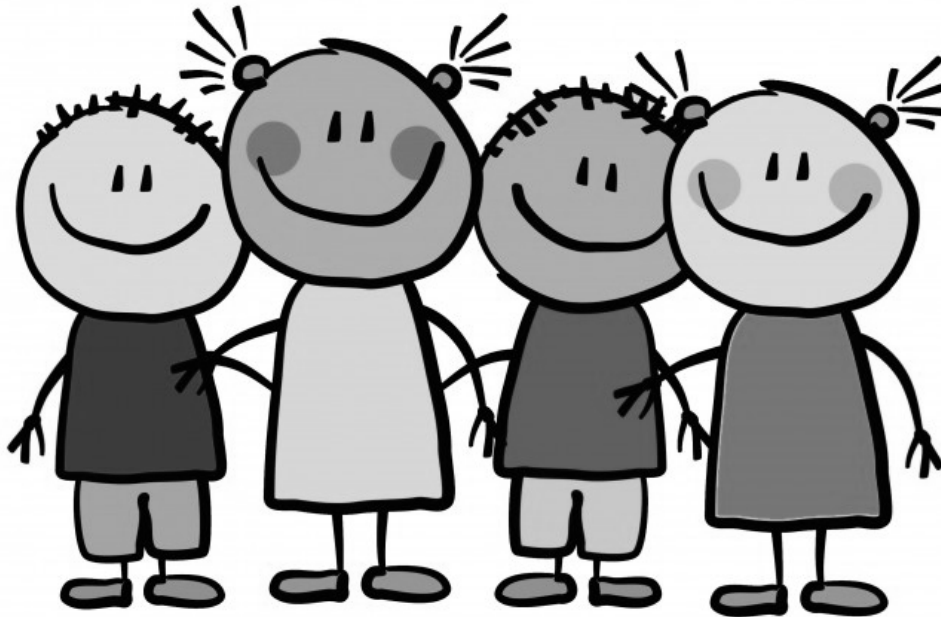


Manhattan-Ogden USD 383

Early Learning Program Parent Handbook

2025-2026

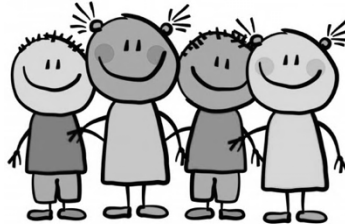


Early Learning Locations

College Hill Early Learning Center—2600 Kimball Ave.—785-587-2830

Eugene Field Early Learning Center—1700 Leavenworth St.—785-587-2045

USD 383 Early Learning Program



Vision

Children and their families are prepared to be thriving, contributing members of the community.

Mission

To provide high-quality educational experiences and comprehensive services for young children and their families as a foundation for continuous learning.

Core Beliefs

We believe...

- Children need an environment where they feel physically and emotionally safe and secure, valued, and cared for, in order to nourish and grow.
- Highly-qualified educators, working together, serve a crucial role in ensuring children enter kindergarten ready to succeed.
- Children learn best through play.
- In educating the whole child.
- In promoting a culture where staff enjoy their work and recognize how individual well-being enhances the program's potential to thrive.
- Parents are a child's first teacher and are a critical partner in ensuring student success.
- It takes an entire community working together to ensure the needs of every child are met and children enter school ready to succeed.

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Enrollment

Service Delivery Models

Full Day Model

- Operates Monday-Friday
- Provides extended learning before and after regular school hours for parents who are working or are in school
- Provides extended learning on days that certified teachers are contracted to perform other duties for parents who are working or are in school
- Provides breakfast, lunch, and snack

Part Day Model

- Operates Monday-Friday
- Operates during regular school hours
- Students attend EITHER a morning or an afternoon session (3 hours each)
- Follows the school district calendar with few exceptions
- Provides breakfast (morning session); snack (afternoon session)
- Exceptions to this policy would be:
 - Children on I.E.P.'s who may require extended services to reach their goals. In such cases, these students may be dual enrolled (meaning they attend BOTH the morning and afternoon session, if there are no other options to provide their extended services).

Eligibility for Enrollment

Zoning

USD 383 maintains zoning boundaries for both early learning centers. Children are assigned to attend the early learning site associated with their home address. Parents who desire a change in placement, are required to follow the district's transfer request process.

Age

In order to be considered for placement in the district preschool program, the child must be three or four on or before August 31 and must NOT be kindergarten eligible (5 by August 31). Exceptions to this policy are as follows:

- Children qualifying for an IEP for whom law requires services start on or before their 3rd birthday
- Children on an IEP (with multiple areas of delay) for whom an additional year of preschool prior to kindergarten may be necessary (even if 5 by August 31).

Selection Priorities

According to funding guidelines, we are responsible for ensuring high quality programming is available to children who meet the following eligibility requirements:

- Children who meet the definition of having an exceptionality (3-5 yrs.)
- Children who meet one of eight at-risk eligibility requirements
 - Income at or below 130% of federal poverty guidelines (qualify for free lunch)
 - Single parent
 - Teen parent
 - Either parent lacks a high school diploma or GED
 - Limited English Proficiency
 - A written referral from the Department of Children and Families
 - Migrant agriculture program
 - Student developmentally delayed (but not eligible for an I.E.P.)
- Children in foster care, homeless children, and children from families receiving public assistance (Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program, or Supplemental Security Income)

A selection criteria matrix, based upon community needs assessment data, is reviewed annually and is subject to Policy Council and board approval. The selection criteria matrix is completed with families during the application process in order to identify children with the highest need. In situations of equal need, the child whose application was received first will be given the priority.

In order to promote inclusive services, a limited number of slots are reserved for children who do not meet the eligibility requirements listed above.

Enrollment Process (Registration)

Once a child is selected for a slot, the family must complete registration to complete the enrollment process. Registration includes:

- Completing ALL enrollment forms
- Verification of ORIGINAL birth certificate (copy will be placed in child's file once verified)
- Documentation of health as required by funding source
- \$50 Deposit (fee paying families only)

Fees

Fees are dependent upon whether or not your family meets certain eligibility criteria and/or are eligible for additional scholarships. A copy of the criteria form will be provided when enrolling. You will receive a monthly invoice regarding your fees. Fees are due by the end of the first week of each month. The early learning program accepts check or cash as forms of payment. Prompt payment is appreciated. Families who fall behind on fees will be contacted by the building principal to develop a plan to bring the account into good standing. Accounts that remain in arrears may result in the child's dismissal from the program.

Attendance

Expectations

Making sure your child attends school every day is one of the most important things you can do to help your child succeed in school. Because we are a preschool program (not childcare), on time, regular attendance is required. Children are expected to attend all days our program is in session, except for student illness or other absences that would be considered excused.

In order to ensure your child receives a total academic experience, they need to arrive on time and stay for the duration of their class time. Tardies will be recorded and monitored. If the student is gone less than ½ day, they may be marked as tardy.

Daily Attendance Documentation

Contact the school office before 9:00 AM if your child will be absent. If your child is not in attendance, and the school has not received parent/guardian notification, the absence will be recorded as unexcused. For the safety of the child, our program must make contact with the parent and document a reason for each absence. Our parent communication tool called Parent Square may be used for absence communication and automatic notices. In the event we are unable to make contact, a home visit may occur.

All absences will be recorded as excused or unexcused. If your child is gone for a health reason and is seen by a medical professional, you should bring a note from the attending physician to the front office upon your child's return. Absences documented by a medical physician will not count against your child's attendance.

Support/Dismissal from Program

Attendance reports are ran monthly to monitor program attendance. If your child is at risk for missing 10% or more of total program days, you will receive a letter from the building

principal and may be referred to the Student Intervention Team (SIT) to work on an individualized plan to support you in improving your child's attendance. Unresolved attendance issues may result in dismissal from the program.

Transportation

Eligibility

Transportation is provided to students in our early learning program on a limited basis. The needs of the family and/or child, the distance of the child's home from the assigned early learning site, and the family's access to transportation are considered when determining whether the child is eligible for program provided transportation using the Transportation Needs Assessment (completed as a part of registration). Students who qualify for transportation, but ride inconsistently, may be removed from the bus route. Students whose families choose to participate in the extended learning program are not eligible for transportation.

Safety of Students at Bus Stops and Bus Lanes

Early learning students are required to be accompanied to and from the bus stop by an individual old enough to carry photo identification. Early learning students will not be picked up or released at areas that are not designated as bus stops. Parents/guardians are expected to be at their designated bus stop ten minutes prior to their scheduled pick-up/drop-off time to account for slight variances that occur in the transportation route. Parents are encouraged to sign up for Here Comes the Bus (HCtB) app for real time route information. It is the responsibility of the parent to communicate directly with the transportation department when their child is going to be absent from school, along with notifying the front office of the early learning center, so that routes are not delayed.

Medication should NEVER be placed in the child's backpack or given to bus personnel for delivery to the early learning center. It is the responsibility of the parent/guardian to coordinate with the early learning center when administration of medicine is required, including a plan for getting the medication to the center safely, and completing the required consent forms.

Release of Students to Authorized Individuals

Early learning students will only be released from the bus to individuals for whom the parent/guardian has authorized. For the safety of students, the authorized adult assuming responsibility for the child, must be within close enough proximity of the bus for their identity to be verified and for them to escort the child safely away from the bus and to their authorized return location (home, childcare center, etc.). Early learning students will not be

released to individuals who are not old enough to carry photo identification. This includes siblings.

In situations where an adult is present to pick-up a child, but whose name does not appear on the list of authorized names, the driver will notify the individual that they are not authorized to release the child into their care and inform them that the child will be returned to the early learning site. The bus route will not be delayed by waiting on the non-authorized individual to contact parents and make other arrangements.

If an authorized person is not at the bus stop, the child will be returned to their assigned early learning site where the individual on duty will contact the family and notify them of the child's whereabouts. A \$1.00 per minute late charge will be assessed.

The parent/guardian list of individuals authorized to pick-up is maintained in the front office of each early learning center. It is the responsibility of the parent/guardian to ensure that individuals who are meeting their child at the bus stop are included on that list. In situations where a child is being transported to another childcare center, parents/guardians should list the center name, authorizing the release of their child to any personnel designated by the center at the time of drop-off. Parents/guardians who wish to change their authorized to pick-up list can do so in the front office of their child's early learning center. Phone calls are not an acceptable manner of making changes.

Student Expectations (Response to Misbehavior)

Young children are still learning to develop appropriate behaviors and must be explicitly taught behavioral expectations. To ensure continuity between early learning sites and settings, including when being transported by buses, we have created an early learning behavior expectation matrix that is taught to all students. Parents are responsible for helping us teach and reinforce the bus expectations as stated below.

Bus Expectations

- Find my seat
- Sit on seat
- Help buckle seatbelt
- Keep your seatbelt on
- Soft voice
- Listen and respond to adults on the bus

In situations where parents/guardians demonstrate inconsistencies with following the transportation procedures as outlined in the sections above, the building principal will follow up with the family and work on a plan for improvement. Recurrent violations of transportation procedures may result in loss of transportation.

The Learning Environment

Kansas Early Learning Standards & Head Start Early Learning Outcomes

The Kansas Early Learning Standards and the Head Start Early Learning Outcomes Framework are used as the basis to inform instruction in all of our classrooms. Our curriculum (Connect4Learning) is aligned with the aforementioned standards and framework to assist us in meeting the standards and benchmarks set forth for preschool students.

Inclusion of Students

Students with Individualized Education Program (IEP)

Years of research indicates that young children served in inclusive settings promotes positive impacts on the overall outcomes of students. Our program is committed to ensuring all children are served in the most inclusive settings possible to meet their individual goals. In order to ensure all children are considered for placement in the least restrictive environment on an annual basis, we have designed a skill assessment that is completed on each returning special education student prior to placement the following year. Skills assessments are reviewed by the IEP team collaboratively prior to determining placement.

Special Education- [IDACA - Special Education Services](#)

Special Education services are available in Manhattan-Ogden USD 383. Services are provided for individuals who qualify in the following areas: physical/other health impaired, gifted, learning disabled, traumatic brain injury, intellectual disabled, autism, emotionally disturbed, developmentally delayed, speech/language, hearing impaired, severely multiply disabled, deaf-blind, and visually impaired.

Related services are also available and include school psychology, school social work, occupational therapy, physical therapy, vision and hearing consultants, assistive technology, and adaptive physical education.

Kansas regulations require each school district to implement screening procedures that meet the following requirements:

- For children younger than five years of age, observations, instruments, measures, and techniques that disclose any potential disabilities or developmental delays that indicate a need for evaluation, including hearing and vision screening.

- Implement procedures ensuring the early identification and assessment of disabilities in children.

Kansas child-find process is intended to identify children who may need special education services. Child find includes early childhood screening for young children from birth to age 5, and general education interventions (GEI) for children enrolled in kindergarten through 12th grade.

Parents who have questions about special education services for their child should contact the building principal. Special services records will be maintained for five years after exit from active enrollment or graduation from Manhattan-Ogden USD 383. Copies are available upon request and after such time, they will be destroyed.

The Kansas State Department of Education maintains a toll-free number (1-800-332-6262), which may be called for additional information or resource materials on special education services, rights, and procedures.

Dual Language Learners

Children for whom another language is spoken in the home are screened upon enrollment to determine their level of English language proficiency. The ESOL teacher determines whether children should receive pull-out or push-in services to support them in English language acquisition, while promoting the development of their native language. Lead teachers conference with parents four times per year to determine the parent's view on how the child is progressing in his/her native language (home visits and parent/teacher conferences). This information is shared with the ESOL teacher so that resources and supports can be provided to both the classroom teacher and parent to ensure appropriate progression of the child's native language. Native language development is also encouraged through the provision of having culturally and linguistically appropriate materials available in classrooms.

Progress in the acquisition of the English language is tracked throughout the course of the school year by the ESOL teacher. Information on child progress is shared with the child's classroom teacher and the parent by the ESOL teacher three times per year.

Core Curriculum

Our early learning classrooms utilize the Connect4Learning (C4L) interdisciplinary early childhood pre-kindergarten curriculum. Using research-based and classroom-tested foundations in literacy, science, social-emotional, and mathematics learning, C4L weaves all four together to ensure that each subject is addressed meaningfully and comprehensively with each child.

C4L recognizes the following: a) play and academic instruction can work synergistically in early childhood, b) early academic skills are essential to later school success, c) current approaches to early education too often provide superficial math and science experiences that neither support the richness within these domains nor the interconnectedness between them, and d) a more multifaceted and intentional approach to social-emotional, language, and literacy development is critical to school readiness.

C4L is organized into six units of instruction with culminating projects that incorporate and build upon skills from math, science, literacy, and social/emotional development. In order of implementation, these six units include:

1. Connecting with School and Friends
2. Our Environment
3. How Structures Are Built
4. Exploring Museums
5. Growing Our Garden
6. How We've Grown

Intervention Curriculum

Our program utilizes Read it Again-Pre-K and Everyday Math to support children who are determined to need additional literacy or numeracy support, per their myIGDI data. Interventions are provided twice per week for 20-25 minutes in a small group or through one-on-one instruction.

Technology Integration/Screen Time

The American Academy of Pediatrics recommends one hour, or less, of high-quality media programming for children ages 2-5. This recommendation is based upon the acknowledgement that this is a timeframe in which critical brain development occurs, there is a need for children to build healthy relationships/attachments and it is the foundation for which future healthy behaviors is developed.

In alignment with these recommendations, our program is committed to limiting technology use and screen time in our early learning classrooms to media that enhance the learning curriculum (educational video, displaying pictures of a book for larger viewing, etc.).

Daily Schedule

The daily schedule is predictable and follows a regular routine. There is a balance between teacher directed activities (small group/whole group) and student selected activities (free play). Whole group and small group gatherings are kept short, and transitions are limited.

Rest Time

Full day classrooms have one hour of rest time each day. Blankets and cot sheets are provided by the program and washed on a weekly basis. In accordance with best practice, children who are not asleep after 20 minutes will be given activities to use on their cots for the remainder of the time. Children will be allowed to alternate through the provided activities at a frequency rate that keeps their interest throughout the designated rest time.

Assessments

- ASQ:3 (Ages and Stages Questionnaire)
- ASQ-SE:2 (Ages and Stages Questionnaire-Social/Emotional)
- C4L Formative Assessments (on-going)
- my IGDIs (Individual Growth and Development Indicators—literacy/numeracy)
- SRSS-EC (Student Risk Screening Scale—Early Childhood Version—social/emotional/behavioral)
- Curriculum Based Assessment (COR)

Student Dress/Items from Home- JCDB - Dress Code

Children should be dressed for active play. Our curriculum includes painting, play-doh, shaving cream and many other messy materials for children to explore. While on the playground children will be running, climbing, riding bicycles, and digging in sand. Outdoor play is a part of our daily activity and is only interrupted due to rain, when the wind chill is below twenty-one degrees, or the heat index is at dangerous levels. It is important during warm weather that cool, loose-fitting clothing be worn. During the winter months your child should attend school with a winter hat, gloves or mittens, and coat. Each of these articles of clothing should be labeled with the child's name in permanent marker.

Sandals, flip-flops, or other slip-on shoes are not considered appropriate footwear for preschoolers. It is also difficult to run and climb in “floppy” shoes.

Parents must provide a set of extra clothing to leave at the facility in the event of a toileting accident or spill. This set of clothing should include underwear, socks, pants or shorts, and a shirt. To minimize the spread of disease, the teachers will not rinse clothing soiled by toilet accidents. The soiled items will be placed and sealed in a plastic bag and returned to you at the end of the day. When your child has used his/her extra set of clothing, you will need to send a new set to school the following day.

Toys or other personal items from home are not permitted at school unless requested for show-and-tell. Any items that are brought from home should stay in the child's backpack. Children in the full day program are permitted to bring a soothing item for rest time.

Holiday Celebrations & Birthdays

Our program recognizes that families have unique cultures and traditions and respect their individual rights to decide which holidays and customs are important enough to be celebrated in their home. Therefore, our program will avoid decorating our early learning environments and/or planning activities and lessons related to holidays, celebrations, or customs of a religious origin, or that stereotype individuals or groups of people. Birthday celebrations, when acceptable to the family, will be done by celebrating each child with the presentation of a children's book provided by the early learning program. Commercialized birthday products, or special treats provided by the family, will not be allowed. Birthday invitations will only be distributed when all children are included.

Lending Library

Each of our early learning sites features a children's library. Each child will have the opportunity to check-out books to bring home to share with their families. In order to check-out, students must have all books returned to the library. We appreciate families working with us to care for our books, so they can be enjoyed by all.

Field Trips- [IFCB - Field Trips](#)

Field trips are considered an extension of the school's curriculum and permission forms are signed at enrollment. Families will be notified of specific field trips as they are planned. Families who do not wish to have their child participate in a specific field trip should notify the school.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Purpose - [IDAB - Support Programs, II - Educational Testing Program](#)

The Kansas Multi-Tier System of Supports Integrated Framework (MTSS) is a set of evidence-based practices implemented to meet the needs of all learners. MTSS builds a system of prevention, early intervention, and supports to ensure all students are learning from the instruction. MTSS establishes a system that intentionally focuses on leadership, professional development, and an empowering culture, as well as the content areas of reading, mathematics, behavior, and social emotional learning. MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic, behavioral, and social emotion needs with frequent data-based monitoring for

instructional decision making to empower each Kansas student to achieve high standards. The focus of the Kansas MTSS Integrated Framework is system-level change across the classroom, school, district and state.

Support for Students - Student Intervention Team

The student intervention team is comprised of team members who offer support to teachers/parents when there is a concern for a child's development. Monthly meeting dates and times are established at the beginning of the year by the building principal. If a teacher or parent have on-going concerns for a student (developmental, social/emotional, behavioral, or academic) that are not being resolved through the MTSS process, a referral should be made to the student improvement team.

Response to Misbehavior

Misbehavior as a Learning Opportunity

It is our goal at the preschool level to help children learn to solve problems and develop appropriate behaviors in a loving, nurturing manner. We believe that all misbehavior is a learning opportunity and teachers in our center work to guide children toward appropriate behaviors, rather than punishing them for misbehaving. Educators use the "Love and Logic" program by Jim and Charles Faye as a guide for preventing and responding to misbehavior.

Building Wide Expectation Matrix

Because we value the individuality of each child in our program, guidance approaches to misbehavior are handled in an individual manner. Expectations are consistent so children can easily identify appropriate and inappropriate behaviors and are stated in a positive manner. Explanations are given as to why some behaviors are unacceptable. To ensure continuity between classrooms and sites, we have created an early learning behavior expectation matrix that is taught to all students.

Friendship Skills: Ask to play, Help a friend, Give a toy, Give a compliment, Give a play idea, Give friendly touches, Use kind words

Expectations	Arrival & Dismissal	Learning Centers	Whole Group	Meal Time	Hallway	Restroom	Playground	Bus
Be Safe	Eyes watching Ears listening	Be in control of your body	Body calm	Wash hands before eating Use a utensil to serve yourself food	Walking feet	Flush the toilet Wash hands with soap	Be in control of your body Stay in play area	Sit on seat Keep your seatbelt on
Be Respectful	Say hi and bye (verbal or non-verbal)	Clean up after yourself	Eyes watching Ears listening Voices quiet	Use kind words to ask for what you need	Soft voice Hands to self or holding partner's hand	Allow others privacy Keep restroom clean	Use equipment as it has been explained to you Listen and respond to teachers	Soft voice Listen and respond to adults on the bus
Be a Team Player	Put your things in / take things out of your cubby Participate in the morning routine as it is explained to you	Use friendship skills Take care of toys and materials	Participate in the activity as it is explained to you	Use friendship skills Clean up your dishes	Follow your teacher	Take turns	Use friendship skills	Find my seat Help buckle seatbelt

Positive Behavioral Interventions and Supports (PBIS)

Both our curriculum and our Multi-Tiered Systems of Support, follow the pyramid model in regards to addressing challenging behavior and supporting children in developing social and emotional competence. In our program, we promote the use of five preventative classroom practices to support students socially, emotionally, and behaviorally. These preventative practices include:

- 4:1 positive attention ratio
- Teach behavioral expectations
- Teach peer related social skills
- Provide predictable schedules
- Provide predictable routines within routines

To encourage positive supports within classrooms, when students exhibit desirable behaviors from the expectation matrix, they are given linking chains to contribute to a clear jar that is provided to each classroom. When the class container is full, the classroom has a “celebration of success”. Links are always given as positive reinforcement and are never taken from a child, or removed from the jar.

Children In Need of Intensified Supports

In cases of extreme misbehavior, an individualized behavior support plan will be created for the student. The plan will include intensification of targeted social emotional supports. In some situations, it may be necessary to refer the student to the student intervention team so that a more detailed plan can be developed with parent support.

Emergency Safety Interventions

If a child presents an immediate danger to self or others, seclusion or restraint may be necessary to keep everyone safe. Positive behavioral supports are ALWAYS put in place to ensure these interventions are minimized. If an Emergency Safety Intervention is used, the state process for documenting the incident and notifying families is followed (see detailed board policy below).

Emergency Safety Intervention - [GAAF Emergency Safety Interventions](#)

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.

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. Notification of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

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

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

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

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

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

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

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

"Parent" means: (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; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

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

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed 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 person appropriately licensed to issue the order for the device;
 - 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 effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school

employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

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

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

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

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

Training

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

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

Notification and Documentation

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

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

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

Law Enforcement, School Resource, and Campus Security Officers

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law

enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

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

Documentation of ESI Incidents

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

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

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

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

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

Local Dispute Resolution Process

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

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

resolution with the board of education and provide a copy to the state department of education.

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

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

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

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

Approved: 8/13; Revised 1/14; 7/15; 6/16; 8/18

Suspensions/Expulsions

Our program does not condone the practice of suspending or expelling young children from the early learning setting. In rare situations, when a child cannot be deescalated at school, a parent/guardian may be called to assist with the situation. Once calm, the child may remain at school, or the team may decide that it is best to try again the next day. Families may be asked to consider shortening the length of the child's day permanently to lessen the stress on the child, if the child is attending the childcare program before and/or after school. In all situations, building principals will work with the family to determine a plan that best meets the needs of the child and the family.

Safety and Security

Parking Lot Safety

Each early learning site has specific drop-off and pick-up parking lot etiquette. Please refer to your site for further details. Handicapped spaces are reserved for individuals who have a handicapped permit clearly displayed on their vehicle and should not be utilized by other patrons. Siblings, or other young children in your care, should accompany you into the building and should not be left unattended in a parked or running vehicle in the parking lot for their own safety.

Building/Premises Safety

For the safety of our students, our program utilizes one main entrance in and out of the building. The main entrance is locked and requires visitors to be “buzzed” into the building. Propping of doors is prohibited. The playground is gated and locked to prevent intruders. Parents are asked to identify the “doorbell” at their facility and refrain from entering and exiting from doors not identified as a primary entrance.

Active Supervision

Keeping children safe is a top priority for our program. Our program utilizes “Active Supervision” to create a safe environment and to prevent injuries to the children in our care. When practicing “Active Supervision”:

- Educators set up the environment so that they can supervise children and be accessible at all times.
- Educators carefully position themselves in the environment to prevent children from harm.
- Educators are always able to account for the children in their care.
- Educators are aware of specific sounds or the absence of sounds that may signify reason for concern.
- Educators use what they know about each child’s individual interests/skills to predict what he/she will do.
- Educators use what they know about each child’s individual needs and development to offer support.

First Aid/CPR

All staff maintain current certifications in first aid and CPR. In situations of child injury, staff will utilize their training on best practices and respond accordingly.

Incident/Injury Report - [JGFG - Student Accidents](#)

If your child is injured at school you will receive documentation with the details of the incident on the same day. If another student injures your child, the name of the child who inflicted the injury will not be included in the report. If there are on-going injuries inflicted by a particular child, the building principal will work with the classroom to create a safety plan to protect others from harm. When injuries involve the eyes or head, the parent will be notified of the injury by phone, prior to receiving the paper documentation.

In the event of a serious accident, parents or the emergency number listed in the student information database will be contacted immediately. If no one can be reached, school personnel will exercise their best judgment in contacting emergency medical services.

Student Insurance - [JGA - Student Insurance Program](#)

Manhattan-Ogden USD 383 has secured a supplemental accident policy for its students for injuries received during school. This policy has been helpful to many families. It is important to note that since this policy is supplemental it may not cover all expenses. The policy outlines limitations. Request a copy of the policy from your school if you do not have a copy. Information listed below will assist in better understanding the policy. Each family should read the entire policy limitations for complete information.

- Upon injury, an accident/insurance form should be attained from the school nurse.
- The injury must be treated by a licensed physician within 60 days.
- Claims must be filed with Student Assurance Services, within 90 days of the injury.
- There are limitations to the total amount the policy will pay.
- There are limitations to the amount the policy will pay for specific services. Please read the policy.
- This policy is supplemental and is to assist families. It is insufficient to serve as primary insurance coverage.
- There are a number of exclusions; please read the policy carefully.
- Parents are responsible for filing claims with the insurance company.
- Parents may request claim forms from their school.
- Assume this policy will not cover all expenses.
- Assume this policy will not cover any/all personal health insurance policy deductible.
- Amount of coverage is subject to change each policy year.

Authorization to Pick-Up/Child Custody - [JBH - Release of a Student During the School Day](#)

Early learning students are required to be accompanied to and from the school by an individual old enough to carry photo identification. Transitions can be difficult for some children, especially when those transitions involve separation from parents. You can best support your child through those transitions by being engaged and focused on easing your child's anxiety with kind, reassuring words and gestures such as hugs or high fives. In order to be engaged and focused on your child during these times we recommend that you avoid using your cell phones during drop off and pick up times.

Upon arrival, it is the responsibility of the accompanying adult to sign the child in with a staff member. At the end of the day, the individual picking up must sign out the child with a staff member, providing photo identification, if their identity is unknown by the staff member on duty.

Children will be released from the classroom only to those individuals who are included on the authorized to pick-up form located in the front office of your child's school. This form is completed at the time of enrollment but can be altered at your request. Individuals on the pick-up form must be old enough to hold a government issued photo identification. If a parent wishes to have the child picked up by someone other than those individuals listed on the form, permission must be given IN WRITING and include the date and parent signature. For the safety of the children we serve, the staff will apply caution, even to the point of detaining the departure of a child, until they are sure the person has the necessary parental authorization. In order to ensure child safety, classroom staff will ask for proof of identification from individuals with whom they are unfamiliar, even if the individual is the parent or legal guardian. It is recommended that all individuals picking up carry proof of identification with them into the classroom should the need for verification arise.

Child Custody

Good communication with the teacher and the principal are imperative to the school's ability to honor any special custodial arrangements. Copies of documentation of legal arrangements and/or restraining orders need to be filed with the principal in order for the school to deny access to children by their biological parents.

Late Pick-Up

Children should be picked up promptly from the classroom at dismissal time. Our program recognizes that sometimes things happen outside of a parent's control, which may result in an occasional late pick-up. For this reason, families who are less than five minutes late picking up will be given one verbal warning, followed by a written letter if the incident

occurs again. After two late pick-ups, families will be charged \$1 per minute. If a child is not picked up from the program within thirty minutes of dismissal, and a legitimate family emergency has not been reported to the school, the local police department will be contacted and will be notified of a “child in need of care.” The building principal will determine if a DCF report should be filed following the incident. The building principal will follow-up with families on recurrent incidents of failure to pick-up and/or late pick up, in order to develop a plan of improvement with the family. Future violations may result in loss of extended care, or in extreme cases, dismissal from the program.

Mandatory Reporting

According to Kansas reporting law (K.S.A. 38-2223) mandated reporters are required to report child abuse or neglect. If teachers, school administrators, or other employees of an educational institution which the child is attending and persons licensed by the secretary of health and environment to provide child care services or the employees of persons so licensed at the place where the child care services are being provided to the child has reason to suspect that a child has been harmed as a result of physical, mental, or emotional abuse, neglect, or sexual abuse, the person shall report the matter promptly.

Child Protection

Secure Firearm Storage

USD 383 is committed to the safety and well-being of all students. As part of this commitment, we encourage families to practice secure firearm storage at home Proper storage—such as keeping firearms unloaded, locked, and stored separately from ammunition—can help prevent accidents, injuries, and unauthorized access. We invite parents and guardians to [visit our website](#) to learn more about secure storage practice and available community resources. Together, we can help create a safer environment for all students.

Supporting Needs of Families

Our program recognizes that ensuring that a family’s needs are met is critical for student success. The program social worker is accessible to families throughout the year to assist with connections to resources and supports available in our community and the surrounding area.

Child Protection Unit

Our program acknowledges that empowering children with tools to protect themselves, along with providing open lines of communication, continues to be one of the most influential tools in helping keep children safe from dangerous or abusive situations. We

have adopted the Second Step: Child Protection unit to be taught to students during the fall semester of each school year. The goal of the Child Protection Unit Weekly Themes is to develop children's ability to recognize, report, and refuse unsafe situations and touches and sexually abusive touch. Children learn important rules about general safety and touching safety, while developing skills on how to report any unsafe or abusive situations to a caring adult.

Child Safety Concerns

Due to natural variances in the development of young children's coordination and motor development, it can be challenging to account for every bump, bruise, or scrape young children incur. Young children also experience variances with language development that may also make it difficult for them to effectively communicate situations that arise at school. Any parent who has concerns regarding the safety of their child at school are encouraged to visit with the building principal so that the situation can be thoroughly investigated. In situations where the facts/evidence remain unclear, the building principal AND the parent are encouraged to report the incident to the Kansas Protection Reporting Center for consideration for investigation.

Protection Of Student Data/Confidentiality (FERPA) - [JR - Student Records](#), [JRA - Types of Records](#), [JRB - Release of Student Records](#), [JRC - Disposition of Records](#)

We strive to protect the confidentiality of students in every area. Therefore, staff will not discuss anything of a personal nature regarding a student with anyone other than the parent or legal guardian of the child.

The Family Educational Rights and Privacy Act (FERPA) affords parents of students certain rights with respect to the student's education records. One right is to inspect and review the student's education records within 45 days of the day the district receives a request for access. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Parents or eligible students may ask USD 383 to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

There is a right to consent to disclosures of personally-identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and security personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. There is also a right to file a complaint with the US Department of Education concerning alleged failures by the district to comply with the requirements of FERPA at US Department of Education, Student Privacy Policy Office, 400 Maryland Ave, SW, Washington, DC 20202-8520

Emergency Preparedness

Inclement Weather

The decision to close school for severe weather conditions will be made no later than 6:00 am. Information about school closings will be announced through Parent Square, district social media outlets (Facebook and Instagram), USD 383 website and local media outlets.

A team in our district keeps an eye on road and weather conditions. They check city and county roads, the number of crews clearing them, parking lots and sidewalks at our schools, and the safety of our bus routes. While we know families like to know about closures the day before, our goal is to have school whenever it's safe. Weather can be tricky—sometimes it's better or worse than expected—so we wait to make the best decision we can.

How You'll Hear About Closures or Delays:

1. Notifications will be sent through Parent Square.
2. We'll also post updates on the USD 383 website, social media, and local radio and TV stations.
3. If we can't decide the night before, we try to make the call between 5:00 and 5:30 a.m., that's when some of our transportation employees start their work day

It's a good idea to have a backup plan ready in case school is canceled. Parents choosing to keep their children home because of severe weather conditions should call the school and let them know of their intent not to send their child to school. As a general policy, once students are at school, school will not be dismissed early because of weather conditions, except in situations of extreme emergency. Parents may choose to pick up their children at any time if they feel it is appropriate. If weather sirens are activated, we will not release students. Students and adults will be in severe weather shelters.

Two-Hour Delay - USD 383 can delay school by two hours if the weather needs more time to improve. All schools will start two hours later than usual. For early learning centers, this means:

- No breakfast will be served
- No morning extended care will be available (for students attending full day)
- School will start at 10:40 a.m. (instead of 8:40 a.m.)
- Morning part day sessions will be canceled

Weather and Bus Stops - If some streets are unsafe for buses, we'll use special Inclement Weather Bus Stops. You can check the list to see if your stop is affected - not all bus stops are affected. We'll let families know through ParentSquare if these stops are needed. If you have Inclement Weather Bus Stop questions, please contact our Transportation Department at 785-587-2190.

When the severe weather siren is activated, all students, staff and visitors that are at the building will move to the severe weather shelter. Doors will remain locked, and phones will not be answered. The severe weather shelters are available for students, staff and visitors who are within the building when the siren is activated. Our shelters are not public shelters. Families should have their own severe weather plan and should not come to the school when the siren is activated.

Crisis Management Plans (School Safety)

A state schoolwide school safety hotline 1-877-626-8203, staffed by the Kansas Highway Patrol, has been established. This hotline is available 24 hours per day, 365 days a year. From there, information is transferred to local law enforcement who relay information to the local school administrator.

Every school (early learning – high school) in Manhattan-Ogden USD 383 designates a school safety week during the school year. Coordinated drills are an excellent way for staff and students to practice what they would do during a real emergency or crisis. Remaining calm can make a big difference in safety and security, so we prioritize school time to

practice these drills with our community partners. USD 383 utilizes the Standard Response Protocol and the VBI's Run, Hide, Fight protocol.

We also want to make sure that parents/guardians know what is going on when your kids talk with you about the drills. We appreciate your patience and understanding if our drills interfere with your coming to and going from our building! You are welcome to join us.

- Drill 1 - Fire Drill in partnership with Manhattan Fire Department
 - The fire department watches and evaluates a fire drill. Sometimes the fire department sets up their smoke machine and we block off an exit route. Students and staff practice exiting the building using their primary and secondary routes. We make sure that all students and staff are accounted for once they are in a safe zone. Fire personnel check to make sure that students and staff are far enough away from the building so that fire engines and other vehicles can easily get to the hydrants. Fire personnel also learn where all the controls for the building are located and take a tour of school at the end of the drill.
- Drill 2 - Tornado/Severe Weather Drill in partnership with Riley County Emergency Management
 - Riley County Emergency Management observes a tornado drill at each location. An emergency manager may walk around the school with the principal to see where they are putting students and staff. They will help us determine if we are putting students and staff in the most secure locations within the school and give us tips for tweaking our plans if necessary. All students and staff are accounted for once they are in a secure location.
- Drill 3 - Evacuation Drill in partnership with the community
 - Each school will evacuate to their primary or secondary evacuation site. All students and adults in the building will evacuate. Once at the evacuation site, parent reunification will be set up and practiced. This is a great logistical drill – how to get all students and staff from point A to point B and back – and make sure that everyone is accounted for. All of our schools are equipped with wonderful evacuation locations that welcome our students and staff.
- Drill 4 - Secure Campus Drill
 - Secure Campus means that something is happening outside of our school building and we want to keep it outside. Students and staff that are outside are brought back into the building and all doors are locked and secured. Depending on the situation, no one leaves or enters the building until the situation is over. Activities inside the building remain normal.
- Drill 5 - Lock Down Drill in partnership with the Police Department

- Police Department may present education about lock down drills. Officers may talk with students (age-appropriate) about why a police officer might be in their school and that the most important thing that kids can do is listen to the instructions of their teacher. Officers may go around to each classroom and talk with teachers about the best location for students to be in the classroom and other things that teachers can do to increase the safety for themselves and their students. A lockdown drill is also practiced.
- Drill 6 - Hold
 - Hold means that all students and staff should hold in their classroom or office until the situation is under control. Hold could be for a medical emergency, student disturbance, etc. Something is happening within the school and we need everyone to hold where they are at. Activities inside the classroom remain normal.

We are fortunate to have great community partners that also feel strongly about drills and practicing. If you have questions about School Safety, please contact the Director of Communications and School Safety at 785-587-2000.

Crisis Communication

If a crisis occurs at a building, details of the situation and updates will be available through USD 383 social media accounts, USD 383 website, local media (radio and print), and/or Parent Square. Telephone calls to the school building slow down the notification and communication with emergency personnel by school officials.

Health

Enrollment Requirements - JGCB - Inoculations (Immunizations), JGC - Health Assessments and Physicals

1. In each school year, every student enrolling or enrolled in any school for the first time shall present to the appropriate school board certification from a physician or local health department that the student has received such tests and inoculations as are deemed necessary by the secretary by such means as are approved by the secretary. Students who have not completed the required inoculations may enroll or remain enrolled while completing the required inoculations if a physician or local health department certifies that the student has received the most recent appropriate inoculations in all required series. Failure to timely complete all required series shall be deemed non-compliance.
2. As an alternative to the certification required about subsection (a), a student shall present:

- a. An annual written statement signed by a licensed physician stating the physical condition of the child to be such that the tests of inoculations would seriously endanger the life or health of the child, or
- b. A written statement signed by one parent or guardian that the child is an adherent of a religious denomination whose religious teachings are opposed to such tests or inoculations.
 - i. On or before May 15 of each school year, the school board of every school affected by this act shall notify the parents or guardians of all known students who are enrolled or who will be enrolling in the school of the provision of this act and any policy regarding the implementation of the provisions of this act adopted by the school board.
 - ii. If a student transfers from one school to another, the school from which the student transfers shall forward with the student's transcript the certification or statement showing evidence of compliance with the requirements of this act to the school to which the student transfers.

Kansas Statute 72-5209

As per state and federal grant guidelines, preschool children are required to submit a yearly health assessment to document that they are up to date with well-child exams and immunizations. A documented hemoglobin level and lead level (if the child is determined to be at-risk) are also required. As per state and federal grant guidelines, dental exams are also required for preschool students each year. Dental exams are the responsibility of the parent/guardian and should be completed by a registered dental physician.

If your family needs assistance in meeting the health requirements of the early learning program, please contact the school so you can be connected with a family education partner.

On-Site Health Services

Health Screenings

Our program provides annual vision, hearing, and dental screenings. A parent can opt out of these screenings by contacting the school nurse.

Medication - [JGFGB - Supervision of Medications](#), [JGFGBA - Student Self-Administration of Medications](#)

Kansas regulations require medication forms be on file in the nurse's office for any medication a student has at school. Medication forms must be signed annually by a parent

for over-the-counter medication (this includes cough drops) and by a parent and physician for prescription medications. These forms are available from the nurse's office and they can be printed from the school's web page. Medications must be in their original labeled containers and not expired. The school medication policy is in compliance with Kansas regulations.

Office Visits

Should your child become ill at school, a registered nurse or health aide, is available to assess the situation and develop a treatment plan. When it is determined that a child should be sent home due to health reasons, the nurse or health/aide will contact the family and arrange for pick-up. Every attempt will be made to contact the parents, or the emergency number(s) listed in the student information database. For the wellbeing of your child, it is important to keep this information updated.

Illness Policies - JGCC - Communicable Diseases

The Riley County Health Department has assisted in establishing school health policies regarding the readmission of children to school following an illness:

1. Written permission is required from a physician for any child who has been ill with a contagious disease and returns to school before the end of the quarantine period.
2. Written permission to return to school is not required for a child who is absent due to a contagious disease who has completed the quarantine time or whose illness was not a contagious disease.

Quarantine Times:

Following are the quarantine guidelines used to determine when a child may return to classes. These are the guidelines published by the Kansas Department of Health and Environment.

- Chicken Pox: May return to school on the 6th day after the onset of the first lesion and no new lesions for 24 hours, and when all lesions are crusted.
- Impetigo: May return to school 24 hours after treatment has started.
- Head Lice: Parent encouraged to treat hair with pediculicide, infected clothing cleaned, home must also be cleaned to reduce the chance of re-infestation.
- Pinkeye: May return to school 24 hrs. after prescription eye drops have been started and discharge from the eye has stopped.
- Ringworm: May return to school immediately after beginning treatment with a fungicide. Keep area covered while at school.

- Shingles: Actively draining lesions should be covered by clothing or a dressing until lesions have crusted. If lesions cannot be covered children should remain home until lesions are dried and crusted.
- Strep Throat, Scarlet Fever, Scarletina: May return to school after being on an antibiotic for 24 hrs. and when fever free for 24 hrs. without fever reducing medication.
- Scabies: May return to school 24 hours after treatment has started and clothing is disinfected.
- Fevers: May return to school when fever free for 24 hrs. without the use of medication to lower the temperature.
- Vomiting: May return after being vomiting free for 24 hours without the use of medication. Exception: If health care provider determines illness not communicable due to other factors or child is not in danger of dehydration.
- Diarrhea: May return after being diarrhea free for 24 hours without the use of medication. Exception: If health care provider determine illness due to dietary changes, medication, or hard stools, and student is not in danger of dehydration.
- Influenza: Stay home for five days from the onset of symptoms and may not return to school until fever-free for 24 hours without fever-reducing medication.
- Rashes: If rash associated with a fever, may not return until fever free without fever reducing medications and health care provider note stating that rash is not contagious.
- Fifth's Disease: Greatest period of communicability is before the onset of the rash. Not contagious after rash onset. May return to school if no fever associated with presence of a rash.
- Pertussis (whooping cough): May return to school after completion of antibiotic treatment or after 3 weeks if untreated with antibiotics.
- Measles: May return to school 4 days after the onset of rash.
- Mumps: May return to school 9 days after the onset of symptoms.
- Rubella: May return to school 7 days after the onset of rash.

Please notify the school if your child is home sick or has any of the above illnesses.

If there is a confirmed case of pertussis (whooping cough), chickenpox or other disease that vaccines are available for, in your child's classroom and they are not current on their vaccinations, you will be asked to get the vaccine within 24 hours or keep your child home for 21 days after the onset of the last reported illness in the school. Please keep your school nurse informed of any immunization updates.

Families are asked to share the child's symptoms with the building office professional when calling in sick. Riley County Health Department asks that we report what symptoms are keeping children at home. We do not report your child's name only symptoms. This helps the Riley County Health Department and the school nurses keep track of communicable illnesses in the community.

Toilet Training/Personal Care Needs

Our program serves a diverse population of children and do not require that children be toilet trained prior to enrolling in our program, regardless of age. As long as there are no developmental or physical delays, our goal for children approaching or extending past the age of three, is to achieve toilet training as quickly as possible. When promoting toilet training, an individualized plan will be developed with the family to support cohesiveness between school and home.

Based on the unique design of our braided program, and funding differences between our part day and full day models, parents of children attending our part day classrooms are required to provide diapers to the center as needed/requested when a child is not yet toilet trained.

Building Practices to Promote Health

Hand Washing

All children and staff must wash their hands upon entering the school, before serving or eating food, after toileting (or assisting with toileting/diapering), after blowing one's nose (or assisting with a runny nose), and after outside exploration time. For sanitary purposes, the sink should be turned off with a paper towel after cleaning hands.

Tooth Brushing

Oral health hygiene is promoted by ensuring all children attending in our full day classrooms are assisted by staff in brushing their teeth with toothpaste containing fluoride daily.

Sanitizing of Tables

All tables will be sanitized prior to meals being served to children. Solution will be sprayed on the table and wet-wiped using paper towels to spread solution over surface. Solution should be left for ten minutes prior to being wiped up using paper towels, to ensure proper sanitation.

Sanitizing of Toys

Toys that are put in a child's mouth are immediately removed from play and sanitized during teaching planning and preparation. Toys that are rotated between classrooms are cleaned and sanitized prior to returning them to storage.

Laundry (program provided sheets & blankets)

Program provided sheets and blankets are washed weekly.

Sanitizing of Water Bottles

Each child attending our program is provided with a water bottle to use daily. Water bottles are washed/sanitized on a weekly basis utilizing the kitchen dishwasher.

Nutrition - JGH - School Food Service Programs, JGCA - Local Wellness Policy

Variety of Foods

Providing nutritious and appropriate food choices is important to our program. Our Child Nutrition department follows CACFP guidelines when developing our monthly menus. The menus are posted monthly in each classroom and are available to parents as requested. Parents can also access menus via the district website.

Meals

Our early learning program provides breakfast, lunch, and snack to children attending full day, a breakfast to children attending the morning session, and a snack to children who attend the afternoon session. Lunch is served family style. This is a wonderful opportunity to help children with correct table manners and language, as well as to practice skills such as pouring and serving oneself. If a parent desires exemption for their child in participation of meals provided through our Child Nutrition department, an exemption request form must be completed by the parent, along with an agreement to comply with the expectations set forth when sending meals from home. Inquiries regarding exemption should be directed to the building principal.

Allergies/Restrictions

USD 383 is committed to the safety and health of all students. Many of our students suffer from environmental, medical, or food-related allergies. We strive to provide a safe and healthy learning environment for students with allergies and reduce the likelihood of severe or potentially life-threatening allergic reactions. Requirements for meal modification requests through child nutrition vary depending on whether a student has a disability or whether it is a food allergy or intolerance that does not rise to the level of a disability. Child

Nutrition will make meal modifications prescribed by a licensed physician when a student has a disability. (See the definition of disability on the meal modification form). When a student has a food allergy or intolerance, or other medical condition that does not rise to the level of a disability, child nutrition department has the option of making a meal modification requested by a medical authority. Meal modifications will continue until the licensed physician or medical authority requests that it be changed or stopped (Form 19-C Discontinuation of School Meal Modifications Form). For more information regarding meal substitutions please visit our webpage at <https://www.usd383.org/departments/child-nutrition/resources>

External Food

In order to avoid competition with our child nutrition program, as well as for a variety of safety, nutritional, and allergy issues, no food (home-made or store bought) may be brought into the building unless provided by the early learning program. This includes birthday treats.

Food and Physical Activity

Our program strives to support the health of each of our students. For this reason, food and physical activity are not used as punishments, or rewards.

Parent and Family Engagement

Engagement & Empowerment at Home

Teacher Home Visits

Teachers set up individualized times to visit each of their student's home prior to the start of school and at the conclusion of the school year. These visits allow the family and child to get to know the teacher in their natural environment. Approximately 30 minutes is allotted for each family.

Family Partnership (Head Start Eligible Families)

The development of family partnerships is required per federal Head Start performance standards. Family partnerships are designed to help support parents as their child's teacher, nurturer, and advocate, while ensuring the families basic needs are met. Head Start eligible families will develop a family partnership with their assigned family advocate and will receive assistance in setting and reaching goals through bi-monthly check-ins (one virtual/one in-person).

To begin the family partnership process, all families will complete a family needs assessment with their family advocate during the first scheduled visit. The family advocate will provide connections to concrete supports or community resources to each family based upon their individual assessment. The second part of the family partnership includes the development of goals and actions. Family advocates will support families in completing the Goal Worksheet during their second visit. Throughout the remainder of the year, family advocates will provide on-going support to families in achieving the goals and desired outcomes they have set for their family.

Home Visiting Program (PAT)

Our program utilizes the Parents as Teachers (PAT) curriculum to support families in the home and to provide educational resources on how children grow and learn. Families who choose to enroll in home visits receive either a monthly or bi-monthly visit. The frequency of visits is based on the need of the family. Visits are individualized to meet the needs of the family and the growth and developmental needs of the child. Developmentally appropriate activities are provided at each visit, along with direct support for obtaining access to needed resources to achieve goals developed through the family partnership process.

Engagement & Empowerment at School

Family Nights

Family nights provide opportunities for families to work together with staff in the education, health, nutrition, and development of their children—all while having fun! These events provide opportunities for families to meet other parents who share common goals for their children. Our program provides at least four structured “family nights” each year which are aligned with the C4L unit projects where students showcase their work.

Parent-Teacher Conferences - [JF - Academic Achievement](#)

Parent-Teacher conferences are scheduled twice annually, once each semester. At this time, the teacher and parent work together to create a plan of success for the child based upon his/her current strengths and areas of need. Daily, informal conversations between families and teachers are encouraged.

Volunteering

The grants that fund our program stipulates that we must receive in-kind services from parents and the community to maintain funding. In-kind is the dollar amount given for people volunteering their time and donations to our early learning program.

Parents are welcome to visit the classroom, attend a special activity/field trip, or volunteer to share a special talent, activity, or cultural custom. Please note that your prolonged presence might be disruptive to the learning of your child. In an effort to best meet the needs of our students and classrooms, volunteer opportunities may not be in your child's own classroom.

When volunteering, it is important you are able to focus on our students, therefore you are asked to leave younger siblings at home during volunteer opportunities. Parents are required to sign in to the office and get a visitors' tag when volunteering.

All extended volunteers are required to present proof of TB skin testing and participate in building orientation, prior to beginning their volunteer time.

Father/Male Involvement (Strong Fathers)

Our early learning program believes that a child with a loving, involved father and mother is a child who has a great head start in life. We involve any significant male in a child's life, so dads, grandpas, uncles, step-dads, and friends are all welcome to participate! This group meets throughout the year for discussion groups, and/or community service projects.

Parent Café (Parent Committee)

Parent Café is designed to provide families with an informal opportunity to get to know one another by focusing on shared topics of interests while assisting with activities that support teachers and students. Every parent is encouraged to participate in Parent Café.

Policy Council

Policy Council is made up of parent representatives from each of our early learning sites. The purpose of this group is to help guarantee an early learning program of maximum quality for both children and parents/guardians.

At the bi-monthly meetings representatives have the opportunity to make suggestions and offer ideas for program improvements, assist in the development of hiring policies and procedures, plan agency wide activities for parents, and work with other parents and the community to recruit volunteers. This group is empowered to participate in the decision-making process. All parents are welcome to attend the meetings. Officers are elected early in the fall and serve a one-year term. A separate handbook outlines the by-laws of this council.

Health Services Advisory Committee

The Greater Manhattan Area Interagency Coordinating Council serves as the Health Services Advisory Committee (HSAC) for USD 383. The GMAICC is made up of early learning community parents, staff, and community health professionals who are interested

in promoting good health care and health education for families. This committee makes suggestions to the policy council, which votes on their recommendations.

Home/School Communication

Day-To-Day

Parents are encouraged to engage in day-to-day correspondence with the lead teacher, as they are able, during drop-off and pick-up. If the parent is picking up at a time of day when the lead teacher is unavailable, they should e-mail or call the school to leave a message. The teacher will contact the parent in a timely fashion. To promote personal self-care and boundaries, teachers are advised to set office hours and limit communication with families outside of established office hours.

Changes in personal information for preschool students should be communicated directly from the family to the building office professionals at the site the child attends.

Electronic Communication

Parents are encouraged to sign-up for Parent Square, to receive important school announcements. Parents can choose how they would like to receive these messages (e-mail or text) and can also increase or decrease the frequency in which they receive messages. Urgent alerts will always immediately send to families regardless of settings. Parent Square is also used by teachers for classroom updates/communication.

Newsletters

Teachers create monthly newsletters to share updates from the classroom, information about the learning trajectories for the week, and to share any news of upcoming events and activities.

Each early learning site compiles a monthly “school” newsletter to share events and activities that are happening program wide or in the community.

Newsletters will be both printed and shared electronically using Parent Square.

Website

Our program maintains an early learning website as a resource to the families in our program and the community.

Preferred Language

Preferred home/school communication language is documented at the time of enrollment. Our program strives to ensure that materials are translated appropriately for families in need and interpretation services are available at family events/meetings. Our Parent Square communication platform provides automatic translations based upon the

preference selected by the family. The district language line, along with interpreters, are used to increase communication with families in their preferred language.

Questions/Concerns/Discrimination - JCE – Complaints of Discrimination

An open line of communication creates a positive partnership between home and school. Questions and/or concerns are best addressed by the parties most directly involved. We encourage a communication process that begins at the most direct level. Please be willing to put your concerns in writing and allow adequate time for the matter to be carefully researched and resolved.

Student matters regarding discrimination against any student on the basis of race, color, national origin, sex, disability, or religion in the admission or access to, or treatment in the district's programs and activities is prohibited. Any incident of discrimination, including acts of harassment, shall promptly be reported for investigation and corrective action by the building principal or district compliance coordinator. Any student or employee who engages in discriminatory conduct shall be subject to disciplinary action, up to and including termination from employment or expulsion from school.

Addressing Questions and Concerns

Families and patrons should use this matrix to address questions or concerns. Topics should be addressed beginning at Level 1. If the matter cannot be resolved, it is appropriate to move to the next level with the inquiry.

*USD 383 certified employees should refer to the Negotiated Agreement and classified/hourly employees should refer to the Classified Employee Handbook in addition to this matrix.



AREA OF CONCERN	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Academics, Curriculum, Instruction & Assessment	Teacher	Principal	Director of Early Learning, Elementary, or Secondary Education	Executive Director of Teaching & Learning	Superintendent	Board of Education
Activities & Athletics	Coach / Sponsor	Athletics Director	Principal	→	Superintendent	Board of Education
Discipline	Teacher	Assistant Principal (if applicable)	Principal	Assistant Superintendent	Superintendent	Board of Education
Facilities, Grounds, & Maintenance	Principal	Assistant Director of Maintenance & Facilities	→	Director of Maintenance & Facilities	Assistant Superintendent	Board of Education
Child Nutrition	School Kitchen Manager	Principal	Child Nutrition Coordinator	Director of Child Nutrition	Assistant Superintendent	Board of Education
General Concerns	Teacher	Principal	Relevant District Administrators	→	Assistant Superintendent	Board of Education
Social Emotional & Mental Health	Teacher	Psychologist, Social Worker, or Counselor	Principal	Executive Director of Teaching & Learning	Superintendent	Board of Education
Special Education	Teacher	Principal	Assistant Director of Special Education	Director of Special Education	Assistant Superintendent	Board of Education
Transportation	Principal	Assistant Director of Transportation	Director of Transportation	→	Assistant Superintendent	Board of Education

Kindergarten Transitions

Positive Promotion of Kindergarten

In alignment with KSDE and Head Start recommendations, all students who have met the age of eligibility are encouraged to enroll in kindergarten, and students attending our grant funded classrooms are not eligible to re-enroll in preschool after the age of eligibility is reached. Research suggests that delaying kindergarten does not result in notable differences in academic skills within the first couple years of school and allowing more time many not necessarily result in more readiness without interventions to address developmental concerns. If you have concerns about your child's promotion to kindergarten, please visit with your classroom teacher.

Supporting Children and Families

During February parent/teacher conferences, your child's teacher will ensure you are aware of your zoned elementary school and provide information around the district sponsored Kindergarten Open House event that is held in April. Your child's teacher is available to answer any questions you may have throughout the course of the year and will schedule time within the end of year home visit to support a positive transition.

Manhattan-Ogden Unified School District 383

Strategic Framework

Mission

Our mission is to prepare all students for success as lifelong learners, earners and citizens.

Vision

Our vision is to be nationally recognized for the breadth and depth of success attained by all students.

Goal

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development and postsecondary preparation.

Core Beliefs

Our core beliefs shape how the organization views itself, others and the world.

- Acceptance: We create a climate that values diverse thinking, mutual respect, and working as a team for the betterment of the whole organization.
- Accountability: We hold one another accountable for increasing student and staff success.
- Courage: We support courageous actions in an environment that embraces ethical and thoughtful risk-taking.
- Joy: We enjoy our work and recognize that happiness contributes to organizational health and generates more opportunities for success.
- Trust: We presume the good intentions of others in a culture of openness for honest input and creative ideas.

Guiding Principles

Our guiding principles influence the behavior of educators, staff, parents, students and community members as we strive for student and organizational success.

- System Perspective: We respect that all components of the organization are interdependent and must be managed as a unified whole in order to achieve ongoing success and performance excellence.
- Engaged Learning: We share a collaborative responsibility for implementing intentionally designed holistic and engaging learning experiences.

- Encouraging Environment: We promote a framework encouraging grit and the courage for students to become the best version of themselves.
- Relationship Building: We facilitate connection and growth through safe, inclusive, compassionate, and empathetic interactions with others.
- Foundational Skills: We provide dynamic learning experiences to build a strong foundation of skills necessary to be competitive in local, regional, and global economies.
- Societal Contributions: We demonstrate a well-rounded ability to make respectful and ethical decisions.

Pillars

We are committed to continuous improvement through dedication to four foundational pillars: student success, culture and environment, workforce talent, and partner relations - with outcomes measured in both traditional and non-traditional ways.

Adopted by BOE, 5-4-22

Manhattan-Ogden Unified School District 383 Addresses and Phone Numbers

- Amanda Arnold Elementary
 - 1435 Hudson Avenue
 - 785-587-2020
- Anthony Middle School
 - 2501 Browning Avenue
 - 785-587-2890
- College Hill Early Learning Center
 - 2600 Kimball Avenue
 - 785-587-2830
- Eisenhower Middle School
 - 800 Walters Drive
 - 785-587-2880
- Frank Bergman Elementary
 - 3430 Lombard
 - 785-587-2865
- Bluemont Elementary
 - 714 Bluemont
 - 785-587-2030

- Child Nutrition
 - 1112 Hayes Drive
 - 785-587-2851
- Eugene Field Early Learning Center
 - 1700 Leavenworth
 - 785-587-2045
- Lee Elementary
 - 701 Lee Street
 - 785-587-2050
- Lincoln Education Center
 - 901 Poyntz Avenue
 - 785-587-2000
- Manhattan High School
 - 2100 Poyntz Avenue
 - 785-587-2100
- Manhattan Virtual Academy
 - 2100 Poyntz Avenue
 - 785-587-2100 ext: 8073
- Marlatt Elementary
 - 2715 Hobbs Drive
 - 785-587-2060
- Northview Elementary
 - 300 Griffith Drive
 - 785-587-2070
- Ogden Elementary
 - 210 Elm Street
 - 785-587-2080
- Oliver Brown Elementary
 - 4787 Jackies Way
 - 785-587-2823
- Theodore Roosevelt Elementary
 - 1401 Houston Street
 - 785-587-2090
- Transportation
 - 1120 Hayes Drive
 - 785-587-2190
- Woodrow Wilson Elementary

- 312 N. Juliette Ave.
- 785-587-2170

Manhattan-Ogden Unified School District 383 Board of Education

- [Katie Allen](#) - 785-787-2432
- [Kristin Brighton](#) - 785-341-1250
- [Karla Hagemeister](#) - 785-410-0132
- [Curt Herrman](#) - 785-410-6846
- [Greg Hoyt](#) - 785-313-0522
- [Jayme Morris-Hardeman](#) - 785-341-2922
- [Christine Weixelman](#) - 785-410-9315

Board of Education Meetings

Meetings of the Board of Education are held twice a month. [The Board calendar is available on the website.](#) The public is invited to attend these meetings.

Statewide Safety Hotline Number

A statewide school safety hotline, staffed by the Kansas Highway Patrol, has been established. This hotline is available 24 hours per day, 365 days a year, to report impending school violence to the Kansas Highway Patrol.

The hotline, enacted by House Bill 2489, connects to the Kansas Highway Patrol central dispatch center. From there, information is transferred to local law enforcement who will relay information to the local school administrator. The hotline number is: 1-877-626-8203.

We encourage parents to talk with their children and for those young people to feel comfortable expressing concerns to their parents or school employees. If your child reports a concern to you, please contact the school principal, or use the hotline that provides another avenue for reporting.

This handbook is meant to be an abbreviated version of Manhattan-Ogden USD 383 policies, rules and regulations. Should a discrepancy between board policy and any language in this handbook arise, district policy supersedes this handbook. [Board of Education policies referenced in this handbook can be found at the district website.](#)

The policies of USD 383 are the results of a combined effort of the professional staff of the Kansas Association of School Boards, the Board of Education and the district's staff. Policies are principles adopted by the school board to chart a course of action.