

2024-2025

USD 214- Ulysses



Certified Personnel Handbook

Approved: August 12, 2024

USD 214- Mission Statement

Preparing Every Student - Every Day!

USD 214 Vision Statement

USD 214 IS A COMMUNITY ENGAGED IN LEARNING. STRIVING FOR EXCELLENCE,
AND ACHIEVING SUCCESS!

USD 214 Strategic Plan

Student Success

Successful students are productive citizens and successful leaders.

- Ensure all students have access to high quality instruction.
- Professional Development that support and enhance student engagement.
- Develop community partnerships to provide real world learning opportunities

Facilities

Safe and Secure facilities that meet the needs to serve students, staff, and the community.

- Effective and thoughtful communication about facility needs.
- Engage with all stakeholders to gather feedback and input.
- Take inventory of each facility and create a prioritized needs assessment.
- Establish pride in USD 214 facilities.

Community Partnerships

Create, maintain, and sustain strong community partnerships that benefit our students and community.

- Define and promote the school district's story.
- Develop intentional, focused, pre-planned partnerships with community organizations.
- School and student involvement in the community.

Quality Teachers

Recruiting and retaining quality teachers will lead to greater student achievement through high quality instruction.

- Hire and develop people that focus on striving for excellence and growth.
- Provide relevant Professional development opportunities on instructional strategies and materials.
- Provide clear curricular objectives to be taught.

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Message From the Superintendent

Dear USD 214- Ulysses Certified Staff,

On behalf of the entire school board and myself, I want to welcome you to the 2024-2025 school year! This certified staff handbook serves as a guide to help you navigate our school district's policies, procedures, and resources to ensure a successful and fulfilling experience. The handbook is an extension of district policy. Please take the time to review the information and help us by contacting your direct supervisor or building principal if you have any issues or concerns. Our leadership team, mentors, and colleagues are here to support you throughout your journey.

As a certified staff member, you play a crucial role in shaping the lives of our students. Your commitment to their academic, social, and emotional well-being is the cornerstone of our school's success. We recognize and appreciate your passion for education and positive impact on each child entrusted to your care.

This handbook outlines essential information regarding teaching and learning expectations, professional development opportunities, schoolwide initiatives, and employee benefits. It also highlights our district's core values of creating an inclusive environment where all students and staff feel safe, important, and inspired. USD 214- Ulysses is **cultivating a learning community where all students engage in learning, strive for excellence, and are supported to achieve their full potential.** These values underpin every aspect of our operations and guide our interactions with students, families, and staff.

Together, we can create a transformative learning environment where every student thrives. Thank you for choosing to make a difference in our children's lives. We are excited to start a new year!

Sincerely,

Corey Burton

USD 214- Ulysses Superintendent

Message From the Board of Education

Dear USD 214- Ulysses Certified Staff:

Thank you for all you do for this District's students. You are an important part of a team dedicated to preparing students to engage in the learning, strive for excellence, and achieve their fullest potential. This ongoing effort requires commitment, passion, enthusiasm, and professional collaboration. USD 214- Ulysses is fortunate to have a community of learners working together to support our students' academic success and well-being. Good luck with a successful and enjoyable school year, and again, thank you for all you do.

Sincerely,

The Board of Education

USD 214 - Ulysses District KESA Goals

- By the 2027-2028 school year, we will decrease the number of free and reduced students in level 1 on the state ELA assessment by 3%, from 51.58% in 2023 to 48.58% in 2028. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, the number of students performing at a level 1 on the math state assessments will decrease by 3% from 43.3% in 2023 to 40.3% in 2028. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, we aim to increase the graduation rate by 3% compared to the 2022 graduation rate of 83.8%. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, we aim to increase the post-secondary success rate by 3% compared to the 2021 post-secondary success rate of 36.1% (Fundamental Four: Balanced Assessments, Standard Alignment, Quality Instruction.)

General Information

USD 214-Ulysses Board of Education

The USD 214-Ulysses School District, like all Districts in Kansas, is governed by a seven-member Board of Education. In USD 214 Ulysses, school board members are elected by 6 district wards with residency requirements and 1 at-large member. The legal qualification for a citizen to be eligible for the Board of Education is to be a registered voter within the school district boundaries based on the school board position they are running for. School board members serve four-year staggered terms, so there is a stream of consistency and history; not all board members are new simultaneously. School board elections are held on the Tuesday following the first Monday in November during odd-numbered years.

There are four main goals of a Board of Education: establish clear policy for a school system; set short- and long-term goals for the system; select and evaluate the superintendent; and hold the superintendent accountable for accomplishing the goals of the District. You may contact members of the Board of Education regarding issues of concern, but it is essential to know that decisions are made with a quorum of the Board when it is in session. Board members commit time, energy, and vision to make USD 214- Ulysses the best School District in Kansas. The Board of Education changes every two years, and we have been fortunate to have determined and committed members to provide advocacy and support for students, parents, the community, and teachers/staff.

Please check the District website (www.usd214.org) for the meeting schedule for the upcoming year. Parents and community members are encouraged to attend the meetings and learn about your school district.

Members of the USD 214-Ulysses School Board

- Mr. Ron Smith - President
- Mrs. Diana Nunez - Vice-President
- Mr. Mike Meyer
- Mrs. Nichole Winner
- Mr. Daron Cowan
- Mr. Chad McCormick
- Mr. Kasey Krueger

USD 214 - Ulysses Code of Ethics for Certified Personnel

Preamble:

As a certified teacher in Kansas and of USD 214-Ulysses, I hold myself to the highest ethical standards established by the Board of Education for USD 214-Ulysses, Kansas State Department of Education (KSDE), and the Kansas Code of Conduct for Educators. My actions reflect my commitment to the well-being and progress of all students while upholding the integrity of the teaching profession in Kansas and for USD 214- Ulysses.

I dedicate myself to the following principles:

Adherence to USD 214- Ulysses Policies, KSDE Regulations, and the Kansas Code of Conduct:

Student Welfare: I uphold the physical, emotional, and academic safety of students, adhering to all KSDE regulations concerning child maltreatment reporting, student privacy, and non-discrimination.

Professional conduct: I maintain a professional demeanor in all interactions with students, colleagues, and the community, avoiding activities that could compromise my professional judgment or create a conflict of interest.

Honesty and Integrity: I present information accurately and truthfully, avoiding plagiarism, falsification of records, or any other dishonest practice.

Commitment to Students:

Equity and Fairness: I treat all students with dignity and respect, regardless of their background, abilities, or circumstances. I provide equal access to learning opportunities and strive to remove barriers to student success.

Academic Excellence: I continuously strive to improve my knowledge and skills, utilizing pedagogical approaches that promote critical thinking, collaboration, and active learning.

Social and Emotional Learning: I foster a positive and inclusive learning environment supporting all students' well-being.

Confidentiality: I maintain the confidentiality of student information, except when disclosure is required by law or to protect the student's or others' safety.

Commitment to the Profession:

Collaboration and Innovation: I actively collaborate with colleagues, administrators, and families to share best practices, improve teaching methods, and promote innovation in education.

Professional Development: I actively engage in professional development opportunities to stay abreast of current educational trends and research.

Colleagues and Administration: I treat colleagues and administrators respectfully and professionally, fostering a positive work environment based on mutual trust and collaboration.

Advocacy: I advocate for the teaching profession and public education, engaging in ethical and professional advocacy efforts.

Commitment to the Community:

Community Engagement: I strive to build positive relationships with families and community members, actively seeking their input and collaboration in creating a welcoming and supportive learning environment.

Culturally Responsive: I acknowledge and respect students' and families' diverse cultural backgrounds and experiences, incorporating culturally responsive practices into my teaching.

Citizenship: I model responsible citizenship, encouraging students to be active and engaged members of their communities.

Personal Conduct:

Substance Abuse: I refrain from the use of illegal drugs or alcohol that could impair my ability to perform my duties safely and effectively.

Social Media: I utilize social media responsibly, avoiding posts or online activities that could compromise my professional image or violate student privacy.

Maintaining Trust: I avoid personal or financial relationships with students that could create a conflict of interest or erode trust in the professional educator-student relationship.

This code of ethics serves as a guide for my professional conduct in Kansas and for USD 214-Ulysses. Upholding these principles requires ongoing reflection, self-evaluation, and a commitment to ethical decision-making in all aspects of my work.

Note: This code is based on the KSDE Educator Code of Conduct, the Kansas Code for the Teaching Profession, and best practices in ethical education. It is not an exhaustive list and may need to be adapted to specific school district policies and local contexts.

[Kansas State Department of Education Kansas Educator Code of Conduct](#)

District Calendar

USD 214 District 2024-2025 CALENDAR

BOE Approved July 8, 2024

August 1- Building Admin & Office Staff Report
August 5 & 6 - Student Enrollment @ buildings
August 9 & 12 - New Teacher Academy
August 13- Teachers Report to buildings for PD
August 14 - ½ Building PD/ ½ Teacher Workday
August 15- Building PD (Convocation @ 9 a.m. & Ministerial Alliance Luncheon)
August 16- Teacher Workday
August 19 - Fall Sports Begin/
 Elementary & KMS Family Connections KDG CAMP /UHS Building PD
August 20- Elementary Family Connections/ KDG CAMP/6th Grade,9th Grade & New students report to KMS & UHS First Day of School (8 AM - 12 PM)
August 21- First Day of School (K-12)
August 23 - No School for KDG (Family Connections)
September 2 - Labor Day No School
September 4- UHS Early Release
September 23- No School-Building PD Day
October 2- UHS Early Release
October 11 - School dismissed @ Noon, ½ District PD Day (Homecoming)
October 17-End of 1st Quarter
October 18 - No School
 ½ Building PD / ½ Teacher Workday
October 21 - Start of 2nd Quarter
October 23-P/T conferences 4:30-8:30 p.m.
October 24 - No School
 P/T Conferences 9 a.m.- 1 p.m. 2-7 p.m.
October 25- No School
November 6- UHS Early Release
November 27 -29- No School Thanksgiving Break
December 4- UHS Early Release
December 20 - End of 2nd Quarter
 Schools dismissed @ Noon
December 23-January 3 - Holiday Break (No School)
January 1- District Office Closed
January 6 -No School
 ½ Building PD/ ½ Teacher Work Day
January 7 - Start of 3rd Quarter
 School Resumes
January 20- No School-MLK Day
 Building PD
February 5- UHS Early Release
February 17 -President's Day No School/District Closed
February 28- No School
 ½ Building PD/ ½ Teacher Workday

AUGUST 2024						
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OCTOBER 2024						
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DECEMBER 2024						
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JUNE 2025						
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JANUARY 2025						
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JULY 2025						
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March 5 - UHS Early Release
 P/T Conferences 4:30-8:30 p.m.
March 6 - No School
 P/T Conferences 9 a.m.- 1 p.m. 2 p.m.- 7 p.m.
March 7 - No School
March 13 - End of 3rd Quarter
March 14 - No School
 ½ Building PD / ½ Teacher Workday
March 17-21- Spring Break (No School)
March 24 -School Resumes
 Start of 4th Quarter
April 2 - UHS Early Release
April 18 & April 21- No School
 Easter Break
May 5 - No School - Building PD
May 7- UHS Early Release
May 14- Last Day for Seniors
May 17 - UHS Graduation @ 9:00 a.m.
May 20 - UCLC Graduation @ 6 p.m.
May 21 - 8th Grade Recognition @ 6 p.m.
May 22- End of 4th Quarter-
 Schools Dismissed @ Noon
 District Convocation @ 2:00 p.m.
May 23 - Staff Last Day dismissed @ Noon
May 23 & 27 - Inclement Weather
 Make-up Day
May 26- Memorial Day (District Office Closed)
June 13- K-8 Admin & Office Staff Last Day
June 27 - UHS Admin & Office Staff Last Day

Hours/Days Required
Student Days - 1,116 hours required = 160 days
Required Hours/ Scheduled Hours
UHS Seniors Hours
 1086 required / 1,164 scheduled
UHS Student Hours
 1,116 required / 1,202.5 scheduled
K-8 Student Hours
 1,116 required / 1,209.5 scheduled

Student Days SR- 159
Student Days K-12 - 164
Teacher Days - 180
New Teachers -183

Introductory Statement

This handbook is designed to acquaint you with USD 214-Ulysses and provide information about working conditions, employee benefits, and policies affecting your employment. The policies, procedures, and programs outlined serve as guidelines informing you of relevant employment facts. You should read, understand, and comply with all provisions of this handbook. One of our key objectives is to provide a work environment conducive to personal and professional growth. While the policies and procedures outlined in this manual should give employees answers to most of the general questions they might have about their job or the USD 214- Ulysses programs and procedures, they cannot cover every situation that might arise. If employees have questions about these guidelines or need further information about any subject, they should consult their supervisor.

No employee handbook can anticipate every circumstance or question about policy. Therefore, USD 214- Ulysses reserves the right to revise, supplement, or rescind any policies or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. Employees will, of course, be notified of such changes to the handbook as they occur.

Disclaimer

This Certified Personnel Handbook is for your use as a source of information for employees of the USD 214- Ulysses. Nothing in this handbook creates or is intended to create a contract of employment, either expressed or implied, nor do the handbook provisions establish an employment relationship where one would not exist. No employee has the authority to create an employee contract by modification of this document. Please note that you are subject to the USD 214- Ulysses Board of Education policies. Some, but not all, of those policies are included in this handbook. In the event that a Board of Education policy and/or Negotiated Agreement conflicts with a provision in this handbook, policy and/or law shall control.

In the event that this Certified Personnel Handbook should contain any language or policies that conflict with the Negotiated Agreement between the Grant County Teachers Association (G.C.T.A.) and USD 214- Ulysses and/or any Unified School District 214 Board Policy, the Negotiated Agreement and Board Policy shall prevail.

Supervening Local Law

The USD 214-Ulysses Certified Personnel Handbook is designed to provide accurate and authoritative information on the policies and procedures of USD 214-Ulysses; however, where local, state, or federal law conflicts with these policies and procedures, USD 214-Ulysses will comply with the applicable local, state, or federal law. If there are questions or concerns regarding this aspect of the District's Certified Personnel Handbook, please contact the Board of Education Office.

Employee Code of Conduct

Whenever people work together, specific basic guidelines and expectations of each other are required to establish a positive working environment for all employees. You should know these responsibilities to the USD 214-Ulysses School District and your co-workers.

We expect all employees to act professionally and responsibly at all times. While an exhaustive list of every possible violation is impossible, the following examples represent conduct that may lead to disciplinary action, including termination of employment. These expectations apply to all situations where an employee is: on or using school property, acting as an agent of the district, or working in an official capacity.

Unprofessional or Illegal Conduct:

- Falsifying or misrepresenting information on work records or district records.
- Misusing, destroying, or damaging property belonging to the district, fellow employees, or students.
- Violating federal, state, or municipal laws or regulations.
- Theft, unauthorized possession, or removal of district property or the property of others.
- Using district materials, time, or equipment for unauthorized purposes.
- Engaging in uncivil behavior (verbal or written) towards anyone associated with the district or its business. This includes physically or verbally threatening, coercive, intimidating, violent, or harassing behavior, as well as using profane or abusive language or symbols.
- Possessing firearms, weapons, hazardous materials, or explosives on district property or while on duty.
- Engaging in criminal conduct on district premises or while on duty.
- Using, possessing, selling, purchasing, transferring, or being under the influence of intoxicants or illegal substances on district premises or while on duty.

Job Performance and Reliability:

- Negligence or carelessness that endangers the safety of others.
- Sharing confidential information with unauthorized individuals.
- Willfully or repeatedly violating safety rules.
- Sleeping while on duty.
- Insubordination or refusing to comply with instructions or assigned duties.
- Performance that doesn't meet the requirements of the position.
- Excessive absenteeism, tardiness, leaving early, or leaving work without supervisor notification.

Policy Violations and Disruptive Behavior:

- Violating any district policy, including those outlined in this handbook, or engaging in conduct that reflects poorly on the employee or the district.
- Gaining unauthorized entry or occupying district facilities.
- Failing to comply with lawful directions from district officials, security officers, or law enforcement officers.
- Any other conduct that may obstruct, disrupt, or interfere with the district's operations or activities.

It is recognized that all that staff does and says and their appearance profoundly impacts our students. It is recognized that the conduct, appearance (image), and professionalism of all staff in public schools are public concerns and concerns of the teaching profession. After all, you represent both yourselves and public education as a whole. To that end, in addition to the foregoing, all staff members are expected to:

- They should thoroughly acquaint themselves with the rules, regulations, and other information applicable to them contained in the board's policies.
- Conduct themselves in a manner consistent with effective and orderly education and to protect students and District property.
- Maintain order in a manner consistent with District policies and regulations.
- Comply promptly with all orders of the superintendent, the administrator, and their immediate supervisor.
- District employees must dress and maintain a general professional appearance that reflects their position and does not detract from the school's educational program. The District makes reasonable accommodations for dress or grooming related to an employee's religion, ethnicity, or disabilities. District employees who violate these rules are subject to disciplinary action. Please refer to Article 29 of the negotiated agreement for explicit details regarding professional dress of certified employees.

Human Resources & District Information

District Department Contacts

USD 214- Ulysses Board of Education Office: (620) 356-3655

Corey Burton - Superintendent cburton@usd214.org

- | | | |
|---------------------------|----------------------|-----------------------------------|
| - District Budget | - Board of Education | - Title IX |
| - Complaints & Grievances | - Strategic Plan | - Board Goals & Strategic Plan |
| - Negotiated Agreement | - FMLA | - Emergency Procedures & Security |

Kevin Warner - Assistant Superintendent kwarnar@usd214.org

- | | | |
|--|-------------------------------|----------------------------|
| - Student Services | - UCLC Administrator | - Curriculum & Instruction |
| - Professional Development | - Teacher Licensing | - McKinney-Vento Liaison |
| - District Test Coordinator | - District SITE Council | - 504 Coordinator & IDEA |
| - Substitute Teachers | - Mandated Trainings | |
| - State & Federal Programs & Reporting | - District/School Improvement | |

Stacy Figgins - Director of Business & Finance sfiggins@usd214.org

- | | | |
|-------------------------------|----------------------|--------------------------------|
| - Salary & Payroll | - Employee Benefits | - Staff Contracts |
| - District & Building Budgets | - Accounts Payable | - Frontline Absence Management |
| - Personnel Records | -Accounts Receivable | -State & Federal Reporting |

Andrew Cole - Director of Transportation, Facilities & Maintenance acole@usd214.org

- | | |
|--------------------------------------|--------------------------------|
| - Transportation | - Bus Drivers & Bus Routes |
| - Facility Maintenance & Repair | - Grounds Maintenance & Repair |
| - Workman's Compensation Coordinator | - School Transportation Fleet |

Mauri Steimel - Director of Technology msteimel@usd214.org
- Technology request - Staff & Student Devices
- Technology Infrastructure & Security - District Phones
- District Website

Ruby Romero - Director of School Nursing rromero@usd214.org
- District Health Committee -Student Health Plans, Records, & Immunizations
- Student Health Screenings

Dawn Oakes - Accounts Payable & Board Clerk doakes@usd214.org

Cynthia Dino - PowerSchool Coordinator & KIDS Reporting cdino@usd214.org

Shan Meile - Director of Child Nutrition & Athletics Secretary smeile@usd214.org

Patty Franco - Migrant Education Liaison pfranco@usd214.org

Amanda Langley - Transportation Secretary alangley@sd214.org

Americans with Disabilities Act (ADA)

USD 214- Ulysses is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted non-discriminately, including, but not limited to, hiring, promotion, discharge, compensation, benefits, training, and all other aspects of employment.

Terms used in this policy have the following meanings: (1) disability means a physical or mental impairment that substantially limits one or more of the major life activities of an individual; (2) a disabled individual is a person who has such an impairment, has a record of such an impairment, or is regarded as having such an impairment; (3) a qualified person with a disability means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the position that the individual holds or has applied for.

USD 214- Ulysses also prohibits discrimination against an employee because the employee has a known relationship or association with a person with a disability. Benefits are made available to employees equally without regard to whether any individual has a disability.

A reasonable accommodation is available to all disabled employees where their disability affects the performance of job functions. Employees who qualify as disabled should discuss the need for reasonable accommodation with the Board of Education Office. Such information will be kept as confidential as possible. USD 214- Ulysses seeks reasonable accommodations for qualified persons with disabilities without undue hardship on the District's business operations.

All employees must comply with safety rules at all times. USD 214- Ulysses makes every effort to place applicants and employees in positions for which they are qualified. However, employees

and job applicants are not placed in positions where, with or without a reasonable accommodation, they would directly threaten their own or others' safety or health.

Qualified persons with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation), as well as job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees equally.

USD 214- Ulysses is also committed to not discriminating against qualified employees or applicants because they are related to or employed with a disabled individual. USD 214- Ulysses will follow any state or local law that provides disabled individuals greater protection than the ADA.

This policy is neither exhaustive nor exclusive. USD 214- Ulysses is committed to taking all other actions necessary to ensure equal employment opportunity for disabled individuals in accordance with the Kansas Act Against Discrimination, the Americans with Disabilities Act and applicable amendments, and all other applicable federal, state, and local laws. Any applicant or employee who believes there has been a violation of the District's policy or any applicable law relating to accommodating a disabled individual should immediately contact the Board of Education Office at (620) 356-3655. All complaints are promptly investigated, and all information obtained during an investigation is held in confidence to the extent possible and only disclosed to individuals who need the information. USD 214- Ulysses ensures that this procedure protects employees against illegal retaliation.

Equal Employment Opportunity

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at USD 214- Ulysses will be based on merit, qualifications, and abilities. USD 214- Ulysses does not discriminate in employment opportunities or practices on the basis of race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, disability, or any other characteristics protected by law. All pupils, teachers, administrators, other school personnel, and applicants will be treated fairly and respectfully. Specifically, pupils, teachers, administrators, other school personnel, and applicants shall not be willfully or intentionally discriminated against by any representative of USD 214- Ulysses in accordance with and as defined by federal, state, and local non-discrimination laws.

USD 214- Ulysses will proactively monitor its employment practices and policies continuously. USD 214- Ulysses expects its employees to be aware of their work environment, as well, and be sensitive and respectful to all individuals around them. If employees are subject to or witness discrimination, contact the Board of Education Office immediately. USD 214- Ulysses ensures that this procedure protects employees against illegal retaliation. A prompt and thorough confidential investigation will be conducted on all reports. Any reported violations of EEO law or this policy are investigated. Supervisors or employees found to be engaging in any type of unlawful discrimination will be subject to immediate disciplinary action, up to and including termination of employment.

Sexual Harassment Policy

General Statement

Sexual harassment is a form of sex discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e, et seq., and the Kansas Act against Discrimination. It is the policy of Ulysses USD 214 to maintain a learning and working environment that is free from sexual harassment. The district prohibits any form of sexual harassment. It shall be a violation of this policy for any student or employee of USD 214 to harass a student or employee through conduct or communication of a sexual nature as defined by this policy. Each administrator shall be responsible for promoting understanding and acceptance of, and compliance with, policy and laws regarding sexual harassment in his/her school. The school district will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the district.

Sexual Harassment Defined

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, verbal or physical conduct, written or graphic material, or communication of a sexual nature when:
 - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.
2. Sexual harassment may include but is not limited to:
 - a. Verbal harassment or abuse
 - b. Subtle pressure for sexual activity
 - c. Inappropriate patting or pinching
 - d. Intentionally brushing against a student's/employee's body
 - e. Demanding sexual favors accompanied by implied or overt threats or promises of preferential treatment concerning an individual's employment or educational status
 - f. Any sexually motivated un-welcomed touching
 - g. Repeated remarks with sexual or demeaning implications

Bullying

Bullying means: Any intentional gesture or any intentional written, verbal, electronic, or physical act or threat either by any student, staff member, or parent toward a student or by any student, staff member, or parent toward a staff member that is sufficiently severe, persistent, or pervasive that it creates 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; or
- Placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

Bullying also includes cyberbullying. "Cyberbullying" means bullying by using any electronic communication device, including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.

Additionally, bullying means any form of intimidation or harassment prohibited by the Board of Education of the School District in policies concerning bullying adopted pursuant to K.S.A. 72-8256 or subsection (e) of K.S.A. 72-8205 and amendments thereto. USD 214- Ulysses will not tolerate these actions by students, staff, or parents.

For the purposes of this plan and its authorizing policies, "parent" includes a biological, adoptive, or step-parent; guardian; custodian; or other person with authority to act on behalf of a student. Similarly, a "staff member" means any person employed by the district.

Any act of bullying by an individual student or group of students towards a student or staff member of the district is prohibited on or while utilizing school property, in a school vehicle, or at school-sponsored activities, programs, and events. This policy applies to students who directly engage in an act of bullying, to students who, by their behavior, support another student's act of bullying, and to all staff members and parents who engage in similar behaviors.

Training concerning identifying, reporting, investigating, and preventing bullying behaviors as outlined in district policies and this plan shall be provided to students and staff members using district resources available for such purpose and shall be provided through school assemblies, staff development, or other appropriate forums at least annually.

On behalf of the board, the board or the district administration may seek student, staff, parent, and/or community input on the adoption, revision, and/or implementation of the board's bullying policies or plan as directed or approved by the board.

No teacher, administrator, or school district employee shall engage in, permit, or tolerate bullying.

Retaliation against a victim, good faith reporter, or witness to bullying is prohibited. A student or staff member who engages in bullying, reprisal, retaliation, or false reporting of bullying shall be subject to discipline per school district policy and procedures. The school administration and/or board may consider the following factors when determining appropriate disciplinary action for such prohibited conduct: the ages of the parties involved, the developmental and maturity levels, special education needs of the parties involved, and the severity of the behavior. Discipline guidelines for student bullying may be found in student and employee handbooks. Offenses over time or single offenses that are severe in nature may result in discipline up to and including suspension and/or expulsion or termination from employment. Parents participating in prohibited bullying conduct aimed at district students and/or staff members may jeopardize their access to district facilities; district property; school-sponsored activities, programs, and events; and/or district students and/or staff members through the district's communication systems. As appropriate, reports to local law enforcement will be filed to report criminal bullying behaviors. (See Policies EBC, GAAC, GAACA, JGEC, JGECA, and KN)

Discrimination

The district is committed to maintaining a working and learning environment free from discrimination, insult, intimidation, or harassment due to race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, or disability. Any incident of discrimination in any form shall promptly be reported to an employee's immediate supervisor, the building principal, or the district compliance coordinator, Mr. Corey Burton, Superintendent of Schools, for investigation and corrective action by the building or district compliance officer. Any employee who engages in discriminatory conduct shall be subject to disciplinary action, up to and including termination.

Complaints

The Board encourages all complaints regarding the District to be resolved at the lowest possible administrative level. Employees may file a complaint with their supervisor concerning a school rule, regulation, policy, or decision affecting them. The complaint shall be in writing and filed within ten (10) working days following the event complained of. It shall specify the basis of the complaint. The supervisor shall meet with the employee and provide a written response within ten (10) days. If the employee disagrees with the decision, the employee may appeal to the superintendent or designee. The superintendent's or designee's decision shall be final. Employees covered by the negotiated agreement shall follow procedures outlined in that document. Please refer to Board Policy GAE and KN.

Chain of Command

Employees must follow the proper "chain of command" by contacting their immediate supervisor to resolve problems. Exceptions may be made if the supervisor is the source of the complaint, for example, in a situation involving sexual, racial, or other forms of harassment. Please refer to Board Policy GAAC and JGEC for details. If neither policy applies, employees shall discuss all concerns with their immediate supervisor before taking additional action. In the absence of the Principal, contact should be made with the appropriate District Administrator of severe situations that cannot wait for the next day for a solution.

Address and Contact Information Changes

To ensure correct delivery of information and/or other necessary employee correspondence, all address and contact information changes must be made with the Board of Education Office at the employee's earliest convenience.

Health Examinations

As a condition of entering employment, new employees in any of these categories in the district may be required to complete a physical examination at the time of employment with the district. The employee must present a district-approved form to the clerk, stating "that there is no evidence of a physical condition that would conflict with the pupils' health, safety, or welfare; and that freedom from tuberculosis has been established... "If at any time there is reasonable cause to believe that any employee is suffering from an illness detrimental to the pupils' health, the school board may require a new health certification." (K.S.A. 72-5213)

Required Personnel Documents

Each employee must have the following records/forms on file with the Business & Finance Director before the first day of employment:

- Application of employment
- W-4 Withholding Certificate
- Loyalty oath or affirmation
- Driving record (bus drivers)
- Work Comp Policy Acknowledgement
- T.B. Test and Health Form
- Email and Internet Policy Acknowledgements
- Social Security card and driver's license
- Employee Code of Conduct
- Form I-9 Employment Eligibility
- K4 Withholding Certificate
- Staff Information Sheet

Verification of Previous Employment and Education

The USD 214-Ulysses Board of Education establishes and approves starting salaries for certified staff in accordance with the negotiated agreement with the Grant County Teachers Association (G.C.T.A.). Initial salary placement may be reconsidered within the first 30 days of employment. This consideration will involve reviewing supplementary information you provide to the Board of Education Office. Adjustments to the initial salary placement may be made within the first 30 days of hire based upon supplementary information provided by the employee to the Board of Education Office, including but not limited to official transcripts and verification of prior experience. Pay adjustments based on supplementary information received in the first 30 calendar days of employment will be paid retroactively to the hire date. Pay adjustments based on supplementary information received after 30 calendar days of employment will become effective in the next scheduled payroll period.

Motor Vehicle Checks

In an effort to safeguard employees and others when the operation of a motor vehicle is required to carry out district business, the district reserves the right to conduct motor vehicle record checks on employees. Motor vehicle record checks may be conducted at the time of hire for employees required to drive a vehicle as an essential function of their position or as determined

necessary by the Board of Education Office based on the possibility that driving may be required at a future date. Additional employee motor vehicle checks may be run by the district annually on an as-needed basis throughout the course of employment while driving remains an essential function or is required to carry out district business.

Payday

Pay for certified employees is on a monthly pay schedule and will be issued on the 21st day of each month unless the 21st falls on a weekend. Should the 21st fall on Saturday or Sunday, the payment will be made on the Friday preceding the 21st (i.e., the 20th). Should the 21st fall on a holiday, the transaction will be made on the last business day prior to the holiday. Pay dates will be established annually by the board and will be made available to employees.

Compensation, Supplemental, and Stipend Pay

Certified Personnel, hired before the school year begins, are paid monthly, beginning September 21st of the current school year and continuing for 12 months, ending August 21st. When a certified employee is hired after the school year begins, the Board of Education Office will determine the starting pay date and notify the employee. Certified Personnel will be paid by check or through direct deposit to either savings or checking accounts at the financial institution of their choice.

Those who work at middle and high school activities are paid \$10 per hour for hours worked. Teachers may sign up with the Athletic Director's secretary or building secretary for extra-curricular events. Primary responsibilities may include:

- Event Tickets
- Supervision at various activities
- Clock/Scoreboard

Complete an Extra Duty Time Sheet upon completing supplemental responsibility. These should be completed at the conclusion of each month. The forms require preprocessing through the Athletic Director's office or Principal prior to moving on to the Board of Education office. All extra duty positions are handled by the Athletic Director /Principal and his or her secretary.

Extra Duty Assignments

There are many activities outside the school day at all our schools. These activities are made possible for students only with volunteer assistance from teachers throughout the year. Teachers are asked to sign up on the activity schedule for the duties they prefer to perform. We hope teachers will support students in these extracurricular activities even when they are not assigned to a particular duty. Staff will be compensated for their time spent helping at athletic events. Please contact the activity director at Kepley Middle School or Ulysses High School if you are interested in extra duty assignments.

**Remember to take care of your building responsibilities before any extra duty assignment.*

Safe Harbor Policy

Review Your Pay Stub

An employee should review his or her pay stubs when receiving them to ensure they are correct. The District takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and are paid promptly on the scheduled payday. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to the District's attention, the District promptly makes any necessary correction. If an employee believes a mistake has occurred or if the employee has any questions, the employee should use the reporting procedure outlined below.

To Report Violations of This Policy, Communicate Concerns, or Obtain More Information

If an employee has questions about deductions from his or her pay, please contact the Board of Education Office immediately. If an employee believes wages have been subject to any improper deductions or his or her pay does not accurately reflect all hours worked, the employee should report his or her concerns to the Board of Education Office immediately.

Every report will be thoroughly investigated, and corrective action will be taken. In addition, The district will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperates in the District's investigation of such reports. Retaliation is unacceptable. Any form of retaliation in violation of this policy will result in disciplinary action, up to and including discharge.

Leaving Employment, Final Paycheck, and Check-Out Procedures

Departing employees must complete two essential tasks to ensure a smooth transition. First, all district property issued during your employment, such as keys, tools, equipment, phones, computers, and credit cards, must be returned in a timely manner. Failure to do so may result in the withholding of final paychecks. Second, we encourage your participation in an exit interview with the Superintendent or designee. While not mandatory, your feedback is crucial for the District's continuous improvement.

Employment Benefits

USD 214-Ulysses is pleased to provide its employees with a broad spectrum of employee benefits. The information submitted in the certified personnel handbook is meant to highlight the introductory provisions of each current benefit program for which you are eligible or may become eligible through the District. This information is not intended to set forth employee rights under any plans. It is not intended to be a complete description of any benefit plans or a guarantee of either employment or benefits. If there is a conflict between the information provided in this Employee Benefits Overview and any plan document, contract, or policy, the plan document, contract, or policy will always prevail. You should not rely solely on any oral descriptions of the plans because the written terms of the plan documents, contract, or policy will always govern. The USD 214-Ulysses School District expects to continue the benefit plans described in this summary. Still, it reserves the right to modify, amend, suspend, or terminate any contractual plan or benefits in whole or in part at any time for any reason.

USD 214-Ulysses School District's Benefit Program Terms

Initial Enrollment refers to the first 30 days you are employed by the District. During this time, you can apply for any eligible benefit programs. Coverage typically becomes effective the first of the month following employment.

Re-enrollment: This refers to the one time a year, as specified by Section 125 of the Internal Revenue Code, that you can make an application for changes in your insurance program. Employees will be notified each year of the time for re-enrollment. Enrollment, re-enrollment, or changes must be made during this time, or you will have to wait until the next re-enrollment period to make a new election of benefits. Re-enrollment usually occurs in September of each year, typically for an October 1st effective date (Health and RX coverage) and October for January 1st effective date (Supplemental Insurance coverage).

Life-Changing Events: Life-changing events are the only other times during the Plan year you can apply to change insurance and benefit coverage. These events include marriage, divorce, birth, adoption, death, change in employment status (part-time to full-time, full-time to part-time, or termination of employment), or loss of other coverage for either you or your spouse. These events open a 30-day window to apply for changes in coverage.

Application for Coverage: An Application for Coverage does not guarantee acceptance by the carrier. You are eligible if an application is made for coverage within the first 30 days. Coverage is usually automatic and effective the first of the month, 30 days after the enrollment forms are completed and submitted to the benefits department. If you or your dependents have been eligible before but have yet to enroll, proof of insurability may be required, and the carrier may make approval before the coverage becomes effective.

Health Insurance

The District currently pays a group health and RX plan for all full-time (working 30 hours or more per week) employees. The Board contribution shall be a single premium for all employees in the plan. Dependent coverage may be available for those eligible employees desiring to cover their dependents. This contribution is made under the Section 125 plan.

Annuity Plan

All certified personnel may be eligible to participate in a "tax-sheltered" annuity plan. Upon employment, newly hired personnel can select an annuity from several district-approved providers. Current employees may make changes and/or additions to annuity plans within the following guidelines: Personnel are responsible for informing their annuity companies and the Director of Business & Finance of changes in their annuity plans. The district will not notify companies of changes.

Cafeteria Plan Options

Each qualified district employee may reduce his/her total salary (regular) by up to \$20,000 to participate in the benefit options listed below, in accordance with the

guidelines that apply to IRC Section 125 "Cafeteria" plans.

- Health Insurance
- Term Life Insurance
- Cancer Insurance
- Non-reimbursable Medical
- All total salary not used for benefit options will be treated as regular salary.
- Dental Insurance
- Salary Protection Insurance
- Dependent Care

Retirement: Certified Personnel

Unused Leave Compensation

Certified staff members retiring are eligible for compensation for their unused leave.

- **Sick leave:** The payout is determined by a pre-negotiated agreement established between the teachers and the school district.
- **Personal leave:** Unlike sick leave, personal leave accrues at the employee's current daily rate. Any unused days are paid out in full upon retirement.

Health Insurance After Termination of Employment for Retired or Disabled Long-Term Employees

Section 1. General Explanation: This statement provides for the extension of the benefits of the school district's group health care benefits program to retirees of the district, in accordance with the provisions of Section 18 of Chapter 302, 1988 Session Laws of Kansas. It sets forth the policy and procedures required by the district for participation in the program, and provides for its financing and administration.

Section 2. The employer-sponsored-group-health-care-medical plan shall be available to "Qualified Employees" pursuant to K.S.A. 12-5040, and any amendments thereto, at the cost of the employee.

Section 3. "Qualified Employees" must meet the following criteria:

- A. To have been employed by USD 214 for not less than 10 years and terminated employment after December 31, 1988 by voluntary retirement or disability,
And
- B. Must have qualified for and receive retirement or disability benefits from the Kansas Public Employees Retirement System for services with USD 214,
And
- C. Must make written application to USD 214 (on the form attached) filed with the Clerk of USD 214, within 30 days after termination of employment.

Section 4. The health insurance shall immediately terminate (and not be reinstated) upon any one of the following events:

- A. The ex-employee obtaining the age of 65, or
- B. The ex-employee failing to make the required premium payment to USD 214 on or before the date due (the receipt of an insufficient-fund check shall not qualify as a timely payment), or
- C. The ex-employee becoming covered or eligible to be covered under the health

insurance or similar plan of a different employer, or
D. The ex-employee being declared ineligible for the disability benefit or retirement benefit which qualified the ex-employee herein.

Section 5. Once coverage under the district's plan ceases, because of disqualification, there shall be no reinstatement of coverage, except upon a finding by the governing body of extraordinary hardship, such as for the inadvertent failure to pay premiums

Section 6. Dependents: The dependents of retirees shall be eligible for coverage to the same extent as for current employees, as defined in the district's current group health care benefit plan. (Currently, eligible dependents are defined as a spouse and natural and legal dependent children of the employee.) The spouse of a retiree who has died or reached age 65 may retain coverage under the district program until the spouse of the retiree reaches age 65, remarries, or becomes eligible for coverage through another employer.

Section 7. The payment for each month's premium and administration costs shall be in the office of USD 214 prior to the 10th day of each month.

Section 8. Each Qualified Employee who elects to be covered by the group health plan pursuant to this policy, shall contribute to the cost of the group health plan by paying the monthly premium and a \$7.00 administrative fee.

Section 9. Application of COBRA: Nothing in this Plan shall subordinate the rights of a former employee under the federal Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).

Section 10. The health plan coverage for retirees shall have the same options that are available to present employees. The options selected shall not be subject to change except at times when existing employees may exercise such options.

Section 11. Management Rights; Interpretation: The district reserves the right to cancel or change any or all coverage not required by state or federal law, and to periodically make changes to this Plan. Any situation not covered by this Plan, or disagreement as to interpretation, shall be determined by the Superintendent/Business Manager/Clerk, subject to appeal to the governing body.

Section 12. Waiver of Enrollment: Any qualified employee may elect not to participate in the USD 214 Group Health Insurance Plan-provided they are participating in their spouse's Group Health Insurance Plan and provided written verification. Waiver of enrollment may be obtained by contacting the USD 214 Business Office. Deadline for filing waiver of enrollment is September 1st.

KPERS (Kansas Public Employees Retirement System)

The Kansas Public Employee Retirement System (KPERS) is a plan of retirement, disability, and survivor benefits provided by law for Kansas public employees and their beneficiaries. The employee contribution rate is 6% as of January 1, 2015, and is deducted from each paycheck.

Membership is mandatory if your position:

- Is not seasonal or temporary, and
- Requires you to work at least 630 hours per year, or
- Requires that you work 3.5 hours daily for at least 180 days.
- If you work for multiple state employers, you must accumulate days and hours to determine your membership status.

You are a “vested” member of KPERS if you have five or more years of credited service. If you are a Tier 1 employee having begun working prior to July 1, 2009, you can retire with full benefits at age 65, or age 62 with ten years of service, or when your age and service combined equal 85 (that is when you have 85 “points”). Tier 2 employees are those employees hired after July 1, 2009. They may retire at age 65 with at least five (5) years of service credit or at age 60 with at least thirty (30) years of service credit. You can retire with reduced benefits as early as 55, provided you have 10 years of service credit.

KPERS benefits include:

- Retirement benefit options for vested members.
- Life insurance benefits equal 150% of your compensation if you are an active KPERS member.
- Disability income benefit provides a monthly benefit based upon two-thirds of your annual compensation rate. To qualify, you must be totally disabled for 180 continuous days.
- Survivor benefits include a Refund of accumulated contributions or pre-retirement survivor options, accidental death benefits, benefits payable for death after retirement, including survivor options, and a lump sum death benefit of \$4,000.
- The ability to purchase service credit. The following types of service credit may be purchased: Credited prior service, non-credited prior service, military service, out-of-state teaching service, and out-of-state non-federal public service. Purchasing eligible service credit affects your pension by increasing the number of years of credited service.
- Refund of your contributions and earnings if you terminate employment.
- Annual membership statements.

For detailed information, please contact the Business & Finance Director.

Pay Deductions

The law requires the District to make certain deductions from every employee’s compensation. Among these are applicable federal, state, and local income taxes. The District also must deduct Social Security taxes on each employee’s earnings up to a specified limit called the Social Security “wage base.” The District is required to honor garnishments, other court orders, and levies to the extent prescribed by law.

If you have questions concerning why deductions were made from your paycheck or how they were calculated, the Business Office can assist in having your questions answered.

English as a Second Language (ESOL) Endorsement

A certified staff member not presently having an ESL endorsement that receives an ESL endorsement on their teaching certificate within two years or less will be paid a one-time incentive of \$1,500, provided they are under contract the following year; if so, they will be paid on the first paycheck of the following year. Staff members with the ESL endorsement on their certificate will receive a yearly stipend of \$500 each December. New hires must obtain ESL certification within three years of their employment. The Board may waive the new hire requirement for extenuating circumstances.

Tuition Reimbursement

The Board's Tuition Reimbursement program will work in conjunction with the Kansas Teacher Service Scholarship program to financially assist staff in presuming advanced college courses. Teachers who wish to submit for district college credit reimbursement must first apply for dollars through the Kansas Teacher Service Scholarship program. If the teacher is not accepted into the program (after fully completing the application), the program runs out of funds, or if the program is discontinued, the teacher will move directly to district funds for reimbursement. Total dollars received through the District Tuition Reimbursement program and the Kansas Teacher Service Scholarship program will be combined for up to eight (8) credit hours at a maximum of \$375.00/hour and to a maximum of \$3,000.00 per teacher per year for hours taken between September 1 - August 31 of the current year. The total group maximum for this provision is \$46,000 per year.

Attendance

Regular attendance is an essential job function and is required for all employees subject to leave provisions in District policy and/or the Negotiated Agreement, as appropriate. The Negotiated Agreement defines the minimum contracted days and length of the school day for certified personnel. Excessive absences or tardiness, unauthorized leave, or unexcused absences may result in disciplinary action, including termination of employment, subject to state and federal law.

Request of Leave

All leave requests, regardless of type, must be submitted in the Frontline Absence Management system prior to the absence being approved by the designated administrator. Depending on the leave type, supporting documentation may be required. The administrator will review your request and supporting documents and make a decision on approval. You will receive written notification of the decision via email. Please follow these guidelines for absence:

- If the absence is a sick leave, please enter the absence as soon as possible and call, text, or visit personal with an administrator to ensure coverage.
- If the absence is School Business, please submit the absence as soon as you know you will be gone so that a substitute can be found.
- If the absence is a personal day, please submit the absence at least 2 weeks prior to the leave so that a substitute can be found.
- If a substitute is not found by the morning of the personal day, you will need to report to your building.

- Whenever possible, teachers should inform the principal before arranging a substitute teacher. However, under no circumstances should a substitute be arranged without the principal's prior knowledge.

Leave of Absence/Time Off

Certified employees who are bargaining members until shall be governed by the Negotiated Agreement. In the event that a Board of Education policy, Negotiated Agreement article, or federal/state law conflicts with any item in the section, policy and/or law shall control.

Teachers will be provided leave benefits according to the following provisions:

- 1) Each full-time teacher will be granted ten (10) days leave per year, cumulative to 60 days.
- 2) A minimum carryover of 30 days of sick time must be available to the staff member for the next contract year to be eligible to “sell” back sick leave. For staff who do not renew their contract for the next school year, payment for unused sick time will not be allowed. If a teacher has accumulated over 50 sick days at the end of the school year, the teacher will automatically receive the buyback on any days they would lose up to 5 days. Requests for staff with fewer than 50 days available need to be emailed to the Business & Finance Director by May 31st. Payments for “sold” sick time will be made with the first payroll of the next school year. Employees who retire from the district and do not obtain employment in another school district for the next school year are also eligible for payment under the schedule below for the total amount of accrued sick time earned. A maximum of 5 days of sick leave will be allowed to “sell” back to the district in any given contract year.

5-9 years	\$100/day
10-14 years	\$110/day
15-19 years	\$120/day
20+ years	\$130/day

**Years of service designated above will be based upon cumulative years of service to the USD 214 school district.*

- 3) This sick leave may also be used as bereavement leave for members of the employee’s immediate family members.
- 4) Up to **three (3)** sick leave days may be donated to another district employee in each contract period. Donated days will be subtracted from the granting employee’s total days. Donated days not used cannot be carried forward into another contract year.
 - Staff will be required to provide proof of medical conditions upon the request of the administration to substantiate absences.
 - **Definition: Immediate family** – Spouse, son, daughter, mother, father, grandparents, grandchildren, brother, sister, uncle, aunt, niece, nephew, and in-laws of the previous list where appropriate, stepchild, and stepparent. The Superintendent will make the final determination of other questionable requests.
- 5) Teachers will be credited with leave entitlement effective the teacher’s first contract day. The teacher need not be present for leave to become effective.

- 6) If any teacher cannot fulfill his/her contract because of resignation, extended illness, or any other reason, the leave time of the teacher will be adjusted, and the teacher will be docked full salary for leave days taken that were not actually earned.
- 7) The board may withhold the salary payment for leave days that have yet to be earned if such payment exceeds the amount of salary actually earned at that time.
- 8) Personal Leave: Each employee may be allowed three days of leave with full pay per school year, accumulative to a maximum of four days, for personal business/legal reasons and/or non-family bereavement within the guidelines established by the Board of Education. Each employee who used 2 or fewer personal business days shall receive \$100 for each unused day. One unused personal business day shall not be paid and will carry over to the next contract year. Each employee may be allowed two additional days of personal leave per school year for personal reasons, with a deduction in pay equal to the cost of a substitute. Personal leave is allowed, provided a substitute teacher can be obtained.
 - Personal leave shall not be approved for days immediately preceding or immediately following any vacation period except in an emergency and dangerous conditions as approved by the Superintendent or singular and significant events that cannot be rescheduled, such as a personal, spousal, or child graduation or marriage of a parent, sibling, or child. The Superintendent shall consider such approval upon receipt of a signed explanation of the circumstances with at least 2 weeks' notice. Personal leave must be pre-arranged with the principal and the Superintendent, or it shall be disapproved.
 - Any teacher absent from work for days not covered by sick leave or personal leave will have pay deducted for those missed at a rate of 1/190 of his/her contract salary for each day absent from work.
 - Bereavement (Funeral) leave, other than family, shall be on the following basis:
 - For one day of absence -- one day of personal leave.
 - For one-half day of absence -- one-half day of personal leave.
 - For approximately 1 to 1 1/2 hours of absence, if covered by the rest of the staff, no use of personal leave is required.

Jury Duty

Upon receiving a subpoena or a notice to serve on jury duty, the employee should immediately notify his/her building principal, who will, in turn notify the Superintendent.

An employee released to serve on jury duty, or to answer a subpoena for which neither the employee nor his/her immediate family is a litigant, will receive his full salary during the period of such service, less an amount equal to any compensation paid him for such service.

Military Leave

Under the Uniformed Services Employment and Reemployment Rights Act (USERRA), the District shall grant a military leave of absence to any employee who requests such leave to perform service in the uniformed services. The District shall implement and interpret this policy to comply with USERRA and all other applicable state, federal, and local laws, including by not limited to, those prohibiting discrimination or retaliation based on military or other status

protected by applicable law.

Please contact the Superintendent personally to request your military leave. The Superintendent will request a copy of the military service orders as written documentation to support the military leave request. Please refer to Policy GARID.

Family & Medical Leave (FMLA)

Employees may need an extended period away from work to care for a family member or to recuperate from a serious health condition. If you find yourself in these circumstances, you may request unpaid leave under the Family and Medical Leave Act of 1993 (FMLA). FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.

Eligibility: You are eligible for this type of leave if you meet the following conditions:

- You have worked for the District for at least one year, and
- You have completed at least 1,250 hours of work during the 12 months before your leave.

Purpose of the Leave: Family care and medical leave may only be used for:

- The birth or adoption of a child.
- The serious health condition of a spouse, parent, or child.
- The employees own serious health condition.

Requesting Leave: Notification of your need to request a leave should be made in a timely fashion to your immediate supervisor and the Board of Education Office. The Board of Education Office will send you an FMLA packet which contains all the necessary paperwork and documentation required to process your leave request.

Medical Certification: The District will require certification to support a request of leave because of a serious health condition and may require second and third opinions (at the employer’s expense). The medical certification must be provided within 15 days from the date of your FMLA application. Failure to furnish the certification may delay the commencement of your leave until the certification is submitted.

Paid or Unpaid Leave: Family care is unpaid, except to the extent you have available paid leave. FMLA will be applied concurrently with any applicable paid or unpaid leave. You are required to use any applicable paid leave (including temporary, vacation, etc.) before unpaid leave is taken. If a Worker’s Compensation Leave is run concurrently with FMLA, then you are not required to use any paid leave (including temporary, vacation, etc.). For FMLA, any leave, whether paid or unpaid shall not exceed the 12-week period allowed for under the FMLA and used during the immediately preceding 12 months. Returning from Leave: When you return from a leave related to your own health condition, you will be required to submit a physician’s release indicating that you are able to perform your job. Generally, employees will be reinstated to the same or equivalent position when returning from a family care or medical leave. However, the District may refuse to reinstate an employee to the same or equivalent position as

allowed by law.

An employee returning from family care leave shall return with no less seniority than the employee had when the leave commenced for purposes of layoff, recall, promotion, job assignment and seniority-related benefits such as vacation. Family care leave is not considered time worked for determining the amount of benefits, such as a vacation, temporary leave, and KPERS.

How FMLA Leave Affects your Medical Coverage: During the leave, the District will maintain and pay for your medical coverage, under the group health plan on the same terms that apply when you are actively working. Please be sure you decide with the Payroll department to pay for your share of the premium during this period. If you do not return from Family Care Leave, you will be responsible for any group insurance premiums which may be paid for by the District during the leave period.

The failure to pay the employee portion of applicable insurance premiums within the time specified under the insurance plan's policy provisions will result in a lapse of benefit coverage. Such lapse will be retroactively effective from the date the premium is due and unpaid. A 30-day grace period will be provided in which to remit any due and unpaid premiums. The District will provide written notice of cancellation at least 15 days before the date the insurance policy lapses due to non-payment of premium.

For more information, please contact the Board of Education Office.

Worker's Compensation (Work-Related Injuries)

As required by law, USD 214-Ulysses workers' compensation insurance covers USD 214-Ulysses employees. When an employee cannot work due to a job-related injury, accumulated sick leave and vacation time may be used. The employee may elect not to use leave during such circumstances. The wages of USD 214 employees who received workers' compensation will be reduced by the amount that the employee receives in benefits. During any unpaid workers' compensation claim, the board shall continue to pay the employer's share of the cost of group health benefits in the same manner as paid immediately before the leave. The employee shall pay any employee portion of the cost of health and other employee benefits to the District on the payroll date or other time, as the employee and Director of Business & Finance may agree. The board may terminate group health coverage and other employee benefits if the employee payment is not received within 30 days of the due date.

Any employee injured at work must inform the supervisor immediately. A personal injury that occurs during recreational or social events under circumstances where the employee is under no duty to attend, and where the injury did not result from performing tasks related to normal job duties, are not covered under workers' compensation. This policy does not cover injuries occurring at work due to horseplay. If an emergency situation occurs, the supervisor will call 911. The supervisor will direct the employee to the District's Workers' Compensation Benefit Coordinator when medical care is needed. The employee must provide copies of all doctor and/or hospital orders to the Benefits Coordinator. The employee must complete the district accident form that is available in each building and submit the form to the district's Benefits

Coordinator as soon as possible via the Public School Works platform located on the district's website. In the event that the injury results in the employee being absent from work, the school district will require a statement from the doctor ensuring that the employee is fit for duty before the employee can return to work. The statement should specify the employee's fitness and any work limitations. If the physician specifies work limitations, the district will make a reasonable effort to accommodate the restrictions.

USD 214-Ulysses School District Work Compensation Process

- Employee must notify a supervisor when the injury occurs. If an emergency situation occurs, the Supervisor will call 911.
- The supervisor will send the employee to see the school nurse if one is on site.
- Supervisor will complete the first report of injury.
- The nurse will assess if the employee needs further medical treatment. (Employee can see an approved medical provider, even if the nurse says further treatment is unnecessary).
- The supervisor will contact the District Workers' Compensation Benefit Coordinator.
- The Worker's Compensation Benefit Coordinator will schedule an appointment with an approved medical provider.
- The Workers' Compensation Benefit Coordinator must have the first report of injury before any workers' compensation bills will be paid. Please make sure these forms are complete. In case of an emergency, the employee should be taken to the closest emergency room.

Provide prompt, appropriate medical care.

To assure prompt medical care (with the exception of emergencies), prior to sending the employee to the clinic, please call the Workers' Compensation Benefit Coordinator. They will make the appointment for the injured employee.

Notify the Workers' Compensation Benefit Coordinator at the Board of Education Office (620) 356-3655 as quickly as possible.

Communication & accurate facts are essential.

Employees must report ALL accidents, no matter how minor, to their respective supervisors. All essential information regarding possible loss of work time and work restrictions/limitations must be communicated to the supervisor and the Director of Business & Finance.

Report by Injured Employee, Report by Eyewitness, and Supervisor's Accident Investigation Report should be completed within 24 hours, if at all possible, so that accurate facts may be gathered and management can make timely decisions.

Supervisors are responsible for ensuring that all necessary paperwork is completed by themselves, employees, and, if applicable, eyewitnesses and forwarded to the Department Director and/or Principal for review and signature.

Forward all completed reports to the Workers' Compensation Benefit Coordinator for claim submission.

Workers' Compensation Leave

It is the policy of the District to provide benefits in accordance with applicable laws to employees who incur a work-related illness or injury. Workers' compensation leaves and FMLA benefits shall run concurrently if both are applicable.

Eligibility

All employees are eligible for this benefit. Benefits are for personal injury from an accident or occupational disease arising out of and during employment with the District. Injuries which occur during recreational or social events under circumstances where the employee is under no duty to attend, and where injury did not result from the performance of tasks related to normal job duties are not covered under workers' compensation.

Paid or Unpaid Leave

The worker's compensation insurance company determines whether an illness or injury is compensable under Workers Compensation law. The worker's compensation plan will provide coverage for medical expenses and wages to the extent required by statute to those employees who qualify.

Employees will receive regular pay for the balance of their shift on the day during which illnesses or injuries were incurred or for a reasonable amount of time lost because of treatment required for injuries or illnesses during their regularly scheduled shift. Pay for the balance of the day of a work-incurred illness or injury will be counted as time worked for the purposes of computing overtime for that week.

Employees may elect to use accumulated temporary or vacation leave to supplement his/her income beyond the worker's compensation payments. In no event shall the employee be entitled to a combination of worker's compensation benefits and salary more than his/her full salary.

Returning from a Worker's Compensation Leave

Employees must receive from their treating physician a written "release to work" specifically allowing the employee to perform all the essential functions of the employee's job. Any employee who is off work and drawing worker's compensation shall be required to provide the district with a written doctor's release before the employee can return to work. In addition, should the employee be released to return to work by a doctor and fail to do so, all benefits under sick leave shall be ended and those benefits under worker's compensation shall be restricted as provided by current statute.

If an employee receives a "restricted release to work," the Superintendent will make the determination of the availability of work.

The Consolidated Omnibus Budget Reconciliation Act (COBRA)

COBRA contains provisions giving employees, spouses and dependent children the right to temporary health coverage at group rates. The types of COBRA "qualifying events" for employees are:

- Voluntary or involuntary termination of employment (other than "gross misconduct"); or
- reduction in the number of hours of employment.

The types of COBRA “qualifying events” for spouses and dependent children are:

- termination of the covered employee’s employment (other than “gross misconduct”);
- reduction in the hours worked by the covered employee;
- covered employee’s becoming entitled to Medicare;
- divorce or legal separation of the covered employee;
- death of the covered employee;
- loss of “dependent child” status under the plan rules

Please contact the Board of Education office for additional information.

Assignment & Transfers

The Board reserves the right to assign, reassign, or transfer all employees (Board Policy GACE). An employee who desires to apply for a vacancy shall file an internal application online using the District’s website. The applicant shall be notified of the disposition of his or her request when the vacancy has been filled. An administrative-initiated transfer will be made when such transfer is in the school district's best interest, and only when the transferred teacher holds proper certification for that position.

Evaluations

As an employer, it is the desire of the District to employ and retain employees who will grow and improve in the performance of the duties of their positions. One of the tools used to evaluate and monitor this performance is employee performance evaluations.

The District shall maintain a formal performance evaluation plan for all certified employees. USD 214-Ulysses teacher evaluations follow state-mandated guidelines. This process includes formal observations with post-observation conferences and informal observations. Teachers will only receive advance notification for some types of evaluation. Additionally, the administration could conduct short walkthrough evaluations periodically throughout the year.

Recruitment

The board may hire an individual for a specific position when a vacancy occurs, or the district may recruit personnel to fill positions approved by the board. Candidates for positions shall be interviewed by the supervisor and/or the superintendent. Following the interviews, the superintendent shall make a recommendation to the board.

Vacancies may be filled by reviewing the district's completed application file to search for suitable candidates, or the following method may be used:

1. Screening of applicants
2. Interviewing of selected applicants
3. Recommendation of candidate to board for approval
4. Offering a position if board approval is granted

Substitutes

Substitutes may be employed by the district as needed.

Supervision

The superintendent is responsible for all employees, but building principals or other designated employees may also directly supervise them.

Conflict of Interest

District employees are prohibited from engaging in activities that conflict with or detract from the adequate performance of their duties.

Criminal Convictions

Any employee convicted of a felony or driving under the influence or who enters a plea of guilty or diversion agreement must notify the superintendent within five days after the conviction or diversion agreement. Similarly, any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the superintendent within five days after the conviction.

Termination

Willful or consistent violation of board policy may result in disciplinary action up to and including termination.

Duty Free-Lunch

Teachers are provided with a 30-minute duty-free lunch. Teachers are expected to be ready to provide instruction by the end of their designated lunch period. Teachers who are asked to volunteer to supervise lunch will be compensated \$10 per lunch period and a free meal.

The principal retains the authority to temporarily establish a rotation (up to 5 days at a time) if an emergency arises necessitating the use of certified staff to supervise lunch in a particular building. Teachers will agree to continue noon-hour supervision in the playground, hallway, etc.

The exception is as follows:

- A rotation of teachers on lunch duty will be in effect for the first two weeks of school. Hickok and Sullivan Elementary teachers are asked by their building administrator to supervise their students during lunch. In lieu of the payment, they will be compensated with a school lunch.

To order a lunch, please notify the office by 8:30 a.m. daily. Teacher lunches cost approximately \$3.95. Teachers and staff are expected to make payment for lunches in a timely manner. The district does not allow charging for school meals.

Building Social Funds

Buildings may establish a staff social fund. Staff social funds are voluntarily designed to foster camaraderie and support amongst the school community. While participation is not mandatory, we encourage all staff members to consider contributing and enjoying the benefits if offered.

Personal Property

The district does not provide insurance on employee's personal property and, therefore, does not assume any liabilities. If an employee's personal property is broken, damaged, or stolen while on the job, repair or replacement is the employee's responsibility.

Professional Responsibilities & Expectations

Contract Hours for Teachers

Elementary teachers are expected to be in the building on the job from 8:00 a.m. until 4:05 p.m. Monday through Friday for secondary teachers and from 7:45 a.m. until 3:45 p.m. Monday through Friday for elementary teachers.

Licensing

A certified employee whose duties require state licensing must always hold a valid Kansas license (see position job description). It is the employee's responsibility to renew the license. An employee who allows his/her license to expire could be removed immediately from his/her teaching position. The absence of a valid Kansas license could constitute grounds for the teacher's contract cancellation.

Professional Development

At USD 214, we believe in fostering a culture of continuous learning and professional growth for all staff members. We recognize professional development's vital role in enhancing your skills, knowledge, and instructional practices, ultimately leading to improved student success.

It is mandatory for all staff members to maintain a yearly Individual Professional Development Plan (Personal Goal form) in Frontline Professional Growth, the district's professional development management tool. All professional development activities, including Knowledge, Application, Impact, and Graduate Course College Credit forms, must be completed and submitted for administrative and Professional Development Committee (PDC) approval through the designated forms within Frontline Professional Growth.

Employment

Employees shall not be excused during work times to perform outside work. Certified employees shall engage in no outside employment which, by nature or duration, will impair the effectiveness of their assigned duties.

Solicitations

Of Employees: Unless permission is granted by the appropriate supervisor, soliciting employees by any vendor, student, other school district employee, or patron during regular duty hours is prohibited.

By Employees: No employee may attempt, during regular duty hours or on school property, to sell or endeavor to influence any student or school employee to buy any item or service which would directly or indirectly benefit the school employee.

Confidentiality

Maintaining confidential information is an extremely high priority in the District. Staff members have access to business systems, plans, student records, personnel records, and other information that is considered confidential. Protecting this information by safeguarding it when in use, filing it properly when not used, and discussing it only with those who have a legitimate need to know is an extremely high priority for all concerned parties. Information learned at school should be handled confidentially and be discussed only with the appropriate school personnel. Violations of this rule that violate the privacy rights of specific individuals could result in disciplinary action being taken against the employee, including termination.

Progressive Discipline

Every employee has the duty and the responsibility to be aware of and abide by existing rules and policies. Employees are responsible for performing their duties to the best of their ability and to the standards set forth in their job description or as otherwise established.

USD 214- Ulysses understands it is sometimes necessary to deal with infractions of school rules, board policy, law, or other acts disruptive to the educational process. For this reason, a progressive discipline system will be utilized in the District. The specific components of this progressive discipline system include but are not limited to, those items below. Our progressive discipline policy has been designed consistent with Article 23b of the Negotiated Agreement and employment laws. Administrators can decide which component is most appropriate to the teacher's behavior, depending on the offense's nature and/or frequency.

- a) Verbal Warning
- b) Written Memo
- c) Written Reprimand
- d) Short-term suspension with pay
- e) Short-term suspension without pay
- f) Long-term suspension without pay
- g) Required participation in staff development, treatment, counseling, or rehabilitation programs at the employee expenditure
- h) Termination or nonrenewal of employment relationship

Dress Code

Staff are expected to maintain professional dress, as appropriate for the planned activities of a given school day, and responsibilities consistent with daily tasks. Staff are expected to set an

example in this regard, including demonstration of school spirit and district pride. Any method of dress that may attract undue attention, disrupt, or interfere with the mission of the School District is not permitted. If, in the professional opinion of any supervisor, an employee's attire is disruptive or inappropriate, that employee will be referred to his/her immediate supervisor for a conference. Any issues or specific questions on this topic can be addressed with the immediate supervisor and/or Superintendent. The District will make reasonable accommodations to this Dress Code Policy if a staff member requires one under the Americans with Disabilities Act, Title VII, or other similar federal or state statutes, regulations, or laws. Please contact the Board of Education Office, your supervisor, or the District's Compliance Officer if you require a reasonable accommodation. Please refer to Article 29 of the negotiated agreement for explicit details regarding professional dress of certified employees.

General Supervision

Although it is true that teachers have assigned times for supervision, it is still imperative that all teachers be responsible for the supervision of all or any students in the building or on school grounds and that this responsibility be continuous. Don't wait for the next teacher or adult to correct a student or situation. By ignoring it, you are condoning it. At Hickok Elementary and Sullivan Elementary, teachers are expected to escort their class in the hallway to P.E., music, band, lunch, and any other activity where the class may be traveling as a group. Those who may tend to neglect this should remember that they are responsible for what happens in their areas and will be held accountable if they are not on duty. Remember, students are dismissed by the teachers, not the bells. Insist upon your students entering and leaving your rooms in a quiet, orderly manner. If all teachers will insist upon this, there will be fewer problems in the hallway.

Classroom Management

Teachers are expected to control their classrooms and maintain an atmosphere conducive to learning. Teachers are expected to enforce their classroom rules fairly and uniformly, as well as those rules and regulations established by the Administration and/or the Board of Education. Accurate records are essential and are considered legal documents required to be kept by local schools. Extreme care should be used to ensure the accuracy and confidentiality of all student grades, attendance, and other records that each teacher is required to maintain. Teachers are expected to maintain accurate, up-to-date seating charts and lesson plans to ensure a productive student day in case they should be forced to be absent and to facilitate their own planning. The administration may periodically review lesson plans.

Our schools are an educational system that should promote productive learning activities directed toward accomplishing our classroom curriculum goals and objectives. Students should not be allowed to participate in activities that negatively affect this goal during the school day. Teachers are expected to keep students engaged in academic learning from the beginning to the end of each class period.

Positive/Negative Awards

As teachers, we can and do find ourselves constantly dealing with negative behaviors. It can become easy to finally get to where we simply don't even notice the good things that kids do.

There is no question that we must continue to note and correct negative behaviors. However, the administration believes it is essential that we also constantly strive to note and reward in some way the positive and good things that kids do. Your rewards should be appropriate and simple. A pat on the back, a kind word, a smile, a note home to parents about good things their child did, a sticker, etc., are all good, simple, and inexpensive rewards.

Student Discipline

Creating a positive and productive learning environment is essential for student success. Effective classroom discipline is key to achieving this. From the first day, teachers should establish themselves as prepared, firm, fair, and consistent. This sets the tone for the year and helps students understand expectations.

A cornerstone of effective classroom management is delivering instruction that is both engaging and relevant to all students. When students are actively involved in learning and see the value in the content, disciplinary issues tend to decrease. By tailoring lessons to meet the diverse needs and interests of students, teachers can foster a more positive and productive learning environment.

A clear, four-step approach helps address misconduct progressively. Minor issues can be addressed discreetly with a verbal warning in class. If the behavior continues, a private conference allows for a one-on-one discussion with the student. For ongoing problems, involving parents through a phone call provides additional support. Finally, a referral to the administration is necessary if the situation escalates. Teachers should complete a concise and specific Log Entry/Office Referral in PowerSchool detailing the incident, including any student statements.

The administration and school counselor are valuable resources for teachers facing complex disciplinary issues. Do not hesitate to seek their support. Remember, violence or life-threatening situations require immediate communication with the principal. By following these strategies, teachers can create a well-managed classroom where students feel safe, respected, and ready to learn.

District General Student Discipline Guidelines & Procedures

Misbehavior & Referral of Students to School Administration: To foster a positive and productive learning environment, it is essential to address student discipline at the lowest level possible. Teachers should employ a tiered approach to managing student behavior, beginning with classroom-based interventions. Escalation to administration should be reserved for incidents involving violence or threats to safety. By empowering teachers to handle minor disruptions, we can create a more efficient and effective disciplinary process while maintaining a focus on student support and academic success.

When, in the judgement of a staff member, a student requires a referral to the school administration and/or professional personnel or specialists, that said staff member shall inform the school administration and complete the log entry/office referral in PowerSchool.

When classroom management strategies are exhausted and a matter requires further intervention, the school administration **may hold, if warranted**, a meeting to address the situation. This

meeting may include relevant staff, such as counselors, school psychologists, and/or school resource officer, as well as the student and their parent or guardian. The goal of these meetings is to collaboratively develop appropriate interventions to correct the problematic behavior.

The school administration retains the ultimate authority to determine the most effective course of action for addressing student discipline and ensuring a safe and positive learning environment for all. School administration should follow-up with the referring staff member what disciplinary that was taken, when possible.

Removal of Students from Classroom(s) for Learning Environment Disruptions

The number one priority above all else the safety of students and staff! ESI procedures must be followed at all times (pg. 69 of this handbook)! All student behavior plans, 504, and SPED accommodations or interventions must be followed at all times.

1. When a student demonstrates behavior(s) that endangers themselves, other persons, destruction of property, substantially disrupts, impedes, interferes with the operation of the school, or learning environment, the staff member will ask the student to refrain from such behavior and to engage in on-task behavior. If the student continues with the behavior the staff will ask for school administration or representative for assistance and intervene. School administration or representative will ask the student to leave the classroom.
 - a. If the staff member asks the student to leave the classroom and report immediately to the office or other location, and the student complies, that staff member should direct the student to school administration, administrative representative, or other personnel. The staff member shall contact the school administration, administrative representative, or other personnel immediately that the student is coming to their location and give a quick reason for leaving the classroom. This should only be done if the student is safe and if possible escorted with an adult.
 - b. The staff member will advise the school administration of the student behavior with only the pertinent facts both verbally and in writing with the appropriate referral record and as soon as possible.
2. If the student refuses to leave the classroom and continues behavior that endangers themselves, other persons, property, or substantially disrupts the learning environment where classroom instruction is no longer possible, the following steps will be taken:
 - a. **Evacuation:** School administration or a designated representative will instruct the teacher and other students to evacuate the classroom and relocate to an alternative space.
 - b. **Student Removal:** Once the student is calm and poses no immediate threat, they will be escorted to an alternative location by school administration or a representative.
 - c. **Classroom Resumption:** Once the situation is resolved, the teacher and students will be notified that they may return to the classroom.

This procedure prioritizes the safety of all individuals involved while minimizing the disruption to the educational process.

3. The **school administration will determine the appropriate time** for a student's return to the classroom following disciplinary action. This decision will consider factors such as the severity of the incident, the student's behavior history, and the potential impact on the classroom environment. All decisions must adhere to the student's Individualized Education Program (IEP) or Section 504 plan, as applicable. The administration may consult with relevant staff, including the involved staff member and other professionals, to ensure a smooth and safe reintegration of the student into the classroom.
 - a. All appropriate written records of referrals shall be maintained by the school administration and licensed professionals.
 - b. Any student who physically harms or attempts to physically harm a staff member or another person will be removed from the learning environment for a specified period of time. This removal will be documented and will comply with all applicable laws, including Section 504, IDEA, and the school's student handbook.
 - i. Disciplinary procedures **may include** the following: parent/guardian contact or meeting, a number of assigned ISS and/or OSS, expulsion, law enforcement notification, and/or mental health referrals.
 - c. Prior to the student returning to class, the school administration **may elect** to hold a meeting with the student, staff member, parent or guardian to discuss ways to avoid violent behaviors in the future.

Student Progressive Discipline: Student discipline will be progressive in nature and implemented in accordance with all state and federal laws, Board of Education policies, and district student handbooks. The primary goal of discipline is to modify student behavior and interventions will be tailored to individual student needs. While disciplinary approaches may vary based on individual circumstances, they will be applied fairly and equitably to all students.

Possible Consequences for Misbehavior p to and Including Any or All of the Following:

- Makeup work missed as a result of misbehavior
- Loss of recess or dining room time (note: Lunch is never withheld for disciplinary purposes. In some instances, however, the student may not be permitted to eat with other children.)
- Loss of privileges and/or participation in activities
- Teacher/Parent/Student/Administrator conference
- Restitution for property damage
- Assigned time after school to make up for time missed from the classroom, time-out detention(s), etc.
- Referrals to a school counselor
- Removal from class for a short period
- Completion & passing a drug/alcohol/illegal substance/ vaping course(s)
- Behavior Contracts (signed by student & parent/guardian)
- Parent escort
- In-School Suspension
- Out-of-School Suspension: short-term, extended or long-term, or expulsion
- Police Involvement

Severity of levels will be based on the following criteria:

- Disruption of the learning environment
- Willfull Non-compliance to district and building policies, procedures, & expectations
- Damage to property, vandalism, theft, intentional misuse of property or materials
- Bullying, hazing, verbal or physical threats, or threatening behavior

- Physical harm or attempted physical harm to others
- Staff fully implemented all academic and behavioral interventions outlined in the student's 504 plan or IEP in response to the exhibited behaviors.

Student Searches

Only the school administration or designated representative shall search a student. A staff member who believes there may be just cause for this action must report this to the principal. The principal will act under the Board of Education guidelines outlined in the BOE policy book.

Student-Teacher Conferences

Teachers may detain students who could benefit from a student-teacher conference after regular school dismissal. Some signs of necessity for a student-teacher conference include incomplete class work, failing grades, or violating the code of conduct. The student-teacher conference may be before or after school, depending on teacher availability. The student's parents/guardians must be notified and given one day's notice in order for transportation to be arranged. Students will remain under teacher supervision until dismissed. Students who fail to attend will be referred to the principal via an office referral and assigned make-up detention time.

Hallway Expectations

Teachers and staff should be at their classroom door or in the hallways monitoring students' behavior during the passing periods. Passing periods are part of instructional minutes, and student supervision is expected and mandatory. Students in classrooms are to be supervised at all times. Students left/sent out into the hallway are still under a teacher's supervision responsibilities and should be monitored. No students should be left alone in the hallway unattended.

Staff Meetings

Regular staff meetings are an essential component of our school community, fostering collaboration, professional development, and shared knowledge. To ensure effective communication and participation, attendance at all staff meetings is mandatory.

Meeting schedules will be distributed in advance, outlining the topics, guest speakers, or professional development opportunities offered. Your active engagement and participation are crucial for maximizing the effectiveness of these meetings.

If you have extenuating circumstances that prevent you from attending a meeting, please notify your building principal beforehand. We encourage you to come prepared to discuss the agenda topics and to actively contribute to our collaborative learning environment.

Attendance Procedures (Concerning Students)

To ensure student safety, gauge engagement, and comply with reporting requirements, all teachers in grades K-12 are required to take daily attendance and input into PowerSchool via the computer.

- Elementary Teachers need to be completed by 8:30 a.m. each morning along with the student lunch cout to the office on a daily basis. Afternoon attendance needs to be completed by 1:30 p.m.
- Secondary Teachers need to be completed within the first 5 minutes of each class.

If a student needs to leave school during the regular school day, be sure to instruct them to stop in the office and notify the office. Utilize the paper, and daily attendance slips in the event you have a substitute teacher, or your computer is not working.

Students are responsible for arriving on time and attending the entire class period. Teachers are responsible for accurately recording attendance, reporting absences promptly, and following school procedures for documented excuses and unexcused absences. Excused absences typically require documentation from doctors, parents/guardians, or pre-approved school activities. Unexcused absences may result in disciplinary action as per school procedures. Teachers are encouraged to maintain communication with families regarding absences and may need to provide attendance documentation for specific purposes. School counselors and administrators can assist students and families facing attendance challenges. For further details and specific procedures, please refer to the school's Attendance Policy.

Each building shall maintain a building-wide tardy discipline policy to be enforced by all teachers.

Excused absence make-up work is due a maximum of 1 day per absence. Work not made up in the assigned time, even though the absence is excused, will be recorded as a zero.

Student Leaving Building

Teachers are never to allow students to leave the building or grounds unless accompanied by an adult or if parents pick them up. Notes from parents asking that their child be excused to go home, or downtown must be directed to the principal's office and have approval before the student is to be excused. Never allow a child to leave the building or go home without office approval and knowledge.

Reporting Student Crimes and Protecting Student Privacy Rights

The Kansas Legislature recently enacted a law requiring students who are “suspended for an extended term or expelled” to be reported to law enforcement. This law requires releasing information that is part of the student's record. The administration must report the crimes because the acts mentioned in the law resulting in the student suspension or expulsion are crimes. Parents, however, must sign a release to allow a student's records to be viewed by others before a school can release this information.

School Staff Member: If you see a crime at school or on school property, file the necessary report as soon as possible.

School Administrator: Report all crimes to law enforcement, but if you take disciplinary action against a student who commits a crime, the paperwork is private and requires parental

permission before it can be released to law enforcement or any other third party.

The overriding concern is the Kansas School Safety and Security Act (72-89b01.) Board policy EBC provides guidance on this matter. Any school employee "...who knows or has reason to believe a crime has been committed at school, or at a school event, shall immediately report this information to local law enforcement." The age of the child is not the issue. If a young student commits an act that would be considered a crime if they were old enough to be charged, the report still must be made to law enforcement. School employees are granted some immunity if they make these required reports in good faith and may be subject to criminal penalties if they choose to ignore policy EBC.

The Family Educational Rights and Privacy Act (FERPA) does not prohibit releasing information gained by observing student behaviors (crimes). Always report student behavior that constitutes a crime to law enforcement.

If a student is subsequently suspended or expelled for the behavior, information about the suspension or expulsion is protected by FERPA. If a parent signs a new FERPA waiver and allows for the release of the student's record (the suspension or expulsion), law enforcement can be informed of the suspension or expulsion. If the parent will not consent to release the information, FERPA prohibits further reporting to law enforcement; however, school officials still must report the crime that led to the suspension or expulsion.

- Always follow the Safety and Security Act (policy EBC) and report all crimes at the time they occur.
- Respect students' privacy rights (FERPA) and do not release educational records about the student's suspension or expulsion without written permission from the student's parent(s).
- Remember, when parents sign the FERPA waiver at enrollment, they are generally allowed only to release directory information. All other information the school creates is confidential, and the parent must sign a release before the administration can release additional information to a third party, including law enforcement.

Child Abuse

Any district employee who suspects that a child's physical or mental health or welfare is being adversely affected by physical, psychological, or sexual abuse will immediately report this fact to the local Department of Children and Families (DCF) office or the local law enforcement agency if the DCF office is not open. It is recommended that the building administrator also be notified after the report is made.

District employees will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to prove that the child has been abused or neglected.

Violence Prevention

USD 214-Ulysses is dedicated to maintaining a safe and secure academic environment. Every employee is an important part of this effort. The USD 214-Ulysses philosophy regarding preventing violence is to maintain a proactive mindset every day in the workplace. Reactive measures such as crisis plans, code red procedures, and disciplinary measures are all in place, but they do not prevent violence.

Every Day in the Workplace:

- Observe and assess your workplace daily.
- Report anything that does not look or feel “right.”
- Be responsive to statements of concern by students or staff.
- Investigate any behavior or thinking of concern.
- Identify bullying or intimidation that occurs outside of classrooms. Engage a team effort to defuse such behavior before it results in violence.
- Question those without a pass. Offer them assistance.
- Do not prop open any exterior doors. Maintain access control.
- Know your workplace. Spend a few minutes to think about what you would do in an emergency.

Staff Identification Badges

An identification badge shall be issued to each employee during initial employment. Badges shall be worn when the employee is on duty and shall be displayed between the hip and the shoulder on the outer garment or a lanyard. The loss of an ID badge shall be reported to the Board of Education Office immediately so its ability to allow building access can be shut off. In order to keep the badge in working condition, and help prevent damage to the security chip inside the ID, do not pierce, bend, cut, make holes in, flex, or expose to direct or extreme temps. It is best practice to leave the badge inside the protective sleeve.

Badges remain the property of USD 214- Ulysses and shall be returned to the Board of Education Office at the time of resignation, retirement, or termination.

Staff-Student Relations

Staff members shall maintain professional relationships with students, which are conducive to an effective educational environment. Staff members shall not submit students to sexual or racial harassment. Staff members shall not have any interaction of a sexual nature with any student at any time, regardless of the student’s age, status, or consent. Please refer to Board Policy GAF.

Teachers should never engage in one-on-one electronic communication with his or her students. It is recommended that teachers do not interact with their students on social media sites. Teachers may be held liable for their words, pictures, and actions on social media sites, especially when they are in violation of law, or board policy, or affect the employee’s work performance or effectiveness (Board Policy IIBGC).

Planning Period

Your planning period is crucial for fostering student success. This time is exclusively for professional activities that directly benefit your classes. This includes:

- Developing engaging lesson plans
- Providing thoughtful feedback on student work
- Collaborating with parents and guardians
- Observing colleagues to enhance teaching methods
- Analyzing data to tailor instruction to student needs

While occasional personal errands might be unavoidable, priority is to utilize this time for your professional responsibilities. If it becomes necessary to leave the building during your planning period, please check out with the office for administrative purposes.

By dedicating your planning period to these essential tasks, you ensure you have the necessary resources and knowledge to create a thriving learning environment for your students.

Substitute Folder

Each teacher will prepare a substitute folder that will be used in an absence. This file will be kept in the main office and should include a seating chart, class roll, bell schedule, lunch/class schedules, classroom policy/procedures, attendance reporting slips, before/after school duties, emergency lesson plans, crisis expectations, and three days worth of lesson plans. The updated substitute folder for the current school year is due to the appropriate Principal by August 20th of that school year.

For planned absences, teachers are expected to include up-to-date and specific classroom directions in the plans for the substitute, with a copy going to the department chairperson for secondary and your grade level team member for elementary. Also, if time permits, each teacher should brief classes regarding an absence, the work to be done, and the expected behavior. As a courtesy, please email the department chairperson if you know you will be absent. Other considerations or information that may be included are:

- Names of students who are dependable class members.
- Help students see the value of assignments, especially if the emergency lesson plans were utilized.
- Instructions and an answer sheet should be included if objective papers are to be graded.

Substitute Teacher Lesson Plan Framework

Please utilize the district's provided substitute lesson plan as a framework, but remember to tailor it to your teaching style and students' existing knowledge. The plan offers a solid foundation for the day, but don't hesitate to adapt activities, incorporate your usual classroom management techniques, and assess student understanding as you normally would. This will ensure a smooth learning experience for your students even in your absence.

[Force Copy USD 214 District SUB Lesson Plans Template Link](#)

Substitute Teacher Feedback Form

After a substitute covers your class, please take a moment to provide feedback about their experience using the "Teacher Feedback" form located at the end of the USD 214-Ulysses substitute handbook. Your insights will help us improve the quality of substitute services for everyone.

[2024-2025 USD 214 Substitute Personnel Handbook](#)

Telephone Usage

To ensure clear communication and minimize disruptions in classrooms, school telephones are reserved for local calls and school business-related long-distance calls. Whenever possible, please use the phone in the teacher's lounge or custodian's office for personal calls. We encourage you to handle personal matters outside of school hours, such as during planning time or before/after school. While teachers may use personal cell phones during breaks, it's important to refrain from using them while supervising students.

Cellular Phone Usage Policy

This policy regarding cellular phone usage applies to any device that makes or receives phone calls, leaves messages, sends text messages, surfs the Internet, and/or downloads and allows for the reading of and responding to email, whether the device is District-supplied or personally owned.

Cell Phones or Similar Devices at Work

While at work, employees are expected to refrain from using their personal cellular phones. Excessive personal calls during the workday, regardless of the phone used, interfere with employee productivity and are distracting to others. Employees are, therefore, required to make personal calls during non-work time (e.g., before/after school hours, lunch breaks, breaks, etc.) and to ensure that friends and family members are aware of the District's policy. This prohibition includes, but is not limited to, receiving or placing calls, text messaging, surfing the Internet, receiving or responding to email, and checking for phone messages during class or supervising students.

Flexibility will be provided in circumstances demanding attention. If an employee requires flexibility or an accommodation, he or she should speak to his or her supervisor.

Use Cellular Phones and Similar Devices While Driving a School Vehicle

An employee who uses a cellular phone or similar device is prohibited from using such cellular phone or similar device while driving a school vehicle, whether the business conducted is personal or District-related. This prohibition includes receiving or placing calls, text messaging, surfing the Internet, receiving or responding to email, checking for phone messages, or any other purpose related to the employee's employment with the District; the District's students or their parents/guardians; the District's vendors; volunteer activities, meetings, or civic responsibilities performed for or attended in the name of the District; or any other District or personally related activities not named here, while driving.

If necessity requires that an employee use a cellular phone or similar device while driving, the employee is required to stop the vehicle in a safe location so that he or she can safely do so.

Personal Cellular Phone or Similar Device Used for District Business While Driving

The District is aware that employees currently use their personal cellular phones or similar devices while driving in their personal vehicles for District business purposes. Due to research that indicates that cell phone use while driving is dangerous, the District prohibits employee use of personal cellular phones or similar devices, including, but not limited to, receiving or place calls, text messages, surfing the Internet, receiving or responding to email, or check for phone messages, while driving if the employee is in any way doing activities that are related to the employee's employment with the District.

If necessity requires that an employee use his or her cellular phone or similar device for District business while he or she is driving, the employee is required to stop his or her vehicle in a safe location so that he or she can safely use the cellular phone of similar device for District business.

Violation of Policy

Employees who violate this policy will be subject to appropriate disciplinary actions, up to and including termination.

Announcements

Announcements will be made each school day. The teacher should write and initial all announcements and submit them to the office for approval. It is the teacher's responsibility to ensure that students are listening and not talking when announcements are being made.

Use of District Computers/Privacy Rights

Computer systems are for educational and professional use. All information created by staff shall be considered district property and subject to unannounced monitoring by district administrators. The district retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violations of this policy.

Software, including freeware or shareware, may only be installed on any District computer once

cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware and prescribe installation and de-installation procedures. Program files must have the superintendent's approval to be installed on any District server or computer.

Staff shall not install unapproved hardware on District computers or change software settings that support District hardware.

The administration may conduct periodic audits of software installed on District equipment to verify legitimate use.

Responsible Use of Communication Technologies

The District expects all employees to use communication technologies appropriately and in accordance with Board policies and administrative guidelines. This includes technologies used on District property, at District-sponsored activities, or those owned, operated, or provided by the District. Examples include voice mail, computer networks, the internet, and email.

Misusing these technologies may result in disciplinary action, such as reprimand, termination, or other consequences. Employees should also be aware that the Kansas Open Meetings Act, Open Records Act, and Family Education Rights and Privacy Act apply to communication technologies, including voicemail and email.

Teachers are expected to monitor and respond to district and parent/guardian communication (both voicemail & email) in a timely manner (Within 24-48 hours is recommended). If the content of the messaging is less than favorable, it is good practice to "CC" building administrators to the message.

When approved by the building principal, notes, announcements, or other school-related information may be sent home with students. The district subscribes to an electronic communication system (K-12 SwiftAlert) that can provide mass or select group distribution. All messages for distribution must be approved by the Superintendent or building principal.

Please leave a copy of any communication sent to parents in bulk form with the office so that it might be referred to at a later time if necessary. If an email is sent to a parent, please attach a copy to the building administration. (Classroom Rules, Grading, and procedures)

Parent-Teacher Conferences

Parent-teacher conferences will be held at the end of the first nine weeks and again in the spring semester. Grades PK-5 should meet and make a schedule for parents. These schedules should allow no less than 15 minutes no longer than 20 minutes. Grades 6th-12th grade will be given out at as they appear in the fall and student-led conferences for the IPS in the spring. Please keep the principal informed if you have a difficult and/or sensitive conference with a parent that is going to or has already occurred.

The focus of the parent-teacher conference should center around the following topics: Student academic data (Formative, Summative, Fastbridge, State Assessment) that identifies areas of

strength and areas for growth, Behavior and social interactions, student engagement & motivation, Parent & student goals for growth, Best way to communicate, Resources or support systems that can be done at home to support the learning at school.

If a teacher is not available during parent-teacher conferences for any unusual circumstances, it is expected that the teacher will schedule and make arrangements at time to meet with all parents/guardians on their class(s) rosters.

Regular communication, both positive and negative, is essential. Parents/Guardians should not be surprised by any information disclosed at conferences, especially regarding if their student struggles. Teachers are encouraged to proactively communicate throughout the year through various channels like notes, emails, or brief in-person meetings. Teachers are recommended to schedule additional conferences throughout the year to address individual student needs and ensure continuous support for their academic and personal growth.

Classroom Parties

General parties include Halloween, Christmas, and Valentine's Day. Birthdays may be handled as the teacher wishes and in a way so as not to disturb other classes. The room parties will begin at 3:15 p.m. in most cases.

- All food and beverages must come in the original, individual, store, sealed package.
- The teacher should inform the parents of any students in the class with food allergies.
- Do not let students bring birthday party invitations to school unless everyone in the class is invited, both boys and girls.
- There will be no gift exchange at Christmas for students.

Retirement Recognition

Toward the end of the school year, All USD 214 employees retiring from the District are recognized for years of service and dedication to the District at the District Convocation and reception. It is expected that all district employees will attend.

School Closing/Inclement Weather

At times, school may be canceled, or only the starting time for school day/work may be delayed due to inclement weather. Employees will be notified by local radio/television stations and by SwiftAlert, the School District phone notification system.

Food or Drinks in the Classroom

Teachers may have drinks but must be in appropriate containers. Mugs are one form of acceptable containers. Do not eat food in front of students in the classroom unless you have enough for the entire class. Be professional about this matter. Students can bring drink bottles or containers to school. You must determine if they are appropriate and that they do not disrupt the learning environment.

Gifts

Staff members are prohibited from receiving or providing gifts to students, parents/guardians, vendors, salesmen, or other such representatives.

Leaving the Building during School Hours

To ensure the safety and well-being of everyone in the building, the administration requires prior notice and approval for any staff member who needs to leave the building during school hours, excluding the lunch period. While notification during the lunch period is not mandatory, it is highly appreciated. Upon departure, complete all sign-out procedures and sign back in upon return. This process allows the administration to maintain awareness of staff whereabouts and enables them to effectively address any unforeseen situations.

Scheduling School Activities

The School District activities calendar is available on the District Website. A shared activities calendar will be accessible to all teachers and staff for their designated building and will be consistently updated and maintained every month. Prior approval is mandatory from the principal for scheduling an activity to avoid conflicts. To ensure smooth operations and avoid disrupting community events, all staff must submit a building use form to the principal. This form helps coordinate use and prevent scheduling conflicts.

School Equipment

The school maintains a variety of electronic equipment, including computers, displays, digital projectors, and cameras, solely for educational purposes. These resources are not for personal use. Staff members must obtain explicit permission from the Principal before taking any equipment home.

For your reference and to ensure proper inventory management, please verify that any equipment housed in your classroom is listed on the official inventory. This ensures accurate tracking and accountability for all valuable school resources.

IEP or Student Staffing Meeting Attendance Guidelines

We understand the importance of teachers' time, however, their presence at assigned IEP meetings is crucial and required. We aim to optimize IEP meetings and minimize the instructional time lost by a teacher(s) by following these principles:

- IEP meetings will be scheduled based on parent availability to ensure their participation. This collaboration minimizes disruption to parents' work schedules.
- To optimize scheduling and coordinate teacher availability for Special Education (SPED) meetings, teachers are asked to complete a Google form provided by the building administrator and SPED team. Teachers will indicate their preferred times for meetings (before school, after school, planning period, etc.). While the SPED team and building administrator will do their best to accommodate these preferences, it is important to note that **NOT ALL** SPED meetings can be scheduled at the teacher's desired time.
- To optimize teacher time and minimize instructional time lost, by following these

principles when possible:

- After parent input and feedback about their child's growth or their concerns. Teachers will share their insights and crucial information in the meeting to inform discussions and collaborative planning.
- Parents will then have dedicated time to ask questions and interact directly with teachers, fostering open communication and building a strong support system for the student.
- With parent/guardian permission and after outlining core accommodations and interventions, teachers may conclude their participation. However, continued teacher presence is highly encouraged. This allows for clarification, a clear understanding of the finalized IEP, and demonstrates commitment to the student's success.
 - By leaving early, teachers acknowledge and agree to the finalized IEP, including any accommodations and interventions developed after their departure. Teacher absence will not hinder the implementation of the IEP.

We believe this approach ensures valuable contributions from all participants while respecting both parent and teacher time constraints. It allows for a comprehensive conversation and reinforces a commitment to collective responsibility for the student's well-being.

Student Cumulative Records

All student cumulative records are filed in the office. If you wish to review or add information to a student's file, do so in the office. Files should not leave the office. The cabinet is locked after the secretaries leave for the day.

Publications

Teachers are encouraged to have local newspapers/radio coverage of special classroom projects. Arrange this with the principal. Notify the Yearbook sponsor whenever applicable. Outside publications of a controversial nature must be cleared through the principal's office before being introduced to the students.

Field Trips

Field trips are an excellent teaching aid and an important part of the curriculum. The trips should be well-planned and an integral part of the curriculum. If you are taking a field trip, remember the following guidelines.

- Organize the time and date. (Field trips are discouraged during certain times of the school year, i.e., finals week and the month of May)
- Obtain the necessary forms, complete the worksheet for all costs associated with the trip and travel, and secure the authorized signature on the Field Trip form.
- Forward the completed form and accompanying documents for approval from the Building Administrator.
- Make transportation arrangements by giving information to the appropriate contact and completing a transportation request form on the District's website.
- Request a substitute teacher if applicable.

- Parent permission slips are required for all participants. These are due from students one week before the activity date so the sponsor can prepare a master list of students to be distributed in the building.
- Teachers have the right, with the Building Administrator’s approval, to request that a student not participate in the activity.
- Provide a list of participating students to the appropriate secretary for attendance purposes. In addition, prior to the bus leaving, teachers will be expected to take roll and provide an updated roster of students who are attending the field trip.
- Confirm bus transportation arrangements the day before the activity.
- Medical Consent Forms must be completed by each student’s parent or guardian.
- Follow building procedures for obtaining medical supplies (i.e., inhaler, EPI pen, etc.).

Overnight Field Trip Requirements (Board Policy IFCC Overnight Accommodations)

During school district sponsored travel that requires overnight stays by students, separate overnight accommodations will be provided for students of each biological sex.

Notice to Parents/Guardians

This policy will be provided to parents/guardians to a student’s participation in a school district sponsored activity or travel that requires overnight accommodations by students.

Definitions

“Biological sex” means the biological indication of male and female in the context of reproductive potential or capacity, such as sex chromosomes, naturally occurring sex hormones, gonads, and nonambiguous internal and external genitalia present at birth, without regard to an individual’s psychological, chosen, or subjective experience of gender.

“School district sponsored travel” means any travel that is necessary for students to attend, participate, or compete in any event or activity that is sponsored or sanctioned by a school operated by the school district, including, but not limited to, any travel that is organized:

- By any club or other organization recognized by the school;
- Through any communication facilitated by the school, such as email; or
- Through fundraising activities conducted, in whole or in part, by school district employees or on school district property.

It is important that the classroom teacher/coach conduct a pre-trip orientation because many students who go on field trips do not regularly ride a school bus. The field trip experience may be the first time a student has a bus trip experience. Care should be taken to orient them about bus procedures.

- Review the guidelines for bus riders. Emphasize that the driver is in charge. Teachers and coaches are expected to assist the driver in managing the students and to ride the bus with the students.
- Parent sponsors with little contact with bus procedures should be oriented with the same information as teachers and coaches.
- Aisles must be kept clear of musical instruments and all other items.
- No unauthorized passengers may accompany the field trip coach, sponsor, or teacher.

- Authorization must come from the Principal.
- Each person is responsible for the care and safekeeping of all possessions taken on the bus.
 - Adult supervision of all students is required at all times. Bus drivers are not to be used to supervise a student for disciplinary reasons.
 - Teachers and coaches must be certain to have a copy of all necessary phone numbers

Steps for missing student at bus departure time:

- Double check all buses and confirm the student is missing.
- Check for the time/place the student was last seen.
- The sponsor must contact security and supervisors in charge of the activity/event.
- The sponsor must arrange temporary supervision for the rest of the group.
- The sponsor must help locate the missing person.
- Utilize any public address system.
- Check all restrooms, and first aid locations.

If it becomes imperative that the group must leave:

- Steps should be taken to determine if part of the group could remain (if more than one bus).
- The sponsor must arrange for the group's return and stay to assist in locating the missing person.
- The parent of the missing child should be contacted.
- Sponsor and site security must determine if police should be contacted.
- Sponsor should continue to contact an administrator and keep him/her updated.

Sponsor should continue to contact an administrator and keep him/her updated.

Facilities & Transportation

Emergency Operations

A copy of the District Emergency Operations Plan (EOP), including fire and tornado drill information for each school, will be provided for each faculty member in the building through the CrisisGo Platform. The EOP should be kept available on the CrisisGo through the District provided technology or staff member phones easily accessible. Each faculty member should read over the EOP early in the school year and be expected to be knowledgeable about its contents.

To determine exit routes for your classes, check with the Principal. Students must be at least 50 feet from the building. No one should return to class until you hear an all-clear bell. Teachers are to take either their grade book or master class list with them. Always treat fire and tornado signals as the real thing.

It is the responsibility of all USD 214 employees to assist anyone with a disability (student, employee, or guest) during an evacuation of the building in the case of an emergency. All individuals are required to follow designated exit routes as posted throughout the building. Once exited, any individual with a disability must be escorted to the flag pole area, where special assistance may be provided if needed.

Automated External Defibrillators

The board has authorized the use of Automated External Defibrillators in school buildings. Qualified persons are allowed to use the devices when appropriate. A “qualified person” means an employee who has:

- completed a course of training in the use of Automated External Defibrillators;
- demonstrated proficiency in the use of an Automated External Defibrillator.

Employees who wish to be trained in the use of an Automated External Defibrillator, or who may have questions about these devices are urged to contact their building nurse or the Board of Education Office.

Facility Usage

If you have a group wanting to utilize the building, the application must be made through the Building and routed to the Board of Education Office for final approval. The requestor should receive a copy indicating if the request is approved or denied and if any changes are associated with the use. Individual utilization of the facility for any reason must be cleared through administration on a Building Use Form. All facility use during the holiday break must be preceded by a Building Use Request. There is no maintenance or custodial support on scheduled holidays.

- Do not prop open doors – faculty members are responsible for their students.
- Custodians will be on duty only part of the break time.
- All students should enter and exit through one entrance.
- Follow procedures regarding building usage during Winter Break.
- Observe KSHSAA Winter Break (NO PRACTICE)
- Building permit forms are required for all outside groups.
- All teams and activity groups must have their schedules on file with the Athletic/Activities Director.

Care of Room and/or Building

Keeping our school safe and secure requires teamwork! To do your part, please take the following preventive measures when leaving your classroom:

- Turn off all lights, saving energy and reducing electrical risks.
- Close and lock windows, preventing unauthorized entry and potential weather damage.
- Tidy up the room: Put away materials, clear the floor, and place chairs on top of desks to minimize clutter and prevent tripping hazards.

These simple steps can significantly reduce damage in case of a break-in. Additionally, teachers using the building after school hours are solely responsible for securing all doors, windows, and lights for the entire building.

Displaying Posters & Maintaining Wall Surfaces

To maintain a professional and cohesive environment, the display of posters in school hallways and classrooms is subject to approval by the principal. These approved posters can be displayed in designated areas only.

Furthermore, to ensure the preservation of school property, all materials hung on walls, both in hallways and classrooms, must be removable without damaging the paint or puncturing the wall surface. Therefore, the use of staples, nails, and tape is strictly prohibited.

We encourage the use of alternative methods, such as poster putty, adhesive hooks, or designated bulletin boards, to display approved materials. Thank you for your cooperation in maintaining a visually appealing and well-maintained learning environment.

Remote Keys and Access to the Building

Teachers and staff are responsible for their keys. Under normal circumstances, keys should never, for any reason, be placed in the hands of students. This policy includes student aides/teacher helpers, stage assistants, athletic managers, etc. Have the necessary doors open prior to beginning your work, and keep your keys in your possession. When rooms are vacated, they should be kept locked. Special care should be taken to see that the windows are closed and the lights turned off when leaving for the day. Encourage students to leave lockers closed. Rooms with Venetian blinds are to be left in the following manner: the blinds should be lowered all the way and turned in an open position. This is in cooperation with the local police and is a security measure.

Building principals or the superintendent will be responsible for issuing door keys and maintaining an accurate, up-to-date list in the school office of all people who have been issued keys. Building principals are responsible for retrieving all keys provided to any employee under their authority when the employee is no longer a district employee or is assigned to another building.

The principal shall submit a written request for additional keys. No keys shall be duplicated

without permission.

A complete inventory of all keys shall be made at least once each year. Any loss of keys shall be reported immediately to the principal so that measures may be taken to protect district property.

Library Services

The district employs a Librarian or Library Aide at each building that is responsible for determining the schedule of the school library and maintaining the library and media center inventory.

Library passes should be issued with discretion and only for legitimate, library-centered tasks related to your class (e.g., research, tests, conference room use). Clearly state the purpose on the pass. Teachers are encouraged to explore the library's new resources.

Sign up in advance with the librarian/library aide. Please provide the number of students, subject area, and desired assistance (e.g., resource gathering, reference materials guidance, periodical assistance). This process also applies to small student groups.

For supervision, please accompany and supervise any group of five or more students assigned to the library. We appreciate your cooperation in encouraging students to return overdue books to facilitate efficient resource circulation. Implementing these guidelines will maximize the library's contribution to supporting your curriculum and fostering student learning.

Animals & Plants

In general, for liability reasons and to ensure the safety and well-being of our students and staff, we do not permit the entry of animals, insects, or plants onto school grounds. However, exceptions may be made for educational learning experiences that may be pre-approved by the building administration. These educational learning experiences must be supervised by a teacher and adhere to strict safety guidelines.

Copy Machine Use & Care

The copy machine is available to teachers for professional use. Teacher assistants may make copies students may be sent to the office to obtain a copy. Teacher assistants or adults should do the actual copying.

If the copy machine malfunctions due to items inside the machine, contact an administration assistant, and he/she will contact the company, and a technician will be sent to service the machine. District-owned copy machines should be used only for projects related to the District business.

Mailboxes

All staff members should check their mailboxes at least once a day. Important messages, including telephone messages, are placed in the mailboxes throughout the day. A class will only be interrupted for phone calls or messages in emergencies. Students are to avoid picking up

materials from mailboxes. The administration should approve a mass distribution through the mailboxes.

Employees and/or students shall have no expectation of privacy when using District email or other official communication systems. Any e-mail, computer application, or information in District computers or computer systems is subject to monitoring by the administration.

Tobacco-Free Environment

To promote a healthy and tobacco-free environment for everyone, our district strictly prohibits the use, possession, or promotion of any tobacco product by staff members. This ban applies at all times and in all locations, including school facilities, vehicles, events, and property. This includes cigarettes, e-cigarettes (ENDS), chewing tobacco, and all related accessories like filters, rolling papers, and charging devices. The only exception is for FDA-approved nicotine replacement therapies prescribed by a doctor or used according to label instructions. Furthermore, advertising tobacco products through branded items like clothing, signs, or vehicles is strictly forbidden. We appreciate your cooperation in maintaining a healthy learning environment for all students and staff.

Transportation Requests

All transportation requests for district transportation will need to be submitted through one of the following links.

[Transportation Request for Bus](#) (15 rider minimum)

[Transportation Request for Vehicle](#)

The district often has numerous activities going on at the same time; therefore, it is important that an accurate number of students/managers/coaches/sponsors be filled in on the transportation request for the scheduling of buses and suburbans. Providing the administration with an anticipated number of participants will be very important in scheduling the appropriate kind and amount of transportation provided by the district.

Transportation Safety and Regulations

The driver and head coach/sponsor will determine if there is a need for the bus/vehicle to stop during travel to and from an activity. Trips lasting 3 hours or longer may require a rest stop. The driver is ultimately responsible for the occupants and the vehicle and will determine if a stop is warranted for emergency situations.

Pre-trip check of the vehicle will be the responsibility of the driver, with proper documentation filled out prior to departure. Upon return, the vehicle is expected to be refueled, and cleaned out, and proper documentation is expected to be completed and returned to the appropriate administrator along with the vehicle keys and any receipt(s) and WEX Card if applicable.

District vehicles are used by everyone in the district, so the expectation is that the vehicles will be left in better condition than when it was found. Have procedures in place to accomplish this

expectation for your team or group.

All policies and rules governing student conduct and discipline at school shall be in effect in district vehicles. Students must follow the bus rules and the instructions of bus drivers at all times. Serious or continued misbehavior on school buses can result in a student's removal from the bus. The district will not be responsible for transporting students who are held after school for disciplinary reasons or who miss the bus due to their own failure to load the bus on time.

Bus Policy

During school sponsored activity trips, all students who ride to an event must return on the bus unless the parent requests, in person, to the head coach or sponsor that they will be taking their son or daughter home with them. The parent must sign the district sign-out sheet prior to taking their son or daughter. *(Unusual circumstances and arrangements can only be made in advance by the Principal to vary from this policy.)*

District Fleet Gas Cards for Fueling at Skyland Grain

District vehicles in Ulysses must utilize Skyland Grain, located at 202 East Oklahoma Avenue, Ulysses, KS, 67880, for all fuel purchases. Please follow these steps when using the District's Fleet Gas Card provided by Skyland Grain:

1. Get a receipt, sign it, and write the vehicle number on the receipt.
2. Complete vehicle mileage log.
3. Turn all receipts and transportation documents into the Transportation Secretary.

Steps to Fuel at Skyland Grain

1. Use the kiosk in between the fuel pumps you have chosen.
2. Swipe the fuel card
3. Follow prompts:
 - a. PIN Number
 - b. Vehicle Number
 - c. Pump Number (Each set of pumps is labeled with a number)
 - d. Once fueling is complete, swipe the fuel card again to obtain a receipt. (You do not have to enter the information a second time.)

Submitting Maintenance & Technology Requests

To ensure prompt attention to any issues requiring maintenance or technology support, please submit all requests by submitting a maintenance/technology ticket on the school district website. This streamlined process helps us efficiently track and address your concerns.

For maintenance requests:

- Provide a clear description of the issue, including the location and any relevant details.
- Attach photos if they can visually illustrate the problem.

For technology requests:

- Choose the appropriate category for your request (e.g., hardware issue, software problem, network connectivity).
- Provide a detailed description of the issue, including the equipment or software affected and any troubleshooting steps you have already taken.

By submitting requests electronically, you can track the progress of your request and receive timely updates. If you encounter any difficulties navigating the website or have further questions, please do not hesitate to contact the school administration or the IT department directly at tech@usd214.org.

Business & Finance

Travel Expense Reimbursement Procedure

When using a personal vehicle, the District reimburses mileage for certified personnel who travel between buildings at the rate established by the IRS. Within 60 days, the certified employee must complete and submit a travel reimbursement form for actual mileage reimbursement.

Reimbursement will not be made after 60 days.

When attending out-of-district meetings or conferences, certified personnel are to keep a running record of expenses and receipts for which they may be reimbursed. Within 60 days of the expenditures, complete and submit a requisition form according to the following directions:

- List meal reimbursements according to the meal reimbursement chart (overnight stay only) Staff attending meetings and workshops will be reimbursed up to \$30 per day for meals. No reimbursements will be given for the purchase of alcoholic beverages.
- Identify the city traveled to and from and complete mileage reimbursement calculation.
- Itemize miscellaneous expenditures as necessary and attach appropriate receipts (i.e., hotel bill, turnpike toll receipts, etc.)
- **Reimbursement will not be made after 60 days.**

If a district vehicle is not available, staff can drive their personal vehicle and be paid mileage. If a district vehicle is available and staff choose to drive their personal vehicle instead, they are not eligible for mileage reimbursement, but are eligible for reimbursement for the cost of fuel upon completion of an employee reimbursement request and supporting fuel receipts. **This needs to be arranged with the superintendent prior to travel.*

Expense Reimbursement

The District shall reimburse employees for building principal authorized expenses incurred as part of their duties. Such authorized purchase will be reimbursed within guidelines developed and administered by the Superintendent. District employees shall exercise good judgment in spending public funds.

Fundraising

All fundraising activities require prior approval from the designated personnel (Building Principal & Activities Director) through a completed [Fundraising Request Form](#). Initiating fundraising without formal approval is strictly prohibited. Clubs/organizations are limited to two fundraisers per year, excluding concession stands at school events. However, a second fundraiser necessitates working a concession stand beforehand.

Financial Management:

Collected funds must be deposited solely into the school's activity fund. Coaches/Sponsors are responsible for collecting money and submitting it to the high school bookkeeper with proper documentation within three days of the fundraiser's conclusion.

Summer Fundraising:

Fundraising for summer activities like camps, clinics, or tournaments cannot involve school-sponsored events, using the school's name/team representation, or utilizing the activity fund. All funds must be collected in an external bank account, and neither the school nor booster clubs can be involved in their distribution.

Activity Fund Disbursement:

Each activity has a designated Club account managed jointly by the activity sponsor and building secretary. Disbursements from this account must benefit the students and require approval from the activity sponsor, supervisor, AD, and/or Principal. While sponsors can obtain quotes, placing orders necessitates a purchase order signed by the AD/Principal. Notably, sufficient funds must be present in the Club account before any orders are placed.

Additional Points:

- District administration needs to be informed of all approved fundraising activities.
- When pricing fundraising items, consider any applicable sales tax.
- Door-to-door solicitations by students are discouraged.
- Receipts must be issued for all collections (receipt books available from the office).
- Daily deposits of collected funds with the school secretary are mandatory. External bank accounts are not permitted.

Please note: This is a summarized version. Refer to the comprehensive guidelines on Fundraising Request form for a more detailed explanation of the procedures.

District Credit Card Use

The Superintendent designates employees authorized to use District credit cards for the purchase of appropriate goods and services for District purposes. The Superintendent shall determine the following:

1. Which employees are authorized to use District credit cards;
2. What goods and services each employee is authorized to purchase with a District credit card;
3. The maximum amount of any single transaction for each authorized employee;
4. The total maximum amount of purchases for a monthly billing cycle for each authorized employee.

District credit card users shall be held accountable for the appropriate use of District credit cards. Unauthorized use of a credit card shall be grounds for disciplinary action, including termination of employment. Every credit card user shall retain original credit card receipts for each purchase and shall complete and submit a requisition order reflecting the date of purchase, vendor, description of the purchase, business purpose, and other information required by the Board of Education Office. Every credit card user shall be required to review and sign a statement indicating that the user is aware of the terms and conditions for use of a District credit card.

Failure to present the District's sales tax exemption certificate will result in any sales tax reflected on the receipt being charged to the District credit card user responsible for the purchase.

Requisitions & Purchase Orders

To ensure proper recordkeeping and authorization, all purchases require a completed requisition and purchase order. Both the Principal and Superintendent must approve requisitions before the order can be processed.

In emergencies or unique situations, please contact the Principal directly. They will then consult with the Superintendent to determine the appropriate course of action and provide further instructions.

Postage & Supply Policy

Any staff member with mail related to approved school business should use school postage. Postage meters and stamps are to be used for school business only. If your mailing is over two hundred (200) pieces, bulk mail should be considered. We have one standard letterhead for the school. All business correspondence pertaining to the school should be on this letterhead. The return address label must contain the name of the department that originated the correspondence. Postage for club activities will be charged to each club's account.

Supplies and equipment belonging to the District should be used only for school business.

Distribution of Materials

Materials from sources outside of the district may not be distributed on school grounds without prior permission from the principal. Examples of outside materials include, but are not limited

to, political materials, special interest materials, and advertisements. The principal shall determine the time, place and manner for materials

Curriculum, Instruction, and Assessment

Curriculum

All certified staff shall adhere to the Kansas Department of Education Education Standards and District Pre-K-12 Instructional Program(s) and curriculum resources, which will be composed of grade level and/or course curriculum resources that allow students to meet the goals and objectives set forth in the educational program (s). It is to include District instructional goals and learning objectives and be based on valid educational research and current State Board of Education requirements.

Additions, deletions, or alterations to the KSDE standards and curriculum resources shall be approved by the Board. Outside resources and District personnel may be used in curriculum development. All District curriculum resource material is the property of USD 214. Please inventory all materials and abide by the building check-out procedure for student distribution. All inventory and check-out materials are the responsibility of the employee.

Professional Learning Communities (PLC)

Professional Learning Communities are focused on learning, have a collaborative culture, and are results-oriented. The fundamental questions revolve around mission, vision, values, and goals.

A **professional learning community**, or *PLC*, is a group of educators meeting regularly, sharing expertise, and working collaboratively to improve students' teaching skills and academic performance.

While the specific activities and goals of a professional learning community may vary widely from school to school, the following are a few examples of common activities that may take place in meetings:

- **Discussing teacher work:** Participants collectively review lesson plans or assessments that have been used in a class, and then offer critical feedback and recommendations for improvement.
- **Discussing student work:** Participants look at examples of student work turned in for a class, and then offer recommendations on how lessons or teaching approaches may be modified to improve the quality of student work.
- **Discussing student data:** Participants analyze student-performance data from a class to identify trends—such as which students are consistently failing or underperforming—and collaboratively develop proactive teaching and support strategies to help students who may be struggling academically.
- **Discussing professional literature:** Participants select a text to read, such as a research study or an article about a specialized instructional technique, and then engage in a

structured conversation about the text and how it can help inform or improve their teaching.

Guest Speakers

During specific lessons, utilizing a guest speaker in the classroom may benefit the student. Guest speakers can be an invaluable resource to classroom teachers. It is important, however, that guest speakers are thoroughly vetted before entering our buildings. Therefore, guest speakers should not be allowed into classes without administrative approval. Teachers should work with the appropriate administrator to ensure the best possible experience for students. Other important items of note include:

- A speaker's topic must pertain to the District teaching and learning objectives of the sponsoring individual or group.
- Only invited speakers should be present.
- Evidence should be presented that the speaker is reputable and knowledgeable in the subject.
- The speaker should agree to speak to the current subject matter being dealt with in the class. If he or she does not, the students may be excused.
- No speaker shall be permitted to distribute literature of any kind to students unless it has been previously approved by the administration.
- The issue should be within the framework of the District's philosophy and program of the subject area.
- The issue should be within the level of the students' maturity.
- The discussion should contribute significantly to developing the skills of critical thinking and problem-solving.
- The presentation should be balanced and/or impartial and objective.
- Preparation and follow-up is imperative for all of the students in attendance. In all cases of combining classes for discussion or film purposes, field trips, outside speakers, etc., it is essential that the students are fully prepared for the material or the exposure they are about to receive. In addition, they should know what is expected of them regarding conduct, preparedness, questions, etc.

Parent Volunteers or Volunteers

The use of parent volunteers is encouraged. Select two or three room parents to help you with parties and other class activities such as field trips. Ask a parent to help you with some of your class activities. Parents can add a great deal of information and interest to your class activities because of their jobs, travels, hobbies, or other experiences. Ask a parent to listen to a child read! Use your students' parents often, make them a friend of education.

Remember that the classroom teacher is responsible for all instructional activities. Ensure the parent volunteer can fulfill your expectations before allowing the volunteer to work with a student outside of the classroom. This means you should observe the volunteer as he/she works with children and provide feedback and guidance regarding appropriate interaction methods. If a parent works with a child outside the classroom, ensure tutoring occurs in an "open area" where others can easily observe the volunteer. The library is recommended. You will need some method to determine student progress, which resulted from tutoring with a parent volunteer. This

documentation could take the form of worksheets completed by the student, notations of student progress provided by the volunteer, or notes taken regarding a conversation that occurs between yourself and the parent volunteer. You must be able to justify the use of the parent volunteer in terms of “what is best for the students.”

All volunteers, with the exception of school parties, are required to have a cleared background check. Forms may be obtained from the Board of Education Office and approved by the building Principal.

Effective Use of Video & Instructional Aides

Teachers are encouraged to utilize a variety of instructional aids, including movies, videos, and skill-streaming tools, to enhance learning. However, their use must be strategic and intentional:

- **Direct Connection to Curriculum:** Materials selected must have a clear and demonstrable connection to the specific curricular objectives being taught in the classroom. Using them as "busy work" or mere "fillers" is strictly prohibited.
- **Board Approval Required:** All video materials, including those used as rewards, must be reviewed and approved by the board before being utilized in the classroom.
- **Critical Analysis of Effectiveness:** The use of videos as rewards should be critically analyzed to ensure they are effective learning tools and not simply distractions from academic content.
- **Time Efficiency:** Explore less time-consuming activities that might achieve similar learning outcomes, minimizing disruption to valuable instructional time.

While we advocate for the valuable role of various instructional aids, it is crucial to remember:

- **Teaching Aids, Not Replacements:** These materials are supplements to good teaching, not substitutes for it.
- **Planning and Professional Development:** Teachers are encouraged to plan effectively for the use of available resources and equipment. Additionally, we strongly encourage ongoing professional development to learn about and explore innovative ways to utilize instructional aids effectively in their classrooms.

By adhering to these guidelines, we can ensure that instructional materials are used responsibly to enrich learning experiences and maximize student achievement.

Internet Access

All school computers have access to the internet. It is the teacher’s responsibility to limit internet access and to monitor student internet usage. Teachers should be actively engaged with students and walking the classroom when students are accessing the internet. Any violation of our Internet Access Policy must be reported immediately to the Principal.

Cheating (Academic Dishonesty)

Flagrant cheating can result in various penalties, such as zero for the paper/test, lowering the 9

weeks or semester grade, removal from selected activities and parent notification. Parent notification is always required when dealing with academic dishonesty. A student getting into a teacher's desk, file cabinet, or material for obtaining tests, answers, etc., will be subject to very severe penalties, including suspension.

Lesson Plans

Each teacher shall develop, maintain, and follow lesson plans which conform to the state standards and demonstrate usage of board-approved curriculum resources, the district's educational goals, and the expected student learning outcomes. Lesson plans may be requested by administration, and it's recommended to have them easily accessible on your desk for potential walk-throughs. It is recommended that lesson plans follow the Madeline Hunter framework, which includes the following components:

- Anticipatory Set: A brief activity to focus students' attention and connect to prior knowledge.
- Objective and Purpose: Clear statements of what students will learn.
- Input: New information or skills presented by the teacher.
- Modeling: Demonstration of the new skill or concept.
- Checking for Understanding: Assessing student comprehension.
- Guided Practice: Students practice under teacher supervision.
- Closure: Summarizing the lesson and its key points.
- Independent Practice: Students demonstrate mastery independently.

To ensure clear communication and consistency, teachers must use PowerSchool to post assignments and tests at least one week in advance. Assignment descriptions should be detailed enough for students and parents to easily understand the requirements and due dates.

Homework

Homework shall not be used as a means to discipline students. Homework shall be assigned as needed to reinforce lessons introduced in the classroom. It will not be used as an introduction to new concepts. Assigned homework shall be research-based and meaningful homework to increase student achievement. The recommended guidelines for the quantity of homework is a total of 10 minutes per grade level. For example, a 6th grader would have a total amount of homework for all subjects is 60 minutes. The quality and purpose of the homework are crucial. Individually, Engaging and meaningful assignments for each student are more beneficial than busy work, regardless of duration.

Assessment

The District educational testing program shall consist of multiple assessments. These assessments shall include, at minimum, teachers' classroom formative and summative assessments, District benchmark assessments, and state-required tests. The board requires all certified staff members to protect the integrity of the student assessment process. Honest administration of the test and accurate reporting of student achievement to the board, the community, and the state of Kansas is necessary to maintain accountability measures. All students and staff must maintain high integrity in administering and completing student

assessments. In short, all staff must follow test security guidelines and ethical practices dictated by the district and/or Kansas State Department of Education.

Grading: Fair & Meaningful

Assigning grades carries significant weight, and here at USD 214, we take a thoughtful approach to ensure they are fair, accurate, and informative. This commitment is reflected in our practices:

- Fair and appropriate assessments: We use methods aligned with student learning levels to accurately gauge their ability, understanding, and progress of mastering the state standards (tests, oral & written assignments, projects, & reports)
- Focus on academic achievement: We use instructional and objective instruments of measurement to assess student understanding and mastery of the defined state standards. Teachers are expected to grade fairly, focusing solely on academic achievement and excluding factors not relevant to learning (e.g., behavior or conduct).
- Avoid compliance grading: These are grades awarded based on completing tasks unrelated to academic achievement (i.e., name on paper, turned in on time, attending a school event).
- Extra-Credit: If extra credit requires students to purchase specific items or to attend certain events, it creates an uneven playing field for students from different socio-economic backgrounds. Instead, extra credit should be offered through activities that leverage readily available resources or are purely knowledge-based, ensuring all students have an equal chance to benefit.
- Clear communication: We prioritize clear communication of expectations and learning goals to avoid unexpected failing grades.

We believe in actively supporting students and fostering open communication with parents:

- Regular student conferences: We hold regular student conferences to discuss grades, progress, and areas for improvement.
- Open communication with parents: We encourage early and frequent communication with parents/guardians of students who are struggling or having difficulty. It is quite difficult to explain a failing grade to a student or parent if they have never been informed that their work is failing. A wise teacher will also inform parents of unsatisfactory work by means of a phone call, email, or personal conference.
- Early and consistent feedback: We provide early and consistent feedback on unsatisfactory work through progress reports, phone calls, and personal conferences,, allowing students to improve.
- Opportunities for all: Every student should have the chance to succeed. We achieve this by differentiating instruction and creating avenues for success regardless of their achievement level.

We view grades not as a measure of worth but as a tool for understanding progress toward mastery of the KSDE State Standards.

Hickok Elementary

Hickok Elementary is committed to standards-based grading, a system that focuses on mastery of clearly defined learning objectives. This approach emphasizes student progress toward specific learning standards throughout the year rather than solely relying on a single assessment or letter grade.

Instead of traditional letter grades, student progress towards each standard will be indicated by positive (+) or negative (-) symbols. This provides a clearer picture of individual strengths and areas for improvement, facilitating targeted support and personalized learning for every student.

Sullivan Elementary, Kepley Middle School, Ulysses High School

The evaluation of student achievement is reported as follows:

Superior =	A	90-100%
Above Average =	B	89-80%
Average =	C	79-70%
Below Average =	D	69-60%
Failing =	F	59% & below
I-Incomplete	NG-	No Grade

Incomplete grades- Teachers should avoid giving incomplete grades at the end of the semester except when students have missed work for reasons beyond their control. Building administration should be consulted before issuing an incomplete grade, as it is inappropriate to assign an incomplete grade as a semester grade at the end of the year.

No grade: teachers may assign “NG” only in cases where the student’s skills may be less than generally required for the course and where the experience is determined to be in the student's best interest. Building administration should be consulted prior to issuing an “NG” to a student.

Kepley Middle School & Ulysses High School Effort Grades

Students will also receive a number grade that indicates the amount of effort put forth by the student in each class.

- 1 - indicates that the student in all academic areas in the class has displayed a great deal of effort.
- 2 - indicates that the student has displayed an average amount of academic effort in that class, doing all or most assignments with concern for proper results.
- 3 - indicates that the student has done little, if any, academic work for that class; has done few, if any, assignments.

Please note: Some teachers may require students to perform some of their class duties outside the school day, e.g., band performances, musical concerts, project completion, etc. These requirements may influence the grade given for those classes. *Furthermore, these requirements may or may not be outlined in the general policies of the building policy (or district policy) handbooks.*

Grade Book via PowerSchool

PowerSchool is the required grade book for all teachers. While maintaining grades in another format is optional, it is highly encouraged to double-check grades in PowerSchool regularly for consistency. This is because both technology and human error can occur. Hand-averaging a few student grades each quarter is another recommended practice. Always proofread grades thoroughly before progress reports are printed. Additionally, ensure at least two grades are entered per student each week and that a letter grade and percentage are assigned for each nine-week period and semester for 3rd through 12th grade.

All assignments should be listed in PowerSchool at least one week prior to the due date. For assignments that require grading, completion in PowerSchool should occur within one week of submission, with two days being the preferred timeframe. This timeframe can be extended for larger projects. In such cases, the project should be marked as "complete pending" in PowerSchool.

Student Ineligibility

Ineligibility lists will be run every week (KMS -Wednesday; UHS- Thursday). All students who have a D or F will be reported. Also, all students with an "INC" will be reported. Teachers are responsible for making sure all grades are up to date by noon each Wednesday. Please refer to the family & student handbook for additional information.

Students will be notified weekly by the teacher of each course if they are failing the course. It is the responsibility of the coaches/sponsors to ensure that the students do not participate in an extra-curricular event while they are ineligible. Please refer to your building's staff handbook for more information.

Progress Reports

Teachers are responsible for reviewing grades before reporting to ensure accuracy and consistency. This involves utilizing critical thinking and preventative measures to identify any potential issues before releasing grades to the parents/guardians.

To accomplish this, teachers should first compare and analyze all quarterly and semester letter grades. This can be done either by aligning them in a physical grade book or using a computer printout. Finally, before finalizing grades for reporting, a thorough double-check against the primary grade book, whether physical or digital, is crucial. This careful review process helps to guarantee the integrity and validity of the reported grades.

All quarter and semester grades are to be confirmed and completed three school days after the end of each quarter. All grades will be stored and placed in the student's historical grades four school days after the quarter or semester. Once grades are stored, they can only be changed if communicated with administration prior to a change being made by secretarial staff.

Student Retention

While we generally discourage retention, it's crucial to address potential cases early on, particularly in the lower grades and kindergarten. Please keep your principal informed about any students who might be at risk of retention.

Before considering retention, two conferences with parents are mandatory. We strongly recommend scheduling the first meeting before the end of the first semester to discuss concerns, interventions, and potential alternative strategies. Ultimately, the Principal and Parent/Guardian has the final decision-making authority regarding retention.

Students Grading Papers

Teachers should use good professional judgment, ensuring that students are not put in embarrassing situations. Practice quizzes or routine daily work that does not get graded is fine to grade in class. Do not have students call out their grade or score after a worksheet or quiz that has been self-graded in class.

Students can pass the work in for a grade, but it cannot be expressed out loud for anyone to hear. Please do not call on them to verbally say out loud how they scored. If a student would choose to tell their friends or neighbors what their score was, that is their right.

Student Textbooks

Textbooks are checked out at the beginning of the year or each semester. You should record the condition of the book at checkout time on the proper form.

At the end of the school year or semester, the condition of the textbook should be noted. Students who have abused or damaged their textbooks should be sent to the office, where damages will be assessed for monetary compensation.

It is the teacher's responsibility to keep a record of class fees, project fees, damaged book fees, etc., and furnish a list of students who are unpaid before the last day of the school year. The building secretary will then send notices to the student's parents and hold grade cards until fees are paid in full.

What Works—Research About the Classroom

- Students get more out of a reading assignment when the teacher precedes the lesson with background information and follows it with discussion.
- When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students learn more.
- Students benefit academically when their teachers share ideas, cooperate in activities, and assist one another's intellectual growth.
- Business leaders report that students with solid basic skills and positive work attitudes are more likely to find and keep jobs than students with vocational skills alone.
- Students tutoring other students can lead to improved academic achievement for both student and tutor, and to positive attitudes toward coursework.

- Students learn faster and retain more of the lesson when lessons are adapted to their individual learning styles and levels.
- Students are generally more attentive and reflect better study habits when they are involved in lessons that reflect real-life situations.

Committees

Building Leadership Team (BLT)

The Building Leadership Team (BLT) assists the administration in implementing processes that will increase student achievement. The BLT meets consistently to collaborate on professional development, instructional strategies, and instructional improvement processes. Members of the BLT are selected by the principals of the building.

Student Improvement Team (SIT)

The Student Improvement Team collaborates to support students who are struggling academically or behaviorally to be successful. The team makes recommendations based on student data and the school's system of interventions. The team documents the student's response to interventions and, when necessary, recommends the student to the Director of High Plains Educational Cooperative (HPEC) to be considered for evaluation. The principal will select members of the SIT team.

Please make every attempt to attend these meetings as they are assigned. Many times, teachers have already done about all the interventions they can think of by the time the child is referred to SIT. It will help this process a great deal if, as you begin to suspect that a child is a candidate for testing, you document all the interventions that you tried with the child. This is before the SIT is assigned as well as after. When you begin your SIT process, write down all the interventions for future documentation.

[Request for Intervention Document](#)

[Teacher Expectations](#)

[Parent Letter Example](#)

[Parent Communication Example](#)

[Intervention Ideas](#)

District & Building Site Councils

The purpose of the school Site Council is to advise the school on such matters as student learning, education programs, school improvement planning, and accreditation issues. The site council also advocates for the school regarding the same issues.

Specifically, the purpose is to:

1. Provide advice and counsel to the school in developing, implementing, and evaluating school performance goals and objectives, and
2. Provide ongoing support for the students and staff of the school.

In addition, school site councils may:

1. Make recommendations regarding budgetary matters for efficient and effective administrative and management functions.

2. Assist the School Board in analyzing the unique environment of schools, enhancing efficiency, and maximizing limited resources.

Membership

The site council consists of at least seven members and includes the Principal, teachers, other school personnel, parents of students attending the school, the business community, and other community groups. Local school board policies clearly delineate site council member selection, rotation, terms of service, eligibility for service, and leadership selection.

Membership on the site council is representative of the demography the school serves. Community membership exceeds school staff membership, with special attention given to underrepresented groups.

The following chart outlines membership on the Site Council:

Principal or Principal's Representative
Teacher
Staff Member
Community/Parent/Business Member
Community/Parent/Business Member
Community/Parent/Business Member
Community/Parent/Business Member

Meetings

- Councils meet at regularly scheduled times agreed upon by site council members.
- Councils meet at least four times annually but optimally six during the school year.
- Council agendas include discussion of student learning, educational programs, school improvement planning, and accreditation issues.

Responsibilities of Site Council Members

- The chair, in consultation with the building Principal or his or her designee(s), establishes agendas, conducts meetings, and communicates site council advisement.
- Site council members participate in sanctioned school improvement meetings and visits in an advisory capacity.
- Site council members periodically communicate with the school community and, at least annually, with the local board, on site council activities, and other council matters.
- Site council members take part in ongoing training to build their knowledge and skills related to site council work.

The following are job descriptions for the Site Council:

- Chairperson
 - will not be the Principal
 - sets agenda for the SITE Council meetings
 - publishes SITE Council agenda
 - conducts SITE Council meetings by doing the following:
 - reviewing and prioritizing agenda

- setting time limits on each discussion
 - outlining procedures for reaching decisions
 - facilitating communications among SITE Council members
 - summarizing decisions
- Vice Chairperson
 - Appointed in event the Chairperson is absent
- Secretary
 - will take minutes at SITE Council
 - takes attendance at SITE Council meetings
 - will distribute minutes in a timely manner
 - will keep minutes in a central notebook for the year
 - records permanent data, such as committee assignment, and schedule of next meeting
 - maintains or arranges maintenance of file containing all SITE Council business
 - keeps minutes of meetings and publishes summary of them in the monthly newsletter
 - action items – for agenda

Professional Development Council (PDC)

The Professional Development Council coordinates, and administers the District Professional Development Plan. The District Professional Development Plan has a five-year cycle and is Board and KSDE approved in 2015, 2020,2025, etc.

The PDC is representative of administrators and teachers selected by the groups they represent. Teachers can outnumber administrators, but administrators cannot outnumber teachers.

Membership

- PDC membership will be determined on an annual basis.
- PDC members may resign by submitting a letter of resignation to the PDC Chair.
- The PDC Chair will then notify building Principals of such resignation.
- PDC membership is voted at the building level once per year.
- Each building will vote one member for building representation on the District PDC.
 - UHS will vote for two members for building representation on the District PDC.
- The building administration will have one member for administration representation on the District PDC.

Responsibilities

The PDC will:

- Participate in annual training related to roles and responsibilities of council members, including implementing Kansas Professional Development Regulations.
- Review/Develop operational procedures
- Review and recommend approval or disapproval of Individual Development Plans for renewal or certification
- Recommend staff development activities for the District
- Establish an appeals process for unapproved Individual Development Plans
- Validate points awarded based on staff development form completion and IPDP plan.

Meetings

- The PDC will meet a minimum of four times each year
- Extra meetings will be held if necessary.
- All decisions will be decided by consensus.
- Agenda items may be submitted by any PDC member prior to distribution of the agenda and may be added to the bottom of the agenda
- Persons missing two or more meetings may be asked to find an alternative representative to take his/her place.
- At the beginning of the meeting, agenda items may be added by the PDC Chair or the superintendent subject to the PDC's approval.

Relevant Publications for Required Reading and Knowledge

USD 214-Ulysses and Grant County Teachers Association Negotiated Agreement

The Negotiated Agreement between USD 214-Ulysses and the Grant County Teachers Association is a rather important document for all faculty members to be familiar with. The Agreement is ratified and approved each year and is available electronically via the District's website.

USD 214-Ulysses Board Policy

Board Policy is approved annually and updated periodically through the assistance of the Kansas Association of School Boards. The policy can be located online via the District's website.

USD 214-Ulysses Parent and Student Handbook

Parents and students reference the handbook often. It is good practice to be familiar with the particulars found in this District publication.

USD 214-Ulysses Section 504 Notebook

The purpose of the Section 504 Notebook is to describe the policy and procedures related to Section 504, which are in effect in USD 214.

USD 214-Ulysses District & School Improvement Plan

School improvement is a continuous process requiring all stakeholders' collaboration to ensure student achievement. Each building is required to update and revise school improvement plans annually, a process involving faculty members. All District and school improvement plans are housed on the platform called KSSTAR.

KSDE requires USD 214-Ulysses to have District and School Improvement Plans that are active and living. Each building has a School Improvement Plan that coordinates well with the District Improvement Plan.

USD 214-Ulysses Professional Development Plan

KSDE requires a five-year professional development plan for each District. Currently, USD 214 is in the fourth year of the five-year cycle. The information included in the plan provides faculty members with specifics regarding individual development points and their use.

USD 214- Ulysses Policy and Procedures for Facility Usage Guidelines

The Facility Guidelines are a must-read for faculty regarding reserving facilities and the requirements for usage.

USD 214-Ulysses Technology Plan

Technology is a strategic focus for USD 214. The technology plan outlines the District's short and long-term vision for instructional technology focused on student achievement.

Bring Your Own Device (BYOD) Policy for USD 214 Staff

Purpose:

The purpose of a Bring Your Own Device (BYOD) policy is to allow staff members to bring a personally-owned computing device (phone, laptop, tablet device, etc.) and access the Internet for work-related purposes with such device via the district network.

These devices will have access to the Internet through the Guest Portal. The Acceptable User Policy will still be enforced, and personally owned computing devices should be used for work-related purposes during work hours to prevent unnecessary bandwidth utilization and ensure regular performance of staff duties. If personal use of such device is found to be interfering with the employee's assigned duties, such employee may be subject to disciplinary action, up to and including termination, suspension of the employee's authorization to bring such device to work, or both.

Limitations:

Supervision of students is a priority in the district, and employees who are responsible for supervising students must concentrate on that task at all times. Employees shall not use communication devices when they are responsible for supervising students unless the following conditions occur:

- The device is being used to instruct the students being supervised at the time.
- The use is necessary for the performance of an employment-related duty.
- The employee has received specific and direct permission from a supervisor.
- There is an emergency.

Note: Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

- Technology support staff will not respond to setup or repair requests related to devices beyond the instructions provided.

- Personal computing devices will only be used by the staff member and are not for student use. Employees shall not allow students to use their devices, whether through the course of instruction or not, and in allowing such use, they do so at their own risk.
- The security of personal computing devices is solely the staff member's responsibility. Any loss resulting from damage, theft, or personal technology in the school setting is not the district's responsibility.

Emergency Operations Plan

The Emergency Operations Plan (EOP) is a necessary document for the safety and security of all school community members. Updates are published annually; the manual is vital to drills and preparation. The EOP can be found on the CrisisGo App on district-issued devices and can be downloaded to staff's personal devices.

Bloodborne Pathogens

Spills of Blood and Other Potentially Infectious Material (OPIM): OPIMs include body fluids such as respiratory discharge, tears, vomit, urine, feces, saliva in dental procedures, semen, and vaginal secretions.

- When appropriate, teach and assist students to render their own personal first aid and to cover any open wound. This will reduce the risk of pathogenic transmission from one person to another.
- Be familiar with the USD 214 Bloodborne Pathogen Exposure Control Plan (on file at the office and available upon request).
- When rendering first aid, always wear protective gloves if blood or OPIMs are involved. Please contact the school health office for assistance.
- CLEAN UP: All contaminated surfaces must be cleaned before they can be disinfected. A fresh, 1 to 10, solution of household bleach and water is the recommended disinfectant. Cleaning products and protective gloves are available from the custodian. Call for custodial assistance.
- Always follow up by washing hands with soap and hot water whether protective gloves are worn.
- A BIOHAZARD SPILL KIT is available in the nurse's office. It contains a CPR shield, apron, gloves, mask, and clean-up materials.

Emergency Safety Interventions (ESI) Board Policy (GAAF)

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

Definitions (See K.A.R. 91-42-1)

“Emergency Safety Intervention” uses seclusion or physical restraint.

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.

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

“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.

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

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

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

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

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 by a licensed healthcare professional for treatment of a medical or psychiatric condition; and
- Use of mechanical restraint, except:
 - Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional;
 - Any device used by law enforcement officers to carry out law enforcement duties; or
 - Seatbelts and other safety equipment used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to affect such physical harm. Less restrictive alternatives to ESI, such as positive behavior intervention support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before using 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 using an ESI. Use of an ESI for purposes of discipline, punishment, or the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

Seclusion Restrictions

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

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 an emergency, such as fire or severe weather.

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

Training

All staff members shall be trained in using positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the employee's position. Administrators, certified 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 documentation regarding the training that was provided and a list of participants.

Notification and Documentation

The principal or designee shall notify the parent, or if a parent cannot be notified, then shall notify an emergency contact person for such student, on the same day the ESI was used. Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day on which the ESI was used. The parent shall be provided the following information after the first and each subsequent incident in which an ESI is used during each school year: (1) a copy of this policy which indicated when ESI could be used; (2) a

flier on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and, once it has been developed, 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 involving the use of emergency safety interventions, the foregoing information shall be provided in printed form. Upon the occurrence of a second or subsequent incident shall be provided a full website address containing such information.

In addition, 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 intervention,
- Type of intervention,
- Length of time the intervention was used, and
- School personnel who participated in or supervised the intervention.

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.

Three (3) Incidents of ESI for Same Student

If a student with an IEP or a Section 504 plan has three incidents of ESI in a school year, then such student's IEP team or Section 504 team shall meet within ten (10) days following the third incident to 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 unless the IEP team or Section 504 team has agreed on a different process.

If a student without an IEP or Section 504 plan has three incidents of ESI in a school year, then the school staff and the parent shall meet within ten (10) days following the third incident to 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, or 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 after a third ESI incident shall be invited to attend the meeting. 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 who has not had three ESI incidents in a school year.

Local Dispute Resolution Process

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. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state Department of Education.

If the issues are not resolved informally with the building principal and/or 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 ESI.

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 an 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 the confidentiality of student records and shall report the findings and recommended action 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. Once such a procedure has been developed, a parent may file a complaint under the state board of education complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

Copyright

This is the House Report 94-1476, pp. 68-70, accompanying the new law. It reads as follows:

AGREEMENT ON GUIDELINES
FOR CLASSROOM COPYING
IN NOT-FOR-PROFIT
EDUCATIONAL INSTITUTIONS

With Regard to Books and Periodicals

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future: certain types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision, as stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying that does not fall within the guidelines stated below may nonetheless be permitted under the fair use criteria.

Guidelines

- I. Single Copying for Teachers: A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:
 - A. A chapter from a book;
 - B. An article from a periodical or newspaper;
 - C. A short story, short essay, or short poem,
 - D. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
- II. Multiple Copies for Classroom Use: Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:
 - A. The copying meets the tests of brevity and spontaneity as defined below;
 - B. Meets the cumulative effect test as defined below, and,
 - C. Each copy includes a notice of copyright.

Definitions

Brevity

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story, or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words. (Each numerical limit stated in i and ii above may be expanded to permit the completion of an unfinished line of a poem or an unfinished prose paragraph.)
- (iii) Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue.
- (iv) "Special" works: Certain works in poetry, prose, or in "poetic prose," which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, fall short of 2,500 words in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

Spontaneity

- (i) The copying at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

- (i) The copying of the material is for only one course in the school in which copies are made.
- (ii) Not more than one short poem, article, story, or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term. (The limitations stated in ii and iii above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to I and II above Notwithstanding any of the above, the following shall be prohibited:

- Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works. Such replacement or substitute may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized test booklets, answer sheets, and consumable material.
- Copying shall not:
 - substitute for the purchase of books, publishers' reprints, or periodicals.
 - be directed by higher authority;
 - be repeated with respect to the same item by the same teacher from term to term.
- No charge shall be made to the student beyond the actual cost of the photocopying.

Notice of Non-Discrimination

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with USD 214 are hereby notified that this institution does not discriminate on the bases of race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, handicap or any other legally protected status in the admission or access to, or treatment or employment in its programs and activities. As the law requires, the district will provide equal access to district facilities and related benefits and services. It will not discriminate against any group officially affiliated with the Scouts, BSA, the Girl Scouts of the United States of America, or any other youth group designated in applicable federal law. Any person inquiring about USD 214 compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact USD 214, 111 S. Baughman Street, (620)356-3655. The Superintendent of Schools, Corey Burton, has been designated to coordinate the institution's efforts to comply with regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Asst. Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504. Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. Section 12131 states:

1. Public Entity

The term "public entity" means

- a) any State or local government;
- b) any department, agency, special purpose district, or other instrumentality of a State or States or local government; and

- c) the National Railroad Passenger Corporation, and any commuter authority (as defined in section 24102(4) of title 49).

2. Qualified individual with a disability

- a) The term “qualified individual with a disability” means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

Social Media Guidelines

USD 214- Ulysses recognizes the importance of using social media as a communication and learning tool. These guidelines aim to assist District employees in navigating the appropriate use of social media tools in their professional and personal lives.

All staff members are expected to serve as positive ambassadors for the District and appropriate role models for students. It is vital that staff maintain professionalism in their interactions with students and the community. Failure to do so could put you in violation of existing District policy and at risk of disciplinary action. These social media guidelines provide guidance for the use of social and/or digital media on behalf of the District. “Social media,” as used in these guidelines, includes all forms of electronic communication through which users share information, messages, and/or other content on the Internet, including, but not limited to, communication through Facebook, X, LinkedIn, YouTube, Pinterest, Google+, Tumblr, Instagram, and similar social media sites, as well as posting to your own or someone else’s blog, online diary or journal, podcasts, virtual worlds, social networks, personal website, or to a web bulletin board or a chat room, regardless of whether such a site has any direct connection with the District.

The following principles apply to using social and/or digital media by District employees:

- You are solely responsible for what you post online. Before creating online content, it is important to use your best judgment and consider whether the content can adversely affect your job performance, the performance of fellow employees and/or students, or whether it adversely impacts others at your building, as well as individuals in the community, students, and others. Content that negatively impacts the District's legitimate interests or the interests of its students may result in disciplinary action, up to and including termination.
- Employees must adhere to the Employee Handbook and other District policies when using social and/or digital media. Employees should be aware of the effect of their actions on the District's image. Information employees post or publish may be seen as posting on behalf of the District. Inappropriate posts can include discriminatory remarks, harassment, threats of violence, or similar inappropriate or unlawful conduct. This type of posting cannot be tolerated and may subject you to disciplinary action, up to and including termination.
- Employees should use their best judgment to ensure anything shared on social and/or digital media is not harmful to District employees, students, parents, vendors, donors, board members, etc.

Please remember that you have no right to privacy when using the District's communications systems, including, but not limited to, computers and other electronic equipment, the District's internet connection, and e-mail system. In addition, the District reserves the right to monitor public communications and content on employees' social networking profiles and public posts on social media websites.

Be Professional and Respectful

Always be fair, courteous, and professional to fellow employees, students, parents, vendors, and anyone working on behalf of the District, both online and offline. Avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, threatening, or intimidating, or that are disparaging of the District's aims or goals, or that might constitute harassment or bullying of people with whom you work in any capacity.

Examples of such conduct might include:

- offensive posts meant to intentionally harm an employee, non-employee, student, or parent's reputation;
- posts that could contribute to a hostile work environment on the basis of race, color, religion, national origin, sex, ancestry, age, disability, or any other status protected by law or our policies;
- threats made to stalk, haze, physically injure, or damage the person or properties of an employee, non-employee, student, or parent;
- posting pornography.

Work-related complaints can often be resolved by speaking directly with your coworkers or by directing your complaints to the Board of Education Office.

Be Honest and Accurate

Please be honest and accurate if you are posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted posts can be searched. Never post any information or rumors you know, or suspect, to be false about the District, fellow employees, students, parents, or others working with or on behalf of the District.

Post Only Appropriate and Respectful Content

Your social media posts should:

- Maintain appropriate privacy and confidentiality requirements of the District.
- Do not link from your blog, website, or other social media site to the District's website without first seeking permission from the Board of Education Office.
- Express only your personal opinions. Do not represent yourself as a spokesperson for the District. If the District should be the subject of the content you are creating, be clear and open about the fact that you are employed by the District, but also make it clear that your views do not represent those of the District, your fellow employees, or others working on behalf of the District. If you publish a blog or post online related to the work you do or subjects associated with the District, make it clear that you are not speaking on behalf of the District. Please include the following disclaimer if you identify yourself in a social media post as an employee of the District: "The views expressed on this website are my own and do not necessarily reflect the views of USD 214-Ulysses."
- Respect the law, including copyright law.

To assist you with the principles above, below are specific considerations to follow when using social media:

1. You are Always a School Employee- The lines between public and private, personal and professional, are sometimes blurred in the digital world. You will always be considered a District employee even when you have a disclaimer or use a different username. Whether it is clearly communicated or not, you will be publicly identified as working for and sometimes representing the District in what you do and say online.
 - Always write in the first person and make it clear that you are speaking for yourself and not on behalf of the District.
 - Do not misrepresent yourself by using someone else's identity or misrepresenting your identity. Be honest about who you are, where you work, and what you do.
 - Do not share confidential information, whether internal school discussions or specific information about students or other staff. What you post will be seen by others and can be forwarded or shared in just a few clicks.
2. Be Professional- Represent the District values of respect, responsibility, integrity, citizenship, honesty, and teamwork. Express your ideas and opinions respectfully and carefully consider what you post through comments and photos.
 - Respect copyright and fair use guidelines. Be sure to cite your source when quoting.
 - Do not use any school logo or image without permission from the Board of Education Office.

- If you make a mistake, admit it and correct it quickly. Clearly state if you've corrected a previous post and apologize if appropriate. Even though damage may be done, it is best to admit and correct your mistake.
 - Be cautious about posting personal videos. Video is an especially rich form of communication that often tells more about you than you might realize. Assume the video you post is public and will be viewed by everyone in your personal and professional worlds.
3. Respect Others and Ensure the Safety of Students- Respect the privacy and the feelings of others and do not, under any circumstance, post offensive comments about students, colleagues, or the District in general. Negative comments about people may amount to cyberbullying and could be deemed a disciplinary offense.
- You are responsible for what you post publicly, so be certain it is accurate and supports or remains neutral of your organization. If you are about to publish something that makes you hesitate, wait a day and talk to a colleague or supervisor. Once posted, you can't take it Back.
 - Employees who join or engage in social networks that include students are responsible for monitoring content and addressing appropriate behavior or activity, including the protection and safety of minors. All aspects of mandated reporting responsibilities apply, and should also be shared with a building administrator if there is any concern related to student safety and well-being.
 - Permission should be sought when posting photos or movies of fellow employees when possible. Permission should be sought when posting photos or movies that single out or personally identify a student.
4. Manage Staff/Student Relationships Carefully- Employees are prohibited from establishing unprofessional and inappropriate personal relationships with students. Do not fraternize with students as though they are your peers or friends.
- Unprofessional relationships include writing personal letters, emails, or text messages; calling students on cell phones or allowing students to make personal calls to you unrelated to class work or school activities; sending inappropriate pictures to students; discussing or revealing personal matters about your private life or inviting students to do the same; engaging in sexualized dialogue in any form.
 - Inappropriate or offensive content posted to social networks by employees and viewed by students, parents, or other staff may be investigated by school and District officials and, if warranted, may result in disciplinary action.
 - Usage of school email, and district-provided communication devices, is not private. All communications by employees to students or parents at any time from any phone or electronic communication shall be expected to be professional. Emails between employees, students, and parents shall be done through the school-provided email application and must conform to school email policies. All aspects of mandated reporting responsibilities apply, and should also be shared with a building administrator if there is any concern related to student safety and well-being.
5. Help Build our Community -Write what you know, be accurate, and add value to the discussion. A District's most valuable asset is its staff, represented by its people, and what

you publish may reflect on the school.

- Speak in the first person with your own voice and perspective.
6. Personal Use- The line between professional and personal relationships can be blurred within a social media context. Employees should exercise good judgment and common sense while maintaining their professionalism as District employees.
- Do not use District contact information (email, address, phone, etc.) when using social media for personal use.
 - Do not connect with students via personal social media. Doing so puts you in a teacher-student relationship.
 - Do not use District equipment or the District network as primary tools for maintaining personal accounts.
7. Classroom Use- Social media networks are powerful teaching and communication tools that can add great value to classroom instruction. Teachers are encouraged to use social media tools where appropriate in addressing an educational goal of the classroom.
- Inform your building administrator when creating social networks for classroom use and make sure parents are aware of the use and educational purpose.
 - Use District contact information (email, address, phone, etc.) for creating and maintaining accounts, including student accounts. For any social media sites used in the classroom, provide your username and password to your building administrator.
 - Abide by the user guidelines set by the social media site, including account age requirements.
 - Treat the social media network like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.
8. Other Uses- Coaches, Advisors, Fundraisers, Programs Social media networks can be helpful for groups in interacting and sharing information.
- Inform your building administrator when creating social networks for any school-related use.
 - Use District contact information (email, address, phone, etc.) for creating and maintaining accounts. For any social media sites used in the classroom, provide your username and password to your building administrator.
 - Be proactive by stating clearly that the network you create is school-related.
 - Abide by the user guidelines set by the social media site, including account age requirements.
 - Treat the social media network like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.
 - Consult with the Board of Education office if further guidance is needed.

Retaliation Is Prohibited

The District prohibits taking negative action against any employee for reporting a possible deviation from these guidelines or for cooperating in an investigation related to items covered in this handbook. Any employee who retaliates against another employee for reporting a possible deviation from these social media guidelines, or for cooperating in an investigation, will be subject to disciplinary action, up to and including termination.

Discussion of the Terms and Conditions of Employment and Free Speech

Nothing in the social media guidelines should be construed to limit any employee's right to discuss terms and conditions of employment or prohibit any employee from engaging in concerted activity as that term is defined in Section 7 of the National Labor Relations Act. Similarly, nothing in the social media guidelines should be construed to limit any employee's right to free speech that is protected by applicable federal, state, and local laws.