



Junior Raiders

Central Elementary Staff Handbook 2022-2023

Teri Dow, Principal

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USD 320 - WAMEGO

Notice of Non-discrimination

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Rob McKim, Superintendent, 504 Coordinator - manng@usd320.com
Scott Meitler, Assistant Supt., Title IX Coordinator - meitlers@usd320.com
1008 8th Street
Wamego, KS 66547
(785) 456-7642

Section 504 Grievance Procedure

It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Greg Mann, 785-456-7642, Section 504 Coordinator, who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504.

Any person who believes he or she has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator's decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Health and Human Services, Office for Civil Rights.

Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of

material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

Contact Information

School address 900 7th St
Wamego, Ks 66547
School Office 785-456-7271
School Fax 785-456-7172
School Web Site www.usd320.com

Board of Education Members and District Administration

Sheryl Wohler	785-844-0115	Terra Miller	785-317-6561
Deb Long	785-313-0869	Claudia McAlister	785-532-9515
Cory Meyer	785-844-3085	Mike Billings	785-307-2546
Bruce Coleman	785-556-0202		

Superintendent: Rob McKim
Assistant Superintendent/Director of Instructional Services: Scott Meitler
Special Education Cooperative Director: Deb Nauerth

USD 320 Vision Statement

One Wamego
Many Voices, Many Choices, One Result: Excellence

USD 320 Mission Statement

Wamego School District, a collaborative community of learners and leaders, ensures that all students learn at their highest levels possible and have the social, emotional, and cognitive skills necessary to live a successful and purpose-filled life.

District Curriculum

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. Curriculum at Grades K-5 includes the areas of communications (reading and language arts), mathematics, science, social studies, library, art, music, physical education, technology, character education, and health education. All curriculum is written with specific outcomes for students. Parents are encouraged to review the curriculum outcomes, which are available in the principal's office. Specific concerns regarding the curriculum should be directed to the teacher and principal.

School Improvement/KESA

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

Central Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

CENTRAL ELEMENTARY SCHOOL PROFESSIONAL LEARNING COMMUNITIES

Central Elementary School has embraced the Professional Learning Communities model for school improvement. The three "big ideas" of a PLC are a focus on learning, collaboration, and a focus on results. Every teacher is a member of at least one PLC team that will meet regularly to address curriculum, instruction, and assessment issues with a focus on learning and results. In addition to weekly team meetings, vertical team meetings across grade levels will also be organized to ensure continuity from building to building and grade level to grade level.

Central Elementary PLC Goals

Each PLC team will create their own S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely). Teams will present their S.M.A.R.T. goals to the faculty each year and will report on progress toward these goals. All goals will be directly related to the District Strategic Plan and/or Building KESA Goals.

Central Elementary PLC Leadership Team

Central Elementary has established a PLC Leadership Team to allow teachers the opportunity to have a voice in the decision-making processes in our school related to student and staff learning. Membership on the PLC Leadership Team is voluntary and those participating will be expected to adhere to the following norms and purpose established by the PLC Leadership Team.

Purpose of the Central Elementary PLC Leadership Team

The purpose of the Central Elementary PLC Leadership Team is to

- promote shared leadership by identifying and addressing the needs of the building community.
- be the vanguard of decision-making in the interest of making our school the best place it can be for students and staff
- guide the PLC process and communicate decisions to staff related to student growth

PLC Leadership Team Norms

- We will focus discussions and decisions on the three big ideas: student learning, collaboration, and results
- We will be on time and prepared for the meeting
- We will clearly define roles and close each meeting with specific next steps
- We will only use technology when needed
- All decision topics will be thoroughly researched, discussed, and debated by the DLT. All members will be independent thinkers prior to the decision. When the decision is made however, ALL will be unified and supportive of the decision in all facets of our positions.

CENTRAL ELEMENTARY

USD 320 Website and Principal's Blog

We encourage staff and families to access the district website to stay up-to-date. You may access our district website at www.usd320.com. The website is a valuable informational tool. Also, all staff should subscribe to the Principal's Blog to stay current with events and other information regarding our school. Go to <https://centralelementary.wordpress.com/> to subscribe and follow this blog.

School Day

The contract day for certified staff is 8 hours. The day begins at 7:40 a.m. and ends at 3:40 p.m. Staff are expected to arrive to work on time and not leave earlier than 3:40 p.m. Only school related work is to be completed during the contract day, unless during a staff member's lunch break or if comp time has been approved. Classified staff contract times vary. Classified staff members are required to clock in using the Skyward management system. All overtime must be assigned and approved by the building principal. **All staff (Certified and Classified) leaving the building during the contract day (lunch, meetings, etc.) should sign out in the notebook located on the office counter.** There is a separate sign-in sheet for Special Services staff.

Daily Schedule

A daily schedule of specialized classes (art, music, band, physical education, counselor, librarian, technology) will be provided by the office.

Duty Schedule

A duty schedule is provided by the office with times and assignments. Teachers and staff are expected to be at their appointed duty post on time. Each grade level team will share responsibility for supervision of bus students, walkers, and car riders. Staff supervising students must stay with students until they have left the school premises. Other staff will be assigned to Crosswalk duty around the school. Changes may be made in supervision duties as needed.

Excusing Students from the Classroom

No child will be dismissed from this school unless a parent/guardian has signed them out through the office. If a parent/guardian comes to your classroom to pick up a child, check with the office first. The office will call the teacher's phone to request the child be sent to the office for dismissal. Students who come to school late should sign in at the office and they will have a pass showing you they did so. If they are late and do not have a pass, please send them to the office. Do not count breakfast students late.

Supervising Students

We are mutually responsible for each student from the time they enter school until they go home. The responsibility must be shared conscientiously by every member of the staff.

In elementary school, supervision of young children must be close and continuous. It is essential to have orderly halls, playgrounds, and lunchroom and remind students of the schoolwide expectations in all areas. Students must be supervised at all times. If you must leave your classroom when the students are present, call the office and someone will come to relieve you. Maintaining the schoolwide expectations throughout the entire school is everyone's responsibility. The focus should be on instruction and practice of these expectations.

Keeping Students after School

No student should be left in the room or building after the teacher has left for the day unless under the supervision of another teacher. All children should call home to inform parents that they are staying after school. Bus students should be given a day to make necessary arrangements.

Planning Time and PLC Teaming Time

Individual planning and PLC teaming time will be provided as specified in the schedule. No comp time may be used during any scheduled PLC teaming time or during any professional development time.

PLC Faculty Meetings

Faculty meetings will be held on a regular basis on the first Wednesday of each month from 3:40 p.m. - 4:40p.m., unless extended time is needed or a change in date is necessary, which will be determined by the building principal. All teachers are expected to attend all faculty meetings. Teachers should make every effort possible to schedule doctor's appointments and other outside obligations on days that faculty meetings are not scheduled. Each meeting will have an agenda. If faculty or staff members have items for the agenda, these should be turned into the principal two weeks prior to the meeting. PLC faculty meetings will be used to discuss/address school improvement issues (including student achievement and progress toward State Standards), curriculum and instruction, professional development, KESA Goals, TASN Kansas MTSS Alignment Process, building issues, and mutual concerns.

Professional Development

Regular professional development will be conducted by the district and building as specified on the district calendar. Building professional development will be designed for grade level PLC meetings and PLC faculty meetings to meet individual and building needs, as specified in the Building Professional Development Plan, KESA Goals, and TASN Kansas MTSS Alignment Goals.

Learning Walks

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a full year of professional development and calibration of our adopted tool. We continue to receive professional development and support in our Learning Walk Tool and adjust it as needed. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

Teacher Evaluation

The basis of teacher evaluation should be to improve instruction and for professional growth. The Negotiated Agreement's Teacher Appraisal Procedures will be used as the guidelines for teacher evaluation. A review of the district's evaluation procedures will be conducted by the building principal at the beginning of each school year by September 15.

You may be asked to be a chairperson of a building committee or to serve on such a committee. Various committees will study and work on almost all facets of our elementary school curriculum. Teacher suggestions should be channeled through proper committee chairpersons. A teacher's work in Wamego Unified School system may be measured not only by the success in his/her classroom, but also by his/her professional attitude and effectiveness outside the classroom.

THE LEARNING ENVIRONMENT

Learning Time

Value should be placed on student learning time. Teachers should be in the room when students enter and learning activities should begin promptly. Non-instructional activities (lunch count, roll, etc.) should be streamlined to take a minimum amount of time. All learning activities should relate to specified learning goals (see below for details), including special programs, field trips, and other

classroom activities. When requested by the building principal, teachers should be able to provide a written copy of the learning goals for any activity they have scheduled.

Writing, Posting, and Communicating Learning Goals and Objectives

All teachers are expected to write student learning goals and objectives in student friendly language for all content areas, post these so that they are clearly visible to all students, and communicate these to all students prior to, during, and at the conclusion of instruction. Teachers should ensure that these learning goals and objectives are large enough to be viewed easily by all students. All learning goals/objectives should support the adopted curriculum and standards. Teams should work collaboratively to ensure learning goals/objectives are written and posted in the same manner in every classroom for their respective grade level and/or content areas.

Movies at School

Watching movies at school should be used on a limited basis (no more than once per year) and then only when related to a curricular area or for an approved celebration (approval must be obtained in advance from the building principal). If a movie is watched, it will have a general rating of G. Parents will be advised beforehand that a movie will be watched and permission will be given by the parent.

Protecting Instructional Time with Students and Classroom Celebrations

One of the greatest responsibilities we have as educators is to protect the instructional time we have with our students. This means that every minute of every school day is important to the learning process. Teachers are to use scrutiny when scheduling any kind of classroom or grade level celebration. No classroom or grade level celebration (with the exception of holiday classroom parties or other school-wide planned celebrations) should exceed 20 minutes in length and should be used on a very limited basis. Please obtain principal approval prior to scheduling any classroom or grade level celebrations that interrupt any part of the instructional day. This includes any "extra" recess. Extra recesses should not exceed 15 minutes.

Curriculum

Curriculum maps for all core content areas can be accessed through the district's curriculum Google Drive. It is expected that PLC teams will access their curriculum maps on a weekly basis to assist with planning for instruction. Essential questions, lesson plans, additional resources, links, and common formative assessments should be added to curriculum maps throughout the school year. Specialized area curriculum maps are also included in the Google Drive and should be used by the staff to plan for instruction. Teams are to work together to ensure pacing of instruction is aligned with their curriculum maps.

Lesson Plans

Lesson plans must be completed in a timely fashion and present in the classroom as a guide for teaching. When planning for instruction, the teacher should take into account the previous learning experiences of the students (based on building, district, and state standards and other measures of performance) and the outcomes of the district curriculum. Lessons should be designed to meet curriculum objectives. Teachers will be expected to justify that the standards are met. Lesson plans are to be placed in the proper Google folder by the start of each school week. Discussion in faculty and grade level PLC meetings will provide support to meet the needs of teachers in lesson planning. The building principal will check lesson plans on a regular basis. Lesson plans should also be readily available on the teacher's desk at all times. Lesson plans should include objectives that are directly linked to the district curriculum and state standards, as well as specified learning goals. Copies of the district curriculum should be readily available to the teacher at all times to use as a reference for planning and teaching.

Student Assessment

Student assessment is a continuous process. Teachers will assess students as soon as they begin school to determine learning strengths and deficiencies. Student files will contain building, district and state assessment results to help build this student profile. Accurate records should be kept to show student growth and development. Grades should be kept on the teacher's computer through the use of the Power School/Power Teacher student data management system.

An emphasis should be placed on quality, not quantity, of student work and performance. A variety of activities should be available for students to demonstrate their learning. This learning should be assessed in a variety of ways also. The use of worksheets should be limited. Student work should be completed and evaluated in a timely fashion. The teacher should make every effort to work with the student and parent if a student is not turning in work. Study hall should be assigned to a student during recess or before or after school when the student needs to complete late work or needs additional support from the teacher.

MTSS (Multi-Tiered System of Supports)

To best meet the needs of all students, Central has implemented a model of intervention called the Multi-Tiered System of Supports (MTSS). This model allows us to identify students in need of additional academic or Social Emotional support. All students will be screened at the beginning of the year and students in need of intervention will be placed in to support programs that are strategic or intensive, depending on the level of need. More information on the MTSS program will be provided by the building principal, grade level teams, and support staff to any new staff member.

PARENT INVOLVEMENT

Parents are welcome to participate in the learning community. Encourage parents to visit and participate in classroom activities and to join the Central Elementary Parent/Teacher Organization or Site Council. Regular communication from the classroom is essential.

Home-School Compact

A home-school compact will be signed by all parents/guardians during online enrollment. This compact spells out the expectations of the home and school relationship. (The compact is a requirement of Title I legislation.)

Parent Concerns/Complaints

All parent concerns/complaints should be addressed to the persons involved. Concerns shared with the principal will be shared with the teacher involved as appropriate. Every attempt will be made to resolve the concern/complaint as soon as possible. Teachers are responsible for working toward resolution of all parent complaints and/or concerns.

Classroom Communication Using Technology

All classroom teachers are required to provide information on their classroom using a technology resource (Seesaw app) to keep parents informed of learning goals and other special activities and events. This is a practice that is encouraged of all staff. The building principal will also maintain a school blog for Central Elementary.

Instructions on how to access classroom information through Seesaw will be shared with parents at the beginning of the school year, or with new families as they enroll throughout the year. Parents are encouraged to access this information frequently to stay informed on important school topics and activities. Parents without access will be given hard copies of all posts from their child's classroom technology communication, as well as from the principal's blog on a weekly basis, or as needed, to meet the deadlines of specific activities taking place at the school or in the community.

News Releases

Publicizing school events and activities are important to inform the greater school community of the programs and activities at Central Elementary. All news stories or requests for a news photographer must be approved by the building principal.

Calendar of Events

All classroom activities and events will be shared with staff in the SYNTK, a newsletter distributed by the Building Principal to all staff. Staff should also inform the office of all scheduled school activities to be added to the calendar. Staff are expected to keep their personal calendars up-to-date with information from school. It is very important to keep our school calendar as accurate as possible.

STUDENT/TEACHER SUPPORT SERVICES

Student Intervention Team (SIT)

SIT (Student Intervention Team) has been established to assist in planning prevention and intervention regarding student wellness and learning. The SIT will include grade level teams, special education staff members, the school psychologist, school social worker, school counselor, Title I teachers, and the building principal. This team will act as a pre-assessment team, but will have broader discretion at planning and implementing Student Improvement Plans for at-risk students.

Confidentiality

All staff are to treat student and personnel information as confidential. Student information should never be discussed in the staff workroom or with individuals that do not work directly with the student. Also, students receiving special services should never be revealed to others that don't directly work with the identified special education student.

Special Services

The IEP team will look at the most appropriate learning placement for the special education student. A special education resource room is available to provide the best services possible for students and teachers. Questions regarding pre-assessment and special education services should be addressed to the building principal. Teachers with students receiving special services are expected to be a part of the placement team.

Title I Services

Central Elementary is a Title I Targeted-Assisted School. The following criteria are used to place students in Title I: Building and district assessments, individual assessments, classroom performance, and teacher observation. Students that qualify for Title I support will be placed in strategic and/or intensive intervention programs (MTSS). Some students that qualify for Title I may not need this level of support, and thus will receive individualized reading support based on their needs.

Counselor/Social Worker

Central Elementary has a full-time counselor to support students and staff. The school counselor will conduct specific classroom group activities for students in the areas of social-emotional learning, character education, and career awareness, but will also serve the building in other roles, such as PBS Team Leader, Student Improvement Team facilitator, Case Manager for 504 Plans, coordinator of resources for students and families, and much more. The school social worker is assigned specifically to special services students, but may be used for consultation on any student.

Teachers should contact the principal if there is a need for school counselor or social worker services.

STUDENT DISCIPLINE AND MANAGEMENT

Central Elementary School Positive Behavioral Supports

Central Elementary has been implementing a process called School Wide Positive Behavior Support. The program is designed to educate all children on appropriate social skills and to prevent inappropriate behavior by teaching and expecting all students to Be Respectful, Be Responsible, and Be Your Very Best Self. We have adopted a unified set of school expectations. These expectations define the expected behavior in our school. You will see these expectations posted throughout the school and your child will be learning them throughout the school year. The School-wide Expectations Matrix can be found at the end of this document.

At Central Elementary School, there are expectations in all settings on how we can:

Be Respectful . . . Be Responsible . . . Be Your Very Best Self

Uniform lessons based on the Behavior Matrix will be taught each week in the setting being addressed. Each lesson contains a variety of activities that allow students both independent and whole group practice and feedback. If students are not meeting the behavior expectations, they will be given an opportunity to correct their behavior. If the unacceptable behavior continues, the students may be given a Minor Incident Report or an Office Referral Form. Depending upon the severity of the behavior and/or the number of occurrences, there is a possibility of students losing the privilege of attending special activities. Examples include but are not limited to: recess, assemblies, field trips, and special classroom rewards.

Staff members will be recognizing students who demonstrate the positive behavior expectations with the following positive behavior supports:

- *Super Raider Award - these are given to students who exemplify a good attitude and consistently following all the School-wide Expectations. Weekly Recognition.
- *Remarkable Raider - these are given to students who are a Role Model for others. Monthly Recognition.
- *Classroom Recognition Systems - these are dependent on the classroom.

Building-Wide Expectations

Building-Wide Expectations will be explicitly taught to all students and reinforced by all staff. These expectations include the following areas: Arrival, Dismissal, Hallways, Bathroom, Lunchroom, Playground, and Assemblies. Teachers will review the Building-Wide Expectations during class meetings and provide an opportunity to model, practice, and reinforce these expectations at the beginning of the school year. Expectations will be displayed on posters throughout the school. See the Expectations Matrix at the back of this handbook.

Classroom Rules

Each classroom should establish a small list of rules/procedures and consequences for misbehavior. These should be approved by the principal prior to distribution to students and parents. It is best practice to involve students in developing this list of rules/procedures for the students to follow in their class.

Office Discipline Referrals

Major discipline issues will result in an immediate office referral. Major offenses include the following behaviors: Inappropriate Language, Fighting/Physical Aggression, Disruptive Noncompliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher.

Office referrals will be entered into Power School as a Discipline Log Entry by the Building Principal OR the School Counselor.

Teachers should notify the principal ahead of time before sending students to the office, unless in the event of an emergency. If an emergency situation arises that a child must be removed from the classroom immediately, the teacher should contact the office for assistance and be sure to follow-up with the proper documentation (Office Referral Form) following the incident. Consequences and behavior management techniques (such as the CHAMPS program by Randy Sprick) will be addressed at PLC faculty meetings and PLC teaming meetings.

Second Step Social-Emotional Learning Program and Curriculum

The Second Step program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students. The Second Step program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet school-wide behavioral expectations and benefit from learning. At Central, all staff are involved with promoting and teaching the Second Step curriculum and strategies. Classroom teachers introduce a lesson each week and our School Counselor finishes the lesson during her Guidance Counselor class with students each week. The main topics of instruction include Skills for Learning, Empathy, Emotion Management, and Problem Solving. More information about our Second Step program and resources for families will be shared with parents/guardians throughout the school year.

Anti-Bullying Policy and Procedures

Our school community is committed to making our school a safe and caring environment for all. We will treat each other with respect, and we will refuse bullying of any kind at our school.

BUILDING/OFFICE PROCEDURES

Attendance/Lunch Forms

It is necessary to keep accurate records on attendance. A student must attend at least two hours to be counted for a half day in attendance and five hours to be counted for the entire day. Lunch count must be reported efficiently each day in the manner designated at the beginning of the school year. Please keep the office posted on students who are chronically tardy or absent. **It is the expectation of the building principal that TEACHERS will be the first point of contact with parents/guardians when tardies or absences of students become a concern.**

Teacher Leave/Substitutes

Teacher leave is addressed in the Negotiated Agreement. Teachers should notify the building principal and school office as soon as possible regarding planned leave days, as well as complete the leave request in Skyward and on AESOP (our substitute management system). For unplanned leave, the teacher should contact the building principal no later than 6:30a.m. If you are unable to reach the building principal, please contact the Administrative Assistant. In addition, the teacher must

submit the request in AESOP immediately in order to begin the search for a substitute. (A leave form must be completed in Skyward immediately upon the teacher's return, if not sooner.) Substitute information and lesson plans should be kept where the office can find the information quickly for the substitute. (Information regarding assignments for absent students should be included.)

Leave Requests and Purchase Requisitions

All staff are to complete leave requests and purchase requisitions using the Skyward data management program. In addition, staff must use the AESOP system to request a substitute for any leave where a substitute is needed. Training will be provided to all new staff on using this technology by the new teacher's mentor and/or PLC team.

Mail

School business mail and inter-school mail will be placed in the teachers' boxes each day. Outgoing mail will be picked up and taken to the District Office by 2:00 p.m. each day. If you need something mailed the same day and the mail has already been delivered to the District Office, you will have to hand carry this to the D.O. yourself no later than 11:30 a.m.

Technology/Email

Staff are to follow the Acceptable Use Policy for all technology devices. Staff should not access social networking sites during student contact time for personal use.

Employees shall have no expectation of privacy when using district email or other official communication systems. Email messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any email or computer/iPad application or information in district computers/iPads or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive/device. Employees who violate district technology policies are subject to disciplinary action up to and including termination.

Staff are always to use the "blind carbon copy" (BCC) option when emailing more than one parent to protect the privacy of the parents and the student. Also, staff should always use extreme caution when writing emails to make sure that the intended recipient receives the email.

Staff are responsible for the security and care of any technology equipment provided to them (i.e. laptops, iPads, clickers, document cameras, etc.). Staff will sign an Equipment Loan Agreement for use of all technology items and will be responsible for a specified amount of money if the item is damaged or lost while in their possession. NEVER place anything heavy on top of your laptop! Also, NEVER leave your laptop or iPad in your car during extreme temperatures—either hot or cold. This can cause severe damage to the device. Finally, always keep technology equipment in a secure location to prevent theft or loss.

TECHNOLOGY Central/West Elementary School iPad Guidelines for PreK-5

Your child will have access to an iPad in his/her classroom. We will be using it in many aspects of our learning.

PreK: There will be a classroom set of 5 iPads.
Grades K-5: There will be 1 iPad for every student.

iPads will stay at school. Students have no expectation of privacy when using a school iPad. Students will provide their assigned iPad for inspection at any time requested by a school official. iPad use and contents will also be monitored remotely; this refers to the Mobile Device Management (MDM) being able to take inventory of the apps and internet usage.

Student Rules

Students will be expected to follow our iPad Rules. If students follow the rules, there should be very few accidents or mishaps with the iPads. Rules are as follows:

I will not have food or drinks near the iPad.
I will follow the teacher's directions when using the iPad.
I will make smart learning choices when using the iPad.
I will know where my iPad is at all times.
I will handle my iPad, case, and accessories with care and I will protect the screen.
I will sit while using the iPad, unless directed differently by my teacher.

Important Information for Parents

USD 320 Schools recognizes that with the implementation of the iPad initiative, there is a need to protect the investment both by the district and the student/parent. The student/parent will be charged a fee for any needed repairs other than normal wear and tear not to exceed the replacement cost of the iPad. The protective cases provided with the iPads have sufficient padding to protect the iPad from NORMAL treatment and provide a suitable means for transporting the device within the school.

Accidental Damage Fee

The student and/or the student's parents will be responsible for any damage to the device over normal wear and tear. School administration has the authority to adjust the accidental damage fee up or down depending on the price to repair the device. The teacher/student must complete a written report stating the details of the accident and submit it to the building principal.

School administration will make the final determination as to whether the damage was accidental or not.

Intentional Damage, Gross Negligence, Lost iPad, Theft, Vandalism and Criminal Acts

The Accidental Damage Fee does not cover damage caused by the following:

- failing to use the required protective case
- intentionally marking, defacing or abusing the iPad
- tampering with hardware components or operating system
- loss/theft due to failing to secure it per school recommendations
- gross negligence
- vandalism
- criminal acts

In cases of loss, theft, vandalism, gross negligence, intentional damage, and other criminal acts, the student/parent may be responsible for the cost of repairing or replacing the iPad (approximately \$500). If the iPad is stolen, the school will file a Police Report. There may be some other instances regarding vandalism and criminal acts that a Police Report may be filed.

If it is deemed that the student/parent must pay for the iPad repair/replacement and parents do not pay, the school may choose to file a Police Report for the damaged iPad and may pursue other legal action to recoup the cost for repair or replacement.

Lost or Damaged iPad Accessories

Lost or damaged items such as cases will be charged the actual replacement cost of Apple equipment. If the student/parent does not pay for the cost of repairing or replacing the iPad accessories, the school may choose to file a Police Report or may pursue other legal action to recoup the cost for repair or replacement of the accessories.

Acceptable Use Policy

At enrollment time, you will read & sign the USD 320 Acceptable Use Policy. You can read the policy in its entirety in that document. The following are examples of actions that are not permitted in regard to the iPads:

- Sending spam, letter-bombs, chain letters, viruses or any other type of communication disruptive to a network
- Using language that is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or otherwise considered inappropriate in public or private messages or on a web page
- Harassing, insulting, attacking, or bullying others
- Damaging devices, network hardware, systems or files
- Interference with the operation of a device or network system
- Violating copyright laws
- Using another's password and/or trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network or devices for commercial or political purposes
- Accessing, creating, or sending material that is profane, offensive, abusive, slanderous, or obscene, including pornography
- Accessing or creating material that advocates illegal or dangerous acts
- Accessing or creating material that advocates violence or discrimination towards other people (hate literature)
- Any use that disrupts the educational and administrative goals of the District
- Incurring a financial obligation through unauthorized use
- Using school devices or the network to take or disseminate photos, videos, or audio in an inappropriate manner or without the subject's permission

Sanctions

1. Violations may result in a loss of access.
2. Additional disciplinary action may be taken, up to and including expulsion.
3. When applicable, law enforcement agencies may be involved.

Copying

There are three copiers for teacher/staff use. These copiers should be used FOR SCHOOL OR CLASSROOM BUSINESS ONLY. Your personal code number should be entered when using the copier. Please ask the office to make copies in an emergency situation only (send your code number). Personal copying is strictly prohibited. Requests for copies over 150 should be placed on a printing request form and completed at the USD 320 office. These printing requests must be approved by the principal. Copying should be kept to a minimum and only used for truly important learning/instructional tools.

Student Use of Classroom Phones

Students are NOT to use classroom phones to arrange for after school "social" plans. Staff should monitor closely any phone calls made by a student to their parents. Students are NOT to call their parents from the classroom if they feel ill. The nurse's office will be in charge of any calls related to student health. Students are NEVER to answer a teacher's phone, unless in an emergency situation when the teacher or other adult has directed a student to do so.

Sending Students to the Nurse's Office

Teachers are encouraged to use their best professional judgment in determining the need to send a child to the nurse's office when the child complains of not feeling well. It is better to err on the side of caution, but please do evaluate the situation closely before making this decision.

Custodial Requests and Care of the Building

Teachers should review their rooms on a regular basis and look for repairs that are possible safety hazards. All repair or work order requests should be emailed to the building principal, who will complete a work order request when needed, or will assign the administrative assistant to complete the work order request. Students should take pride in their rooms and pick up trash, books, and other articles on the floor prior to leaving for the day.

Budget Requests

All budget requests (teacher supplies, textbooks, materials, professional development) will be handled within the building. These requests should be made to the principal by individuals or grade level teams using the Skyward system. Ordering out of school activity accounts, handled by the school office, must be requested through the principal also. Instructions will be provided on how to complete requisitions at the beginning of the year.

Collection of Funds/Fundraising

All fundraising activities must be approved by the building principal and superintendent. Teachers should not collect funds for any activity or project without prior approval from the principal.

Solicitation of Donations from Parents or Businesses

Teachers are not to solicit donations from parents or businesses without principal approval. Requesting donations from parents or businesses should be done on a limited basis.

Dress

Staff members are expected to maintain a professional appearance and dress appropriate to their particular assignment. Staff members should serve as role models in grooming and appearance for students.

Personal Calls and Personal Cellular Phones

Staff shall not make or receive personal calls during any part of their instructional day, unless of an emergency. Cell phones are to be turned to "silent" during student contact time. Staff will not talk on cell phones, send text messages, or access social media for personal reasons during student contact time. Classified staff are to follow the same procedures for personal cell phones and should only make personal calls or send text messages during their scheduled breaks.

Children of Staff

If staff members have children that come to Central before/after school or stay with their parent

after school, the child must remain in the staff member's room at all times and respect the school environment. The child is not to roam the hallways or be on the playground. Also, children of staff members are not permitted to attend building meetings.

Wellness Committee

In the fall of 2005, USD 320 established a "Health and Wellness Committee" that continues to work toward several established goals. The USD 320 wellness policy may be found in the Parent/Student Handbook. West Elementary Faculty and Staff are encouraged to serve as examples of healthy living and to model "balance" in eating habits for students.

CRISIS PLAN

You must carry your keys with you at all times, so that you can lock your doors in the event of a lockdown. If you need a lanyard, we have some in the office.

There are two levels of threat:

Secure Campus: - potential outside or minor inside of the building threat - (signaled by instructions over intercom)

- All students and staff will remain in the building but will continue with the instruction.
 - Limited Movement - can move around the building
 - No Movement - stay in your classrooms
- Stay aware
- No one will be allowed to enter or exit the building during this time

Active Intruder - Threat to everyone inside the building - (signaled over the intercom with details about intruder or situation)

- Follow Run, Hide, Fight protocol

For a Secure Campus, I (or someone from the office) will announce for staff to be aware and safe for a secure campus protocol. I will explain in an email what you should do and more details about the situation.. If you are somewhere other than your classroom (i.e. library, technology lab, lunchroom, gym), a runner will come to you to notify you of the procedures.

For an Active Intruder procedure:

During an Active Intruder, all students and staff will follow the Run, Hide, Fight Protocol.

Teachers should talk to the students about how to barricade doors and what they should do to stay safe if they cannot evacuate the building. All discussions with students are age appropriate and will be an extension of "stranger danger" discussions and focus on listening carefully to the teacher in case of an emergency and following directions promptly. If teachers feel it is safe to Evacuate the building, they should use their best judgement.

Fire Drill/Storm Alert Instructions

Each Central room has an emergency plan located near the exiting door of the room. The sign shows the primary and secondary exit for fire drills and the designated storm shelter. Students and staff should follow those routes in the event of an emergency.

During an emergency, students should not talk, run, or push. They should be silent so they may be instructed if the need occurs. All teachers must bring their emergency bag with a roster and

emergency contact information during all drills. Bring your red/green cards outside and be sure to take role of students after they are in their designated spot. Hold up green card if all students are accounted for; red card goes up if students are missing.

Return Procedure - authorized school personnel will announce when it is safe to return to the building.. Please return by the assigned entry way as instructed by the office.
All Central students will be brought to the PLC Center to meet during a true fire emergency as instructed by the office.

Sexual Harassment Policy

Wamego Central Elementary School is committed to maintaining a learning environment that is free from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. West prohibits any form of sexual harassment. Please see the BOE Policy Handbook and the USD 320 Student Code of Conduct for a detailed explanation of the sexual harassment policy.

Emergency Safety Interventions (ESI)

Please see the USD 320 Student Code of Conduct for detailed information on using ESI with any student. Staff are not to use any type of seclusion or restraint on ANY child, unless they are properly trained and certified. As a caution, do not ever touch a child out of anger and keep all physical contact with children professional and appropriate.

Expectation Matrix for Central Elementary

	Hallway	Cafeteria	Playground	Bathroom	Bus
Be Respectful	<ul style="list-style-type: none"> •Use a quiet voice •Walk on the right side of the hallway •Keep hands and feet to yourself 	<ul style="list-style-type: none"> •Use a quiet voice •Listen to and follow adult requests 	<ul style="list-style-type: none"> •Keep hands and feet to yourself •Use kind words and actions •Follow the rules of the game 	<ul style="list-style-type: none"> •Give others privacy •Use a quiet voice •Take care of your business quickly 	<ul style="list-style-type: none"> •Use kind words and actions •Keep hands and feet to yourself • Listen to and follow adult requests •Use quiet voice
Be Responsible	<ul style="list-style-type: none"> •Use walking feet in the hallway •Keep our school clean 	<ul style="list-style-type: none"> •Make your choices quickly •Clean up after yourself •Stay in your own space 	<ul style="list-style-type: none"> •Play approved games •Use equipment safely and appropriately •Return equipment when you are done •Line up when the bell rings 	<ul style="list-style-type: none"> •Wash hands with soap •Throw away any trash properly •Report any problems to your teacher 	<ul style="list-style-type: none"> •Remain in seat after you enter the bus •Take care of your things
Be Your Very Best Self	<ul style="list-style-type: none"> •Walk directly to next location •Use good manners 	<ul style="list-style-type: none"> •Ask for help when you need it •Be a friend to everyone •Use good manners 	<ul style="list-style-type: none"> •Be active •Include everyone 	<ul style="list-style-type: none"> •Make good choices 	<ul style="list-style-type: none"> •Ask for help when you need it •Make good choices

USD320 Elementary Anti-Bullying Policy and Procedures	
I. Purpose Statement	Our school community is committed to making our school a safe and caring environment for all. We will treat each other with respect, and we will refuse bullying of any kind at our school.
II. Definition of Bullying & Harassment	<p>A. Definitions</p> <p>Bullying is unwanted, aggressive behavior that may occur in person or electronically and involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Individuals who engage in bullying others intend to cause harm or distress on the targeted person(s). Individuals who are targeted by bullying may experience harm and distress, including impact on physical, psychological, social, or educational harm.</p> <p>To be considered bullying, the behavior must be aggressive and include:</p> <ul style="list-style-type: none"> • An imbalance of power: Individuals who bully use their power—such as physical strength, access to embarrassing information, age, position within the school or popularity—to control or harm others. Power imbalances can change over time and can vary depending on the situation, even if they involve the same people. • Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. <p>The difference between bullying and harassment:</p> <p>Although bullying and harassment overlap at times, not all bullying is harassment and not all harassment is bullying. Harassment is also prohibited under this policy.</p> <ul style="list-style-type: none"> • Harassment is unwelcome conduct based on a protected class (i.e. race, national origin, color, gender, age, disability, religion, sexual identification) that creates a hostile environment. It does not need to include intent to harm, be directed at a specific target, or involve repeated incidents. • Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. <p>A bullying incident or harassment incident can involve multiple individuals who are bullied and multiple individuals who bully.</p> <p>The difference between bullying and peer conflict:</p> <p>Bullying is not the same as peer conflict. Conflict resolution and peer mediation may be appropriate for responding to peer conflict, but not to bullying. Peer conflict is not covered under this bullying policy.</p> <ul style="list-style-type: none"> • Peer conflict is an incident in which individuals with no perceived power imbalance fight, argue, or disagree. <p>B. Statement of Scope</p> <p>r school's consequences for bullying apply when bullying happens:</p> <ul style="list-style-type: none"> • On school grounds: Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group • At a school-sponsored activity, function, or event: On or off school grounds

- **At school-related locations and events:** This includes but is not limited to bus stops and property adjacent to school grounds
- **On school-associated transportation and when traveling:** To or from school or a school activity, function, or event
- **When using property or equipment provided by the school:** This includes school-owned technology
- **On or off school grounds:** When the behavior has caused significant disruption to the learning environment or interfered with an individual's ability to learn

C. Prohibited Behavior

Any form of bullying and harassment, regardless of severity, is unacceptable and will be taken seriously by school personnel, students, and families. Types of bullying may overlap and bullying behaviors may fall into one or more categories. The following behaviors are strictly prohibited:

- **Physical bullying:** Involves hurting a person's body or possessions and may include hitting, kicking, tripping, pushing, pinching, spitting, taking or breaking someone's things, or making mean or rude hand gestures.
- **Verbal bullying:** Involves saying or writing mean things that may cause emotional harm and may include teasing, name calling, making inappropriate comments about someone, taunting, mocking someone, using put-downs, or threatening to cause harm.
- **Relational (social) bullying:** This is sometimes referred to as social bullying and involves hurting someone's reputation or relationships and may include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone on purpose, or making others feel "invisible".
- **Cyberbullying:** Involves aggressive behavior using electronic devices and may include circulating electronic images or videos, insulting text messages, bullying through online games, or bullying through social media.
- **Harassment:** Includes any of the above behaviors based on race, color, national origin, gender, age, disability, religion, or sexual identification.
- **Sexual Harassment:** Includes unwelcome sexual advances or comments, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature.
- Any type of retaliation, including against individuals who report bullying, is also prohibited.

D. Enumeration of Groups

Prohibition of behavior under this policy includes, but is not limited to, bullying behavior by any student, staff member, or parent to any student, staff member, or parent. Bullying and harassment motivated by race, gender, social status, religious beliefs, mental/physical ability, sexual or gender identity, and/or other relevant characteristics is strictly prohibited. All students, staff, and parents are protected under this policy, regardless of whether they are represented in the enumerated groups, as not all acts of bullying are based on enumerated characteristics.

<p>III. Reporting Procedures</p>	<p>It is our school's expectation that all bullying incidents be reported.</p> <ul style="list-style-type: none"> ● A student who believes he/she has been the target of bullying or harassment will submit a report of the bullying incident. ● Teachers/Staff witnessing or who become aware of a bullying situation or harassment should intervene right away; many times the situation can be rectified before it requires complicated interventions. ● Reports may be made using the bullying/ harassment reporting form that can be found in the school office or in each teacher's classroom. Students, parents, close adult relatives, or staff members may submit a bullying/ harassment reporting form. Students may ask for help from a staff member to complete the form if the student wishes. Forms may be filed anonymously, confidentially, or the individual may choose to be identified. <ul style="list-style-type: none"> ○ Anonymous and confidential reporting: To submit a report without revealing identity, bullying/ harassment reporting forms may be submitted in a designated box located outside of the following locations: front office, lunchroom, counselor's office, or library. The school will provide protection from retaliation for all individuals who submit reports of bullying or harassment behavior, whether or not they are the target of the behavior. <p>The counselor and/or school principal is responsible for receiving reports of bullying and harassment submitted to the designated box and filing a written report. If the reported incident is a violation of civil law (i.e. sexual battery or a hate crime), the school principal is responsible for reporting the incident to law enforcement. <i>*Extreme cases of bullying will go directly to the principal.</i></p>
<p>IV. Written Records</p>	<p>All reports of bullying/harassment will be documented on a bullying/harassment report form and submitted to the counselor and/or school principal and recorded in our student information management system for data collection and storage. Documentation will be maintained for reports, investigations, follow-up, resolution, and communication between the school and involved parties. This data will be used to identify patterns of bullying behavior, to evaluate effectiveness of prevention programming and the response procedure, and for behavior reports to the school district. The counselor and/or school principal is responsible for coordinating written records of bullying/harassment.</p>
<p>V. Investigating</p>	<p>The counselor and/or school principal will conduct a prompt, thorough, and impartial investigation of all reports of bullying/harassment using the bullying/harassment incident investigation form within three days after the report to ensure the safety of all students involved. Individuals who were bullied, individuals who bullied, and bystanders will be separated and asked to provide information about the incident. The investigation will also include a review of any previous complaints involving the individual(s) who bullied. The investigation procedure will vary depending on the nature of the reported incident. All information gathered during the investigation will be submitted to the school principal and will remain confidential. The findings from the investigation will be used by school administrators to determine the appropriate response procedure.</p> <p>During the investigation process, the school will take measures to ensure that no further bullying or harassment occurs between the individual(s) who was (were) bullied and the individual(s) who bullied. If necessary, the school will put in place a student safety plan for the involved individuals. The plan may include the following:</p> <ul style="list-style-type: none"> ● changing the seating of the individual(s) who bullied in class, at lunch, or on the bus

	<ul style="list-style-type: none"> • identifying a staff member who will act as a safe person for the individual(s) who was (were) bullied • altering the schedule of the individual(s) who bullied • preventing access to the individual(s) who was (were) bullied <p>Any changes should not inconvenience the individual(s) who was (were) bullied.</p>
<p>VI. Responding</p>	<p>Schools will take prompt and effective steps to end bullying/ harassment, eliminate any hostile environment, and prevent the bullying and harassment from happening again. After the school receives a report of bullying or harassment, and it is confirmed, the counselor and/or school principal will contact the parent/guardian(s) of all students involved, and will maintain communication with the parent/guardian(s) once the investigation is completed to share the results of the investigation, whether there was a violation of policy, and the process for appealing the findings of the investigation. Support services will be provided to address the psycho-social needs of both the individual(s) who was (were) bullied and the individual(s) who bullied.</p> <p>Possible support services for the individual(s) who was (were) bullied and the individual(s) who bullied may include counseling and a student safety plan. Possible non-punitive support strategies for the individual(s) who bullied include, but are not limited to, a parent/student conference, counseling with the school counselor, education about the effects of bullying/harassment, a behavior contract, anger management training, positive behavioral supports (e.g. functional behavioral assessment, behavioral intervention plan), referral to an external mental health professional, or completion of community service. Different response strategies will be used if attempted strategies are ineffective. Following up with both the individual(s) who was (were) bullied and the individual(s) who bullied to monitor response efforts is the responsibility of the counselor and/or school principal. The school will ensure that individual(s) who were bullied and their families know how to report any subsequent problems.</p>
<p>VII. Sanctions (Consequences)</p>	<p>There will be appropriate sanctions for those participating in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past history of the parties involved will be considered when determining consequences. The school will follow a hierarchy of consequences for bullying (see Appendix A). Standard consequences for the individual(s) who bullied may include, but are not limited to, time out, loss of privilege, verbal reprimand, parental notification, detention, reassignment of seats in class, cafeteria, or bus, reassignment of classes, reassignment to another mode of transportation, completion of a letter of acknowledgement of actions with an apology to the individual(s) who was (were) bullied, repayment for damaged possessions, in-school suspension, out-of-school suspension, referral to law enforcement, or expulsion. Students will work with the counselor and/or school principal to create a behavior change plan if bullying behavior continues. The counselor and/or school principal is responsible for monitoring effectiveness of sanctions.</p>
<p>/III. Communications</p>	<p>For reference by families and the wider community, USD 320's website and the website of the school will publicly and prominently feature this bullying policy, information about reporting bullying/harassment, and the name and contact information for the school administrator responsible for receiving incident reports. The counselor and/or school principal will also ensure that this policy is posted in the main office and that the full bullying policy, including all key components, is distributed annually in the student and staff handbooks.</p>

	The school will also be responsible for posting the contact information for the school district's coordinators of Title VI for reporting of harassment based on race, color or national origin, Title IX for reporting of sexual and gender-based harassment, and Section 504/Title II for reporting of disability harassment.
IX. Evaluation	This school's bullying policy and its implementation will be evaluated using the data stored in the bullying/harassment incident database. Data will be used to identify patterns of bullying behavior and to evaluate effectiveness of prevention programming and the response procedure. Implementation and compliance with this school's bullying policy will be evaluated using a student and staff bullying policy implementation survey. This school's bullying policy will be reviewed and updated by an appointed committee on a yearly basis.
X. Training and Prevention Education	<p>Our school takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:</p> <ul style="list-style-type: none"> • Social skills lessons are a regular part of the curriculum at our school. The <i>Second Step</i> program and its Bullying Prevention Unit are taught in all grade levels. • All staff go through the Bullying Prevention Unit online training on recognizing and responding to bullying effectively. • As part of the online training, teachers, counselors and administrators are trained on how to coach and create safety and behavior plans and follow-up with students involved in bullying. • Staff members are trained and given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur. <p>All school administrators and all staff will receive, at minimum, the bullying prevention training (e.g. <i>Second Step Bullying Prevention Unit</i> training) on recognizing and responding to bullying and an annual training on the school's bullying policy including staff roles and responsibilities, investigation protocols, creating student safety plans, monitoring of hot spot areas where bullying repeatedly occurs, and use of the incident reporting form. Staff members will also receive resources to help create a positive classroom climate to minimize the likelihood that bullying will occur. New staff will receive a copy of school policies and procedures within 30 days of contracted start date and participate in annual training on bullying/harassment. The school will use a database to track the training of all staff and teachers.</p> <p>Students will receive information on the recognition and prevention of bullying/harassment during educational lessons.</p>
XI. Right to Redress of Individuals Who Were Bullied	This policy does not preclude individuals who were bullied from seeking legal remedies outside of the school/district to incidences of bullying/harassment.
XII. References	<p>Ali R. (2010). <i>Dear Colleague Letter: Harassment and Bullying</i>. Washington, D.C.: United States Department of Education Office for Civil Rights</p> <p>Bullying Definition. Retrieved from: http://www.stopbullying.gov/what-is-bullying/definition/index.html</p> <p>Cassel, V.S., Bell, A., Springer, J.F. (2011). <i>Analysis of state bullying policy laws and policies</i>. U.S. Department of Education. Retrieved from http://www.ed.gov/about/offices/list/opepd/ppss/index.html.</p> <p>Centers for Disease Control and Prevention. (2016). <i>Anti-Bullying Policies and Enumeration: An Infobrief for Local Education Agencies</i>. Atlanta, GA. Retrieved from</p>

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