeled bottle for essential oils-no handwritten labels). Both of these conditions must be met prior to the medication being administered. The first dose of any new medication should be administered at home.

Administration of over-the-counter medication (Tylenol, ibuprofen, Tums, cough drops, etc.) requires a parent/guardian signature only (no physician signature) on the *USD 305 Permission for Medication* form if administered per label instructions. Any dosage or frequency other than the labeled instructions will require a physician order as described above. USD 305 does not provide/purchase over-the-counter medication for student administration. Over-the-counter medication must be provided by the parent/guardian in the original bottle and all medications must be locked in the nurse's office with the exception of physician ordered emergency medications (asthma rescue inhalers, insulin, epinephrine). Students may self-administer and self-carry asthma rescue inhalers, insulin, and epinephrine with the appropriate documentation on file in the nurse's office. Please contact the school nurse for the required documentation and to discuss your student's health condition. Students should never have any medication in their possession or in their lockers with the exception of the above-mentioned physician prescribed emergency medication.

The *USD 305 Permission for Medication* form can be found at https://www.usd305.com/for_parents/school_nurses/medication_forms or obtained from the school nurse.

The complete medication procedure can be viewed at https://www.use305.com/for_parents/school_nurses/medication_procedures.

DISTRICT/BUILDING ELECTRONIC COMMUNICATIONS

USD 305 encourages communication. Our website has a variety of information posted and is updated frequently. E-mail addresses for staff members, district policies and other information may be obtained from the district home page at www.usd305.com.

LOCKERS

The lockers in the schools of the district shall be under the joint control of the student to whom the locker is assigned and the building principal or designated representative. The building principal shall have the combination or key to all locker locks and may search any locker any time upon reasonable belief that the locker contains firearms, explosives, liquor, flammable material, dangerous weapons, narcotics or other matter prohibited by law or school regulations from being on school property. Such search may be made without notice to the student to whom such locker has been assigned.

Prohibited items recovered from a student's locker shall remain in the custody of the building principal, unless such items are turned over to law enforcement officials; and if this is done, the principal shall receive a receipt for such items so delivered.

At the request of the administration, law enforcement officers or licensed private agencies may use trained dogs on school premises to identify student property which may contain illegal or illicit materials and to determine whether materials are present which may threaten the general health, welfare, or safety of students and/or district employees.

LOST AND FOUND

Lost books and personal items should be turned into and claimed in the attendance office. The school is not responsible for lost items and they will be disposed of after school is out for the summer.

ITEMS OF VALUE

All articles of value not needed for school use should not be brought to school. The school is not responsible for the loss of any articles.

RETURN OF SCHOOL PROPERTY

School property must be returned when a student moves out of the district. If not returned, the district may refuse to forward student records according to law.

ACADEMICS/GRADUATION/ RECOGNITIONS

ACADEMIC DISHONESTY

Salina Public Schools has established a high expectation for academic integrity. Academic dishonesty in any form will not be tolerated. Students who violate this standard will be subject to disciplinary procedures.

One who submits another's work as his/her own is engaging in academic dishonesty. Academic dishonesty is any form of cheating or misrepresentations of one's work and includes but is not limited to the following:

- sharing or receiving of questions/answers on tests and/or homework assignments without expressed teacher approval;
- using a source specifically not allowed for a school assignment, quiz, test or examination

- using technological or electronic resources unethically; and
- copying written information or works of art or music without giving credit for the source (plagiarism).

Communication of this policy through the student handbook is considered a warning. Students found to have participated in academic dishonesty will receive disciplinary consequences. Consequences may result in course failure depending on the weight of the assigned work.

1st Offense: Will result in an office referral; parent contact is made and no credit is given for the assignment.

2nd Offense: Will result in an office referral; parent conference is held and no credit is given for the assignment.

3rd Offense: Will result in an office referral; no credit is given for the assignment; a formal suspension hearing will be held.

ACADEMIC REQUIREMENTS/GRADUATION REQUIREMENTS

The educational program in Salina shall provide learning experiences for all students to acquire skills, knowledge and attitudes that are necessary for a productive life in a changing society.

Students will need 24 credits to graduate. These credits will include English 4, Oral Communications .5, Math 3, Science 3, Social Studies 3, Health/PE 1.5, Computer 1, Fine Arts 1, plus 7 units of electives. Students, in cooperation with their counselor, are responsible for completing these requirements.

A transfer student entering USD 305 must attend high school in the district for the entire second semester of his/her senior year to be eligible for a diploma. Students who transfer out of district during their senior year and who wish to be eligible for a USD 305 diploma must have attended high school in USD 305 for a minimum of four semesters in grades 10-11-12 and must complete the USD 305 required course of study and credit requirement within that same transfer year.

Enrollment in correspondence courses for high school credit requires approval in advance from the building principal. Correspondence courses will not be accepted as substitutes for required courses for graduation. Correspondence credit will only be accepted from schools and institutions approved by the State Board of Education. Students may apply for permission to enroll in an on-line course for credit. Applications for the next academic year shall be submitted to the principal no later than April 20. The student and the student's parents shall be informed of the administrator's decision in writing no later than June 1.

Students may not enroll in an on-line course as an alternative to any course offered by the high school except (1) as an attempt to earn credit for a class already attempted but failed and (2) as an attempt to complete a course of study during a suspension or expulsion.

COMMENCEMENT PARTICIPATION

Students must have completed all credit requirements before participating in graduation ceremonies. Additionally, all obligations such as fees and fines must be paid.

GRADES

Grades will be issued based on the traditional A, B, C, D, and F grading system. The grading scale is 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F; WD Withdrawn Passing; WF Withdrawn Failing. Grade cards will be issued following the conclusion of each nine-week period.

SKYWARD/STUDENT PROGRESS

Skyward provides parents/guardians and students with detailed online information (grades, attendance, discipline, lunch transactions, student fees, student information and emergency contacts). Parents/guardians may obtain access information from the building registrar. Students receive passwords when they pick up their Chromebooks. Skyward can be accessed through the USD 305 webpage, and the school's webpage, or the Skyward app.

RENAISSANCE PROGRAM

Both high schools participate in a program called Renaissance, which is designed to reward students for achievement/improvement in academics and citizenship. At the conclusion of each nine weeks discipline, attendance and G.P.A. are checked. Qualifying students are awarded a gold, silver, or white card. These cards entitle students to certain discounts at Salina businesses and special activities at school. All students are encouraged to work toward this recognition.

Requirements for a Renaissance card are as follows and refer to the previous nine weeks: Gold Card: 3.7 or above GPA, no office referrals, no unexcused absences, one morning tardy. Silver Card: 3.4-3.69 GPA, no office referrals, no unexcused absences, no more than two morning tardies. White Card: 3.0-3.39 GPA or raise GPA by at least 0.5, no office referrals, no unexcused absences, no more than three morning tardies.

PARTIES

As a general policy, parties are not to be held in a school room. We feel they serve little purpose, but on special occasions such parties may be held during the study period of the particular class if special permission has been obtained from one of the administrators.

CLASS RANKS

All students are ranked with peers of their current grade level at the close of each semester. Class ranks are calculated and locked in January and June. Late grade changes made after the ranks are locked in will affect the student's weighted or unweighted GPA, but they will not change the students' rank until class ranks are re-run at the end of the next semester.

Weighted grades are used in the computation of grade point averages which determine class rank. Weighted class rankings are based on AP classes (A=5pts; B=4pts; C=3pts; D=2pts), therefore all students who take all AP classes, and receive A grades, may tie for the first place ranking at the end of their senior year. Other factors affecting class rank include non-credit classes (extended study or student assistant placements), as well as total number of credits, including classes taken at the middle school for high school credit.

HONOR ROLL

An honor roll for each secondary school will be computed for each semester based upon a 3.0 or better grade point average and no F or I grades. Students' names will be published on the honor roll if they have attained a B grade average for the semester, subject to parental approval under the Buckley Amendment to the Education Act of 1972.

NATIONAL HONOR SOCIETY

The purpose of the National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character. Requirements include a 3.75 G.P.A. or higher and evidence of leadership, character

and service both in the school and community. Students are eligible for this honor beginning the second semester of their junior year.

COUNSELING: IPS/SCHEDULES/EARLY GRADUATION

GUIDANCE COUNSELING SERVICES

The guidance office personnel at the high school provide numerous services for the students. Several of the services provided include educational planning for the future using **an Individual Plan of Study (IPS)**; help in seeking scholarships and other financial aid; information for applying for admission to private schools, vocational schools and colleges; career information; help in dealing with personal problems; referral to outside agencies which offer various services; and providing testing information as well as test interpretation.

CONFIDENTIALITY STATEMENT

What is said to a counselor in confidence will remain between the student and the counselor. The only exception to this is when the student's condition is such that others are needed to assume responsibility for him/her or when there is clear and immediate danger to the pupil or others.

Under these circumstances, a counselor has a moral, ethical and professional obligation to report the fact to an appropriate responsible authority and/or other emergency personnel. Appointments to see a counselor can be made through the administrative assistant in the student center.

CAREER PATHWAYS

Students in USD 305 have the opportunity to prepare for their future career by taking a series of pathway-related courses. To earn USD 305 Career Pathway recognition at graduation, students must complete a state-approved pathway by passing three credits in the pathway, with one of the classes being the application level course, or earn an industry-recognized certification. Pathway completion is not a graduation requirement, though strongly recommended. Students with questions regarding career pathways should contact their counselor.

Career and Technical Education pathways available in USD 305 are: Animal Science; Construction and Design; Corrections, Security, Law and Law Enforcement Services; Digital Media; Emergency and Fire Management; Engineering and Applied Mathematics; Family, Community and Consumer Services; Health Science; Manufacturing; Marketing; Power, Structural and Technical Systems; Restaurant and Event Management; Teaching/Training; and Web and Digital Communications.

CLASS CHANGES/DROPS AND TRANSFERS

Prior to the last day of school students may alter pre-enrollment for the next year upon student, parent, teacher, or counselor initiative. During the first week of the school year (or semester for a semester class) counselor and parent approval is required for class changes and transfers. During the same time period changes to advanced and AP courses will require administrative approval. No record of said drop or transfer shall be made on the student transcript.

After the first week of classes, a student may drop a class or transfer to another class only after there has been counselor and administrative consultation with the teacher and parent/guardian, with the final decision made by an administrator. After the second week of classes, an administrator may approve a drop or transfer provided extenuating circumstances exist. Should a drop request be approved after the first week of classes, the drop shall be recorded on the student's permanent transcript with the class name and either WP (Withdrawn Passing) or WF (Withdrawn Failing). A grade of "F" will be recorded on the student's transcript and will be

calculated into the student's GPA for any class dropped after the beginning of the second or fourth quarter.

STUDENT CLASS LOADS

Students will be required to enroll in a full course schedule. The building principal may approve exceptions to the class load requirements for 11th and 12th grade students who apply for advanced placement in college courses. In addition, any 11th grade student requesting advanced placement in college courses must meet the following conditions:

- has successfully completed or will be taking all upper level courses from the department corresponding to the college course in which the student is planning to enroll;
- has received the approval and recommendation from the corresponding department chair and the building principal **and has an updated Individual Plan of Study (IPS); and**
- the college course is offered at a time which does not interfere with the high school schedule.

Exceptions may also be made for a student who enrolls mid-way or later in the semester with fewer than three classes that "match-up" and administrators/counselors are unable to find enough electives to fill a full-time schedule and modification to the curriculum cannot be made in the time left in the semester. Each case will be looked at individually and when a building administrator/counselor deems a waiver is necessary, he/she will petition the superintendent or his/her designee for a decision.

FLEX SCHEDULE GUIDELINES

Seniors who are on schedule to graduate in eight semesters may apply no later than March 15th of their junior year (unless a waiver is granted by the principal) for permission to attend school part-time (flex-schedule) the second semester of their senior year. All completed applications with student and parental signatures shall be submitted to the counselor and will be reviewed by the administration and the counselor. A meeting shall be held which shall include parent(s) or guardian(s), the principal or designee, **and the student to review the updated IPS**. If approved, the application shall be signed by all involved parties and filed in the student's permanent file.

Seniors who attend part-time second semester are to be in the building only during class, when meeting with a teacher, or during lunch block. Seniors attending part-time during second semester shall be allowed to participate in senior class activities and must be passing at least five new subjects of unit weight or they will not be eligible for KSHAA activities.

EARLY GRADUATION GUIDELINES

Students **who have an updated Individual Plan of Study (IPS)** and complete all state and local graduation requirements may request permission to graduate early. Procedures to be completed by high school students to give notice about the intent to graduate early shall be publicized in the enrollment guide. Students who graduate early shall no longer be considered USD 305 students; however, students shall be invited to participate in the graduation exercises conducted at the end of the school year in which they receive their diploma.

EARLY GRADUATION PROCEDURES

Students must submit an application by December 1 of their junior year and must have attended USD 305 the two semesters prior to the semester of application, unless a waiver is granted by the principal. The student and parents shall consult with the student's guidance counselor to **develop an Individual Plan of Study (IPS)**, a copy of which they shall forward to the principal along with the student's written statement of reason for the request and a letter of support from the parents/guardians. The principal shall approve or deny each request based on the circumstances

of the individual student. The decision of the principal shall be final unless appealed to the board of education.

NCAA/NAIA GUIDELINES

Students wishing to participate in Division I, Division II, or NAIA sports must meet certain minimum academic and testing requirements. They should meet with their counselor for specific requirements early and start the certification process by the end of their junior year.

ACTIVITIES/ATHLETICS/VISITORS

INTERSCHOLASTIC ACTIVITIES

The board of education encourages the development of a well-rounded program administered by these policies, by rules approved by the Kansas State High School Activities Association (KSHSAA), and consistent with budget limitations or other restrictions of the district.

Salina Central and South are both members of the Ark Valley Chisholm Trail League. Both high schools participate in baseball, basketball, bowling, cross-country, football, golf, soccer, softball, swimming, tennis, track, volleyball, wrestling, debate, forensics, music, quiz bowl, and theater. Students should contact their counselor for a list of coaches/sponsors.

ELIGIBILITY FOR ACTIVITIES/ATHLETICS

Student eligibility will be determined on both a semester and biweekly basis as per policy established by KSHSAA.

SEMESTER ELIGIBILITY

Students in Salina high schools shall pass five USD 305 subjects of unit weight or, if enrolled in a college class, four USD 305 subjects of unit weight and the college course from the previous semester in order to be eligible. It will be the responsibility of the administration to check semester grades for college courses. Eligibility requirements will be waived at the beginning of the first quarter of the first semester of the ninth grade year. The student will be immediately eligible as long as all other eligibility requirements are met and the student is in good standing. Variances from this must be approved by the Kansas State High School Activities Association.

WEEKLY ELIGIBILITY

Students in Salina middle and high schools must be passing five USD 305 subjects of unit weight, or four if enrolled in a college course, on a biweekly basis. Monitoring will be on a weekly basis, but the student-athlete will be allowed to continue to participate until being placed on the ineligible list for two consecutive weeks. Once removed from the ineligible list, the student-athlete would again have to be on the list two consecutive weeks before being withdrawn from competition. A weekly report will be turned in by each teacher listing those students with a cumulative grade of "F" for the course to that point in the nine weeks. It is the responsibility of the coach to check the ineligible list and restrict ineligible students. Ineligible students may not accompany a team or coach on a school trip and may not perform nor wear a school uniform during the period of ineligibility. Students who are ineligible will remain so until the next list is distributed. Students will be allowed to continue practicing during the period of ineligibility. (The ineligible period will be Tuesday through Monday.)

The eligibility requirement shall be for secondary students involved in athletics, debate, forensics, drama, music, DECA, office education, cheerleading, VETs/Peppers squads, student government, or any activity in which the student represents the school. In those activities for which there is also a class, students shall be expected to perform in on-campus (including football

stadium/TPEC) performances such as music concerts, half-time ceremonies at games, and drama class productions. Whenever the activity is a contest or a public performance, such as at a service club, those same students will be ineligible if they do not meet the aforementioned requirements. A student absent from school may not practice or participate on that day unless he/she is in attendance by 10:00 a.m. or permission is granted by the principal.

TRANSFER RULE

After a student is enrolled and/or eligible in his/her initial year in a school, that student may not change schools without forfeiting eligibility as stated in KSHSAA regulations unless there is a bona fide move on the part of that student's parents to a permanent residence within the district boundaries of the new school.

STUDENT TRANSPORTATION TO AND FROM ACTIVITIES

All students attending activities out-of-district shall be required to go and return from that activity by transportation authorized and provided by the school.

An exception may be granted under the following conditions:

1. a written request from the parent is on file in an administrator's office in advance of the activity, and
2. there is personal contact made by the sponsor with the parent or guardian at the activity.

Under normal circumstances, a student may not be released to anyone other than a parent or guardian. Under unique circumstances, a student may be released to a person designated by a parent or guardian. Arrangements must be made with a principal two days in advance.

DANCES

Students currently enrolled at the school hosting the dance will be admitted upon presentation of their school student identification card. One guest per student will be admitted to our dances provided the guest is registered in advance and accompanied by a student from the school hosting the dance. Guests must be registered in advance in the school office.

Any person having violated USD 305 drug/alcohol policy during a school-sponsored dance will not be allowed to attend future dances for the remainder of the semester. The identification card will have the lower right hand corner cut off to flag those students. A record of non-student guests who may have a problem will be maintained and a list of those names made available at future dances so that admission can be denied. Persons leaving the dance will not be re-admitted. All school rules and regulations apply. There is to be no tobacco and no drinking or possession of alcoholic beverages or other illegal drugs on the campus. Guests must be in at least grade 9, and no older than 19 years old.

VISITORS TO THE SCHOOL

Any person who visits a school building and/or grounds of the district shall first make his/her presence known to the appropriate building principal or designated representative before proceeding to contact any other person in the building or on the grounds. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. A guest is defined as a person who comes to visit classes along with a student. The visitor must be from out of this geographic area (i.e. not from the other 305 high school, Sacred Heart, Solomon, Southeast of Saline, etc.), must be school-age (grades 9-12), and must be limited to one day's visit. Any teacher has a right to refuse the guest into the classroom on a particular day, upon which the guest should return to the office for that block.

Further, the parents of the enrolled student must call the school and inform the office of their students bringing a guest to visit. The guest must check in at the administrative office, an administrator will give final approval, and a visitor's pass will be issued.

STUDENT CONDUCT AND DISCIPLINE

PHILOSOPHY ON SCHOOL CONDUCT

It is our basic philosophy that any variation in personal conduct, which disrupts or interferes with normal class procedure, has no place in school. The school's time-honored purpose to promote educational, social and emotional growth of the individual must be respected by all and preserved by the school and its officials. Interference with these goals is considered inappropriate and demands corrective action by the administration. Specific procedures and consequences will be based on the seriousness and the intensity of the behavior as well as the student's willingness to adapt and cooperate with administration and faculty as we work through the incident. Parental conference/Student Improvement Team meetings may be required for any disciplinary situation listed.

DISCIPLINE

The administration has the authority to adjust the specific consequences/actions based upon the particular circumstances of each individual case. Considerations may include, but are not limited to, state and federal legal requirements, district policy, the seriousness and the intensity of the behavior, the student's willingness to cooperate with the administration during its investigation, and the results of any due process hearing.

PUBLIC DISPLAYS OF AFFECTION

The showing of affection in public to the extent that it is embarrassing for others is inappropriate and unacceptable; therefore, public displays of affection are not allowed.

BULLYING

The board prohibits acts of bullying in any form, including cyberbullying, on or with district property, in district vehicles, or at district-sponsored activities or events. The board believes that a safe, healthy and supportive environment during all school-related functions is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that interferes with both a student's ability to learn and the district's ability to educate students. All Salina USD 305 staff members, students, parents and volunteers are expected to treat others with civility and respect and to refuse to tolerate bullying in order to provide positive examples for acceptable student behavior.

Bullying is defined as any intentional gesture or any intentional written, verbal or physical act or threat either by any student, staff member or parent towards a student or towards a staff member which is sufficiently severe, persistent or pervasive to create an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of

- harming a student or staff member, whether physically or mentally;
- damaging a student's or staff member's property;
- placing a student or staff member in reasonable fear of harm to the student or staff member; or
- placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

“Cyberbullying” is defined as bullying by use of any electronic communication device through means, including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

All victims of bullying and persons with knowledge of such behavior are encouraged to report the bullying immediately to the building principal, another administrator, a counselor, or another certified staff member. The school will promptly investigate all complaints of bullying and take prompt action to end the behavior.

Any report not made in good faith or made with malice is also a violation of this policy. (Board Policy JDDC)

SEXUAL/RACIAL HARASSMENT OF STUDENTS

Sexual/racial harassment will not be tolerated in the school district. Harassment of students of the district by board members, administrators, staff members, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

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

Any student who believes that he or she has been subjected to harassment should report it to the building principal, another administrator, the counselor, or another certified staff member. Any report not made in good faith or made with malice is also a violation of this policy. Ask your building administrators for posted locations of the complete Board Policies (JGEC/JGECA) on sexual and racial harassment.

TOBACCO AND NICOTINE-DELIVERY DEVICES POLICY

The use and/or possession of tobacco products or facsimile thereof (such as vaping and e-cigarette devices), is prohibited at all times in or on all district owned, leased, personal or real property, including at all school events. High school students who violate the policy will be subject to the following:

- First Offense: Three days in-school suspension which will include successful completion of a tobacco/nicotine cessation information packet. Failure to complete the packet would be considered willful disobedience. Parents will be notified in writing and parental assistance requested.
- Second Offense: Three days out-of-school suspension and a conference with parents.
- Third Offense: Five days out-of-school suspension and a hearing for a long-term suspension.

Students who receive a long-term suspension and return during the same school year will be placed on probation. Possession will result in police notification for students under 18.

POLICY ON PROHIBITED SUBSTANCES

A student who is found to be in possession of or selling any prohibited substance on school property will be detained immediately with the evidence. A school administrator will contact the Police Department and the student’s parents/guardian. A short-term suspension (5 school days) will be imposed, a formal hearing will be scheduled, and the student may be subject to an expulsion. Prior to re-admission to the student’s regular school, the student will be referred for a substance abuse evaluation to an agency licensed for same by the State of Kansas and located in the City of Salina.

A student found to have consumed any prohibited substance will be detained. An administrator will contact the Police Department and the student's parents or guardian. A short-term suspension (5 school days) will be imposed, a formal hearing will be scheduled and the student may be subject to an expulsion. The student will be referred to a local, state-licensed evaluation center as a part of the student's re-admission to school. Failure to complete the required evaluation as scheduled will result in a hearing for an expulsion. A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk. Parents or student should contact the directors of the program to determine the cost and length of the program.

The provisions of this policy shall also apply to all USD 305-sponsored activities off the school grounds.

In addition to the above policy, students who sell, use, or are under the influence of or possess (including the car) illegal drugs or alcohol at a school dance or on school premises during, before or after a dance will not be allowed to attend future dances for the remainder of that semester. Refer to Board Policy JDDA.

PORTABLE BREATH SCREENING DEVICE

Students attending any school-sponsored activity, regardless of location, may be subject to an alcohol breath screening as follows:

- all students may be given a screening prior to entering the activity;
- students may be selected randomly for a screening prior to entering the activity using random sampling techniques; and
- students may be given a screening at any time if the school administration has a reasonable suspicion of alcohol consumption.

Students also may be subject to an alcohol breath screening at any attendance center during regular school hours, or on school grounds at any time, if the school administration has a reasonable suspicion of alcohol consumption.

Students who test positive

- will be denied entrance to, or removed from, the activity, attendance center or school grounds;
- will receive consequences according to the Prohibited Substance policy (see above); and
- parents/guardians or an adult over the age of 21 designated as the parent's representative will be contacted, informed of the positive test and required to remove the student.

Students who refuse to take the test

- will not be forced to take the test;
- will be denied entrance to, or removed from, the activity, attendance center or school grounds; and
- may receive consequences according to the USD 305 policy.

Their parents/guardian or an adult over the age of 21 designated as the parent's representative will be contacted and informed of the refusal.

If necessary, i.e., reasonable suspicion of alcohol consumption exists, the parent/guardian or an adult over the age of 21 designated as the parent's representative will be contacted and required to remove the student. If the school is unable to make such a contact or if after contact such

person does not remove the student or if the student is 18 or older and has not made such a designation, the school may contact law enforcement.

VANDALISM POLICY

Because the facilities and grounds of both high schools serve as the daytime “home” for students and staff during the school year, it is everyone’s responsibility to show care and respect for the building, grounds, and equipment. Students who mark, deface, or damage property are expected to repair or pay for such repairs at the discretion of the administration. The board will seek restitution according to law for loss and damage sustained by the district because of malicious mischief, vandalism, burglary and other wrongful acts by adults or juveniles.

FIREWORKS

All fireworks are prohibited in the City of Salina. Salina’s fireworks law is as follows: “All fireworks defined as those devices for producing a display of light, noise or smoke by the combustion of explosive or flammable materials are prohibited within 100 feet of Salina City Limits.”

Any student committing an infraction of this law will be suspended for a five-day period. A second offense results in a five-day suspension plus a due process hearing to determine the student’s future status in school. Since infractions would be in violation of the law, school officials are required to report offenders to the Police Department.

WEAPONS

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon at school, on school property or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon, except with prior administrative approval (see Board Policy JCDBB).

Possession of a firearm or other weapon or facsimile of a weapon shall result in expulsion from school for a period of one calendar year; except that the superintendent may recommend that this expulsion requirement be modified on a case-by-case basis (see Board Policy JDC). Expulsion hearings for possession of a weapon shall be conducted by the superintendent or the superintendent’s designee. Students violating this policy shall be referred to the appropriate law enforcement agency(ies) and if a juvenile to DCF or the Commissioner of Juvenile Justice.

Any student who uses an article that is not commonly used or designed to inflict bodily harm for the purpose of inflicting bodily harm or to cause a person to be placed in fear of bodily harm shall be subject to immediate suspension and possible expulsion.

GANGS

District schools have a responsibility to maintain a school environment free of violence, intimidation, or other activities which threaten the safety and well-being of students and staff and interfere with the educational process. Therefore, anti-social and/or gang activities will not be tolerated, and the district bars all gangs, gang affiliations and gang-related activities (dress, symbols, or other attributes or implying gang membership) from school buildings, school buses, school activities, and school property. A “gang” is defined as any identifiable group or club which exists without the sponsorship or authorization of the school and which engages in anti-social or criminal activity which is disruptive of the school environment. School district employees have a responsibility to report to their immediate supervisor suspected gang members or gang-related activities. If an administrator verifies a student’s involvement in gang activity, law enforcement agencies will be informed and the parent/guardian will be notified. Students violating this policy may be subject to appropriate disciplinary action including suspension and/or expulsion.

DETENTION TIME

Students who receive detention time from administrators or teachers must begin that night or the next day and must continue making up the time in consecutive blocks of 30 minutes until the time is finished. If this is not possible due to emergencies, the student must make arrangements with their assistant principal or the teacher assigning time. Teacher-assigned detention time must be completed with that teacher. Failure to complete detention time will result in suspension to ISS room until the student comes in before or after school and completes the time.

DETENTION ROOM

1. Make-up time assigned by the office will be in the detention room.
2. Students will have material to work with and their make-up will start when they are seated and working.
3. The detention room will be used for make-up time for truanancies, tardies to first hour classes, and other reasons approved by administrators. Students must be in the room by 2:50 p.m.
4. If teachers have specific work for the student, they will give assignments to the supervisor and students will return completed work back to the supervisor.
5. A minimum of 30 minutes must be made up at one time.
6. Students who are out for an activity must make-up detention time before the activity.

IN-SCHOOL SUSPENSIONS

Other disruptive acts of behavior as defined in board policy JCDA (see suspensions) are deemed to be grounds for assignment to in-school suspension with all school assignments required and given full credit. Continuation of these behaviors will result in suspension out-of-school. While assigned to the ISS room, the student will be required to complete regular classroom work as well as other work assigned by the ISS instructor. Failure to complete assigned work will result in a zero being assigned for all classes missed. Failure to cooperate in the ISS room will result in the student being placed on out-of-school suspension. Students who choose to go home rather than take ISS will have these days counted as an out-of-school suspension. While students are suspended into ISS for one or more full days, they are to leave campus when dismissed and are not allowed to participate in extra-curricular activities or sports. The following behaviors may be expected to result in in-school suspensions as outlined below. The table below is a general guideline for commons offenses. The administration has the authority to adjust the consequences/actions based upon the circumstances of each individual case and district policy.

<u>Infraction</u>	<u>Teacher Assigned Detention</u>	<u>Adm. Conference</u>	<u>Detention</u>	<u>1 Day</u>	<u>2 Days</u>	<u>3 Days</u>	<u>3-5 Days & Hearing</u>	<u>Police Notified</u>
Cuts		1	2	>2*				
Failure to Comply with Reasonable Request (Willful Disobedience)			1 & 2*		3*		4*	
Intimidation/Threats/ Harassment (Including Sexual/Racial Harassment)						1*	2*	
Obscenity/Profanity (Except When Directed at Staff)				1*		2*	3*	
Stealing						1*	2*	√
Tardies: Start of Day (1 st & 2 nd Block) >15 Minutes			6-10*	>10*				
Tardies During School Day (Late to Class)	3-5	6-10	>10					
Technology Misuse (See District Technology)								
Tobacco/Facsimile: Possession and/or Use						1*		√ Ticket Issued
Unruly Conduct that Disrupts Class/School				1*		2*	3*	
Vandalism						1*	2*	√

√**Police notified** * **Numbers refer to occurrences**
 10 office referrals/incidents - Student Improvement Team
 3 cuts (see cut section of attendance) - Student Improvement Team
 3 ISS assignments - Student Improvement Team

PROBATION

The use of probation is authorized when the achievement of discipline will be better served. Any student placed on probation shall be given a written list of the terms and conditions of his/her probation. The student shall sign a statement to the effect that he/she has had these terms and conditions fully explained to him/her, that he/she understands them, and he/she is willing to abide by them and that, if he/she fails to do so, the punishment originally imposed may be reinstated at the discretion of the person granting such probation

OUT-OF-SCHOOL SUSPENSION

The table below is a general guideline for common offenses that may result in out-of-school suspension. The administration has the authority to adjust consequences/actions based upon the circumstances of each individual case, district policy, and the results of the due process hearing.

<u>Activity</u>	<u>3 Days</u>	<u>5 Days</u>	<u>3-5 Days + Hearing</u>	<u>Police Notified</u>
Actions Involving Disruption of Safety Devices/Procedures or Significant Disruption of the School Day (i.e. False Fire Alarms, Bomb Threats, etc.)			1*	√
Assault/Battery Upon Another Person			1*	√
Breaking School Rules Repeatedly			1*	
Drug Code Violation	5 Days			√
Fighting	1*		2*	√
Fireworks, Including Incendiary Devices		1*	2*	√
Open Defiance to Staff Including but not Limited to Obscenity/Profanity Directed at Staff	1*		2*	
Tobacco/Facsimile: Possession and/or Use	2*		3*	√ Ticket Issued
Weapons	1*			√

√**Police notified**

*** Numbers refer to occurrences**

10 office referrals/incidents - Student Improvement Team

3 cuts (see cut section of attendance) - Student Improvement Team

3 ISS assignments - Student Improvement Team

Students given an out-of-school suspension are not to be at school, on any USD 305 school grounds or at a school-sponsored activity during the suspension period. Violation of this policy can result in prosecution for trespassing. Students shall be responsible for their reading and written class assignments during out-of-school, short-term suspensions. All work to be turned in for credit must be given to the teacher no later than the first class period following the completion of the suspension. Arrangements for tests or examinations missed during out-of-school suspension will be made. Repeated acts may result in suspension for the remainder of a semester or expulsion for a school year after a due process hearing.

PARENT NOTIFICATION

Written notification that a student has been (in-school or out-of-school) suspended, shall be mailed to the parents or guardians within 24 hours of the time of the suspension.

DRILLS/SAFETY/WEATHER

EMERGENCY PREPAREDNESS

State regulations require periodic drills be held for fire and emergency preparedness. All classes, students and teachers are expected to participate in these exercises and treat them as real occurrences. Specific instructions are given to staff members in the faculty handbook.

SCHOOL SAFETY

Ensuring that school is a safe place for learning is of the utmost importance to us at USD 305. We must have the support and cooperation of students and parents to keep our school safe. Disruptive behavior, threats and weapons will not be tolerated and may have serious consequences, as spelled out in district policy.

THREATS

All threats (verbal, written or physical) will be taken seriously by school personnel and each and every threat will carry a consequence including possible police involvement.

REPORTING THREATS/THEFTS/VANDALISM OR OTHER DISRUPTIVE/DANGEROUS OR VIOLENT ACTS

When students have a concern about safety at school or knowledge of an unsafe situation, theft, vandalism or other disruptive, dangerous or violent act, they must report it at once to the principal, a teacher, or to another staff member.

Failure to report may have serious consequences up to and including expulsion. Anonymous tips concerning acts mentioned above can be made to the school **CRIMESTOPPER** number at **309-3820**. Students may be eligible for a cash reward if the tip leads to preventing an incident or solving a case. Tips may also be made to the statewide **School Safety Hotline** at **877-626-8203**.

INCLEMENT WEATHER SCHOOL CLOSING PROCEDURES

Salina USD 305 may close school, schedule a two-hour delayed start time or allow early dismissal in extreme weather. The superintendent of schools will make the decision after consulting with the director of operations.

The media will only announce school closures authorized by the superintendent of schools or his/her designee. All announcements are for one day only. If no announcement is made, school will convene or dismiss at the regularly scheduled time.

School Closing or Delayed Start: Every effort will be made to make the decision by 5:00 a.m. on the day schools will be closed or delayed. Breakfast will not be served on days when a two-hour delayed start time is scheduled.

BOARD POLICIES

ATTENDANCE AREAS

Students are required to attend the high school in the attendance area where their legal guardian resides. Students who reside in the attendance areas of Cottonwood Elementary School, Heusner Elementary School, Meadowlark Elementary School, and Oakdale Elementary School will attend Lakewood Middle School/Central High School. Students who reside in the attendance areas of Coronado Elementary School, Schilling Elementary School, Stewart Elementary School, and Sunset Elementary School will attend South Middle School/South High School. If a parent/guardian leaves Salina any time during the school year and the student remains, it shall be the responsibility of the parent/guardian to provide the school with the name, address, and phone number of their person responsible for their student and provide legal court documentation of the new guardianship. The building principal shall transfer pupils who falsify their place of residence or guardianship location immediately upon discovery.

DIRECTORY INFORMATION

Certain directory information will be published about students attending our school. Should you or your parents wish to have this information withheld from publication, you should contact the office. Directory information includes the following information about the students: the student's name, parent or guardian, age, major field of study, weight, height, participation in and eligibility for officially recognized activities and sports, dates of attendance or grade placement, honors and awards received, and the most recent educational agency or school attended by the student.

DISTRICT TECHNOLOGY

Students may be provided the opportunity to access the Internet and electronic mail to connect with educational resources all over the world. Computer technology will help propel today's schools into the information age by allowing students and staff

- to use information sources from distant computers;
- to communicate with individuals or groups of other students and staff; and
- to significantly expand their knowledge base.

While the purpose of the school is to use Internet resources for constructive educational goals, students must demonstrate responsible behavior when accessing the Internet on school computers.

Students shall have no expectation of privacy when using district e-mail or other official communication systems. Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration.

Students are responsible for appropriate behavior when using school computers. The use of computers and access to the Internet is a privilege, not a right, and may be revoked by the school if abused. Students who violate this policy may also be subject to further disciplinary action including suspension or expulsion. To gain access to e-mail and the Internet, all students must obtain parental permission and agree to the district approved rules. All USD 305 equipment and access privileges are to be utilized appropriately for educational purposes as described in this policy.

Identifiable student images and/or student names shall not be posted on district or school websites without prior written permission from the student, or if under age 18, the student's parent

or guardian. The mailing address, telephone number, or other personally identifiable information about any student shall not be posted on the district or school websites.

- Users will respect the privacy of other individuals' login names, passwords and data. Examples of violation:
 - a. accessing a user ID or network directory other than the user's own; and
 - b. changing the system setup in any environment. **This includes backgrounds and wallpapers.**
- Users will access and create information appropriate for the educational environment. Examples of violations:
 - a. creating obscene files, viruses, folders or directories;
 - b. accessing educationally inappropriate areas within public networks, unauthorized downloading and social media;
 - c. personal email not allowed from 7:40 a.m.-2:40 p.m.
 - d. playing any games not approved by staff.
- Users will respect copyrighted or otherwise protected materials accessed using school electronic devices.
- Users will use hardware and peripherals for their intended purposes. Examples of violations:
 - a. destruction, theft and/or vandalism of computer hardware and furniture; and
 - b. use or abuse of computer hardware beyond intended purposes.

Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.

SPECIAL EDUCATION

A full range of special education services is provided through the Central Kansas Cooperative in Education to 12 area school districts. All disabled children are guaranteed a free and appropriate education under the Individuals with Disabilities Education Act (IDEA). Disabled children are defined as mentally disabled, specific learning disabled, physically disabled, hearing impaired, language or speech impaired, or visually impaired. Children identified as gifted are also served in the Salina Public Schools.

Parents are informed as soon as their child is referred for one of the special programs, and will not receive an evaluation unless the parent has been previously informed and given consent. Parents are closely involved with the school's special team decisions. To help provide appropriate education, a written individualized education plan (IEP) is developed for each exceptional child. Parents have due process hearing and appeal rights.

Questions should be directed to the building principal. Additional information, as well as resources on services, rights, and procedures, is available from Central Kansas Cooperative in Education (309-5100) and the State Department of Education ([1-800-203-9462](tel:1-800-203-9462)).

EMERGENCY SAFETY INTERVENTION

The Board of Education is committed to limiting the use of Emergency Safety Intervention (ESI), such as seclusion and restraint, with all students.

"Emergency Safety Intervention" is the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may also necessitate the use of emergency safety interventions.

For a complete explanation of seclusion and restraint, prohibited types of restraints, and the process for resolving complaints regarding the use of ESI, see Board Policy GAAF below.

GAAF Emergency Safety Intervention

The board 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 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

"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.

"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.

"Law Enforcement Officer" and "Police Officer" means 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.

"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.

"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 the enclosed area.

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

"Mechanical Restraint" means any device or object used to limit a student's movement.

"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.

“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 including the student to walk to a safe location.

“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.

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, except
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment used to secure students during transportation.

Use of Emergency Safety Intervention

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

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical 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, 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 classified 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: (1) the events leading up to the incident; (2) student behaviors that necessitated the ESI; (3) steps taken to transition the student back into the educational setting; (4) 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; (5) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (6) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (7) 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 (1), (2) and (3) if the triggering issue necessitating the ESI is the same.

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

a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent 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.

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 requested 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 ten day limit if the parent of the student is unable to attend within the 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 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 and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board by providing a copy of the complaint to the clerk of the board and the superintendent within thirty 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 recommend corrective action, if any, to the board in executive session.

Any such investigation must be completed within thirty 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 a report containing written findings of fact and, if necessary, appropriate correction action. A copy of the report adopted by the board shall be provided to the parents, the school, and the state board of education and shall be mailed to the parents and the state department within thirty 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 days from the date a final decision is issued pursuant to the local dispute resolution process.

Approved: October 8, 2013
Revised: November 10, 2015
Revised: November 8, 2016
Revised: October 9, 2018
Revised: February 26, 2019

ANIMALS AND PLANTS IN SCHOOL

Persons bringing animals into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates, invertebrates, and toxic plants such as poison ivy or sumac, may be brought into the classroom for educational purposes. However, they must be appropriately housed, humanely cared for, and properly handled. Refer to Board Policy ING.

Under no circumstances are animals to be transported on school buses. Domesticated animals must be inoculated against rabies at the owner's expense before the student may bring such animal to school. Animals must be adequately housed and cared for in screened cages. Student handling of animals and plants must be under the direct supervision of the teacher. Only the teacher or students designated by the teacher are to handle the animals.

Skunks, ferrets, raccoons, opossums and bats are not to be permitted inside school facilities or on school grounds. Felines and canines must be inoculated against rabies at the owner's expense before the student may bring such animal to school unless prior verification of inoculation is provided. Caged or tamed rodents (hamsters, gerbils, guinea pigs, rats, mice, rabbits) may be brought to school when permission has been granted. Handling by students must be on a voluntary basis.

FOREIGN EXCHANGE STUDENTS

Hosting foreign exchange students provide the student body an opportunity to learn about other cultures and share our heritage. During the first few weeks of school, the building principal will meet with exchange students to welcome them, provide an orientation, and answer questions. Foreign exchange students will be recognized by the school in the spring. **Foreign exchange students will not be eligible to receive a USD 305 diploma or participate in the commencement ceremony.** For more information related to board policy requirements for hosting a Foreign Exchange Student, please see Board Policy JQKA.

YOUTH “YELLOW” PAGES
DIAL 211 for Help – 24 hours a day, 7 days a week
One call. Thousands of services – www.211kansas.org.
Coordinated by the Salina Area United Way

The Youth Yellow Pages is provided by the Saline County Healthy Community/Healthy Youth Initiative. If you need help or information regarding any of these issues, please call or visit the websites for additional information.

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CLOTHING

Ashby House	(785)826-4935
Bargain Basket	(785)826-9042
DAV Thrift Store	(785)827-6477
Goodwill Industries	(785)827-8944
Salvation Army Thrift Store	(785)823-1409

DISABILITY SUPPORT SERVICES

Angel Square	(785)404-2442
Choices Network, Inc.....	www.choicesnetwork.net (785)820-8018
Disability Planning Organization of Kansas	www.dpok.com (785)823-3173
OCCK, Inc.	www.occk.com (785)827-9383

DRUGS/ALCOHOL

Central Kansas Foundation	(785)825-6224
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Also get current meeting times and locations for the following support groups:

- Alcoholics Anonymous (for recovering alcoholics)
- Al-Anon (for family members and friends of alcoholics)
- Alateen (group for teens of recovering alcoholics)
- Narcotics Anonymous (for recovering drug addicts)

Pathfinder Recovery Center.....	www.pathfindersrecovery.org...(785)825-6224
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Location 617 E. Elm

Offers drop-in services or information, accessible to anyone needing information about addiction, recovery, or support throughout the recovery stages.

Regional Prevention Center of North Central KS	(785)825-6224
IMPACT Coalition.....	(785)825-6224
Saline County Tobacco Prevention Coalition	(785)825-6224
St. Francis Community Outreach	(785) 825-0541 or (800)423-1342

EATING DISORDERS

For information regarding treatment of eating disorders such as anorexia nervosa or bulimia:

Central Kansas Mental Health Center	(785)823-6322 or (800)794-8281
After-Hour Emergencies	(785)823-6324 or (866)823-6380
Saline County Health Department.....	(785)826-6600
Veridian Behavioral Health, Inc.	(785)452-4930 or (785)452-6113

EDUCATION

For non-traditional high school degree or financial education:

Consumer Credit Counseling.....	www.kscgccs.org (785)827-6731
Salina Adult Education Center	www.usd305.com/saec (785)309-4660
Smoky Hill Education Service Center	www.smokyhill.org (785)825-9185

EMPLOYMENT

KANSASWORKS.....kansasworks.com (785)827-0385
North Central Workforce Solutions, OCCK, Inc.(785)827-9383 x 176

EN ESPAÑOL

Caridades Católicas (785)825-0208 or (888)468-6909
CDC en Español SIDA & EST (Teléfono para solicitar ayuda) (800)232-4636
Servicios de Educación y Apoyo para Niños (785)825-4493
Centro Médico Para Familias de Salina (785)825-7251

FAMILY PROBLEMS

Catholic Charities..... (785)825-0208 or (888)468-6909
Central Kansas Mental Health Center (785)823-6322 or (800)794-8281
 After-Hour Emergencies (785)823-6324 or (866)823-6380
Veridian Behavioral Health, Inc. (785)452-4930 or (785)452-6113

FOOD

American Red Cross..... www.redcross.org (785)827-3644
Emergency-Aid Foodbank www.salinafood.org (785)827-7111
Salina Rescue Mission www.salinarescuemission.com (785)823-2610
Salvation Army (785)823-2251
Summer Food Program for ages 1-18..... (785)309-4715

GENERAL INFORMATION

Thrive of the Heartland..... (785)827-6731
Kanas Department for Children and Families www.dcfks.gov (785)826-8000
Kansas 2-1-1 Hotline..... 211

INSURANCE

KanCare..... www.kancare.ks.gov (800)792-4884
Children’s Mercy Family Health Partners (877)347-9363
Nurse Advice Line (800)347-9369
Salina Family Healthcare www.salinahealth.org (785)825-7251

PREGNANCY TESTING AND SUPPORT

Birthright of Salina, Inc. www.birthright.org/salina (785)823-3113
 24-Hour Emergency Hotline (800)550-4900
Catholic Charities..... (785)825-0208
 Or (888)468-6909
Pregnancy Service Center www.pscsalina.com (785)823-1484
 Or..... (866)970-6670
Salina Family Healthcare..... www.salinahealth.org (785)825-7251

RAPE OR SEXUAL ASSAULT

For information or support:

Central Kansas Mental Health Center	(785)823-6322 or (800)794-8281
After-Hour Emergencies.....	(785)823-6324 or (866)823-6380
Child Advocacy & Parenting Services (CAPS)	www.capsosalina.org (785)825-4493
Domestic Violence Association of Central KS (DVACK) (ages 16 and above).....	(785)827-5862 or (800)874-1499
Veridian Behavioral Health, Inc.	(785)452-4930 or (785)452-6113

RECREATION & ARTS

For community leisure time activities:

Lakewood Discovery Center	(785)826-7335
Rolling Hills Zoo and Museum	www.rollinghillzoo.com (785)827-9488
Salina Art Center	www.salinaartcenter.org (785)827-1431
Salina Arts & Humanities	www.salinaarts.com (785)309-5770
Salina Art Cinema	(785)452-9868
Salina Community Theatre	www.salinatheatre.com (785)827-6126 or (785)827-3033
Salina Fieldhouse	www.salinafieldhouse.com (785)833-2260
Salina Municipal Golf Course	www.thefirstteesalina.org (785)826-7450
Salina Parks and Recreation	(785)309-5765
Salina Public Library	www.salinapubliclibrary.org (785)825-4624
Smoky Hill Museum	www.smokyhillmuseum.org (785)309-5776
YMCA	www.salinaymca.org (785) 825-2151

RUNAWAYS

National Runaway Switchboard	(800)786-2929
Community Corrections, 28th Judicial District	(785)826-6590

SEXUALITY

For information and/or support:

Central Kansas Mental Health Center	(785)823-6322 or (800)794-8281
After-Hour Emergencies.....	(785)823-6324 or (866)823-6380
GLBTD (Gay, Lesbian, Bi-Sexual & Transgender) Hotline	(800)347-8336 or (800)843-4564
Saline County Health Department-Health Education	(785)826-6600
Veridian Behavioral Health, Inc.	(785)452-4930 or (785)452-6113

SEXUALLY TRANSMITTED DISEASES (STD'S)

For STD information, testing or for treatment:

Salina Family Healthcare Center	(785)825-7251
Saline County Health Department	(785)826-6600
StatCare Family Medical Clinic – Minor Emergency Medical Center	(785)827-6453
Salina Regional Urgent Care Clinic	(785)452-6000
Med Express Urgent Care	(785)827-3551
CDC National AIDS Hotline	(800)342-2437

CDC Hearing Impaired AIDS Hotline (800)369-2437
National Herpes Hotline..... (919)361-8488
National HPV Hotline (877)478-5868

SUICIDE

For immediate crisis intervention:

Central Kansas Mental Health Center (785)823-6322 or (800)794-8281
 After-Hour Emergencies..... (785)823-6324 or (866)823-6380
National Suicide Prevention Lifeline (800)784-2433 or (800)273-8255
Veridian Behavioral Health, Inc. (785)452-4930 or (785)452-6113

TEEN PARENTING SUPPORT

For information and support:

Child Advocacy & Parenting Services (CAPS)..... (785)825-4493
Child Care Aware – Kansas..... www.ks.childcareaware.org (785)823-3343
Heartland Programs www.usd305.com/headstart (785)309-5000
Pregnancy Service Center (785)823-1484 or (866)970-6670
Salina Regional Health Center (785)452-7000
Saline County Health Department..... (785)826-6600
 Well Child (785)826-6602
 Woman Infant Child (WIC) Program (785)826-6603

THE LAW AND YOU

Community Corrections, 28th Judicial District (785)826-6590
Salina Police Department..... (785)826-7210
Saline County Sheriff’s Department (785)826-6502
STOP UNDERAGE DRINKING...REPORT IT(785)825-TIPS
State Underage Drinking Report Number (866)687-8221

VIOLENT BEHAVIOR

To get help for yourself or someone you care about:

Child Advocacy & Parenting Services (CAPS)..... (785)825-4493
Central Kansas Foundation (785)825-6224
Central Kansas Mental Health Center (785)823-6322 or (800)794-8281
 After-Hour Emergencies..... (785)823-6324 or (866)823-6380
Domestic Violence Association of Central KS (DVACK)..... (785)827-5862 or (800)874-1499
Kansas Department for Children and Families..... (785)826-8000
Veridian Behavioral Health, Inc. (785)452-4930 or (785)452-6113

VOLUNTEERING

To find volunteer opportunities:

Big Brothers/Big Sisters of Salina, Inc...... www.bbbssalina.org (785)825-5509
Salina Media Connection www.salinatv.org (785)823-2500
Salina Area United Way www.unitedwaysalina.org (785)827-1312
Salina Family Healthcare Center www.salinahealth.org (785)825-7251
Salina Public Library www.salinapubliclibrary.org (785)825-4624
Salina Regional Health Center (Summer Program) (785)452-7541
YMCA www.salinaymca.org (785)825-2151

YOUTH DEVELOPMENT ORGANIZATIONS

Boy Scouts of America. www.coronadoscout.org (785)827-4461
Girl Scouts of Kansas Heartland www.kansasgirlscouts.org (316)684-6531
4-H Youth Development..... www.centrankansas.k-state.edu/4-h (785)309-5850
The City www.thecityonthenet.com (785)827-2208
YMCA www.salinaymca.org (785)825-2151
The Salvation Army (785)823-2251

**USD 305 STUDENT HONOR CODE
ACKNOWLEDGEMENT**

By signing below, I acknowledge that I have read and understand the student handbook.

To help improve parent communication and all students' efforts and organizational skills, every student will receive an agenda (Student Handbook). Each student must maintain the agenda throughout the year. If it is lost, destroyed, or misplaced, a replacement agenda will be issued for a charge while they last. Students must carry their agenda daily throughout the school day.

_____ (Print Student's Name)

_____ (Student Signature) (Date) _____

VIII. DISCUSSION AGENDA

B.1. Materials Adoptions – Elementary Reading

Background

Elementary teachers had the opportunity to review four different sets of English Language Arts (ELA) materials in relationship to set criteria. Criteria included expectations set by BOE policy and alignment with state standards. Once teachers reviewed a program, they submitted a copy of the completed review criteria for each series and voted on their top choice by ranking each from first choice to fourth. Teachers also had the option to provide any comments. The recommended texts and teacher review forms for all reviewed texts are available in the educational programs department for review.

Recommended Text

Elementary ELA

Into Reading, published by Houghton Mifflin Harcourt (2020), was selected by elementary teachers as their top choice and is recommended for adoption as the core resource for English Language Arts in USD 305. This text series aligns with national and state standards in reading, including foundational skills, writing, and speaking and listening. It offers a balanced approach to literacy instruction as well as meets the BOE’s vision to develop critical thinking, communication, and social-emotional learning in our classrooms.

This resource is a comprehensive literacy curriculum designed to improve literacy through student self-actualized learning. With a focus on supporting all learners, the curriculum is differentiated by design and aims to foster a culture of learning in the classroom and growth mindset in students so they can become independent learners. *Into Reading* includes whole-group and small-group instruction, as well as individual and collaborative print and digital learning activities. Integrated assessments and reports allow teachers to constantly be aware of student ability and progress so they can respond appropriately.

Title	Vendor	Material	Total
<i>Into Reading</i> , Version 2	Houghton Mifflin Harcourt	Grades K-5 Textbooks	\$816,551.17

VIII. DISCUSSION AGENDA

B.2. Materials Adoption – Salina Virtual Innovation Academy

Background

Salina Virtual Innovation Academy teachers worked on reviewing four global curriculum providers to help deliver K-12 content virtually. These were reviewed according to set criteria. Criteria included expectations set by BOE policy, alignment with standards, instructional strategies, and additional teacher criteria set by the evaluation teachers. A copy of the completed review criteria and the rationale for the provider recommended for adoption can be provided upon request. The recommended provider and teacher review forms are available in the educational programs department for review.

Recommended Provider

Salina Virtual Innovation Academy K-12 Core Content and Electives

Salina Virtual Innovation Academy recommends the adoption of Accelerate Education as the primary curriculum provider for K-12 virtual students. Accelerate Education courses are used by several virtual schools across Kansas due to the variety and quality of courses available for students. Each virtual course includes regular formative assessments throughout the units. Many of these provide immediate feedback for students and some require grading so teachers can quickly recognize an area that may need re-teaching. All courses are aligned to state and national standards and are adaptable for meeting individual students' needs. The online platform is Chromebook friendly and easy to navigate.

In addition to a welcoming interface for all grade levels, a major strength of the online platform is the robust learning management system that is provided. This enables teachers to modify the curriculum with additional resources, interactive activities, and projects to differentiate learning and build innovative thinking skills in our students. Students are able to access all online content in the same place and the program provides teachers tools to manage a virtual classroom effectively. An easy-to-use parent dashboard with detailed information on student progress and helpful resources is included. In addition, the learning management system tracks student time and provides detailed administrative reports such as those needed for a smooth fiscal audit.

Course	Vendor	Material	Total
K-12 Core and Electives	Accelerate Education	Online Curriculum Provider and Learning Management System	\$35,468

VIII. DISCUSSION AGENDA

C. Special Education Update

The Central Kansas Cooperative in Education (CKCIE) is currently in the second year of a three-year process of restructuring CKCIE's most intensive programming providing behavioral and mental health supports for students in the cooperative service area. A significant part of this restructuring is the evolution of Opportunity Now, our therapeutic day school, from a program previously serving only ninth through twelfth graders, to a program serving younger students who demonstrate a need for a therapeutic day school setting.

Following the move of the ninth through twelfth grade program from the former site at 219 S. 3rd (Salina Education Center) to the much larger site at Salina West (501 W. Cloud) for the 2020-2021 school year, we opened the program to sixth through eighth graders for the 2021-2022 school year. The next step is to expand the program to serve elementary-age students beginning August 2022. In the original program proposal presented to the USD 305 Board of Education on October 8, 2019, the elementary school program would have included only third through fifth graders. However, upon further review of our broad program needs and goals, we will design Opportunity Now to accommodate kindergarten through twelfth grade students who require a therapeutic day school setting.

VIII. DISCUSSION AGENDA

D. Textbooks and Instructional Materials

The board will receive an update regarding materials and challenges. Board of Education policy IF – Textbooks and Instructional Materials, which outlines the procedures for challenges of materials, will be reviewed.

IX. SCHOOL BOARD REPORTS AND UPCOMING DATES OF IMPORTANCE

A. Tuesday, April 26, BOE Worksession, District Office, 5:30 pm

B. Sunday, May 1, Retirement Recognition, Lakewood, 3:00 pm

C. Sunday, May 15, Graduations, Tony's Pizza Events Center, 2:00 & 5:00 pm

X. SUPERINTENDENT'S REPORT

XI. INFORMATION AGENDA

A. Heartland Early Education Update

Heartland Early Education >>> Director's Report

Lesla Larson

April 2022



1) ***Enrollment ending 2.28.2022**

Early Head Start: 129/166

Head Start: 202/301

**Funded enrollment requirements are flexible during the 2021-2022 grant year.*

2) **Attendance Rates ending 2.28.2022**

EHS Center-Based: 86%

EHS Home-Based: 98%

Head Start: 86%

3) **Snacks and meals served (January)**

School	Breakfast	Lunch	PM Snack	Total	Revenue Recv'd.
Abilene	54	124	69	247	661.46
Enterprise	161	158	156	475	1092.53
Ellsworth	167	180	179	526	1213.59
Salina Education Center	236	236	231	703	1621.04
Salina Heartland (HS/EHS)	1525	2079	1435	5039	12588.93
Total CACFP Meals	2143	2777	2070	6990	17177.55

4) **New Hires**

Name	Position	Effective
Kelsie Gack	Heartland Substitute	3.21.2022
Rebecca Hunter	Heartland Substitute	4.4.2022

Resignations

Name	Position	Effective
Kelsie Gack	Heartland Substitute	3.22.2022

Transfers

Name	Old Position	New Position	Effective
Sadie Farris	Teacher Asst. 2	Teacher Asst. 3	4.1.2022

5) As mentioned in my February report, we had a federal monitoring review via Web Ex from January 31 – February 4. Last week, we received the summary report. I am happy to share that there were no findings but instead we received positive feedback regarding the work we are doing with the eligible children and families whom we serve. Areas reviewed included:

- a. Program Design and Management (which includes program governance)
- b. Quality Education and Child Development
- c. Health
- d. Family and Community Engagement
- e. Eligibility, Recruitment, Selection, Enrollment & Attendance
- f. Fiscal Infrastructure

6) Every five years, Head Start/EHS programs are required to identify goals and objectives. Following is an update regarding the progress we are making or revisions we've made, along with data.

Goal 1 - Heartland Early Education is committed to attracting and cultivating staff who will inspire and empower children and families.

Objective A – Heartland will successfully recruit qualified staff.

- Job advertisements are listed as career opportunities and include reasons applicants want to become part of the Heartland School Family. We will design an infographic for career opportunities at Heartland during year three.
- The director meets regularly with the district's superintendent and deputy superintendent and provides program updates, which include the challenge of recruiting qualified staff.
- Discussions regarding CDA credentials being offered at the high school level continues to take place. Since 2014, Heartland has supported 47 staff toward getting their CDA credential. However, only 22 are still employed.
- We have a new partnership with Salina Area Tech College and their Early Childhood program that started January 2022. We hired one student as a substitute while completing the college requirements of the degree. However, we received notice this person dropped out of the program.

Objective B – All employed staff (new and current) are effectively trained.

- Heartland has developed a program to “grow our own future teachers”, referred to as the Heartland Academy. The 2021-22 school year was our pilot year. We selected one teacher assistant from a pool of three applicants to participate in coaching, training, focused observations, and reflection activities with the Academy Lead. Unfortunately, she resigned before the holiday break to accept a position at a different school to work with children with less challenges. We look forward to selecting the next candidate in the fall.
- Heartland's certified Nurturing Pathways lead provides training to staff as well as assess student's individual needs and has increased the teacher's knowledge of sensory processing as it relates to brain development and behaviors seen in the classrooms. Nurturing pathways provides teachers with tools and activities to support sensory needs along with social emotional and self-regulation skills that helps children experience more success in the classroom setting. She provided Nurturing Pathways to ten different classrooms during the 2021-22 school year. We are compiling and prioritizing professional development needs as responses come in on the annual reflection form. Overwhelmingly, the response is for more support in the area of social emotional development and trauma.
- A newly named committee, Resilience Builders, is focusing on employees and ways to better support their work. Additionally, the mental health department has attended 14 trainings related to trauma, brain development, attachment and compassion fatigue in order to better support staff.
- The Early Childhood Task Force has been re-named the Pre-K/K Alignment committee and meetings have begun this year with district personnel, preschool and kindergarten staff. The purpose of these meetings is to strengthen transitions.

Objective C – Build the coaching system to support effective implementation of service delivery.

- In September (2021), 49 Needs Assessments were handed out to teachers and assistants in Head Start/Early Head Start to determine their interest in receiving coaching. The assessment includes 15 different teaching practices from CLASS domains and Conscious Discipline with an emphasis on Social Emotional skills. Twenty-two assessments were returned: 17 “no” responses, four “maybe” and one “yes”. The coaching support team met in October and discussed the lack of participation as well as possible solutions for restructuring and recruitment. Coaching was presented as a support tool rather than additional work, but staff perception this year is that participation in coaching would be another burdensome obligation. Staff were overwhelmed from the start of the school year. The coaching support team will meet in April.
- We intend to work on a home visitor monitoring system but specific plans have yet to be developed.

Goal 2 - Heartland Early Education will intentionally integrate communication practices to strengthen relationships.

Objective A – Assess and initiate transition practices.

- We have worked to build relationships with schools where our students transitioning to kindergarten will attend. Summer 2021, Heartland began utilizing portions of the USD 305 database “Skyward” for our enrolled families. This has allowed us to not only provide paper copies of transition documents for receiving schools, but also includes information about the students’ academic goals and other needed supports. The program coordinator is collecting data related to the number of children transitioning.
- A sub-committee continues to work on revisions to the “Student Transition Information Form” that is completed for all transitioning students; this committee is also working to add a parent input component. Kindergarten “field trips” are scheduled for each USD 305 elementary building and will also occur for students transitioning in Abilene, Enterprise and Ellsworth.

Objective B – Build staff and parent communication and engagement.

- Staff have continued to use individualized communication methods with family preferences through Facebook, Messenger, Zoom, and WebEx. Individual Facebook pages were utilized for each classroom during the program year. Facebook posts included classroom schedules, routines, and menus. Teachers also posted pictures of classroom activities and family consultants utilized the pages to share community resources, share parenting topics, and engage with families. Family consultants completed training on Motivational Interviewing in May 2021.
- Due to continued COVID-19 exposure concerns, staff have not been able to travel to other programs and learn about other socialization opportunities; instead this was an agenda topic at the Kansas Head Start Association EHS virtual networking event.
- Data to be collected (for this objective) includes information from the communication survey, parent interest survey and home-based socializations.

Goal 3 - Heartland Early Education is responsive to the needs of children, families, staff and community.

Objective A – Strengthen systems to support trauma informed practices for staff, children and families.

- A wellness survey was completed by staff and information compiled. Staff participated in the online session of “Stressed Out” secondary-trauma workshop held in January 2022.
- We shifted Mental Health Staffing to include the classroom staff for the purpose of building a cohesive team to create seamless and age appropriate structure for the children.
- Heartland provided four students, with high behavior and mental health concerns, an individualized program outside of their current classroom and operated for five weeks. This program offered children and staff a time to reset, identified the specific behavioral needs of each child, and strategies to adapt their environment to meet children’s needs. These students returned to their original classroom with tools to support self-regulation with the hope and purpose to be an emotionally healthy member of their school family.

Objective B – Explore opportunities for facilities and partnerships to support quality services.

- We removed the action step of intergenerational programming due to the impact of the pandemic. At this point, it isn’t responsible to plan for very young children and the elderly to thrive together in an environment; it poses too much of a health risk.
- An opportunity presented itself (Summer 2021) as we were able to move a Head Start classroom to the Salina Education Center. This is an environment where 18-21 year olds with disabilities learn daily tasks and work skills with the goal of being effective and contributing members of society. The Head Start students interact with the older students and gain a first-hand experiences of differences and acceptance in a natural learning environment.
- Heartland and the district’s information system staff facilitated trainings with data entry, front office, teachers, and assistants, and other pertinent staff. Parents went through the enrollment process on Skyward with the help of Family Consultants.

Included in this report:

- Policy Council minutes for March 2022
- Policy Council financials for March 2022

Policy Council Minutes

02.03.2022

VOTING MEMBERS PRESENT: Ashley Gibson, Tessa Boese, Adrianna Nondorf, Misty Krouse, Sherri Dockter, Sarah Crowley, Vicki Gieber, Amy Williams

NON-VOTING MEMBERS PRESENT: Alaina Ryan, Lesa Larson, Linda Lorett, Kiarra Skinner, Scott Gardner

CALL TO ORDER: Kiarra Skinner called the meeting to order at 5:00 p.m.

CHANGES AND ADDITIONS TO THE AGENDA: Ashley Gibson motioned to approve the agenda as presented. Tessa Boese seconded the motion. The motion carried.

APPROVAL OF CONSENT AGENDA ITEMS: Ashley Gibson motioned to approve the consent Agenda Items as presented. Adrianna Nondorf seconded the motion. The motion carried.

TRAINING: Parent Engagement – Heartland Family Consultant Specialist, Diane Cusick, shared the Head Start Performance Standard for family engagement and explained how Heartland is meeting each requirement.

1302.50 Family Engagement.

- A. Purpose. A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children’s learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.
- B. Family engagement approach. A program must:
 - a. Recognize parents as their children’s primary teachers and nurturers and implement intentional strategies to engage parents in their children’s learning and development and support parent-child relationships, including specific strategies for father engagement;
 - Starts at intake-gather information from families-provide them information about various programs-help them to decide what is best for their child/family
 - Involvement in initial screenings, teacher home visits, goal setting, PFCE, Parent/Teacher Conferences
 - PFCE (Parent-Family Community Engagement)-reviewed and revamped-use data for planning training etc.
 - Parent Interest Survey
 - Use data collected for planning, training, increasing resources
 - b. Fathers included with goal setting, home visits, volunteer opportunities
Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural ethnic, and linguistic backgrounds of families in the program and community:
 - Providing Interpreters
 - Scheduling times that work with families
 - Welcoming families throughout the day
 - Facebook pages
 - Texting
 - Notes in book bags
 - Promoting FCs asking families at the end of visits what was helpful

- Support during weekly reflective supervision-focus on strength based attitudes and approaches to sensitive topics, child's development
 - Guidance for supervisors
- c. Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health and economic stability;
- PFCE tool done in the fall
 - Family Partnership
 - FCs listen and connect them with resources
 - FCs have regular training on local agencies, latest information, share at staff meetings
 - Parent Satisfaction Surveys-getting ready to do this spring
- d. Provide parents with opportunities to participate in the program as employees or volunteers;
- Numerous staff members are previous or current parents
 - Included in committees when possible
 - Policy council
- e. Scheduled special meetings during COVID-included food
Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,
- Information is translated
 - FCs advocate for families
 - Moms and dads group, teen parents
- f. Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements of part 1303 sub-part C, of this chapter; FERPA or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home and community.
- Information shared on an as needed basis,
 - Monthly MH staffing
 - Weekly supervision

Misty asked if Mom's Group is going to restart? Diane explained it has been difficult to get together due to the pandemic, but they want to restart as soon as it is safe.

COVID EXPENDITURES:

Linda Lorette reported we are still waiting on cost estimates from the architect to move forward with our kitchen expansion.

DIRECTOR'S REPORT:

We are receiving our virtual (FA1) Federal Review this week. Lesa has met with different teams every day and the meetings are lasting from two to three and a half hours. We have a lot to share and our reviewer has many questions. She wants to understand every aspect of our program so she can accurately tell our story. Tomorrow will be the last day of the review. Heartland's fiscal operations will be reviewed and Linda Lorette (Heartland Accountant), Lisa Peters (USD#305 Executive Director/Treasurer) and Shanna Rector (USD#305 Deputy Superintendent) will be on the call. They will talk about Heartland's budget and how we manage funding. Our reviewer acknowledged Heartland's strong tie to mental health and social/emotional development. Next year we will have Focus Area 2 (FA2), which is an onsite review. We are hoping health conditions allow us to receive the in-person visit.

The Head Start COVID vaccine mandate is currently on hold. Kansas is one of 25 states involved in the court case blocking the mandate. The mandate is still active, but for now, no action is required (for Heartland) in regard to staff COVID vaccinations.

OLD BUSINESS:

Staffing Update:

We have eight staff openings in Head Start and three in Early Head Start. We have four classrooms that are not open due to the staffing shortage. We will need to hire eighteen positions to fully staff all classrooms. We have recently hired one full-time position and are waiting for the background check to be completed before she can begin work. The last date we received a new application was January 15th. Lack of staff was a large portion of discussion during our FA1 review this week.

Kiarra Skinner (PC chair and parent) said, "I remember Lesa saying that the expectation was for classes to be fully enrolled by January 2022. Is there a risk to funding due to that requirement not being met?" Lesa acknowledged the Office of Head Start (OHS) released a Program Instruction (May 2021) stating Head Start programs must be fully enrolled by January 2022. On 1.5.2022, it was announced that OHS will not resume the evaluation of programs who do not meet the full enrollment initiative due to the surge in COVID cases. This federal regulation continues to be monitored based on updated COVID information.

Community Needs Assessment:

The Community Needs Assessment Summary was reviewed by Casy Ziegler during our January Policy Council meeting. The complete report is provided in this month's packet and the council was encouraged to read the report in its entirety. This document drives the decisions we make for our program. The Office of Head Start ensures each program is able to implement programming according to the need of their individual communities.

NEW BUSINESS:

APM Meeting Update

Lesla attended the virtual APM meeting for directors on January 20th. They received updates from R7HSA, National Head Start Association, and Kansas Department of Education to name a few. Information was given about upcoming webinars for directors regarding enrollment. There will be trainings on reflective supervision and coaching available for Head Start staff in the future. There will be a face-to-face APM meeting in Salina on April 7th. We will send details to Ashley Gibson, our KHSA Parent Representative.

Enrollment Reduction Proposal

Since the beginning of the school year, Lesla has kept Policy Council informed of the staff shortage we are facing at Heartland. This year has been referred to as "The Great Resignation" and Heartland, along with many other programs and business is feeling the impact. As a result, we have had to close four classrooms, which accounts for the loss of 68 slots in Head Start and 16 slots in Early Head Start. We have also ended some child care partnerships due to staff qualification and non-compliance issues. It is difficult to hold the partners accountable for non-compliance of Head Start Program Performance Standards.

Enrollment numbers are also down because some parents are not enrolling their child in preschool due to COVID concerns. We have grandparents raising their grandchildren and they do not want the child at school due to the higher risk of exposure. Last year, we served 8-10 families in a virtual setting. We know this learning model is not effective for children ages 0-5. Heartland stressed the importance of

reducing screen time for young children, so the virtual setting doesn't make sense. This year, OHS decided virtual learning was not allowable because it is ineffective for young children.

During the last two school years, we have had numerous classroom closings due to COVID quarantine. This year quarantine days have reduced, but are still occurring. Some of our working families, especially single-parent families, moved out of our area to live closer to family so they have a back-up plan for child care.

Lesia stated, "We need to be good stewards of our grant funding. In the present situation, we will not be able to maintain the Head Start and Early Head Start slots we were supporting prior to COVID."

Linda shared prior enrollment information:

- In 2019-2020 (pre-COVID), we were serving a total of 514 children. This was the plan we had prior to the start of the pandemic. We had decreased our numbers in Abilene so children could attend School Day School year; this is what our community assessment showed was needed for that area. We also decreased the number of child care partners due to staff qualifications and non-compliance issues. Due to lower numbers in child care partners, our plan was to increase from 15 to 17 children in Salina per classroom.
- In 2020-2021, we were planning to serve 529 children but were unable to serve that number of children due to the issues brought on by COVID. Because we have so many classrooms closed in the Salina building, class sizes have grown to 17 children per classroom. Some of our outlying classes are at 14 and 15. We are finding that larger classroom sizes are not sustainable with the environment created by COVID-19 (health issues, mental health issues, behaviors).

This is why we are proposing to decrease our enrollment for the 2022-2023 school year. Although we are reducing enrollment numbers in Head Start and child care partners, the Preschool-Age At-Risk program has gone from serving children in two elementary schools to serving children in eight elementary schools in the district. This year the state-funded program is serving 36 more children along with collaborating with special education. Although Head Start enrollment will decrease, those children are still being served in the Salina school district but in their neighborhood school. Sarah Crowley (PC vice-chair and past parent) summarized, "The spots have been essentially redistributed through the district with the openings of the community preschools in the neighborhood schools."

The 2021 Kids Count data shows Saline County has more than 100 slots available for every 100 Head Start eligible children. This report shows Heartland is serving over 80% of 4-year old children in our community.

Kiarra asked what the maximum age limit for child care is through Heartland? Linda explained we serve children ages 0-5. Once a child qualifies for kindergarten, they no longer qualify for Head Start services.

Kiarra asked if there is money in the Covid budget for incentives, such as hiring bonus's to recruit staff? Linda explained that as part of USD 305, we cannot provide incentives above and beyond what the school district is providing to all staff. This year the district is providing a \$1500 per year bonus to everyone who started in August; awarded in three payments throughout the school year as an incentive to continue employment. This will be a two-year incentive, which totals \$3000 for two years. Staff hired after the initial date will receive a reduced incentive this year and the full \$1500 incentive next school year.

Lesia explained we have hired the lead teachers to open all classrooms, but we have not been able to hire teacher assistants. It is hard to be under-enrolled and many programs across the United States are experiencing the same issues. Lesia is hopeful enrollment numbers can increase again in the future when

hiring improves and the community can operate normally. Head Start is a strong program and has operated for more than 50 years that we expect things to improve in the future, but we have to be able to serve the numbers we are funded for.

Linda clarified that because we are requesting an enrollment reduction, we will be required to justify our budget. When we write our narrative for our grant, we will advocate to also keep some of our funding for Cost of Living Adjustments (COLA). We will need to reduce the amount of funding by a small percent, but not 100%.

Tessa Boese (PC parent and secretary) asked if the enrollment numbers update every year? Lesa explained that typically, funded enrollment stays the same. We have been at 301 in Head Start and 176 in Early Head Start for many years but last year we reduced our EHS number to 166.

Ashley Gibson motioned to approve the enrollment reduction as proposed. Tessa Boese seconded the motion. The motion passed.

Grants Discussion

Linda Lorette reviewed the Application for Funding letter from the Office of Head Start. We will enter our federal grant application into the HSES (Head Start Enterprise System) by April 1st. The grant will be presented to Policy Council for approval in March.

We are waiting on instructions from the State of Kansas to file our grant applications for Child Care Partners and Home Visitors. We are hoping to receive those instructions soon.

Set Budget Committee Meeting Date

The Budget Committee meeting is set for February 17th beginning at 5:00 p.m. at the Salina Office. Child care and dinner will be provided if possible. Alaina will send out information the first of next week so people can participate if they would like.

PARENT AND COMMUNITY REPORTS:

Tessa Boese reported her son uses the safe place at school when he needs to work out his feelings. She is working on making a safe place at home when he is having an upset. They are also working on it with their youngest child. Alexis, her FC, said they are using the Conscious Discipline language well at home.

Kiarra Skinner reported her daughter enjoys the paper doll her teachers made her. Her face is on the doll and she moves it to her safe keeper's box. She enjoys the safe keeper activities. The safe place has been great at school and they have implemented it at home too. It has helped a lot at their house. Her teacher does a special activity to make the kids feel special during their birthday month. The teacher lets her daughter carry her family picture around with her all day at school to help her deal with her upsets when she is missing being home.

Sarah Crowley motioned to adjourn the meeting at 6:10 p.m. Ashley Gibson seconded the motion. The motion carried.

Respectfully submitted by Alaina Ryan, Administrative Assistant and Tessa Boese, Policy Council Secretary



Heartland Early Education Financial Summary
for Fiscal Year 7/01/21 through 6/30/22
as of January 31, 2022



Categories	Budget	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total	Balance	% Spent	
Fund 56 - Federal Head Start / Early Head Start																	
1. Personnel	4,035,035	262,912	284,004	344,526	331,323	322,066	322,910	342,727						2,210,468.01	(1,824,566.99)	54.8%	
2. Fringe Benefits	760,626	45,091	49,688	69,197	64,166	63,689	64,639	67,779						424,248.45	(336,377.55)	55.8%	
3. Facility Renovations		64						40						104.29	104.29		
4. Contractual	34,000	1,247	4,879	1,443	2,215	1,835	1,723	2,578						15,922.56	(18,077.44)	46.8%	
5. Child Care Contractual	215,755	-	10,147	9,631	9,486	16,160	8,082	8,470						61,976.35	(153,778.65)	28.7%	
6. Supplies	155,150	16,457	23,471	4,498	5,843	16,556	18,220	12,758						97,802.42	(57,347.58)	63.0%	
7. Other Child Services	31,200	3,464	2,526	1,121	380	850	885	1,199						10,425.81	(20,774.19)	33.4%	
8. Other Parent Services	13,210	276	339	651	834	779	749	169						3,798.12	(9,411.88)	28.8%	
9. Other/Occupancy	201,840	25,842	8,796	12,734	10,116	23,079	6,778	47,297						134,641.56	(67,198.44)	66.7%	
10. Training	76,921	4,365	6,202	12,347	2,588	1,086	6,356	822						33,765.74	(43,155.26)	43.9%	
11. Equipment > \$5000	50,000	-	-	(15,000)		(5,925)		5,925						(15,000.00)	(65,000.00)	-30.0%	
Total Federal Grant	5,573,737	359,719	390,054	441,147	426,950	440,176	430,342	489,765	-	-	-	-	-	2,978,153.31	(2,595,583.69)	53.4%	
	Budget	Received													Variance		
Additional Revenues/Reimbursements	232,000	7,155	7,974	20,606	17,541	17,969	19,677	27,922						118,843.81	(113,156.19)	51.2%	
Fund 59 - Kansas Early Head Start Child Care Partnerships																	
1. Personnel	561,934	35,229	46,801	47,164	51,974	45,226	45,759	52,287						324,440.39	(237,493.61)	57.7%	
DCF Child Care Revenues	(144,000)	(11,282)	(19,081)	(19,023)	(16,908)	(13,821)	(15,854)	(14,931)						(110,898.15)	33,101.85	77.0%	
2. Fringe Benefits	115,146	7,067	9,139	9,216	9,908	9,527	9,080	9,998						63,934.93	(51,211.07)	55.5%	
5. Child Care Contractual	138,920	1,072	3,604	3,598	3,357	6,893	3,490	2,563						24,576.55	(114,343.45)	17.7%	
9. Other / Occupancy	11,000	733	1,240	1,302	1,137	1,240	1,116	868						7,636.94	(3,363.06)	69.4%	
Total Kansas Grant HCCP	683,000	32,820	41,703	42,258	49,468	49,066	43,591	50,785	-	-	-	-	-	309,690.66	(373,309.34)	45.3%	
Fund 59 - Kansas Early Head Start Home Visitation																	
1. Personnel	228,224	18,928	19,115	18,517	25,489	15,618	16,447	19,842						133,955.85	(94,268.15)	58.7%	
2. Fringe Benefits	40,776	3,207	3,249	3,123	4,132	2,631	2,717	3,187						22,246.43	(18,529.57)	54.6%	
9. Other / Occupancy	3,000	208	106	260	136	206	197	131						1,244.37	(1,755.63)	41.5%	
Total Kansas Grant HV	272,000	22,342	22,470	21,900	29,757	18,456	19,361	23,160	-	-	-	-	-	157,446.65	(114,553.35)	57.9%	
Other Heartland Grants																	
Fund 10 - Parents as Teachers	132,171	10,573	10,812	13,235	11,578	10,591	10,856	11,115						78,759.62	(53,411.38)	59.6%	
Fund 57 - State Pre-K	209,500	-	20,550	20,550	20,550	20,550	20,550	20,550						123,300.00	(86,200.00)	58.9%	
Fund 70 - KS Preschool Pilot (KPP)	170,070	120	944	6,206	11,100	12,291	17,410	10,495						58,566.37	(111,503.63)	34.4%	
Fund 67 - CRRSA and ARP (COVID)	714,293	-	-	-	-	-	-	-						-	(714,293.00)	0.0%	
Fund 58 - Non Federal Funds	20,237	-	151	663	191	488	1,447	417						3,355.60	(16,881.77)	16.6%	
Fund 60 - Summer Food Program	6,000	378	7,489	-	-	-	-	-						7,866.78	1,866.78	131.1%	
Fund 69 - Child Food Program	224,000	10,367	4,565	16,672	18,632	18,677	16,960	17,017						102,890.70	(121,109.30)	45.9%	
Total Other Grants	1,476,271	21,438	44,510	57,326	62,050	62,598	67,223	59,594	-	-	-	-	-	374,739.07	(1,101,532.30)	25.4%	
TOTAL ALL GRANTS	8,005,008	436,319	498,737	562,632	568,226	570,295	560,516	623,304	-	-	-	-	-	3,820,029.69	(4,184,979)	47.7%	
															Percent of Year Completed 7 months out of 12 months (July-Jan)		58.3%

USD 305 Heartland Early Education



CACFP MEALS CLAIMED - JANUARY 2022

	# of Meals	Breakfast	Lunch	PM snack	Total Meals	Revenue Recv'd
Abilene		39	88	49	176	470.79
Enterprise		121	120	118	359	826.77
Ellsworth		173	173	172	518	1,190.97
Salina Education Center		214	213	213	640	1,469.54
Salina Heartland		1,266	1,791	1,216	4,273	10,730.74
	Total CACFP Meals	1,813	2,385	1,768	5,966	\$ 14,688.81

CREDIT CARD CHARGES - JANUARY 2022

	Vendor name	Wright Express	Walmart	Dillon's	Gene's IGA	West C Mart
	Date Paid	1/14/2022	1/28/2022	1/7/2022	1/31/2022	1/31/2022
	Vendor #	vendor # 801	vendor # 7517	vendor # 1152	vendor # 3060	vendor # 905
Account #	DESCRIPTION					
73740	HS classroom supplies - room 103					
73490	HS classroom supplies - general					
73520	HS classroom supplies - room 105					
73560	HS classroom supplies - room 110		27.95			
73600	HS classroom supplies - Abilene					
73640	HS classroom supplies - Enterprise		13.52			
73660	HS classroom supplies - Ellsworth					
73731	EHS classroom supplies - room 810					
73732	EHS classroom supplies - room 812					
73735	EHS classroom supplies - room 712					
73680	HS classroom supplies - Sa Educ Center		1.96			
73930	diapers / supplies					
73480	Playground Supplies					
73780	EHS Home Visit Supplies					
74440	Parent Meeings - HS					
74480	Parent Meetings - EHS socializations		53.07			
74485	Parent Meetings - EHS home based			39.35		
74424	Parent Meetings - Enterprise					
74520	Other Activities					
74720	Staff Training Supplies					
74740	Training Supplies - Conscious Discipline					
73440	Office Supplies					
74630	Staff Heartwarmer Supplies					
73950	Building Supplies		8.66	37.12		
74670	Transportation Supplies					
74680	vehicle fuel	388.35				
74685	bus fuel	536.12				
77510	Diaper Supplies - child care partners					16.68
multiple	State PreK / KPP classroom supplies					
81860	CACFP - non food supplies				20.70	
81880	CACFP - Food Expenses		165.40		350.39	
		924.47	270.56	76.47	371.09	16.68



VISA Credit Card Statement

1/20/2022

ACCOUNT	DESCRIPTION	AMOUNT	CREDIT CARD NAME	AMOUNT
42295	Parents as Teachers - parent meeting			
73440	Office Supplies			
73500	Classroom Supplies - room 104 Nadine	10.99	Holecek, Cindy	
73530	Classroom Supplies - room 106 Libby		Larson, Lesa	
73540	Classroom Supplies - room 108 Tonya	1.50	Leiker, Julie	
73620	Classroom Supplies - Oakdale Nicole		Lorett, Linda	
73585	Classroom Supplies - room 112 Shelbee		Ryan, Alaina	705.41
73735	Classroom Supplies - room 712 Rachel		Wagoner, Megan	90.00
73780	EHS Home Visitor Supplies		Ziegler, Casy	
73950	Building Supplies			
74140	Child Care Partnerships - CDA		Abilene #2	
74380	Policy Council Meetings		Abilene #3	537.80
74140	CC Partners CDA/Educational			
74420	Parent Meetings - Abilene		Salina #1	
74430	Parent Meetings - Ellsworth		Salina #2	12.49
74440	Parent Meeting - Saline County		Salina #3	79.15
74470	Parent Meeting - High School			
74480	Socializations - EHS HB			
74485	Parent Meetings - EHS HB			
74520	Other Activities			
74580	Subscriptions			
74600	Advertising - Program			
74630	Heartwarmers Supplies	589.99		
74700	Training - Leadership	90.00		
74710	Training - Mid Manager			
74720	Training - Staff			
74732	Training - Megan			
74740	Training - Conscious Discipline	43.09		
74760	Training - Child Care Partners			
74820	Training - Health / Mental Health			
74830	Training - Parents			
74870	Training - Policy Council	264.28		
74890	Training - Education / CDA	425.00		
75320	Fund 58 - Emergency Funds			
75754	Classroom Supplies - KPP Grant			
75798	Training KPP			
	TOTAL	1,424.85	12 Visa Cards	1,424.85

EXECUTIVE SESSION
District Office
April 12, 2022

NEGOTIATIONS

I move that the Board of Education go into executive session at _____ for _____ minutes for the purpose of discussing employer/employee negotiations because if this matter were discussed in open session it might jeopardize resolution of the negotiation issues and that the Board of Education reconvene into open session at _____ in the SEC Room.

PERSONNEL

I move that the Board of Education go into executive session at _____ for _____ minutes for the purpose of discussing personnel matters of non-elected personnel and their contractual obligations because if this matter were discussed in open session it might invade the privacy of those discussed and that the Board of Education reconvene into open session at _____ in the SEC Room.

XIII. ACTION AGENDA II

- A. Approval of any Action Deemed Necessary As A Result of Executive Session**