

BSE Family Guide

2023-2024

Proud to Be Brave!



BSE: Where GREAT Happens!

Principal: Katie Mullins
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www.usd204.net

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Dear Bonner Springs Elementary Family,

Welcome to the 2023-2024 school year at Bonner Springs Elementary!

As you walk through the doors of Bonner Springs Elementary, we want you to know you are valued and respected. Creating meaningful relationships is a focal point and ensures BSE scholars will be successful in their present academic journey and future goals. This year will be filled with numerous learning opportunities for our students and families. We invite you to partner with us to support your student's achievement in every way possible and help write and share the story of BSE.

We are excited to share that BSE is a **Leader In Me** school and we are starting our seventh year teaching the eight habits. **Leader In Me** is a school reform process that focuses on building leadership skills, culture, and academics in our students, staff, and families. **Leader In Me** is based on the work of Dr. Stephen Covey, the author of the book The 7 Habits of Highly Effective People.

The 7 Habits for **Leader in Me**:

- Be Proactive
- Begin With the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, Then to Be Understood
- Synergize
- Sharpen the Saw.

Throughout the year, we will have family events that will focus on teaching our school community the importance of these seven habits at school, at home, and in the Bonner Springs community. Our students' successful futures, whether career focused or college bound, begin now by learning and practicing the seven habits. This skill set will build a critical foundation as our scholars grow into future leaders in and around the Bonner Springs community.

We believe that communication is an essential component to creating a positive and successful experience for your child. We value your ideas, support and input. We look forward to BSE being an inspirational hub in our community and partnering with you in providing the best education possible for your child and all of our students.

BSE: Where GREAT Happens!

Katie Mullins

BSE Principal

Commitment to BSE Families

- We will do our very best to ensure that the needs of all children are being met so that every child has the opportunity to achieve his/her personal best.
- We will provide a safe, caring, positive climate so that students are able to make progress toward achieving their learning and behavioral goals.
- We will partner with all staff, students, parents, and the community so that we function as one learning community.
- We will take pride in all of our accomplishments and engage in reflective practices as we persist in our path toward excellence.

Expectations of BSE Students and Families

- Respect others and model our Leader In Me habits.
- Work together to make it possible for everyone to learn and grow.
- Be at school on time and ready to learn.
- Support our school and attend school functions and activities.
- Work hard and be the very best we can be.

Mission Statement: Brave Enough to Choose the Path; Brave Enough to Lead the Way

District Mascot: Brave

District Motto: Forever Brave!

District Colors: Orange and Black

The Leader In Me

BSE is in year 8 as a grant recipient for the Leader In Me program which focuses on building student leadership skills. Throughout the school year, we will continue to implement the 7 Habits of Happy Kids.

- **Habit 1 - Be Proactive**

You're In Charge

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

- **Habit 2 - Begin with the End in Mind**

Have a Plan

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

- **Habit 3 - Put First Things First**

Work First, Then Play

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule and follow my plan. I am disciplined and organized.

- **Habit 4 - Think Win-Win**

Everyone Can Win

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

- **Habit 5 - Seek First to Understand, Then to Be Understood**

Listen Before You Talk

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

- **Habit 6 - Synergize**

Together Is Better

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

- **Habit 7 - Sharpen the Saw**

Balance Feels Best

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

School Day

Time	Procedures and Information
8:20 - 8:30	<ul style="list-style-type: none"> Supervision begins School doors open Students are welcome in the building <ul style="list-style-type: none"> Students should remain in vehicles if arriving prior to 8:20.
After 8:30	<ul style="list-style-type: none"> Students are tardy. Students should report to the office before going to the classroom. All tardies are unexcused. Five unexcused tardies equals one unexcused absence.
Student Absences	<ul style="list-style-type: none"> Parent/Guardian should contact the office if a student is going to be absent <ul style="list-style-type: none"> Email: BSE@usd204.net Call: 913-441-1777 Students who are absent for the school day for illness or suspension may not attend after school or evening activities.
Leave/Return During the School Day	<ul style="list-style-type: none"> Students must be signed out of the office by a parent/guardian. Students will be called to the office when the parent arrives

Arrival and Dismissal

Car Riders	
Arrival	Dismissal
All Student Riders: <ul style="list-style-type: none"> Students should be dropped off at the front of the building near the south doors no earlier than 8:20 am. Vehicles should pull up to the BSE sign. Car duty staff will assist students exiting vehicles. Drivers should remain in the vehicle. Parking lot may not be used for drop off. 	Multiple Student Riders: <ul style="list-style-type: none"> Picked up in front of BSE using Neconi Street. Drivers should not park on the east side of Neconi and walk across to pick up students.
	Single Student Riders: <ul style="list-style-type: none"> Picked up in the back of the building using the access road. Enter on the west end using Shadyside Ave. Gates for dismissal will open at 3:30 p.m. Parking lot may not be used for pick up.

Bus Riders	
Information on routes, times, etc. may be obtained by calling the Transportation Office at 913-441-2493 or emailing elmerd@usd204.net	
Arrival	Dismissal
<ul style="list-style-type: none"> Buses will drop off at the south doors. Students enter the yellow pod recess doors at the back of the building. 	<ul style="list-style-type: none"> Buses will pick up at the south doors. Students exit through Red Pod doors.
Walkers and Bike Riders	
Arrival	Dismissal
<ul style="list-style-type: none"> Walkers and Bike Riders should not arrive before 8:20 am. Enter through the main front door. Bikes are parked in the bike rack at the north end of the building by the cafeteria. 	<ul style="list-style-type: none"> Dismissed from the cafeteria. Staff will walk students to the edge of the school property and support safe road crossings.

Transportation Changes

Students will be dismissed by the assigned mode (personal vehicle, bus, walk/bike) unless the office is notified by the parent/guardian of the student.

- For student safety, transportation changes without parent/guardian notification will not be allowed.
- Transportation changes need to be communicated to the office prior to 3:00 p.m. to ensure adequate time to notify the student(s) before dismissal.

Walkers and Bike Riders

Many of our students walk to and from school or ride bikes. All walkers and bike riders enter the main front door in the morning. Bikes are parked in the bike rack at the north end of the building by the cafeteria. Walkers and bike riders are dismissed from the cafeteria in the afternoon. All student walkers and bike riders will be dismissed first. BSE staff will walk students to the edge of the school property and ensure a safe crossing of streets. We encourage all of our bike riders to wear a helmet.

School Wide Behavior Policy

The expectation is that all students will follow our school wide expectations and procedures so that learning and teaching may take place and all students are safe. Students are expected to be respectful of other students, staff, and the school itself. Any staff member has the authority to address misconduct.

Behavior Expectations

BSE will focus on three Life Skills:

- I can be OK, even when others around me are not OK.
- I can do something even when I do not want to.
- I can manage an overwhelming feeling.

Process for Behavior Supports

BSE staff will follow Steps for Accountability in all classrooms. If a student is struggling with a Life Skill or needs a restart, they move to a Safe Seat and regroup. If the student continues to struggle, they move to the Buddy Room in their pod/area. The student will complete a Think Sheet, process with an instructor, and regroup so they can return to their classroom safe and ready to learn. If the student continues to struggle and needs additional intervention, the office will be notified and administration will assist in supporting the student.

- **Safe Seat** - located in all classrooms, including Music, PE, Art, Media Center, and cafeteria where students can work quietly. Students can choose to move to this location or be asked to move by an adult. Length of time a child spends in these locations depends on the child's behavior and teacher discretion.
- **Buddy Room** - used if a student is in need of additional support because the Safe Seat has not proven successful, or if a student needs to be removed from the classroom for a more formal "break." The student will be sent, or escorted, with a Think Sheet and Buddy Room Checklist to the Buddy Room. This will inform the Buddy Room teacher of how long the student will be in the room and what the student is expected to accomplish while there.
- **Office** - used if a student is not safe or productive in a Buddy Room, is repeatedly having to use the Buddy Room, or makes a severe behavior choice.

School Wide Expectations

	Be Safe Be Proactive	Be Respectful Think Win Win	Be Cooperative Synergize	Be Responsible Put First Things First
Arrival and Dismissal	<ul style="list-style-type: none"> -Go straight to class or dismissal area. -Use walking feet. -Keep hands and feet to self. 	<ul style="list-style-type: none"> -Listen to adults. -Listen to announcements - voice level 0. -Voices Level 1 in hallways 	<ul style="list-style-type: none"> -Follow all expectations. -Greet each other appropriately. 	<ul style="list-style-type: none"> -Follow dismissal procedures.
Hallways	<ul style="list-style-type: none"> -Use walking feet. -Hands and feet to self. -Receive permission from an adult before being in the hallway. 	<ul style="list-style-type: none"> -Stay in your personal space. -Admire student work without touching. -Voice Level 0 	<ul style="list-style-type: none"> -Stay on the right side, in a single file line. -Use good manners and be polite. -Greet others appropriately. 	<ul style="list-style-type: none"> -Take the most direct route to your location. -Use your time wisely.
Restroom	<ul style="list-style-type: none"> -Use walking feet. -Keep water in the sink and fountain. 	<ul style="list-style-type: none"> - Respect the privacy of others. - Voice Level 0 	<ul style="list-style-type: none"> -Wait patiently. 	<ul style="list-style-type: none"> -Use your time wisely. -Throw away all trash. -Report any problems immediately.
Pods	<ul style="list-style-type: none"> -Leave doorways and outer walkways clear. -Use only inside recess equipment and games. 	<ul style="list-style-type: none"> -Be in control of your body. -Voice level 1 	<ul style="list-style-type: none"> -Include others. -Share games and equipment. -Take turns during indoor recess. 	<ul style="list-style-type: none"> -Clean up your space. -Organize items you used.
Cafeteria	<ul style="list-style-type: none"> -Stay seated. -Use walking feet. -Enter and exit in an orderly manner, using a single file line. 	<ul style="list-style-type: none"> -Mindful of others -Use kind words. -Voice level 2 while eating. -Voice Level 0 for arrival and dismissal 	<ul style="list-style-type: none"> -Sit in assigned seats. -Fridays: Earned Free Seat Friday 	<ul style="list-style-type: none"> -Clean your table space. -Clean your floor space. -Use manners. -Use appropriate language. -Take only what you need.
Playground and H.O.L.A.	<ul style="list-style-type: none"> -Walk out on the sidewalk to the blacktop. -Use proper pushing on the swings. -Slide down on the slide. 	<ul style="list-style-type: none"> -Use kind words. -Include all students. -Use good sportsmanship. -Listen to your peers -Voice Level 0 in line. 	<ul style="list-style-type: none"> -Take turns. -Invite those on the buddy bench. 	<ul style="list-style-type: none"> -Keep clothes and jackets on your body. -Each grade level is responsible for their own equipment.

Assemblies	- Be in control of your body. -Stay seated.	-Be a respectful listener. -Respond to "Give Me Five" immediately. -Voice Level 0	-Stay with your class. -Applaud appropriately.	- Use the restroom before assemblies.
Bus	-Stay seated, facing the front. -Keep all body parts inside the bus. -Keep hands, feet and objects to self. -Keep aisles clear. -Observe all safety precautions when boarding and exiting the bus.	-Use kind words. -Follow drivers instructions immediately. -Sit in your assigned seat. -Voice Level 2.	-Listen and follow directions the first time they're given. -Respond appropriately to peer requests.	-Watch for your stop. -Keep belongings in your backpack (including electronics). -Be truthful about your actions. -Keep your seat area clean. -Save food for home. -Report issues to drive and then teacher.

School Safety

For our student and staff safety, all doors at BSE are locked at all times. We ask that all visitors enter through the front door at the south end of the building.

- Please use the buzzer on the right door in order to gain entrance to the building.
- All visitors must sign in and wear a visitor's badge while in the building.
- Before leaving, please sign out in the office.
- If you would like to eat lunch with your child, please make arrangements with the school office 24 hours prior to the visit.

Homework

Parents can expect all grade levels to assign some type of homework. Homework includes reading logs and math fact practice.

Lunch Schedule

Grade Level	Lunch Time
Kindergarten	10:50 am - 11:20am
First	11:05 am - 11:35am
Second	12:00-12:30 pm
Third	11:40 am – 12:10 pm
Fourth	11:25 am – 11:55 pm
Fifth	12:15 pm - 12:45 pm

Evening Activities and Programs

Throughout the school year BSE will host family nights, leadership opportunities, music programs, and other special events. Additional information will be provided in newsletters, on the district website, PTO communication, and through your child's teacher closer to each event.

Parent Conferences

Student led conferences will occur in October. Appointment times and additional information will be sent home prior to the conference dates.

Class Parties

Three parties are scheduled throughout the school year:

- Halloween, Winter Holiday, and Valentine's Day.
 - All parties will begin at 2:50 pm and conclude by 3:30 pm.
 - Parents can sign up to bring treats with their child's teacher.
 - Treats should be store bought and individually wrapped.

Communication

Communication between families and BSE is a priority. We look forward to keeping you informed through the following opportunities

- Friday Folders / Agendas
- School and Classroom Newsletters
- Text Alerts/Remind.com
- Facebook: Bonner Springs Elementary
- Grades / Report Cards- accessible online via Skyward
- Phone Calls
- Email
- District Message Alerts (www.usd204.net for information)

Emergency Safety Interventions Board of Education Policy GAAP (See GAO, JRB, JQ, and KN)

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

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

Definitions

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

"Campus police officer" means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-6146, and amendments thereto.

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

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

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

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

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

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

“Parent” means:

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

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- a legal guardian;
- an education advocate for a student with an exceptionality;
- a foster parent, unless the student is a child with an exceptionality; or
- a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

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

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

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

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

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

Prohibited Types of Restraint

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

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

Use of Emergency Safety Interventions

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

ESI Restrictions

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

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

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Use of Seclusion

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

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

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

Training

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

with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

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

Notification and Documentation

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

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

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

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

- A copy of this policy which indicates when ESI can be used;
- a flyer on the parent's rights;
- information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and
- information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas.

Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day

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using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency

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

Documentation of ESI Incidents

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

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

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

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

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

Local Dispute Resolution Process

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

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

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

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

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

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

Approved:

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