



Monday, June 9, 2025
USD #333 USD333 Board of Education Regular Meeting

**AGENDA FOR UNIFIED SCHOOL DISTRICT NO. 333
CLOUD COUNTY, KANSAS**

6:00 PM

USD #333 Board of Education Administrative Offices, 217 W. 7th St., Concordia, KS 66901

A. OPENING ITEMS

1. Call To Order
2. Pledge of Allegiance
3. Members Present

B. CONSENT ITEMS

1. Adopt Agenda for Meeting
2. Approval of Minutes
3. Accept Gifts and Donations
4. Approval of Encumbrances as listed in the Superintendent's Report
5. Approval of Financial/Treasurer's Report/CapitalOne
6. Administrator/Building Reports
7. Vote on Consent Items

C. PUBLIC COMMENTS

Open Forum Guidelines 3

D. STUDENT/PATRON PARTICIPATION/RECOGNITION

1. CES 6
24-25 End of Year Report
2. CMS 50
CMS 24_25 EOY BOE Report (1)
3. CHS 71
Building Report - June 2025
4. Foundation 90
USD 333 Ed Fund Update 2025_06

E. INFORMATION/UPDATE/COMMUNICATION

1. Facility Updates - STG1
2. Curriculum Updates - STG1
3. MTSS Data - STG1
4. End of Fiscal Year - Financials Soft Close: June 25th at 5:00pm
5. Board Expectations & Short-Term Goals (2-hour special meeting) -- Possible Date: Monday, July 7th.
6. KASB Policy Updates June 2025

F. EXECUTIVE SESSION

G. **BOARD ACTION ITEMS**

1. Handbook Updates 2025 (if needed)
 - PAT -
 - CES -
 - CMS - Attached
 - CHS - Attached
 - CAP -
 - LCNCK - Attached (3)
 - CJSHS 2025-2026 Handbook.docx 91
 - CMS Handbook 2025-2026 142
 - FY25 Edit Version - Paraeducator Handbook 188
 - FY25 Edit Version EC Certified & Procedural HB 217
 - Draft FY2026 Administrative Procedural Handbook 267
2. LCNCK Extended School Year Contracts
3. Unpaid Meal Policy
4. 2025-2026 Milk Bid
 - Milk Bid for School Year 25-26 353
5. Open Enrollment Policy Update

H. **CERTIFIED and CLASSIFIED PERSONNEL**

1. New Hires/Transfers/Resignations/Terminations of **CERTIFIED STAFF** for the 2024-2025 or the **2025-2026** School Year (if needed)
 - Certified List 3 362
2. New Hires/Transfers/Resignations/Terminations of **CLASSIFIED STAFF** for the 2024-2025 or the **2025-2026** School Year (if needed)
 - Classified List3 366
3. Administrator Contracts

I. **ADJOURN**



Concordia USD 333



Board of Education Meeting Open Forum Guidelines

Guidelines for the Open Forum

1. Any person wishing to address the Board in public forum must sign up on the sign-up sheet. The presiding officer of the public meeting will moderate the open forum anticipating the forum will be limited to thirty minutes.
2. As a courtesy and as a part of the public record, each speaker should identify themselves with name and address. Each speaker will be allowed three (3) minutes to address the Board. The Board may engage the speaker for clarification of the issue. The three minutes time limit may go longer based on Board questions.
3. The Board will not debate past decisions made by the current governing body or any past governing body.
4. The Board seeks only constructive criticisms and suggestions.
5. The Board will only allow one speaker at a time and a proper decorum will be enforced.
6. Speakers should keep their comments short and to the point.
7. Engaging in active debate with the Board or anyone in the audience will not be allowed.
8. All remarks and suggestions must be respectful and courteous, free of name-calling and/or personal attacks.
9. Persons making comments which violate the privacy rights of district employees or students will be asked to stop speaking or cease their remarks immediately. If a patron or parent has a concern with one or more employee(s), the Board will refer that person to the appropriate employee or the Superintendent.
10. No remarks will be allowed that contain vulgarities or inappropriate language.
11. No speakers may have the floor more than one time until all who wish to speak have been given the opportunity. The presiding officer will determine the order of speakers.
12. All comments must be directed to the Board as a whole, not to any specific member or to any person who is not a Board member.

Procedures to address the Board during Open Forum:

1. Print your name on the sign-up sheet and list the topic of your presentation.
2. The sign-up sheet will be given to the Board President at the beginning of the meeting.
3. The Board President will call each person on the sign-up sheet during the public forum agenda.
4. State your name, address, and summarize your concerns/suggestions. Limit your presentation to approximately three minutes. This may go longer based on Board questions.

BCBI **Public Participation at Board Meetings** (See BCAE and KN) **BCBI**

Open Forum

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

Patron-Requested Agenda Items

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

Handling Complaints

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

Approved: KASB Recommendation – 1/01; 4/07



TRUST OWNERSHIP CULTURE

QUENTIN BREESE
Superintendent

KELLY STRUEBING
Director of Operations

Chad Eshbaugh
CJSHS Principal

Skyler Hittle
CJSHS AD/Asst. Principal

Curtis Noon
CMS Principal

Ashley Blain
CES Principal

Krystal Breese
Curriculum & Assessment

BOARD OF EDUCATION

BRAD BERK
President

MIKE CLEVELAND
Vice President

JOHN CULLEY

NANCY OWEN

JENNY PARKER

AMBER LAMBERTZ

LINDSAY METCALF

REQUEST TO ADD AN AGENDA ITEM

This form must be completed and returned to the Clerk of the Board or the Superintendent at least **7 days** prior to the meeting at which you wish to speak.

Your request will be reviewed, and one of two recommendations will be made:

1. Referral of your request to the appropriate administrator.
2. Decision by the Board of Education to add as an agenda item.
 - Presentation shall not exceed **5 minutes**.
 - Subjects, other than policy issues, will generally be referred to the administration.
 - Comments shall be limited to issues and not refer to individual staff or students.
 - Presentation must be in good taste befitting the occasion and dignity of the board meeting.
 - Typed copy or outline of your presentation should be included with this requested form.

Permission to appear before the board at a regular meeting is subject to the above guidelines.

Name: _____

Address: _____ Phone: _____

Individual or Organization you represent: _____

Organization's Address: _____

Signature: _____ Date: _____

District Official's Signature: _____

Date Received: _____ Time Received: _____

#concordiaproud

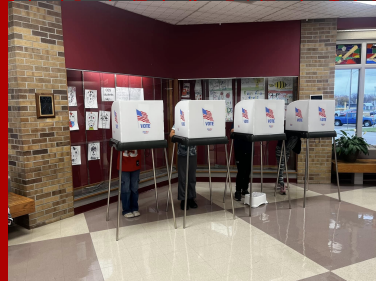
TRUST OWNERSHIP CULTURE

AN EQUAL EMPLOYMENT/EDUCATIONAL OPPORTUNITY AGENCY



Concordia Elementary School

CES PRIDE
2024-2025



School Goals

- 80% of students at Benchmark Testing in Reading and Math
- Continue Implementing KS State Standards with Fidelity
 - Implementation of UFLI to increase reading performance
 - Focus Standards of Reading and Math School-Wide Expectations
 - Effective Professional Development focusing on Instruction (TASN and Greenbush)
 - Finish LETRS training for K-6 staff
 - Create specific time for Tier Reading and Math
 - Created new Master schedule for 25-26 year for math and reading intervention
- Continue to Increase Safety and Effectiveness of Pick-up/Drop-Off
- Building Positive Relationships among all stakeholders
 - Grandparents Day
- Increase Community Involvement
 - Early Childhood Safari
 - Family Literacy Night
 - Community Volunteers - CCCC, Library, Reading Volunteers, CHS students

End of Year Staff Changes

- Transfers:
 - Leah Loring and Krystal Richard To CJSHS
- Resignations:
 - Krystal Breese, Adrianna Romo, Tori Generaux, Marissa Montague
- USD 333 Retirements:
 - Kay Thompson
 - Gail Whitley



Enrollment Information

CES ENROLLMENT 2024-2025

<u>GRADE</u>	<u>NUMBER OF STUDENTS</u>
PRE-K	74
KINDERGARTEN	72
FIRST GRADE	80
SECOND GRADE	69
THIRD GRADE	89
FOURTH GRADE	74
TOTAL STUDENTS	458

Discipline Report

2024-2025

Discipline Report

Student ISS: 16 incidents

Student OSS: 5 incidents

Detentions: 79 incidents impacting 7% of CES students

Student Services

2024-2025

Counselor's Report

- Leah taught K-4 Grades
 - K, 1, 2, 3, 4- 30 minutes for each class and once per week
- Kelsey facilitated SIT meetings, led individual/group counseling, and assisted with student behavior



Counselor's Report Cont.

- Leah met with many students at various times to counsel on different issues (ranging from friendship issues to abuse situations)
- Kelsey met with a large number of students at various times to counsel on different issues (ranging from friendship issues to abuse situations)
 - Met with students on a repeat basis- as needed
 - Met individually with students and in groups- as needed
 - Conducted court calls and corresponded with local PD

Counselor's Report Cont.

- Conducted a monthly lunch group to work on making and keeping friendships (1st-4th graders).
- Organized and facilitated SIT meetings and 504 Plan meetings
 - Revamped SIT plans to have monthly meetings during the school year.

Counselor's Report Cont.

Throughout this school year, there were:

- 51 Student Improvement Teams/Plans implemented
- 17 of these resulted in special education referrals
- 9 of these referrals resulted in Individualized Education Plans, 3 are still in the evaluation process, and 3 resulted in 504 plans

Counselor's Report Cont.

- Conducted Red Ribbon Week activities for grades K-4
- Facilitated the 4th Grade Peer Mediator Program
- Organized Panther Pride groups and combined lunches for 10 Panther Pride Days
- Organized and distributed the weekly Food Bank Packs each week on Friday
- Organized Career Day for grades 2-4 and hosted 12 speakers from the community
- Organized an Anti-Bullying Superhero Day for students in grades K-4
- Established and implemented the 4th grade Morning Greeters Program

2024-2025 CES Library Annual Report

Krystal Richard- Librarian
Daphne Brockman - Library Assistant



Library Statistics

Library Staff was responsible for:

- 15,984 items-of these items 11,828 are books available to students-in the CES Library
- Assisting 601 Active Patrons (staff and students)
- CES library averages 27 books per student, ALA recommends 20 books available per student.
- Management of Accelerated Reader with students reading over 24,495 books and then taking the book quizzes.
- We weeded 1,006 (600 of these were out dated levelled readers) items from the collection, and added 507 books to the collection to keep it updated.



Funding Outside of U.S.D. 333

- The Library Received **\$500** in funds from Rotary.
- The Library also earned approximately **\$7,227.50** in Scholastic Dollars. This amount was earned based off our 2024-25 Book Fair sales. There was a tremendous turnout for the Book Fair! We had one evening where we stayed open late and the final day of the Book Fair landed on CES Grandparents Day!



Library Updates

- Created a section for Chapter Books in the K-2nd Grade area of the Library, Fall 2024.
- The State Library of Kansas changed from BookFlix to Vooks as their contracted choice for online books. This is a free service provided by the State Library for all public schools, libraries and State Library card patrons.

New STEM Supplies

- Library added Magnetic Building Blocks, Puzzles, Color by Sticker Books and Magnetic Marble Run to our STEM activities, 2024-2025



Library Special Events & Collaborations

- Fourth Grade students participated in a Battle of the Books competition, Spring 2025.
 - Winning team was The English Bulldogs!
- Fourth Grade students participated in the voting of William Allen White Book Award, Spring 2025.
- Collaborated with the Fourth Grade teachers and worked on research skills with students for their USA Region Region Research Project, Winter 2025.



Organizations/ Community Connections

2024-2025

Site Council (PK – 6)

- Met the 4th Wednesday of each month
- Members Included:
 - Eric Gilliland, President; Krystal Breese, Vice-President; Amber Hanson , Secretary; Shella Thoman, Katie Jackson, Curtis Noon, Nancy Owen, Shelby Newville, Kristen Starr, Lacey Champlin, Kelsey Abitz and Staci LaBarge.
- Updates from each building as well as discussions of different projects and any areas of concern
- Special Guests presented on various topics
 - Presenters this year included: Kelly Struebing, Kim Muff, Quentin Breese, Kelsey Abitz and Sara Niehues

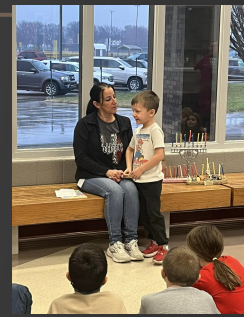
PIE (Parents In Education)

- Meet one time per month
- PIE Board: President - Angie Peterson; Vice President; Michelle Ringer; Treasurer- Amanda Hacker; Secretary - Kailin Stedman; Media/Tech - Misty Stupka; Administrative Representatives - Ashley Blain and Krystal Breese;
- Provide financial and volunteer support to the entire CES family
 - Give each teacher, secretary and custodial staff a classroom stipend each year
- Assist with various events throughout the year.
- Hold different fundraisers for CES
 - Popcorn, Red Wheel and Penguin Patch
- Provide funding for different projects
 - CES Fence Project (in conjunction with USD333)



Key Partnerships...

- Throughout the year, we work hand in hand with different organizations from Cloud County. These organizations provide educational opportunities as well as volunteer time to support our students and staff. Some of the key community relationships in place include:
 - CJSHS
 - JAG-K, Stuco, NHS, FFA, Pantherettes, and other groups assist with our Thanksgiving Meal, Spring BBQ, School Marathon, Assessment Pep-Rally, Read to CES kids. Led Ag in the Classroom activities
 - Cloud County Community College
 - Activities Include: School Marathon Support, Basketball and Baseball teams working with students, Placing CCCC Practicum Students.



Partnerships Cont.

- KSU Research and Extension
 - Delivers hands-on nutrition and science lessons to all students. Activities are aligned to grade-level standards.
- Frank Carlson Library:
 - Reads bi-monthly to Pre K; Host Kindergarten field trips; Deliver a “history lesson” on Frank Carlson to 4th grade students
- Fire Department:
 - Fire Department assists with cookout and provides students safety talk
 - Provides Pre-K and Kdg Field Trips
- Nursing Homes:
 - Students created Holiday and Spring greeting cards and posters to Nursing Home Residents
- Career Day
- AND SO MANY MORE!!



Rotary International

- Teach students about the Purple Pinky Project
- Donate books to the library



Curriculum/Data

2024-2025

Curriculum/Programs 2024-2025

- Into Reading -
 - Comprehension, Vocabulary, Grammar
- UFLI - University of Florida Literacy Institute
 - Foundational Skills; Phonemic Awareness/Phonics
- Into Social Studies
- Eureka Math Grades K-4 - updated to Eureka2
 - Spring Math for Fluency/Math Tier
- Handwriting Curriculum PreK/K
 - UFLI - PreK - 2
 - Zaner-Bloser - Cursive Handwriting - Grades 3 and 4
- Foss Science
 - Supplement with Mystery Science
 - Generation Genius Add-On
 - Updated to Foss Pathways

Curriculum/Programs 2024-2025

- Implemented Technology Programs focusing on meeting the individualized needs of students.
 - Lexia Core5 -Technology-based program that accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.
 - Dreambox - K-8 digital math program designed to complement your math curriculum whether in the classroom or at home. Our rigorous and interactive lessons adapt to each student providing the ultimate personalized learning experience
 - IXL – Personalized Learning in Reading, Math and Science
- Focus on Math/Reading Tier
 - Beginning to work with TASN in Reading
 - Designated staff to provide Tier 3 Support (Individualized Support) in Reading and Math - Hannah Koester/Joy Traughber
 - Provided LETRS training for all K-6 Staff
 - Spring Math for Fluency/Tier Math Curriculum
 - UFLI for all Tiers Reading K-2
 - Added MTSS for PreK 4 year olds

Grants Received

- Community Foundation
 - Valentine's Grants
 - Decodable Readers
 - Playground Equipment
- Duclos/Children's Trust
 - Math Intervention Resources
 - Decodable Readers
 - Classroom Supplies
- Wind Farm
 - Decodable Readers
- Lutheran Church - Warehouse 315
 - Funds for Coats/Essentials Students in Need

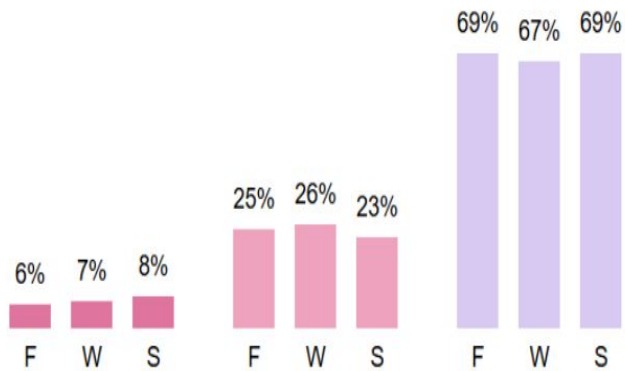


Data Update

- Data Program: Fastbridge
 - Provides Reading and Math Benchmark/Progress Monitoring Data
- 3rd Grade Math 81% hitting benchmark at end of year
 - Teachers are seeing math “doers”
- Decrease in Tier 3 - Red - Throughout the year for grades 1-4; *Kindergarten slight increase - 4 new students enrolled in Spring were all Tier 3 which equaled increase*
- State Assessment Data
 - 3rd and 4th Grade ELA above State Median
 - 3rd Grade Math above State Median
 - 4th Grade Math Below State Median
- Recipient of KSDE STAR award in Kindergarten Readiness and Social Emotional Growth

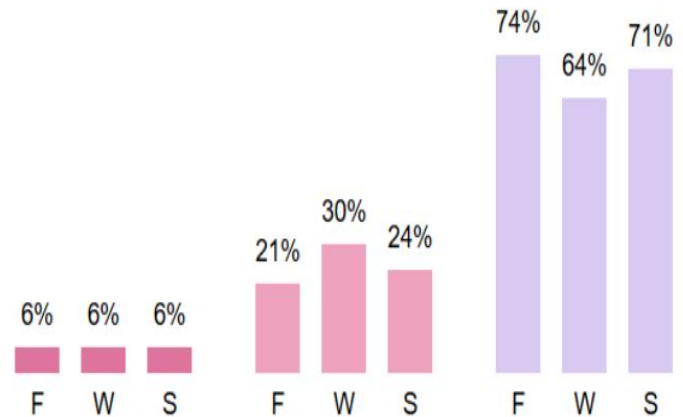
KINDER

Scores Of Students In Group By Benchmark Categories: ?



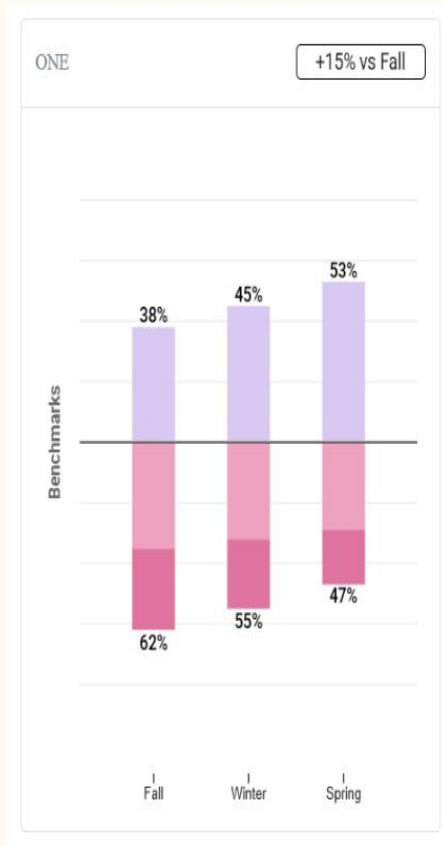
early Reading

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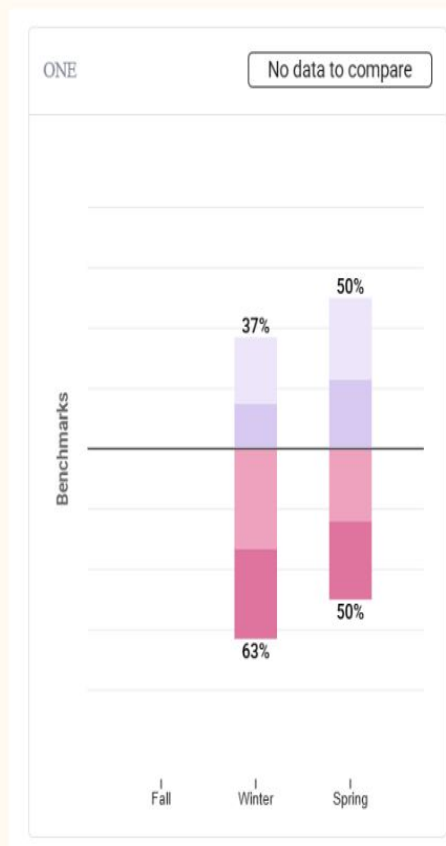


early Math

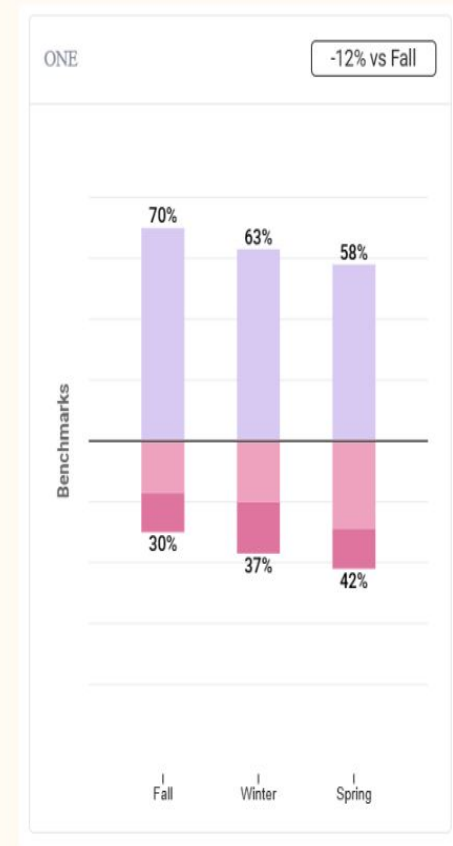
1ST GRADE



early Reading

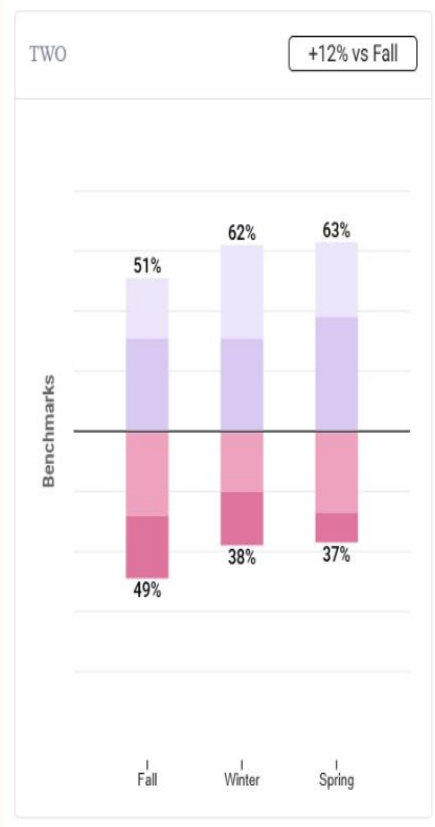


CBMr

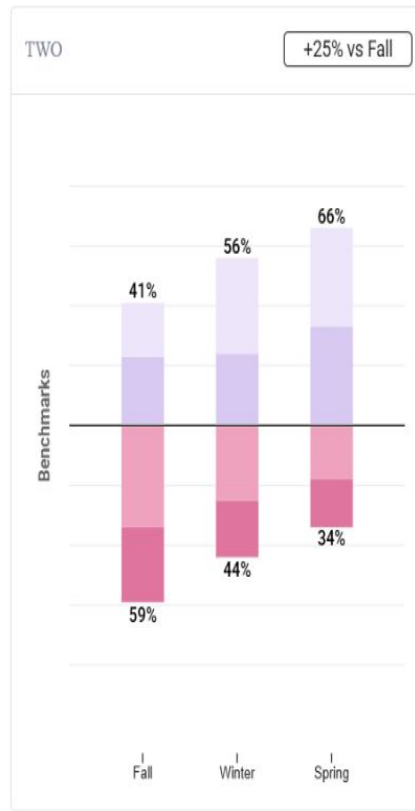


early Math

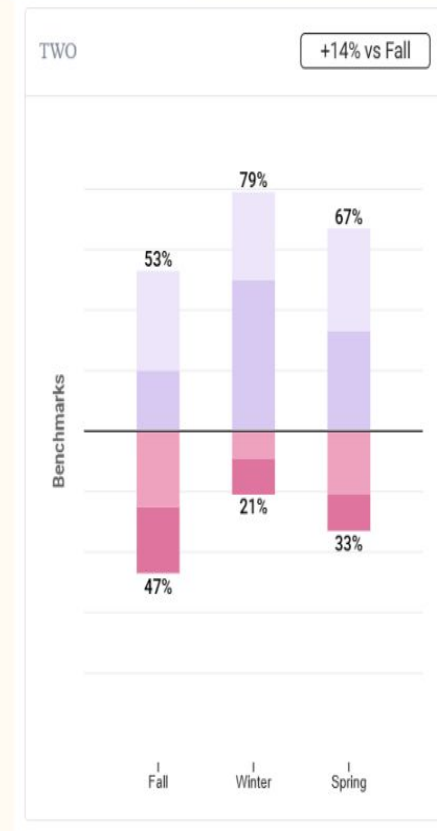
2ND GRADE



aReading

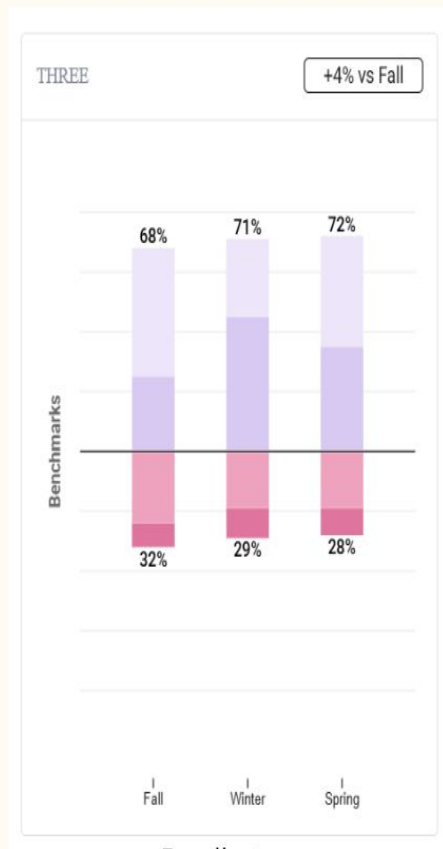


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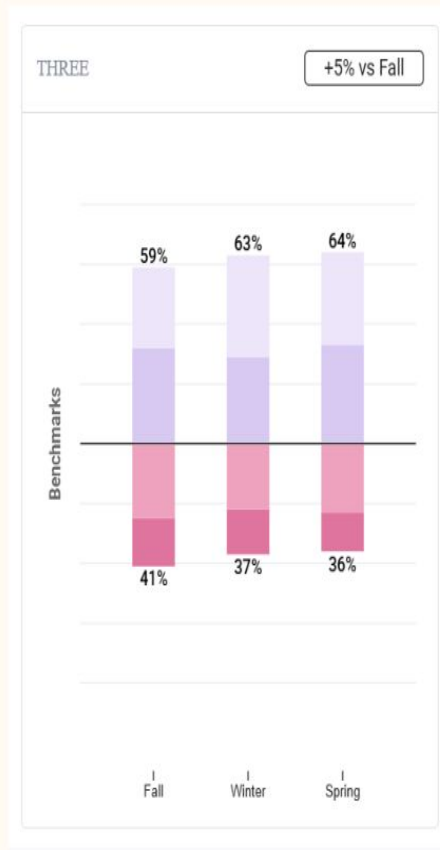


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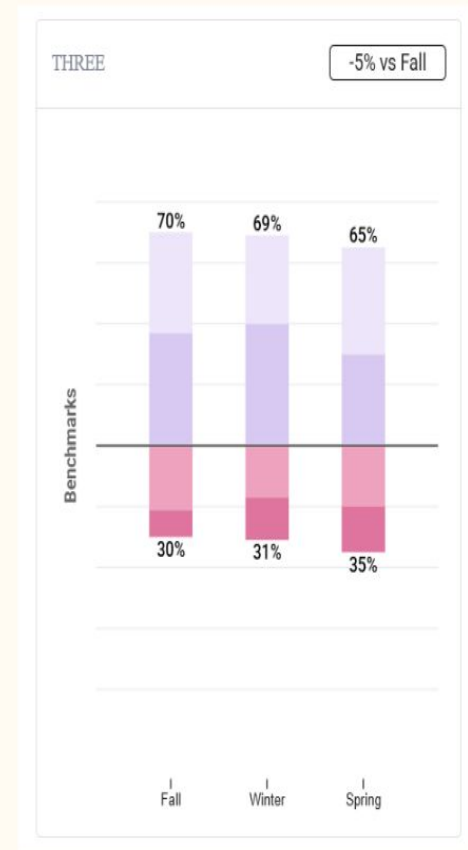
3RD GRADE



aReading



CBMr

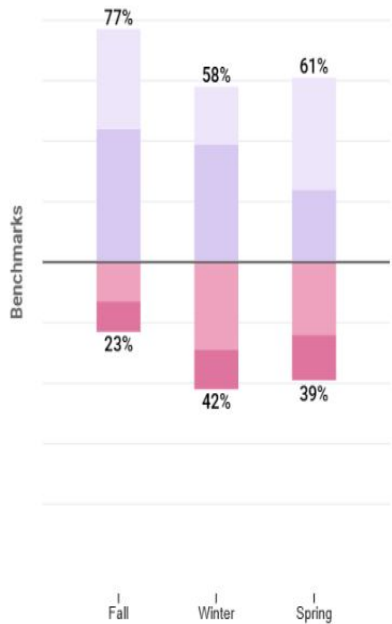


aMath

4TH GRADE

FOUR

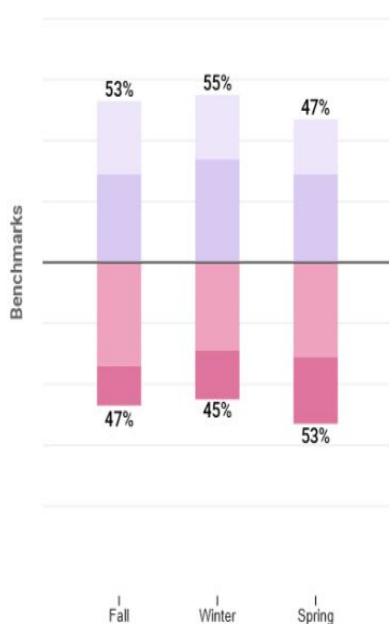
-16% vs Fall



aReading

FOUR

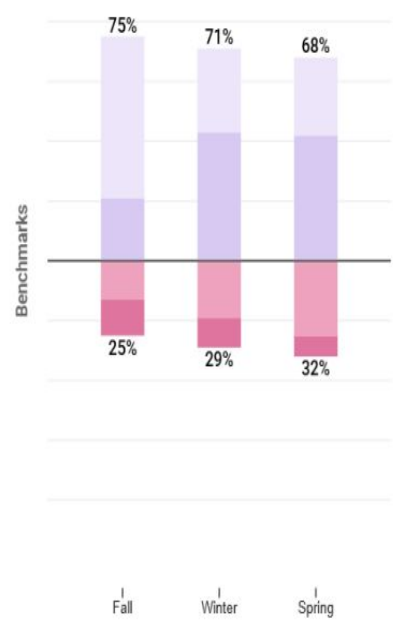
-6% vs Fall



CBMr

FOUR

-7% vs Fall



aMath

Data

With the implementation of UFLI curriculum, monthly grade level data meetings, and LETRS training, we have seen a significant improvement in ELA scores.

Next Steps: math

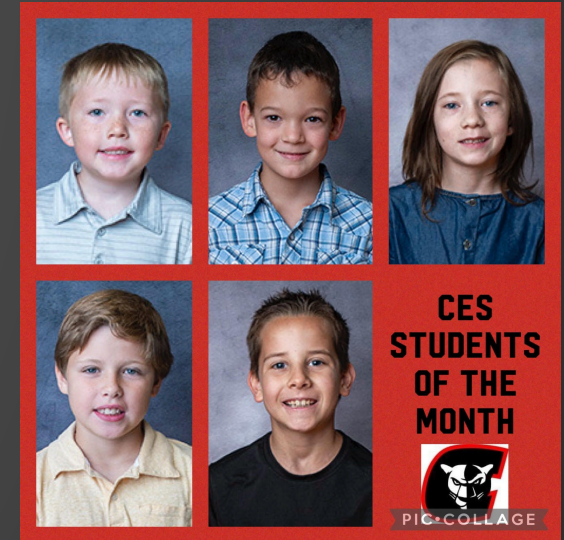
- Hiring Hannah Koester as Math MTSS will strengthen the math initiatives across the building and ensure consistent data check ins with teachers.

Special Events/Awards

2023-2024

Awards

- Students are recognized for personal
 - achievements in math, reading and character.
 - Special recognition was given to:
 - Red Ribbon Week Winners
 - Accelerated Reader Awards
 - Principal's Wall of Fame
 - STAR Students
 - Math Awards
 - Lexia Awards
 - Student of the Month
 - KMEA Music
 - Battle of the Books
- AND MANY MORE!



Grandparents Day



Family Literacy Night



22 community booths, 141 students,
216 meals served, 3 performances

Spelling Bee

- 4th Annual 4th Grade Spelling Bee Finals
- Top 4 from each homeroom participated.
- Held at CES Gym
- – 1st Place- Bennett Scrogmaster
- – 2nd Place - Brooklyn Anderson
- – 3rd Place - Charlotte Freeborn



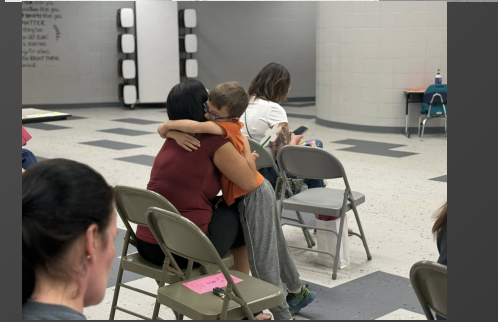
Fall BBQ



Track Meet and Fun Day



Mother's Day Tea



Assemblies

Heart Challenge, CARES Dogs, Booster to Belts, Drum Safari, Body Venture, Bike to School, Eisenhower Center, KSU Extension Program



Thank you for your support of CES!

CMS: Empowering Student Success – 2024/25 Year-End Highlights



School Goals

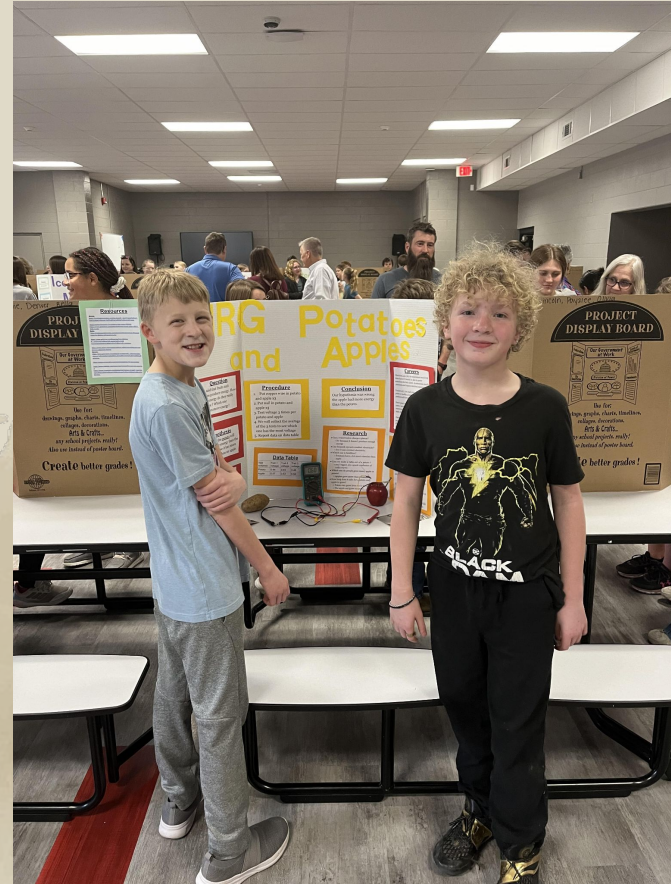
- 80% of students at Benchmark Testing in Reading and Math
- Continue Implementing KS State Standards with Fidelity
 - Focus Standards of Reading and Math School-Wide Expectations
 - Increase Time for Vertical and Horizontal Alignment
 - Effective Professional Development focusing on Instruction (KLN, TASN, and Greenbush)
 - Every teacher is effectively using Safe and Civil Schools (Champs)

Enrollment

5th-83

6th-99

Total- 182





Discipline Report

ISS-34 days served (11
students)

OSS-32 days served (7
students)

Staffing Changes

Open 5th Math/Science

Karalee Pounds- 5th ELA/History

Tessa Yungberg- 6th ELA/History

Angie Peterson- 6th ELA/History

Cristi Wiegers School Psychologist



School Year Highlights

CMS Track meet

Dedicated Math and Reading MTSS

Math and ELA Focus Meetings

Explicit Instruction peer walkthroughs

CMS Challenge Award

Fun Friday

US News Best Middle Schools

MVP=Mr. Bill

Donations/Grants



Site Council Members and Focus

- Meet on the 4th Wednesday of each month.
- Members Include:
 - Shella Thoman, Krystal Breese, Curtis Noon, Nancy Owen, Eric Gilliland, Linsay VanMeter, Leah Burgess, Kristen Starr, Lacey Champlin, and Staci LaBarge.
- Give updates on each building. Discuss different projects and any areas of concern
- Special Guests present on various topics
- Presenters this year included: Kelly Struebing, Joy T. Hannah Koester, and Kim Muff

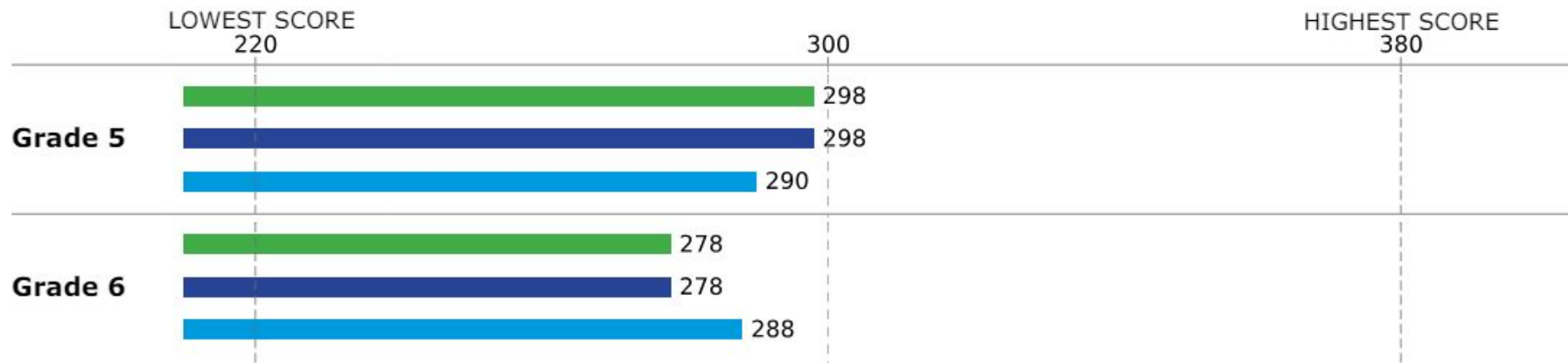


State Assessments ELA

Last years scores

Median School, District, and State Performance

SCHOOL DISTRICT STATE

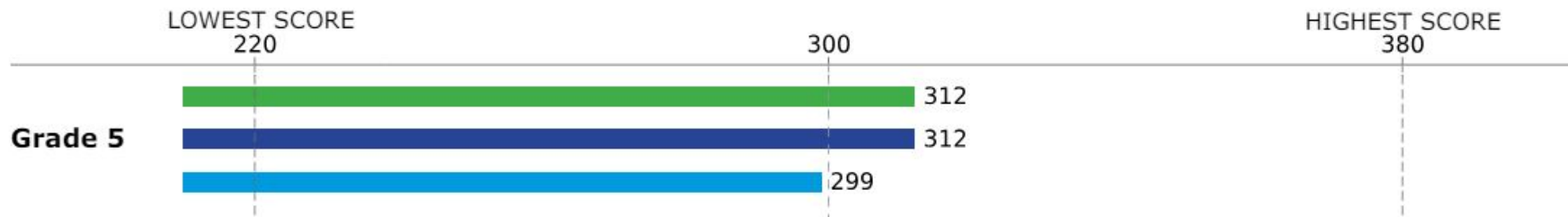






State Assessments Science

Median School, District, and State Performance

SCHOOL DISTRICT STATE

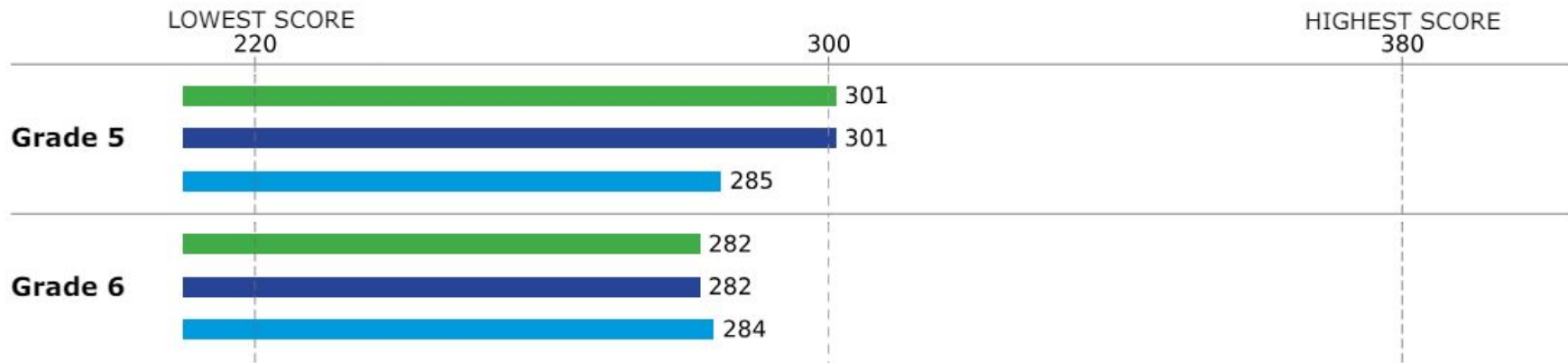




State Assessments Math

Median School, District, and State Performance

SCHOOL DISTRICT STATE

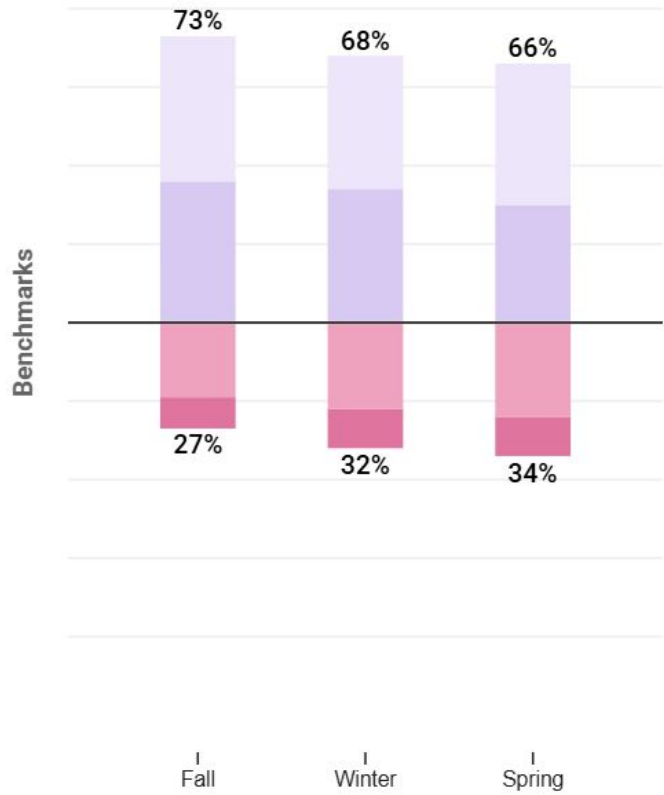




FastBridge aMath

SIX

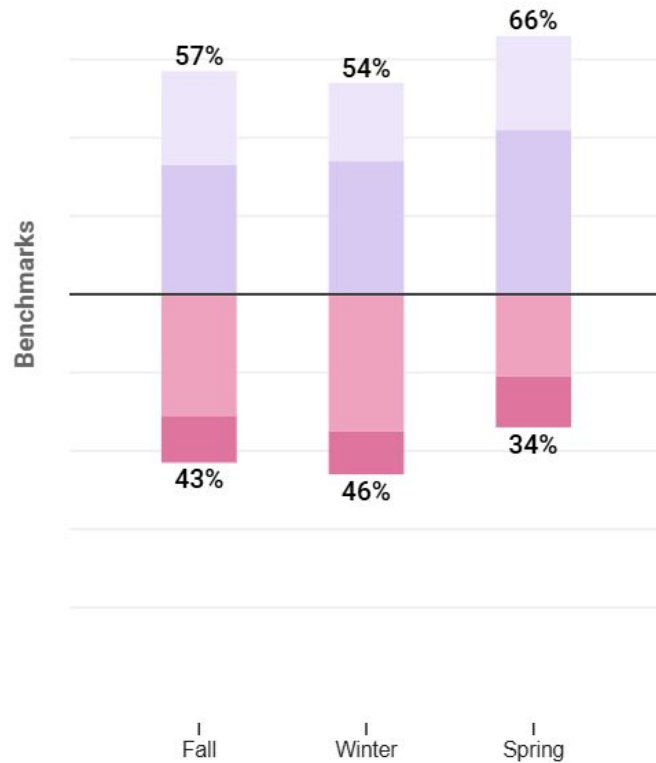
-7% vs Fall



25

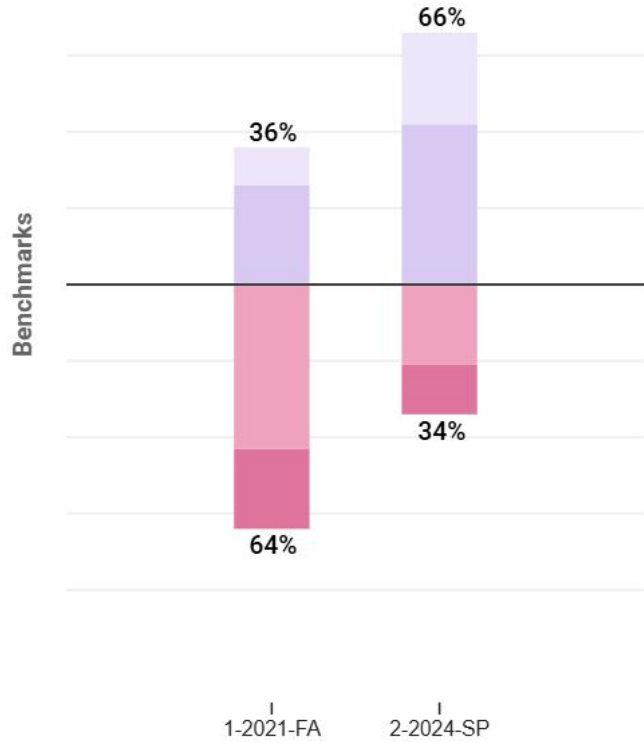
FIVE

+9% vs Fall



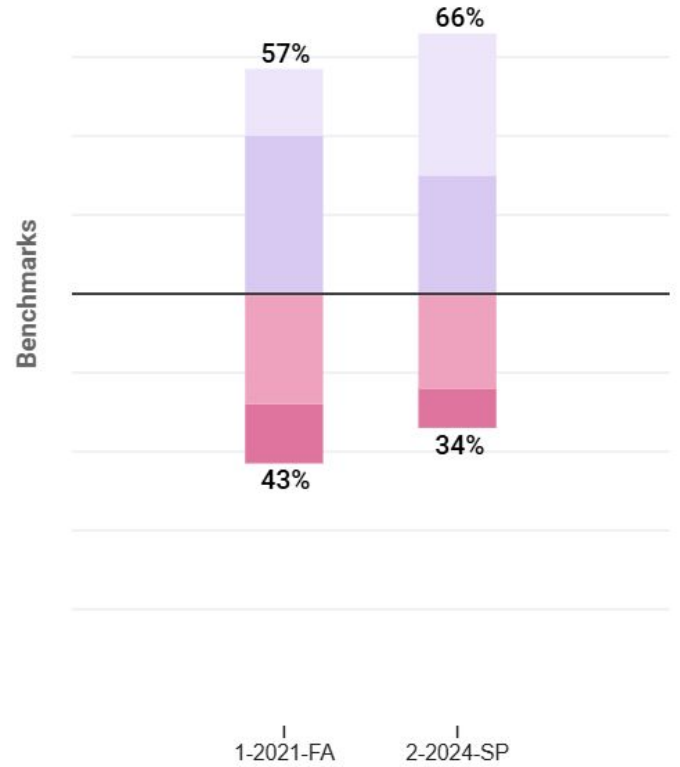
FIVE

+30% vs 2021-FALL



SIX

+9% vs 2021-FALL

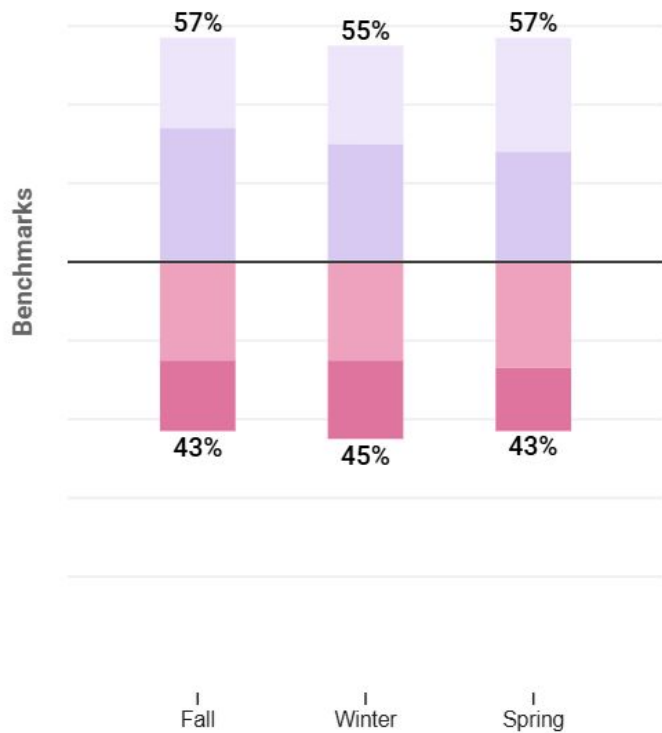




FastBridge aReading

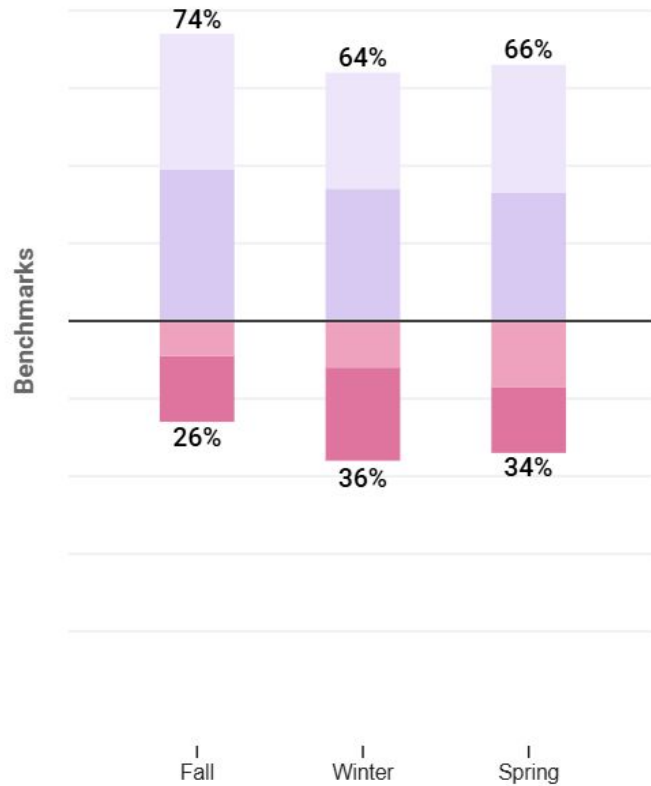
FIVE

0% vs Fall



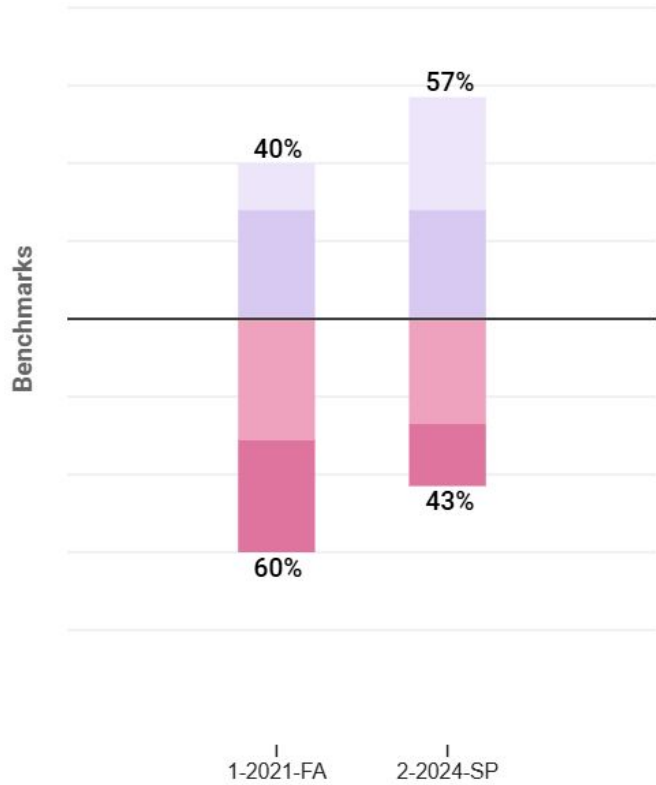
SIX

-8% vs Fall



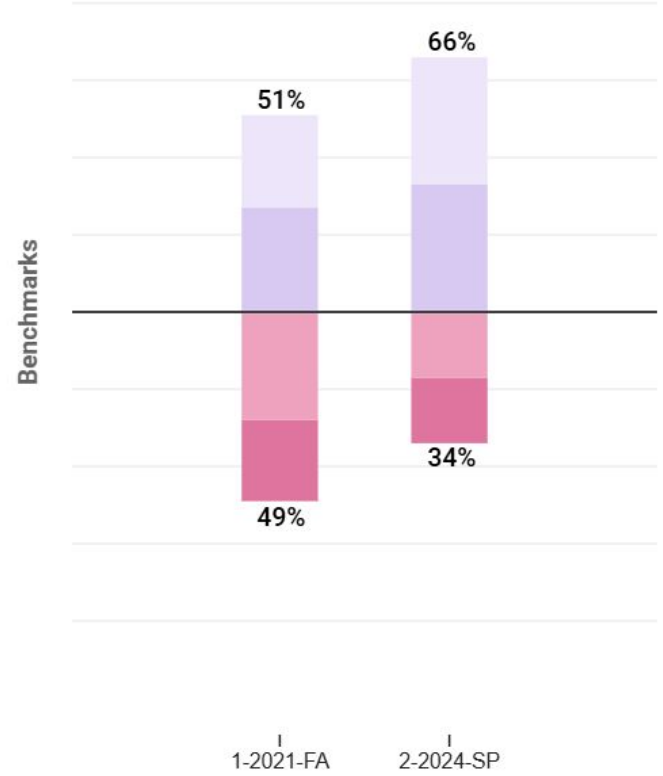
FIVE

+17% vs 2021-FALL



SIX

+15% vs 2021-FALL



Home and School

- Meet one time per month
- Home and School Board: Krystal Nelson-President; Treasurer- Kelsie McCage; 6th-grade rep- Sara Collins; 5th-grade rep Kaylee Bogart, Curtis Noon- admin rep, Katie Jackson
- Provide financial and volunteer support to the entire CMS family
- Give teacher stipends/Grants
- Assist with various events throughout the year.
- Hold different fundraisers for CMS such as cookie dough sales and the variety show.
- Provide funding for different projects
- Individual Teacher Grants

Curriculum

- Into Reading
- HMS Social Studies
- 5th Math Eureka2
- 6th Math HMH- matches the Jr. High
- Foss Science
- Amazon Coding
- Spring Math
- We have implemented Technology Programs focusing on meeting the individualized needs of students.
 - Lexia Core5 -Technology-based program that accelerates reading skills development, predicts students' year-end performance and provides teachers with data-driven action plans to help differentiate instruction.
 - Dreambox - K-8 digital math program designed to complement your math curriculum whether in the classroom or at home. Our rigorous and interactive lessons adapt to each student providing the ultimate personalized learning experience
 - IXL – Personalized Learning in Reading and Math
 - Edmentum
 -



Concordia Jr./Sr. High School

2024-25 End of Year Building Report



Portrait of a Successful Concordia Junior-Senior High School Graduate

CONFIDENT & CAPABLE

- TO EFFECTIVELY COMMUNICATE
- TO DEMONSTRATE ACADEMIC COMPETENCE
- TO POSSESS LIFE SKILLS FOR INDEPENDENT OR FAMILY LIVING
- TO BE MARKETABLE FOR POSTSECONDARY OPPORTUNITIES

INQUISITIVE & INSPIRED

- TO COMMIT TO LIFELONG LEARNING
- TO PERPETUATE INTELLECTUAL CURIOSITY
- TO THINK CRITICALLY
- TO PERSEVERE THROUGH ADVERSITY



HEALTHY & HAPPY

- TO IDENTIFY AND ATTAIN A STATE OF PERSONAL AND PHYSICAL WELL-BEING
- TO EMBRACE A CULTURE OF COLLABORATION
- TO FOSTER AND MAINTAIN HEALTHY RELATIONSHIPS
- TO DEVELOP A STRONG SENSE OF PERSONAL VALUES

DREAMERS & DOERS

- TO ADVOCATE FOR SELF AND OTHERS
- TO ENGAGE CIVICALLY
- TO PURSUE GLOBAL COMPETENCE
- TO SEEK AND FIND PROBLEMS AND SOLUTIONS

MISSION STATEMENT of USD #333

“Our mission is to create and maintain an environment that ensures Engaged Learning, Effective Teaching, and Trusting Relationships so that all members of the school community reach their highest level of academic achievement.”

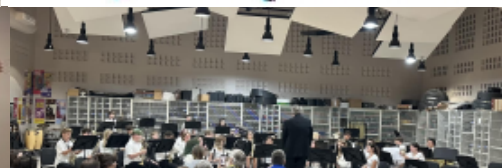
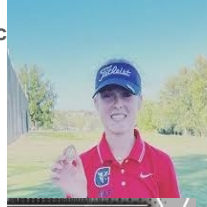
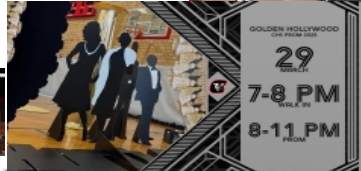
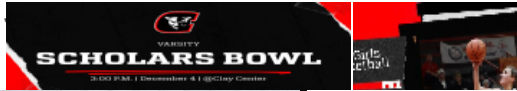
School Year Highlights

- Continued development of DLT
- Work Based Learning of over 5,000 hours
- Seniors earned 780 college credit hours
- Seniors earned 63 industry certifications
- Implementation of Counselor taught character/leadership skills in 7th and 8th grades
- Implementation of Senior Seminar, Freshman Focus, and JH Structured Enrichment
- Quarterly Peer Observations for Faculty w/directed feedback for colleagues
- IPS: Student Led Conferences, PAWS Lessons and Activities
- Building wide Structured Literacy Initiative
- Senior Interview Day - 26 Local Business/Volunteers



Athletics and Activities

- Team State Qualifiers: Volleyball, Boys Golf
- Wrestling State Medalists: Tracer Murdock, Drew Sterrett, Drake Bloe
- Track and Field State Medalist: Avery Kueker, Gabi Lange
- Girls Golf State Medalist: Mya Niehues
- Multiple Art Show Winner: Dagen Degraff
- Senior Signing Day for all Class of 2025 - 9 Seniors
- NCKL League Runner-Ups: Boys Wrestling, Boys Basketball
- Presentations of "Song of the Mounties" and "The Addams Family"
- CHS Band received a "4" rating at KSHSAA Regional Music
- State Tennis Qualifier - Evan Bombardier



Community Service and Partnerships



Enrollment and Discipline Data

- **Enrollment by Classes**

- 7th: 91
- 8th: 89
- 9th: 90
- 10th: 105
- 11th: 65
- 12th: 73 (70 have graduated as of June 1st)

- **Faculty and Staff**

- 53 Certified
- 35 Classified

- **Discipline and Attendance Report Basics**

- 52 ISS Assigned - 71 Total Days
 - 27 OSS Assigned - 49 Total Days

 - Office Referral Protocol
 - Students sent out of class will not return that same period without teacher consent
 - Teacher must contact administrator and parent on referral
 - Parents Contacted
 - Detention Protocol
 - Assigned by Teacher to serve with Teacher before or after school
 - Assigned by Teacher or Administrator to serve Monday or Wednesday after school
 - Assigned by Administrator to be served with Administrator
 - Parents Contacted
-

CONNECTING CJSHS PORTRAIT WITH CURRICULUM

Humanities

Department: ELA

Course: 8

Academic subject areas that describe, study or inform the human experience, which includes, but is not limited to, literature, history, philosophy, visual arts and performing arts.

1) Communicating Effectively and Appropriately	By effectively utilizing literature, history, art and various humanities I can ...	Standards	Connection to Portrait
<p>The successful student can effectively and appropriately communicate their beliefs, ideas, and emotions to different audiences in a number of ways.</p>	<p>Represent information using maps, models and diagrams, including use of scale, graphs and tables.</p>	<p>W6.9, 7.9, 8.9, RL6.2, 7.2, 8.2, RL6.5,7.5, 8.5, RL6.6, 7.6, 8.6, RL6.13, 7.13, 8.13, RI6.5, 7.5, 8.5, RI6.6, 7.6, 8.6, RI6.9,7.9, 8.9, RI6.13, 7.13, 8.13</p>	<p>1a, 1b, 2c</p>
	<p>Pose and accurately respond to sophisticated questions which require the application of concepts/big ideas about history, art, literature, music, and social studies to a more universal setting in relation to my own belief, ideas, and emotions.</p>	<p>W6.9, 7.9, 8.9, RL6.2, 7.2, 8.2, RL6.5,7.5, 8.5, RL6.6, 7.6, 8.6, RL6.13, 7.13, 8.13, RI6.5, 7.5, 8.5, RI6.6, 7.6, 8.6, RI6.9,7.9, 8.9, RI6.13, 7.13, 8.13</p>	<p>1a, 1b, 2c</p>
	<p>Create effective communication that conveys information, ideas, beliefs, and emotions in two or more formats.</p>	<p>W6.4, 7.4, 8.4, W6.10.a, 7.10.a, W7.10.c, W6.10.g, W6.11, W6.12, 7.12, 8.12, SL6.1.c, 7.1.c, 8.1.c, SL7.3, SL6.6, 7.6, 8.6, SL7.7.a</p>	<p>1a, 1b</p>
	<p>Select precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to tailor the narrative to a given audience.</p>	<p>SL6.6, 7.6, 8.6, SL6.8, 7.8, 8.8, SL7.7a, RL6.4, 7.4, 8.4, RL7.11, 8.11, RL7.11.b, 8.11.b, RL7.11.c, 8.11.c, RL7.11.d, 8.11.d, RI7.11.a, RI7.11.b, RI7.11.d, RI7.12.a, RI7.12.b, RI7.12.c</p>	<p>1a, 1b, 4d</p>
	<p>Create an oral presentation that demonstrates different ways facts might be interpreted to build meaning around the concepts of history, art, literature, music, and social studies and that conveys my own beliefs,</p>	<p>W6.1, 7.1, 8.1, SL6.1b, SL6.1.c, 7.1.c, 8.1.c, SL6.1.d, 7.1.d, 8.1.c, SL7.3, SL8.4, SL6.8, 7.8, 8.8, RI6.8, 8.8</p>	<p>1a, 1b, 2c</p>

Multi-Tiered System of Support

Few students may not adequately respond to Tier I instruction, intervention, and support or make adequate growth with Tier II intervention and support. Intensive, targeted intervention and support are provided that corresponds to needs. Tier III intervention and support have an increased intensity, frequency, and/or duration when compared to Tier II. Progress monitoring data is collected frequently. Tier III intervention and support is provided concurrently with Tier I and Tier II instruction, intervention, and support to around 5% of students. Movement between Tiers is fluid and based on response to intervention and support.

Some students may not adequately respond to Tier I instruction, intervention, and support. Supplemental, targeted intervention and support is provided that corresponds to needs. Progress monitoring data is collected frequently. Tier II intervention and support is provided concurrently with Tier I instruction, intervention, and support to around 15% of students. Movement between Tiers is fluid and based on response to intervention and support.

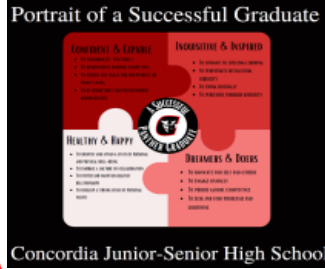
All students (100%) receive high-quality, evidenced-based core instruction that is differentiated to meet their needs. Effective school and classroom management strategies, intervention, and support are implemented. Universal screeners are administered. Most students (80%) should adequately respond to Tier I instruction, intervention, and support.

Tier III

Tier II

Tier I

Academic, Behavioral & Social-Emotional Learning



Concordia M.T.S.S. Implementation

- Fastbridge Data used to identify strengths and needs of individual students.
- 30 minutes per day, three times per week of support. Monday, Wednesday, Friday 2nd Hr.
- Math Support
- Reading Support
- Enrichment Programs for students
 - JH Wheel
 - Freshman Focus
 - Sophomore/Junior Exploration
 - Senior Seminar
- Social Emotional Curriculum and Support

FASTBRIDGE and MTSS Remediation

Purpose of Fastbridge Testing

Fastbridge tests are administered to students quarterly as a tool for identifying and supporting potential at-risk students. Students identified as will receive remediation in Math or Reading with specific instruction tailored to address gaps within their background knowledge. Fastbridge is designed to complement classroom assessments and KAP testing and provide teachers another tool to identify the needs of students within Math and ELA at the 7th-9th grade levels.

FASTBRIDGE DATA

https://drive.google.com/drive/folders/1W0N8cJs8__ampJQON6M92O9pjQzPwXk

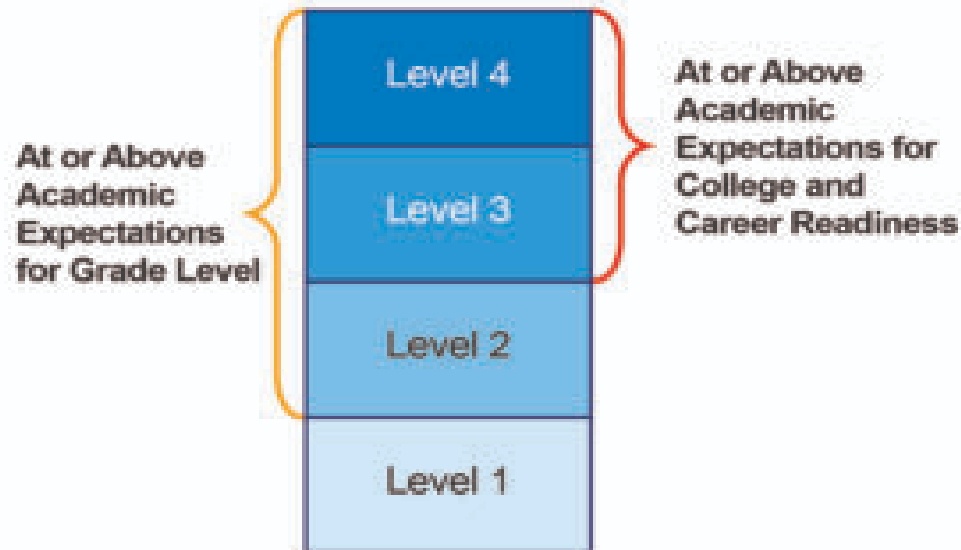
M

Kansas State Assessments - KAP Tests

Fig. 1: KSDE State Assessment

Performance Levels

Kansas Assessment Performance Levels



KAP Assessment Scores - ELA

SCHOOL REPORT: Concordia Jr-Sr High / #3794

SUBJECT: English Language Arts

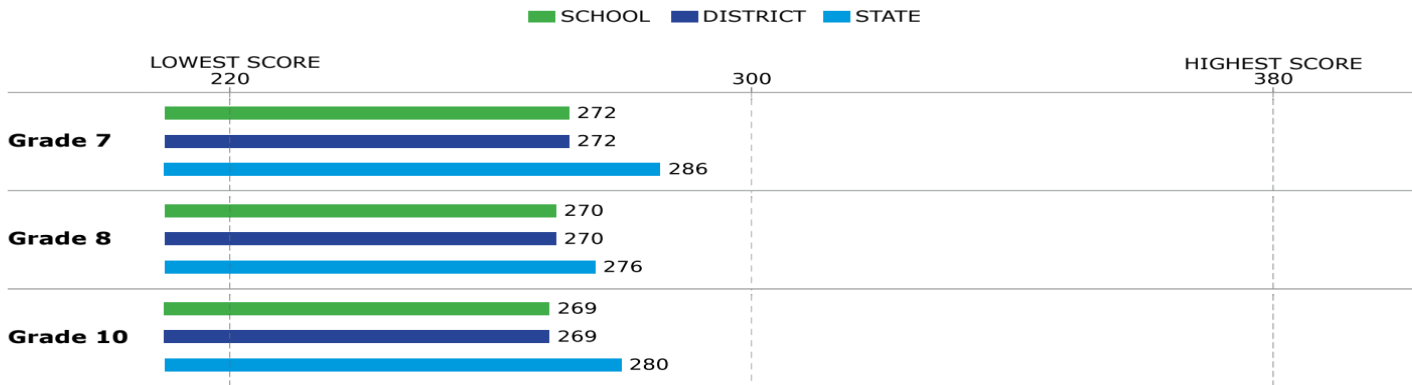
DISTRICT: Concordia / #D0333

2023-2024



The KAP assessments measure students' understanding of the Kansas Standards at each grade. The English language arts assessment asks students to read and answer questions about literary passages, informational texts, and writing samples. Students demonstrate their knowledge and skills related to reading and writing by selecting the right answer and sorting, matching, labeling, and ordering information.

Median School, District, and State Performance



Standard error of measurement for this report:

Grade 7: School—3.8 | District—3.8 | State—0.2

Grade 8: School—3.6 | District—3.6 | State—0.2

Grade 10: School—3.9 | District—3.9 | State—0.2

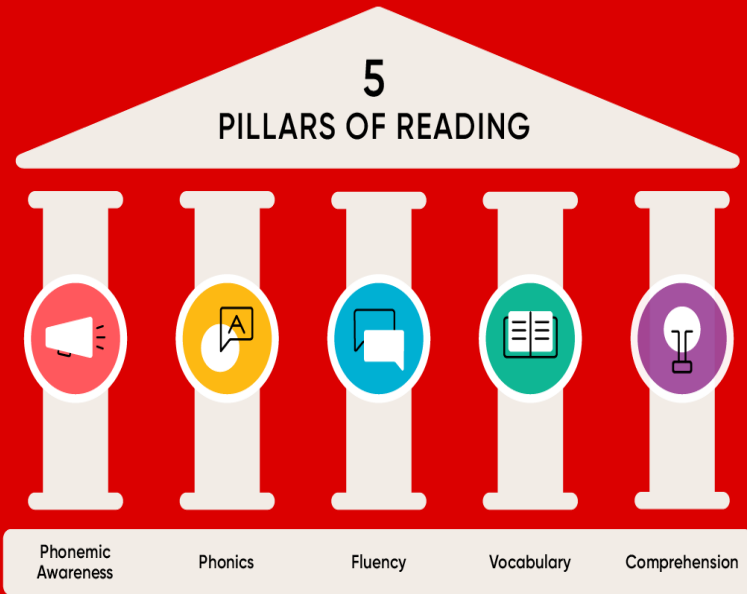
The standard error indicates how much a student's score might vary if the student took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Class of 2026 ACT Test Results

Each junior student is given the opportunity to take the ACT test free of charge at Concordia High School. This year 62 members of our class of 2026 elected to take the exam (86%). The following are the superscored results for Concordia:

	<u>CHS '26</u> <u>USA (37%)</u>	<u>CHS '25</u>	<u>CHS '24</u>	<u>CHS '23</u>	<u>KANSAS (72%)</u>
Composite:	16.6	20.5	19.4	19.4 (18.2 above 72%)	18.3
Math:	19.3	17.1	19.9	19.4	18.1
Science:	19.9	16.2	21.3	19.0	18.8
STEM:	20.2	17.0	20.7	19.6	18.7
English:	N/A	15.4	17.8	20.0	16.5
Reading:	18.9	16.6	21.7	18.6	19.5
Writing:	22.6	19.7	22.4	22.4	20.0

Structured Literacy Initiative - Building Strategies



A graphic with a dark background and a dashed white border. It features five large, colorful letters (R, A, C, E, S) on the left, each followed by a strategy name and a brief explanation. The strategies are: Restate, Answer, Cite, Explain, and Sum it up. Examples of sentence structures are provided for Cite and Sum it up.

Restate
Restate the question by turning it into a statement.

Answer
Answer all parts of the question.

Cite
Give examples and evidence from the text. *"the text states..."* *"in paragraph 4..."*

Explain
Explain how your evidence supports your answer. *"this shows that..."* *"this means..."*

Sum it up
End with a summary sentence. *"In summary..."* *"As you can see..."*

Structured Literacy Measurement Tool/Exit Ticket

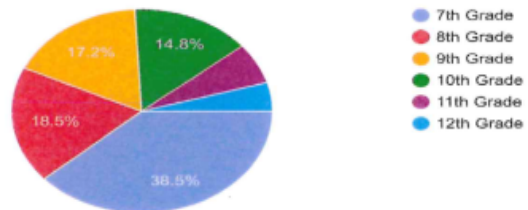
6,293 responses

[Publish analytics](#)

Grade Level

6,293 responses

 Copy



Choose your teacher here

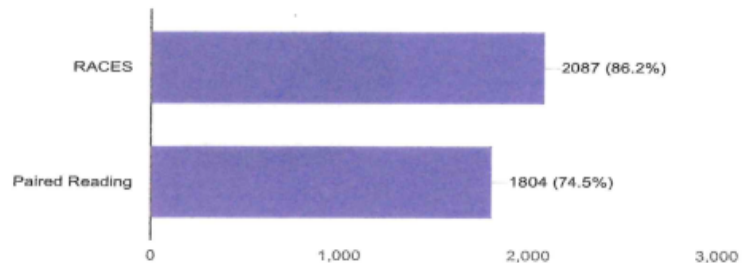
33 PM

Structured Literacy Measurement Tool/Exit Ticket

What strategy was used?

2,422 responses

 Copy



SITE Council Members and Focus

Members

Chad Eshbaugh

Skyler Hittle

Shannon Abram

Jason Martin

Shelly Farha

Nancy Owen

Amy Lange

Amy Drury

Stacy Labarge

- Quarterly Meetings
- Opportunity for stakeholders from school and community to look at school improvement.
- Communication pieces included:
 - MTSS and Enrichment
 - Needs Assessment
 - Data Discussions and Explanations
 - Community Support
 - Building Goals and Objectives
 - Q & A

Concurrent Courses for 2025-26



The poster features a background image of students in a classroom. At the top center is the Concordia logo, a stylized 'C' with a bird. Below the logo, the text reads 'Concordia Jr/Sr High School 2025-2026 CONCURRENT CLASSES'. The poster is divided into two columns: 'FALL CLASSES' and 'SPRING CLASSES'. Each column lists courses offered at CHS and CCCC, with credit hours in parentheses. At the bottom, there are two QR codes with the text 'STUDENTS WILL NEED TO' above them, and 'APPLY' and 'ENROLL' below them. A note at the bottom right states '*FALL & SPRING (#) OF CREDIT HOURS ONLY NEED TO APPLY ONCE'.

Concordia Jr/Sr High School
2025-2026
CONCURRENT CLASSES

FALL CLASSES
OFFERED AT CHS
COLLEGE ALGEBRA (3)
PSYCHOLOGY (3)
PUBLIC SPEAKING (3)
CALCULUS * (5)

OFFERED AT CCCC
ENGLISH COMPOSITION 1 (3)
8:00 AM & 9:00 AM

STUDENTS WILL NEED TO

 **SCAN ME**
APPLY

&

 **SCAN ME**
ENROLL

SPRING CLASSES
OFFERED AT CHS
ADVANCED US HISTORY (3)
COLLEGE ALGEBRA (3)
PUBLIC SPEAKING (3)
CALCULUS * (5)
ART APPRECIATION (3)
ADVANCED GOVERNMENT (3)

OFFERED AT CCCC
ENGLISH COMPOSITION 2 (3)
8:00 AM & 9:00 AM

***FALL & SPRING
(#) OF CREDIT HOURS
ONLY NEED TO APPLY ONCE**

Intelligence plus character - that
is the goal of true education.

Martin Luther King Jr.

BLUCCYC

Farewells and Introductions

Retirees

Kevin Muff - Assistant Principal

Margie Timme - Spanish

New Teachers for 2025 - 26:

Jarin Brown - JAG

Liam Cunningham - ELA

Tom Flax - Physical Education

Chrissy Henderson - ELA/Journalism

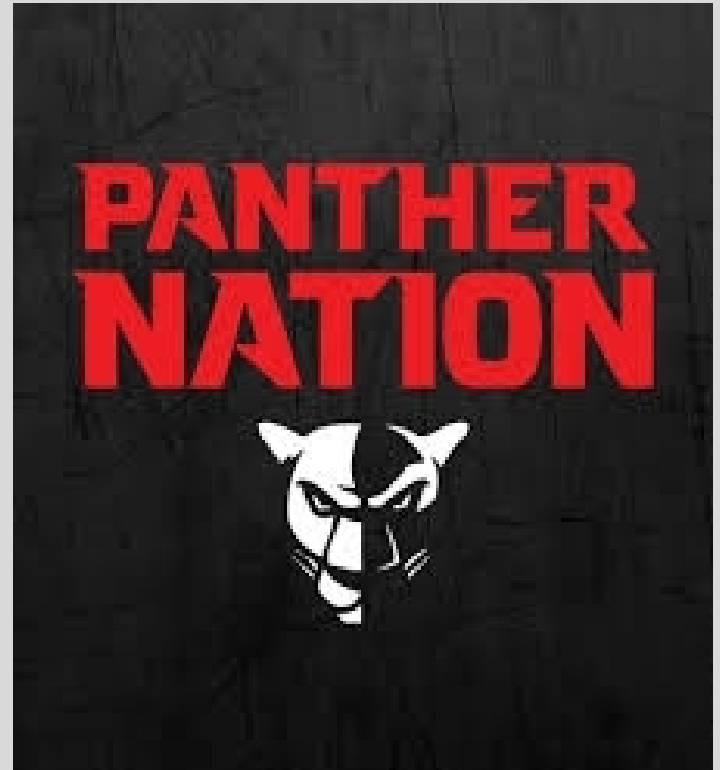
Leah Loring - CJSHS Counselor

Leah Renyer - Math

Krystal Richard - Librarian

Rebecca Willoughby - Spanish

Andrea Young - Assistant Principal



Concordia Jr./Sr. High School



Portrait of a Successful Graduate

<p>CONFIDENT & CAPABLE</p> <ul style="list-style-type: none"> To demonstrate confidence To demonstrate academic competence To demonstrate excellent communication skills To be knowledgeable and prepared to enter the workforce 	<p>INOUISTIVE & INSPIRED</p> <ul style="list-style-type: none"> To enhance the learning process To demonstrate intellectual curiosity To think creatively To provide thoughtful solutions
<p>HEALTHY & HAPPY</p> <ul style="list-style-type: none"> To identify and attain a state of personal and physical well-being To identify a purpose for collaboration To create and maintain healthy relationships To develop a strong sense of personal identity 	<p>DREAMERS & DOERS</p> <ul style="list-style-type: none"> To articulate their self and others To engage critically To pursue global competence To seek and find problems and solutions

A SUCCESSFUL JUNIOR GRADUATE





Education Fund Website

USD 333 EDUCATION FUND

*Engaged Learning
Effective Teaching
Trusting Relationships*

JUNE

2025

LOOKING FORWARD TO 2025-26

Contributions \$240,667 New Grants \$881,907



Items available at:

<https://team-333.spiritsale.com/>

or the QR code here



USD 333 Education accounts

Please share your ideas for the future success of our USD 333 Education Fund and USD 333 Education Endowed Account!

GRANTS AND DONOR GIFTS

- What projects and/or programming would BOE members like to pursue?
- Would BOE members like us to more actively promote giving opportunities for alumni and/or community members?

APPLICATIONS AND CURRENT PROJECTS

- Proposal to *Dane Hansen Foundation* for musical instruments
- Prospectus for CHS Hall of Fame
- Summer CAP enrichment
- Books for KG and 1st grade classrooms
- School Improvement 1003(a) federal grant
- Stronger Connections federal grant
- Patterson Early Childcare and Rural Educator grants

CONCORDIA JR/SR HIGH SCHOOL

STUDENT-PARENT/GUARDIAN HANDBOOK

2025-2026



**436 W. 10th Street
Concordia, Kansas
66901**

Phone: (785) 243-2452

Fax: (785) 243-8805

DISTRICT MISSION STATEMENT

**“Our Mission is to create and to maintain
an environment that ensures:**

ENGAGED LEARNING,

EFFECTIVE TEACHING,

TRUSTING RELATIONSHIPS,

**so that all members of the school community reach their
highest level of academic achievement.”**



NOTICE OF NONDISCRIMINATION

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementation Education Amendments of 1972/Americans with a Disability Act or Section 504 of Rehabilitation Act of 1973; and all other Federal, State, School rules; laws, regulations, and policies, the Concordia Schools, U.S.D. 333, shall not discriminate on the basis of sex, race, color, national origin, or handicap in the educational programs or activities which it operates.

It is the intent of Concordia, U.S. D. 333, to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents and employees who feel discrimination has been shown by the School/District/Agency.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

Thomas DeBauche, Superintendent of Schools, Section 504 Coordinator

217 West 7th Street

Concordia, Kansas 66901

785-243-3518

Title IX Complaints can also be filed with the Office for Civil Rights.

U.S. Department of Education

8930 Ward Parkway, Suite 2037

Kansas City, Missouri 64114

All students attending Concordia, U.S.D. 333 may participate in education programs and activities, including but not limited to health, physical education, music, and vocational and technical education, regardless of race, color, national origin, age, handicap or sex.

CHS FIGHT SONG

Stand up and cheer for dear
Concordia;
Stand up and shout for CHS
Her students, teachers we all
think the best;
And though she's still quite
young,
She'll always stand the test.
For tried and true already she
has won;
Her banner to the breezes
bravely flung;
For dear Concordia we are
proud of you.
We'll cheer for you, the best
school of all.

HAIL TO THEE, CONCORDIA (Alma Mater)

Hail to Thee, Concordia
Hail to Thee,
Concordia
Hold your colors high!
Loyal we will be
There's for you a destiny,
You'll fulfill
your destiny,
Higher than the sky!
Always
you'll be free!
Foes for courage splendid,
Always
strong in battle,
O Hail to Thee Concordia
Never
fearful foes,
May these colors fly!
We'll
remember thee!

COLORS

RED/WHITE

MASCOT

PANTHER

Welcome to
Concordia Junior-Senior High School
2025-2026

Dear Students and Parents/Guardians,

It is with great excitement that we welcome you to Concordia Junior-Senior High School. We look forward to working with you throughout this school year. In order to maximize the learning experience for each student, it is essential that educators, parents/guardians, and students work together in order to create a safe, meaningful, engaging, and challenging environment. Concordia Junior-Senior High School provides a number of opportunities for you to be successful both in and out of the classroom. I encourage and challenge you to explore these opportunities, to get out of your comfort zone by trying something new, and to make this a memorable school year.

The information contained in this student-parent/guardian handbook is offered as a guide to assist us in maintaining an atmosphere conducive to learning. We strive for students to act with Panther PRIDE (Personal Responsibility In Developing Excellence). We encourage students and parents/guardians to read the handbook together at the start of the school year in order to understand the basic guidelines, expectations, and procedures at CJSHS.

We thank you for being a vital part of our learning community. Please do not hesitate to call the school at any time if you have questions and/or concerns. I am looking forward to a successful school year at Concordia Junior-Senior High School.

Chad Eshbaugh
Principal, Concordia Junior-Senior High School



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BOARD OF EDUCATION POLICY AND NEGOTIATED AGREEMENT TAKE PRECEDENCE OVER THIS DOCUMENT



ADMINISTRATION, FACULTY AND STAFF



Board of Education

Mr. Brad Berk	President
Mr. Mike Cleveland	Vice President
Mrs. Nancy Owen	Member
Mr. John Culley	Member
Mrs. Amber Lambertz	Member
Mrs. Lindsay Metcalf	Member
Mrs. Jenny Parker	Member

Central Office Administration

Mr. Thomas DeBauche	MS, Kansas State	Superintendent
---------------------	------------------	----------------

CJHS/CHS Building Administration

Mr. Chad Eshbaugh	MS, Emporia State	Principal
Mr. Skyler Hittle	BA, Fort Hays State	Assistant Principal/AD
Ms. Andrea Young	MS, Kansas State	Assistant Principal

CJSHS Faculty

Ms. Amy Applebee	MS, Wichita State	Social Studies
Mr. Dustin Bender	M.Ed. , Doane College	Science
Ms. Alisha Blackwood	BS, Fort Hays State	Physical Education
Ms. Mackenzie Bowers	BA, Fort Hays State	Vocal Music
Ms. Rio Brown	BA, Kansas Wesleyan	Physical Education
Mr. Jarin Brown		JAG
Mr. Josh Brown	BA, Fort Hays State	Counselor
Ms. Hailey Budke	BA, Fort Hays State	Business
Ms. Sydney Cantrell	MS, Western Governors Univ.	Science
Ms. Ashley Carlgren	MA, Kansas State	Social Studies
Ms. Jordan Champlin	BS, Kansas State	Social Work
Mr. Quentin Clark	BS, Kansas State	Science
Mr. Bill Conner	Kansas State	Woods/Drafting
Mr. Liam Cunningham	BA, Southwestern	Language Arts
Ms. Robin Daniels	BS, Kansas State	Math
Ms. Janelle Donovan	MS, Kansas State	FACS
Mr. Thomas Flax	MS, Kansas Wesleyan	Physical Education
Ms. Amy Florea	BS, Fort Hays State	Special Education
Ms. Ashley Gray	BS, Kansas State	Language Arts
Ms. Chrissy Henderson	Fort Hays State	Language Arts/Graphic Design
Mr. Dan Hyman	BS, Pittsburg State	Manufacturing/Welding/Auto

Ms. Melissa Hyman	BS, Fort Hays State	Special Education
Ms. Melinda Isaacson	BA, Kansas Wesleyan	Language Arts
Mr. Allan Jackson	Cloud County	Manufacturing/Auto/Welding
Ms. Andrea Johnson	Kansas State	Directed Learning/Math
Ms. Gena Kearn	MLS, Fort Hays State	Art
Ms. Rachel Lord-Johnson	MLS, Kansas State	Art
Ms. Leah Loring	MA, Kansas State	Counseling
Ms. Rachel Kueker	MS, St. Louis University	Occupational Therapy
Ms. Sarah Lacy	BA, Sterling College	Math
Ms. Jamie Meyer	MS, Kansas State	Math
Mr. Zac Morris	BS, Emporia State	Language Arts
Ms. Krystal Nelson	BS, Kansas State	Vocational Agriculture
Mr. Ryan Peroo	BS, Washburn	Strength and Conditioning
Ms. Krystal Richard	BS, Kansas State	Library Science/Business
Mr. Michael Roe	BS, Washburn	Math
Mr. Stuart Roegge	BME, Fort Hays State	Instrumental Music
Mr. Gene Rundus	BS, Kansas State	Language Arts/Directed Learning
Ms. Leah Stahlman	BS, Kansas State	Math
Mr. Chris Stiles	BA, University of Montana	Video Productions/Digital Media
Ms. Melissae Stiles	MA, Emporia State	Science/Technology
Mr. Shane Traugher	BS, Sterling	Language Arts
Ms. Morgan Trost	BS, Wichita State	Social Studies
Mr. Brad Wildeman	BS, Fort Hays State	Science
Ms. Rebecca Willoughby	MA, Grand Canyon	Spanish
Mr. Shawn Woolsey	MS, Emporia State	Special Education
Ms. Autumn Zimmerman	MS, Texas P.M.	Social Studies

Support Staff

Ms. JoDee Ball	Athletic Secretary, JH Office
Ms. Martina Gieber	Secretary, HS Office
Ms. Niki Henderson	Secretary, HS and Counseling Office
Ms. Jeni Johnson R.N.	School Nurse
Mr. John Turner	Head Custodian



STATEMENT OF COMPLIANCE



Civil Rights Compliance

It shall be the goal of the district to achieve an educational environment that is free from discriminatory insults, intimidation, or harassment due to race, color, religion, sex, age, national origin or handicap status.

The USD #333 does not discriminate on the basis of race, color, national origin, sex or handicap in admission or access to, or treatment of employment in its program and activities.

Student Grievance Procedure

Section I

If any person believes that the school district or any of the district's staff has inadequately applied the regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, and (3) Section 504 of the Rehabilitation Act of 1973, or Americans with Disabilities Act, he/she may bring forward a complaint, which shall be referred to as a grievance, to the School District's Section 504 Coordinator. It should be understood by the individual(s) involved, that a complaint can be made to the Office for Civil Rights without going through the school district's grievance procedures. The grievance procedures are to provide for a prompt and equitable resolution of a complaint.

Section II

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the school Section 504 Coordinator, who shall in turn investigate the complaint and reply with an answer to the complaint. He/she may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the school Section 504 Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the school Section 504 Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Coordinator and Superintendent cannot be the same individual. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the School District Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

The person can file a complaint with the Office of Civil Rights at any time before or during the grievance procedures: Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153-1367, (816)880-4200. The school Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations, on which this notice is based, may be found in the Coordinator's office.

Parent/Guardian Concerns

It is the responsibility of the parent or guardian to contact the teachers or administrators with whom they have a concern. This must be done before moving to the next level of command (teachers→building administrators→superintendent→Board of Education)



Civility Statements



The District has established Conduct and Civility Guidelines to set clear expectations and procedures to support a welcoming, collaborative, and safe environment. The purpose of these guidelines is to ensure that all meetings are undertaken in an environment of mutual respect and consideration reflected in the language, attitude, and conduct of all attendees. These guidelines are not intended to impede freedom of expression but to maintain the student-focused nature of the meeting process and integrity of the educational environment.

All attendees will treat others with respect and expect the same in return. All attendees shall silence their mobile devices; be courteous to one another; respectfully consider all ideas, input, and information provided; and communicate in a manner that is mindful of how others will receive the information. Attendees shall refrain from conduct that causes a disruption, is threatening, uses loud or offensive language, or causes property damage.

The meeting Administrator will maintain an orderly process and attempt to resolve concerns during the meeting under these guidelines. The Administrator may table an issue for further discussion, allow for a brief break, or, in the event that an attendee is unwilling or unable to adhere to the guidelines such that the meeting cannot continue in a collaborative and mutually respectful manner, the administrator may discontinue and reschedule the meeting for a mutually agreeable future time or date.



STUDENT SERVICES



CJSHS Bell Schedule Panther Day

1st Hour:	8:00 A.M. - 8:50 A.M.
2nd Hour:	8:54 A.M. - 9:24 A.M.
3rd Hour:	9:28 A.M. - 10:18 A.M.
4th Hour:	10:22 A.M. - 11:12 A.M.
5th Hour:	11:16 A.M. - 11:41 A.M.

<i>JH Lunch:</i>	<i>11:16 A.M. - 11:41 A.M.</i>
<i>HS 1st Lunch:</i>	<i>11:46 A.M. - 12:11 P.M.</i>
<i>HS 2nd Lunch:</i>	<i>12:15 P.M. - 12:40 P.M.</i>

6th Hour:	12:44 P.M. - 1:34 P.M.
7th Hour:	1:38 P.M. - 2:28 P.M.
8th Hour:	2:32 P.M. - 3:22

Locker Regulations

Locker assignments will be assigned at the time of enrollment.

- All lockers are the sole property of the school. They are loaned to students for their convenience.
DO NOT LEAVE VALUABLES OR MONEY IN LOCKERS. DO NOT SHARE COMBINATIONS
- Students are expected to keep their lockers neat and arranged.
- Student lockers are for the convenience of the student. This privilege can and will be taken away if the student abuses the privilege by abusing the locker. The locker belongs to the school and can and will be inspected by the Administration periodically.
- Lockers are to be locked; no foreign objects should be used to jam the locking mechanism.
- Gym lockers will be assigned and locks will be issued. It is the student's responsibility to see that his/her gym locker is kept locked. (A charge of \$4.50 will be assessed if the lock is lost).
- USD 333 and CJHS/CHS are not responsible for lost or stolen items.

Driving Regulations

In order to maintain a safe and orderly environment, students are requested to drive with care around the building anytime classes are in session. The local authorities will be notified of problem drivers and warrants may be issued. Students are not to park in any reserved area; reserved areas are most commonly marked by curbs painted white. Those students with permits to park in the school parking lot should not double park, park down the center or park in any other way which might block any other vehicle from leaving. Students who violate parking lot regulations could lose privileges for the remainder of the school year. Vehicles not parked in designated parking stalls may be towed at owner expense. If a tow truck is dispatched to tow a vehicle, the student will be required to pay the service call even if they move their vehicle before the tow truck arrives. Administration may reassign parking spots as needed.

Library Media Center

The library will be open to students from 7:35 A.M. to 3:45 P.M. most school days. Students must have permission prior to visiting the library media center. Regular books may be checked out for two-week periods.

PAWS: The library media center is not a social venue during PAWS; therefore, students need to plan ahead and pick up a pass from the library media center before PAWS begins. Students will need to get that pass signed by their PAWS teacher and bring it with them to the library media center. PAWS teachers may or may not elect to allow students with a pre-signed pass to go to the library media center. Students who are not studying or using the library resources will be sent back to their PAWS class and may be restricted from using the library media center in the future.

Lost Books and Materials

Any lost book or material is to be reported as soon as it is known that it is lost. Cost of the replacement of books or materials will have to be paid before the end of the semester.

Cafeteria and Lunch Hour

Meal Prices 2025-26

	Breakfast	Lunch	Milk
STUDENT	1.90	3.15	.35
ADULT	2.50	4.35	.35
REDUCED	Varies	Varies	

- The school operates a closed noon hour schedule for 7th-10th grades. All students must report to the cafeteria during their lunch period. Students are not allowed to leave the building to eat lunch, except for those 11th and 12th grade students in good standing who have prior approval through a parent and principal.
- The school operates a hot lunch program with a main line and hamburger line. A deli sandwich line and chef salad lines are also available and meet National School Lunch guidelines. A garden bar providing fresh fruits and vegetables is available to all lines. Ala carte items are also available. Prices of meal tickets are established by the Board of Education and updated each July on the district website.

USD 333 UNPAID MEAL POLICY

The following UNPAID MEAL POLICY has been adopted by the USD 333 Board of Education.

- Food service director will send email notices on a daily basis starting when the family balance reaches \$10.
- NEGATIVE Balance of \$90-\$100: Inform families that no further charges to the account will be allowed after NEGATIVE \$100.
- NEGATIVE \$100 and over: Discontinue charging lunches. Students must bring lunch/or pay cash for individual lunches.
- If a family turns in an application for free and reduced meals and qualifies for FREE meals, students will be allowed to return to eating in the cafeteria. However, outstanding balances will still be required to be paid in full or Kansas Set-Off claims will move forward.
- If the outstanding meal bill has not been paid by enrollment the next fall, district staff will file Kansas Set-Off for the outstanding amount.
- On-Line payment option: An on-line payment option is available to families for ease of paying outstanding debt.
- Families with graduating seniors who have completed all graduation requirements and have no other students enrolled in the district, or outstanding bills with the district, if they have a positive lunch balance will have their positive balance refunded by USD333 through the board approval process by district staff upon receipt of a W-9. Any positive balances less than \$5 will not be refunded due to staff time and cost of mailing to do so.
- Any family withdrawing students from the district that has a positive lunch balance at the time of withdrawal, has until June 1st of the school year from which they withdraw, to request their lunch balance in writing from the School Nutrition Director, with provision of an address for sending the monies to and completion of a W-9. If no written request is received for monies of families with withdrawing students that have a positive lunch
 - Daily meals may be purchased in the cafeteria.
 - When dismissed for lunch, students are expected to get into the serving line promptly and quietly without running or shoving.
 - Students are to return trays, milk cartons and silverware to the conveyor belt and properly dispose of trash and waste.
 - Applications for free or reduced meals according to government guidelines may be filled out during enrollment or in the Food Service Director's Office.
<https://secure.ezmealapp.com/ApplicationScreen.aspx>
 - Students are expected to maintain self-discipline during lunch time. Students not able to maintain self-discipline in the cafeteria will eat elsewhere.
 - Students are expected to remain in the cafeteria area for the duration of their lunch period.
 - Because of the number served in the cafeteria, it is important that all students use common courtesy and manners in eating.

Bus Transportation

- Students riding school buses may be assigned seats and will be under the direct supervision of the bus driver.
- Infraction of the bus rules may call for disciplinary measures and/or loss of bus privileges.
- Any student who is involved with athletics or activities will be required to utilize transportation made available by the school district for various events such as “away games and matches”, “music festivals”, and “field trips”, etc.
- If a parent wishes to take their own child home from such an event, they may do so upon making prior arrangements with the sponsor and/or the building principal through a **written request**. Exceptions to this rule need to be cleared through a building principal in advance. Students will not be released to anyone but a parent.

Telephone

To limit the number of interruptions to the teaching and learning process, the office staff follows a policy of delivering telephone messages rather than calling students to the telephone during class periods. Students may make phone calls before school, after school or between classes in the event of an emergency.

Policy on Past Grads and Visitors

- **All visitors will need to report to the High School Main Office.**
- Students who have someone frequently bringing them to school, waiting to pick them up, or meeting with them at the school are requested to please ask him/her to stay out of the building. Good-byes should be said before the student enters the building. Anyone waiting to pick students up during the day or after school should wait for them in the car.

Lost and Found Articles

- Students are asked to turn any articles found into the main office. Anyone losing an article should notify the office as soon as possible. Students should not bring money or items of value to school. If students choose to do so, they should keep these items on their person at all times.
- The school is not responsible for items lost/stolen at school.
- All items not picked up by the end of each quarter will be donated for the good.

Assemblies

There will be various educational and entertainment assemblies sponsored during the year. College and university groups and local school groups will give assemblies for the student body.

- Courtesy is a must for all assemblies.
- Students are expected to give the speaker or performing group their attention and cooperation so that everyone in the auditorium can hear the program.
- Students disrupting assemblies will be removed and privileges suspended.
- CJSHS is judged by outsiders on the basis of assembly conduct. At pep assemblies, students are expected to cooperate with the cheerleaders, speakers, and band.

All pep assemblies or other assemblies must be scheduled in advance by the sponsor through the administration.



ATTENDANCE

Attendance Policy

One of the most important parts of a student's permanent record is attendance. Regular and punctual attendance by all students is necessary for the proper functioning of the entire school. One of the major causes of failure in secondary school is absenteeism.

Kansas law requires compulsory attendance at school; statute 72-1111 states that "every parent or person acting as parent in the state of Kansas, who has control over or charge of any child who has reached the age of 7 and under the age of 18 and has not attained a high school diploma or GED credential, shall require such child to be regularly enrolled in and attend continuously each school year."

Kansas Statute 72-1113 discusses enforcement of compulsory school attendance, and requiring school boards to establish policy identifying excused and unexcused absences; our board has established the following for excused and unexcused absences:

Excused:

1. Illness- (severe injury or illness: too severe or contagious for the student to attend class), with a parent's call or note, or a doctor's note, or the school nurse
2. Dental or clinical appointments, legal appointments, or school sponsored activity.
3. Prearranged excuses for funerals, family trips, outside organizations, or any other absence the principal gives prior approval for.
4. Severe weather that makes it impossible or impractical.

Unexcused:

1. Skipping school.
2. Non-arranged absence.
3. Leaving school without permission.
4. Absent from regularly assigned class.
5. Leaving for lunch without parent/guardian permission or prior approval from administration.

School law goes on to explain truancy as a student who misses 3 consecutive days unexcused, 5 days in a semester unexcused, or 7 days in a year unexcused.

Ten Absences: Once a student has accumulated ten absences per year, any additional absences will be considered UNEXCUSED and handled as an unexcused absence. Exceptions to this policy are absences that can be verified by a physician. It is the expectation of the student/parent to provide the physician documentation to the office. This policy does NOT automatically excuse a student for his/her first ten absences from school, as the administration has the final authority to determine whether or not any absence will be excused. *Documentation will be required from a physician after ten (10) absences.*

- Please fill out a Planned Absence Request Form "Blue Form" for all prearranged absences. We will work with you if you work with us. This helps all of us to avoid the issues of truancy as defined in school law in our state.

- **Understand that a parent phone call to excuse a student, for personal reasons, may not be an excused absence.** Only the administration can excuse an absence, because law states that a child attending public school is attending under the compulsory attendance law. They are to be at school, unless they fall under an excused absence, as stated above. The administration are also the truant officers and are bound by state law to enforce attendance and truancy law.
- Our automated calling system is activated at 8:45 am. It will call parents who have not notified the school of their student's absence. After this call is made by our automated calling system, absences will be unexcused except for unusual circumstances. The administration will have final authority on this.

Planned Absence: If a student knows in advance that he/she will have a personal absence, he/she must have a Planned Absence form "blue form" signed by all his/her teachers and the Principal before it is turned in to the office. The form must be turned in prior to the planned absence. These forms may be picked up in the office.

A student shall not be allowed to practice, participate in, or attend any school-sponsored activities on a day in which he or she did not attend at least half of all classes unless approval is obtained from the administration prior to the event. Students are expected to be in attendance at all classes the day following a contest or activity regardless of the arrival time home unless approval is obtained from the administration. Absences not approved will be considered unexcused. Some exceptions include doctor appointments, school activities, school-sponsored work release, religious observances, attending a funeral or other emergencies as approved by the administration.

TARDIES

Students in academic classes are expected to be in their seats ready for class when the bell rings. Students in lab, activity, or physical education classes where this is not reasonable are expected to be in the room preparing to begin class when the bell rings. Any student not meeting these criteria is tardy.

Tardies will be handled by both the teachers and the administration. First hour tardies will be sent back to the office for an admit slip. All tardies will be recorded by the teacher in the student information system.

- Students who are more than 20 minutes late to class will receive an unexcused absence for that period(s).
- Students will be given two warnings prior to punitive action for being tardy to class. Each additional tardy may result in a detention with the teacher at the teacher's discretion.

Permit to Leave the Building Pass

Written permission or telephone permission from the parent must be given to the office before a student will be issued a town pass. A student who becomes ill during the school day must check with the school nurse and/or a principal and the parents will be notified so they will know that the student is leaving school because of illness.

Senior Pictures/Personal Appointments

Seniors are required to have their yearbook portraits taken outside of school hours. Students are expected to schedule hair appointments outside of school hours.

Makeup Work

All work missed because of an excused absence must be made up, whether the absence resulted because of school activities, a prearranged excuse or illness. It is up to the student to get assignments and makeup work completed. Make-up work can be requested by the parent after the student has missed 3 consecutive days of school. Prior to 3 days students/parents can email teachers to request work or get assignments upon return to school. All students participating in extracurricular activities are to make up work missed in advance whenever possible. All work missed because of an unexcused absence will still be required to be completed.

Late work

Each teacher at Concordia Junior-Senior High has an individual policy for late work. This policy is in their syllabus. Please refer to that policy if this situation occurs. In the event of an emergency, or extremely unusual circumstances, teachers will exercise professional judgment or discretion in regards to late work.

Homework/Remediation

- Teachers may choose to assign mandatory extended learning opportunities before or after school if assignments are incomplete.
- If incomplete work becomes a habitual problem, parents will be notified and a conference can be held with student, parent and teacher.
- Further problems may result in an office referral.

HOW TO ACCESS YOUR STUDENTS GRADES ON POWERSCHOOL

Go to <https://www.usd333.com/>

Click on **Parents**

Click on **PowerSchool Gradebook**

Enter User Name: **Student ID + first/last initial** (Example: 2345965aw)

Enter Password

If forgotten, click on Forgot Password or call office to have reset

Click **Sign In**

Your student's grades will be listed to view

Click on the grade to see individual assignment grades/teacher comments



RULES AND EXPECTATIONS



Concordia Jr. /Sr. High School Behavioral Policy

It is our goal at Concordia Junior/Senior High School to provide a safe environment for all students so that the learning process is at its highest level at all times for all students. We ask all students at Concordia Junior/Senior High School to follow five basic guidelines, and to make personal choices with these guidelines in mind:

The U.S.D. 333 definition of discipline is as follows: A process designed to teach, model, and use appropriate strategies to reinforce the behaviors necessary to ensure a safe and productive learning environment by changing unacceptable behavior to acceptable behavior.

Belief Statements:

Teaching and learning the intended curriculum for all students is our highest priority. Therefore, the misbehavior of one student...

- Will not be allowed to interfere with the learning opportunities of another student.
 - Will not be allowed to interfere with the teacher's responsibility to teach all students.
 - Will not excuse the misbehaving student from successfully completing the learning objectives.
1. Discipline is part of the daily routine. Every discipline situation is an opportunity to teach expected behavior.
 2. Changing behavior takes time - self-discipline is the expected outcome.
 3. Punishment by itself cannot change behaviors.
 4. Teaching and modeling appropriate behavior, along with implementing consequences for inappropriate behavior, is the best way to change unacceptable behaviors.
 5. Expected behaviors must be communicated, taught, and modeled daily.
 6. A safe and productive learning environment is maintained for all individuals at school and school-related activities.
 7. Parents have a responsibility to ensure their children's behaviors do not take away from a safe and productive learning environment for others.
 8. Students and staff demonstrate respect for themselves, others, and their environment.
 9. Student conflicts are handled with respect for all individuals without the use of violence or threats.

PANTHER SUCCESS PRIDE

- Presence
 - Showing up to school
 - Punctuality to class and practice
 - Contributing to your school
- Responsibility
 - For your work
 - For your behavior
 - For setting goals
- Integrity

- Sticking to what you believe is right
- Being honest in what you do and respecting others
- Providing a positive example to others

- Diligence
 - Persevering through problems
 - Finishing what you start
 - Avoiding procrastination

- Ethics
 - Standing up for what is right
 - Standing against what is wrong
 - Conducting yourself in a moral and respectful manner

Students are assigned discipline referrals for inappropriate behavior.. **Proper documentation must accompany all referrals. Staff will also document all efforts made to correct the behaviors prior to an office referral unless the situation is an emergency.**

Administration will have the final authority on disciplinary consequences and may modify the severity of consequences. Threats that disrupt the safety and security of school may be reported to law enforcement.

Types of Consequences:

- Conversation with a teacher, counselor, or administrator
- Restorative Practice
- Detentions (Before School, Lunch, After School)
- Short-Term In-School Suspension
- Short-Term Out-of-School Suspension
- Long-Term Out-of-School Suspension



Through its health services, the school attempts to assess the health status of students and staff, to counsel students, parents, and staff to help prevent and control disease. The nurse will provide basic first aid care for injuries or sudden illness.

Vision and Hearing Screenings are administered annually for certain grades and for any student regardless of grade level upon teacher or parental request.

Student health records are maintained separately from academic records. All staff abides by the HIPPA requirements and maintain confidentiality of protected health information.

Students must receive a nurse pass from a classroom teacher before visiting the nurses office.

Immunization Policy:

The Board of Education's policy pertaining to immunization is in compliance with K.S.A. 72-5208, 5209, 5210, and 5211 and is as follows:

- A. Upon first entrance to school certification must be presented to the appropriate school authority indicating the student has received or is in the process of receiving immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, rubella, mumps, chickenpox, and hepatitis B.
- B. Health records received from other schools where a student had been in attendance will be acceptable; however, immunizations must include those required by the State of Kansas.
- C. No student will be permitted to enter school unless the following provisions have been met:
 1. Certificate of immunization for diseases listed in Item A.
 2. In lieu of not having obtained the required immunization, the presentation of certification from a physician or local health department that student is in process of receiving the required immunization.
 3. Parents of students who are not completely immunized or for whom records are not immediately available shall sign a statement that the entire series will be completed within 90 days of school entrance.
- D. This policy includes all students unless medical or religious exemptions are taken. Such exemptions must be substantiated by a certificate from the physician and/or parent. Forms are available from the school nurse. Religious exemptions only need to be filled out once. Medical exemptions need to be filled out yearly.
- E. The immunization program is carried on through the county health office and is available without cost to the family.

Medication Policy:

Present board policy states that if students require medication during the school day, school personnel may administer the medication only if you meet all of the following criteria:

1. The medication is prescribed by a licensed physician or dentist.
2. The prescribing medical person sends written authorization that medication may be given at school.
3. The medication comes in the original container with the appropriate prescription label. The medication is accompanied by a note from the parent designating school personnel to administer the drug. The nurse has a form available. Please contact the office.

Head lice:

In the event that a student is excluded from school due to head lice, the district procedure is as follows: Students are required to remain home for 24 hours. Students will only be readmitted to school through the office, when treatment is completed, after being checked by the nurse and treatment is found to be satisfactory. For the best interest of the student and their learning, after a third occurrence, Department of Children and Families will be notified.

USD #333 Bed Bug & or Biting Insect* Policy

(*Biting insect referred to in this policy refers to Cockroaches, and/or Fleas)

It is The Policy of USD #333 that once a Bed Bug or Biting Insect has been found on a student's body, or evidence of infestation is found in a student's belongings, that the parent/guardian of that student will be notified and the student will be sent home. The school nurse will provide the parent with information/resources on treatment of the home and may provide information on assistance with cost of treatment if needed. ***Only those students with evidence of infestation will be sent home.** All of the affected student(s) classroom areas will be treated as a preventative precaution.

§ Students sent home for evidence of infestation will report to the Nurses Office first upon return to school. The nurse will check the students belongings and perform a skin check daily for two weeks after documented professional treatment of the home, or until no further evidence of infestation is found.

§ Students that are sent home will not be allowed to take home school owned items such as laptops, library books, or homework folders, ect, until the school has documentation of treatment of the home by a professional pest control agent.

§ Personal items of the affected student(s) (book bags, coats, jackets, ect.) will be stored in a plastic bag or tote in the nurse's office daily upon arrival after inspection by the school nurse. Students of classrooms affected will be required to keep their belongings in plastic bags for two weeks after the school receives confirmation of professional treatment of the affected home.

If Bed Bugs or other Biting Insects are found on the school premises (not physically on a student) The principal will notify Facilities Management. The school will seek guidance from a licensed professional pest control agent. The Principal or Superintendent, if warranted, will then notify the parents/guardians of students in the affected classroom(s)/school. Please refer to the USD #333 Bed Bug Response Flow Chart.

Wellness/NutritionPolicy:

U.S.D. 333 is committed to providing school environments that promote and protect children's health,

well-being, and ability to learn by supporting healthy eating, nutrition education, physical activity, and integrated school-based wellness. Therefore, it is the policy of USD #333 that:

General Guidelines

- All school food service personnel receive required food safety training at a minimum of every five years. Continuing education training for all food service personnel meets federal and state requirements.
- The dining area has seating to accommodate all students during each service period.
- The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.
- The dining area has adequate adult supervision.
- The students are allowed to converse with one another for at least part of the mealtime.
- Mealtime conversation is not prohibited for the entire mealtime as disciplinary action.
- Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as disciplinary action.
- Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving lines.
- A Kansas product is served in the school meals program at least one time per week.
- Students may bring water bottles. They need to be taken home weekly and sanitized.
- Water bottles are to be used for water only. No soda, juice, or water additives.

Breakfast

- All school breakfasts comply with USDA regulations and state policies.
- At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.
- Students have the opportunity to eat breakfast.
- The district offers at least 15 minutes of "seat time" to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go options are available
- Breakfast After the Bell- offered to students after the beginning of the school day. Schools make breakfast accessible to all students. *Breakfast prices subject to change.

Lunch

- All school lunches comply with USDA regulations and state policies.
- At least three different fruits are offered each week. Two fruits per week are served fresh.
- One additional ½ cup* vegetable offering weekly from and of three vegetable subgroups (dark-green, red/orange, dry beans, and peas).
- An additional 1 cup* vegetable offering weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans, and peas)
- Students have at least 20 minutes of "seat time" to eat lunch, not including time spent walking to/from class or waiting in line.

All Food Sold in Schools

- All foods and beverages sold in schools comply with USDA's Smart Snacks in Schools "All Food Sold in Schools" Standards from midnight before the 30 minutes after the end of the official school day.

- No energy drinks are sold on school property from midnight before to 30 minutes after the end of the official school day.
- USDA's Smart Snacks in Schools Beverage Standards for middle schools apply to high school (only 100% juice, water, milk).
- Fundraising within the school day meets USDA's Smart Snacks in School "All Food Sold in Schools" Standards (sans the exempted fundraisers).

Other Child Nutrition Programs

- Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Care Snack Program, Fresh Fruit & Vegetable Program, and/or Summer Food Service Program comply with all federal regulations and state policies.

A full copy of the Wellness Policy can be obtained from the school nurse or Food Service Director.

Tobacco and Electronic Cigarette Use

Smoking by students and/or the possession and use of any tobacco product or electric cigarette (Juil, Vape) is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events and on any school owned or operated property.

Electronic Cigarette means a battery-powered device, whether or not such device is shaped like a cigarette that can provide inhaled doses of nicotine by delivering a vaporized solution by means of cartridges other chemical delivery systems.

Vaping by students and/or possession of a vaping device or vaping (Juil) paraphernalia, is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events- and on any school owned or operated property.

Smoking on campus

Students may not possess, smoke, use or smokeless tobacco products of any kind on school grounds. This includes electronic cigarettes and vaping devices.

Hallways and Morning Procedures

To maintain an environment conducive to teaching and learning, students are expected to pass through the halls in a quiet, orderly manner. All students are to report to their respective first-block class upon arrival to campus each day. Students are not to loiter in the hallway, gymnasiums, locker rooms, etc. Students who eat school breakfast are to report to their respective first-block class immediately after eating.

Detentions

Detention periods will run from 3:22 pm to 4:12 pm unless otherwise directed by administration or teachers. Students assigned detention by teachers or administrators are expected to take study materials with them. Detentions are to be served on Mondays or Wednesdays unless specific arrangements have been made. Bus students have a one-day grace period to make arrangements, if needed.

Public Display of Affection

The school has the right to expect that a student's attitudes toward others be courteous and respectful. Displaying affection in public places is inappropriate. Students, please see discipline policy for consequences.

Student Dress Guidelines

The Board of Education of USD No. 333 recognizes the fact that the image of schools is reflected in the appearance of students when they are attending school or participating in extracurricular activities. The Board has approved the following guideline for student dress, with emphasis on neatness, cleanliness and appropriateness.

Personal appearance guidelines are sometimes difficult to interpret because clothing decisions may be a result of fashion trends, individual needs and tastes, and parental guidance. However, there is a standard of dress at CJSHS. Casual attire reflecting career readiness and promoting a positive and safe learning environment is the standard expectation in our school. Examples include: Dresses, dress pants, dress shirts, polo shirts, khakis, jeans, shorts, skirts, casual pants, casual shorts, blouses, sweat shirts, sweat pants, leggings (worn with tastefulness), sport shirts and t-shirts. CJSHS standards of dress are not limited to this specific list; but rather, the standard of dress is established to align with the preferred dress of our local business partners in the workplace environment.

Examples of clothing that do not meet the dress code standard of CJSHS include, but are not limited to:

- Clothing that is sexually suggestive.
- Pajamas or clothing considered nightwear (including blankets).
- Clothing that exposes the chest area, mid-section, buttocks, or undergarments (i.e. boxers under low-slung jeans,, excessively short garments). Excessively short shorts are not considered appropriate. Shirts should go to the pants. See-through clothing is not considered appropriate.
- At no time should undergarment straps be visible.
- Clothing that is too tight, tube tops or strapless clothing. (Casual attire, specifically shorts/dresses, should be worn "within tolerance" of fingertip length by the student).
- Clothing and accessories that advertise violence, illegal activities, gang affiliation, alcohol, tobacco, or illicit drugs. This applies to trips with school clubs or organizations as well as to school.
- Clothing with language or symbols that are vulgar or plainly offensive.
- Headwear during the school day (hoods, hats, etc.). Exceptions may be made at administrator discretion for courses offered in garages where debris could pose an issue.
- Any article of clothing/accessory, which could effectively be used as a weapon, will not be permitted. Prohibited items may include, but are not limited to: spiked protrusions bracelets and necklaces which are similar, but not identical, in length, design and weight to wallet chains; chains, spurs; fishing hooks on hats pliers.
- When long hair or apparel may pose a safety issue, it must be tied up or changed. Sponsors of extra-curricular activities have the right to establish reasonable guidelines for dress and appearance more stringent than those above.

Additional expectations regarding dress code:

- A student's dress and grooming should not threaten the health or safety of the student or other individuals. For example, students must wear shoes while on school property or during school-sponsored activities for protective purposes.
- Parents and guardians are encouraged to monitor their student's dress in order to support a positive learning environment.

It is our desire to work with parents and students to promote a safe and positive learning environment at school. Please note that CJSHS administration reserves the right to make decisions concerning the appropriateness of a student's attire as it pertains to ensuring a standardization of student dress. CJSHS administration also reserves the right to confiscate any item deemed inappropriate for school or to send a student home for a change of attire. Any items deemed inappropriate for school will be retained in the office. For all other violations of appearance/dress code, students will be asked to change dress or to amend grooming accordingly

The Board of Education and the administration respectfully solicit the cooperation of students and parents in complying with the dress guidelines. Students who are not in compliance with the dress guidelines will be sent to the office. In most instances, students will be asked to change. Time missed from classes will be unexcused. Students please see discipline policy for further consequences.

Access to Electronic Media: Acceptable Use Policy

The Board supports reasonable access to various information formats for students, employees and the community and believes it is essential for users to use this privilege in an appropriate and responsible manner.

Safety Procedures and Guidelines

The Superintendent shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit use of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyber-bullying awareness and response.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minor's access to materials harmful to them.
- Specific expectations for appropriate Internet use shall be reflected in the District's code of acceptable behavior and discipline including appropriate orientation for staff and students.

Permission/Agreement Form

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources.

The required permission/agreement form, which shall specify acceptable uses, rules of online behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

Employee Use

Employees shall use electronic mail primarily for purposes directly related to work-related activities. Each employee is responsible for the security of his/her own password.

Community Use

On recommendation of the Superintendent, the Board shall determine when and which computer equipment, software, and information access systems will be available to the community.

Upon request to the Principal/designee, community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent/designee.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies. Employees and students shall be subject to disciplinary action, up to and including termination (employees) and expulsion (students) for violating this policy and acceptable use rules and regulations established by the school or District.

Responsibility for Damages

Individuals shall reimburse the Board for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care. Students or staff members who deface a District web site or otherwise make unauthorized changes to a website shall be subject to disciplinary action, up to and including expulsion and termination, as appropriate.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Administrative Audits

The administration reserves the right to monitor uses of all electronic communication devices, files and accounts. Staff and students and members of the public granted permission to use district equipment shall have no expectation of privacy while using district equipment on or off school premises.

Computer Network & Internet Use

In order for a student to gain access to the Internet or network, the individual student must have parental/legal guardian permission. Parents/legal guardians will be given the option of denying Internet access and requesting alternative assignments that do not require Internet/network usage. All students must sign an Internet Network Access Agreement. Failure to do so will result in the Internet/network being denied.

Students shall have no expectations of privacy when using district e-mail or computer systems. E-mail messages shall be used only for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

Any email, computer application, information in district computers, or computer system is subject to monitoring by the staff and/or the administration. The school retains the right to duplicate any information created by students in a computer system or on any individual computer. Students who violate these rules, or any other classroom rules relating to computer use are subject to disciplinary action up to and including suspension from school.

Please remember that use of the Internet/network is a privilege, not a right. Students violating policies pertaining to the standards of conduct regarding Internet use will be subject to the following:

1. Restriction or loss of network/Internet access for an undisclosed period of time deemed appropriate by the administration; and/or
2. Disciplinary or legal action including, but not limited to, suspension or expulsion from school and/or criminal prosecution under appropriate local, state and federal laws; and/or
3. Restitution for the cost of damages to hardware/software.

Inappropriate use of the Internet/network will include, but not be limited to the following:

1. Accessing, uploading, downloading or distributing pornographic, obscene, or sexually explicit material of any kind.
2. Accessing, uploading, downloading or distributing music or electronic files of any kind.
3. Transmitting obscene, abusive, sexually explicit or threatening language.
4. Accessing another individual's materials, information, or files without previously being given permission.
5. Using or attempting to discover another's password.
6. Violating copyright or using the intellectual property of another individual or organization without their permission.
7. Vandalizing, defined as any unauthorized access and/or malicious attempt to damage computer hardware/software or networks. Also including the destruction or attempt to destroy the data of another user by creating, uploading, or intentionally introducing viruses into the network/Internet.
8. Intentionally wasting limited resources and storage space.
9. Harassing, insulting, or attacking others.
10. Using, disclosing, or disseminating personal information online, such as full name, home address, phone number etc..., except with the pre-approval of certified staff or the administration.
11. Using email lists from the district, network or server to gain personal information about other individuals.
12. Gaining unauthorized access to resources or entities.
13. Invading the privacy of others.
14. Improperly and/or intentionally altering the set-up of computers as determined by the administration. This includes, but is not limited to; desktops, wallpapers, screensavers, shareware or any installed software.
15. Using software that has not been pre-approved or assigned by staff or administration.
16. Seeking to gain or gaining unauthorized access to the network, software, Internet or computer devices.
17. Failure to follow district policy, building policies and guidelines, or any other policies established by the board of education, building administration, or certified staff designed to prevent computer, Internet or network usage.

18. Any issue the administration deems as inappropriate use.

1BG Computer Use (See GAA and JCDA) Use of District Computer/Privacy Rights

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

Copyright (See ECH)

Software acquired by staff using either District or personal funds, and installed on District computers, must comply with copyright laws. Proof of purchase (copy or original) must be filed in the District office.

Installation

No software, including freeware or shareware, may be installed on any District computer until cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware, and prescribe installation and de-installation procedures. Freeware and shareware may be downloaded only onto workstation floppy disks, not hard drives. Program files must have the Superintendent's approval to be installed on any District server or computer. Students shall not install software on District computers or computer systems.

Hardware

Staff shall not install unapproved hardware on District computers, or make changes to software settings that support District hardware.

Audits

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

Privacy Rights

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

Ownership of Employee Computer Materials

Computer materials or devices created as part of any assigned District responsibility or classroom activity undertaken on school time shall be the property of the Board.

Approved: 1/12/98; Amended: 8/14/00; Amended: 8/12/02; Amended 8/11/03

11BGA Children's Internet Protection Act

The District shall implement the Children's Internet Protection Act (CIPA). The superintendent shall develop a plan to implement the Children's Internet Protection Act. This plan shall be on file with the Board Clerk and in each school office with Internet access, and copies shall be available. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

Approved: 11/12/01

Please check https://www.usd333.com/238934_2 for the 1:1 Chromebook Initiative Handbook

Cell Phones & Electronic Devices

With the constant advancement in electronic technology, the use of cell phones in the building will be restricted. Cell phones must be turned in to the designated holding location upon arrival to each classroom and may be picked at the end of the class. **Junior High School Students may not have cell phones during the school day. High School students may use electronic devices between classes and at lunch time, and when directed to by teacher or office personnel during class time.** Violations of this policy may result in confiscation of the cell phone by a teacher or principal. Confiscated items will be returned to the student or parent/guardian at the discretion of the principal. Other devices (including, but not limited to, smart watches and headphones/AirPods) may be restricted or

confiscated if they pose a threat to safety/security of school operations, interfere with learning, or jeopardize the integrity of academics.

Hazing/Harassment/Intimidation/Bullying/ Menacing Policy

USD 333 is committed to providing a positive and productive learning and working environment. Hazing, harassment (may be sexual or racial), intimidation, menacing or bullying (including cyber-bullying) by students, staff or third parties is strictly prohibited and shall not be tolerated on school property, in school vehicles, or at school sponsored activities.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion.

Bullying by Definition

The term “bullying” is many times misinterpreted within the setting of our schools. All conflict between students must not be interpreted as bullying. In the instance there is retaliatory behavior (fighting back) by students who are bullied it could make determining the distinction between bullying and conflict difficult. However, in the case that bullying is taking place, it will be handled strictly, thoroughly, and quickly by administration in accordance with USD 333 policy.

CJSHS and USD 333 policy define “bullying” as the activity of repeated, aggressive behavior, or behavior that is highly likely to be repeated, and intended to hurt another person or persons. There are four types of bullying: physical, verbal, relational, and cyberbullying. Conflict engagement between students must meet all of the following 4 criteria to be considered bullying.

- Intentional Unwanted Aggressive Behavior
- Repeated Behavior—or behavior that is highly likely to be repeated
- Must involve a Perceived or Real Power Imbalance
- Cause Harm or Serious Lasting Problems

Incident Report forms can be found in the school office or counseling center to report bullying. All reports will be kept confidential and private. In the instance that bullying is found to be taking place, it will be handled strictly, thoroughly and quickly by administration in accordance with USD 333 policy.

- The “Bully” is referred to the administration for consequences and points assigned deemed necessary by the Student Handbook and all situations will be documented.
- Parents of the Bully and the victim are notified.
- The “Bully” is referred to Counselors for monitoring of progress of this problem
- The victim is monitored closely by counselors

In accordance with implementing & emphasizing the above bullying policy, Concordia Jr/Sr High School utilizes character education and character development to support appropriate behavior toward others. At the beginning of each school year, students and staff will be educated in recognizing and reporting bullying to administration, counselors, and additional trusted adults.

Failure to Comply with a Reasonable Request

Failure to comply with the reasonable directive or request of a teacher, staff member, or administrator will be considered disruptive behavior that interferes with the academic environment. These infractions will be disciplined according to the circumstances and severity of the offense.

Suspension and expulsion policy

Procedures for suspension and expulsion of students, including notification, and hearings, are addressed in the USD 333 Policy Handbook and in Chapter 72, Article 89 of the school laws of Kansas.

- The Principal and Assistant Principals have authority from the Board of Education of USD #333 to suspend or expel any student guilty of misconduct or persistent disobedience, when such suspension or expulsion is in the best interest of the school.
- A short-term suspension is not to exceed ten school days. Long-term suspension **may** extend past the end of the current semester
- Parents shall be notified that a student has been suspended by written notification specifying reasons for suspension in accordance with the policy as set forth in the Board of Education Policy Handbook.
- If a long term suspension or expulsion is decided upon, hearings will be set up for the student, parents and school personnel as set forth in the Board Policy.

Firearms

- A pupil shall not knowingly bring to school or possess, handle or transmit any firearm, at any school at any time, on school property at any time, or at a school supervised activity. The word "school" as used herein, includes not only all schools in this district, but also any school located in the State of Kansas.
- For purposes of this policy, a firearm shall be any device defined as a firearm in Section 921 of Title 18 of the United States Code as it is presently enacted or may hereafter be amended, and includes any device, including a starter gun, which will or is designated to or may readily be converted to expel a projectile by the action of an explosive' the frame or receiver of any such device' and firearm muffler or firearm silencer' any explosive, incendiary or poison gas: bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile haven an explosive or incendiary charge of more than one-quarter (1/4) ounce, mine, or other device similar to any of these devices.
- A pupil who violates the terms of this policy shall be reported to the appropriate law enforcement officials and shall be subject to an automatic ten (10) day suspension from school, pending a formal hearing on expulsion pursuant to K.S.A. 72-8901, et seq., as amended. The formal hearing on expulsion shall be conducted by the Superintendent.
- Upon conclusion of the hearing, if the Superintendent, as hearing officer, finds that the pupil has violated the terms of this policy, the pupil shall be expelled from school for a period of one (1) year (186 school days), except that the Superintendent may modify this expulsion requirement on a case by case basis under the provisions of JDC (Probation).
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JDDA & JDDA-2 Drug Free Schools

The following are Prohibited Activities:

- Using, possessing, selling, furnishing, or having been under the influence of any controlled substance, alcoholic beverage, intoxicant of any kind, tobacco or smoking paraphernalia.
- The improper use/abuse, possession, selling, furnishing of any prescription or nonprescription drug or any materials (facsimiles) that give the appearance of alcohol, tobacco, or other controlled substances. This Policy is required to the 1989 amendments to the Drug Free Schools and Communities Act., P.L. 102-226, 103 St. 1928. (cf LDD)

JDDB Drug Free Schools

- All school-sponsored functions, including those held at sites other than the school shall be drug free and alcohol free. Possession, distribution or sale of drugs, drug paraphernalia, inhalants, alcohol, tobacco or any materials (facsimiles) that give the appearance of alcohol, tobacco, or other controlled substances or other illegal substances is not permitted. Students and their guests, regardless of age, are to arrive free of these substances. For the purposes of this policy, the smell of alcohol on a student's breath is a violation.

JDDA-2 Drug Free Schools

- Students who are suspended long term (over 10 days) or expelled under the term of this policy will be afforded the due process rights contained in board policy and Kansas statutes, K.S.A. 72-8901, et seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. In the event a student agrees to enter into and complete a drug education or rehabilitation program, the cost of such program shall be the responsibility of the student and his/her parents
- A list of available programs along with names and address of contact persons for the program is on file with the board clerk. Parents/Guardians or students should contact the directors of the programs to determine the cost and length of the program. (Cf. JCDA and JDD)
- A copy of this policy and a list of available drug and alcohol counseling programs shall be provided to all students, and the parents of all students. Parents of all students shall be notified that compliance with this policy is mandatory.

JCAB-R-4 Use of Trained Dogs to Search

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

JGEC Sexual Harassment

- When acts of sexual harassment or other violations of this policy are substantiated, appropriate action will be taken against the individual.

JGEC-2 Sexual Harassment

- Any student who believes that he/she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district's discrimination complaint procedure.
- The filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect grades, future employment or assignments. Confidentiality will be maintained throughout the complaint procedure.
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ACADEMICS AND GRADES



Grade Cards and Eligibility Reports 2025-2026

CURRENT GRADES– Available online.

Grades 7-12: Semester 1 (December) grade cards are printed and mailed
Semester 2 (May) grade cards are mailed and contain grades for the entire school year.

Grades are pulled from the teacher grade book.

Grade Period	End Date	Gradebooks CURRENT by
1 st 9 weeks/Quarter 1	October 10, 2025 (Friday- Fall Break)	October 13, 2025 (4:00 p.m. Monday)
2 nd 9 weeks – Quarter 2/Semester 1	December 19, 2025 (Friday))	December 29, 2025 (4:00 p.m. Monday)
3 rd 9 weeks/Quarter 3	March 13, 2026 (Friday- Spring Break)	March 16, 20226 (4:00 p.m. Monday)
4 th 9 weeks – Quarter 4/Semester 2	May 19, 2026(Tuesday)	May 20, 2026(4:00 p.m. Wednesday)

ELIGIBILITY REPORTS - will be printed at the End of each Semester. Students must be passing 5 new classes to be eligible for the next semester.

*You are encouraged to make additional contacts with students and parents
as needed to encourage satisfactory academic effort and performance.*

Student Records

USD #333, Concordia Schools, consider student records as confidential and will protect the rights and privacy of parents and students in the control, use, inspection and review of such records. Student health records are maintained separately from academic records, all staff abide by the HIPAA requirements and maintain the confidentiality of protected health information.

Directory information is identified as information which the schools may make available without parents' or students' consent. Information about students identified as Directory Information is as follows:

1. Student's name, address, telephone number and date of birth.
2. The student's major field of study and classification.
3. The student's participation in officially recognized activities:

- a. Sports
- b. Dramatics, debate, forensics
- c. Music---band, vocal, small groups
- 4. The weight and height of members of athletic teams as well as reports of game performances and statistics, etc.
- 5. Dates of attendance.
- 6. Awards and academic achievements.
- 7. The most recent educational agency or institution attended by the student.
- 8. College or institution students plan to attend after graduation.

Annual Notice To Parents And Students Of Rights Under The Family Educational Rights And Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), parents of students and eligible students (those who are 18 or older) are afforded various rights with regard to educational records that are kept and maintained by Unified School District No. 333. In accordance with FERPA, you are required to be notified of those rights which include:

1. The right to review and inspect all of your educational records, except those which are specifically exempt. Records will be available for your review within 45 days of the day the district receives your request for access.
2. The right to prevent disclosure of personally identifiable information contained in your educational records to other persons, with certain limited exceptions. Disclosure of information from your educational records to others persons will occur only if:
 - a. we have your prior written consent for disclosure;
 - b. the information is considered "directory information" and you have not objected to the release of such information; or
 - c. disclosure without your prior consent is permitted by law.
 - The district may disclose, without your consent, personally identifiable information to school officials with a legitimate educational interest. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); the school board (in executive session); a person or company with whom the school 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 such as a disciplinary or grievance 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 or duties.
 - The district will disclose a student's education records to officials of another school district in which the student seeks or intends to enroll without your consent and without further notice that the records have been requested or forwarded.
3. The right to request that your educational records be amended if you believe the records are misleading, inaccurate, or otherwise in violation of your rights. This right includes the right to request a hearing at which you may present evidence to show why the record should be changed if your request for an amendment to your records is denied in the first instance.
4. The right to file a complaint with the Family Policy and Regulations Office at the U.S. Department of Education if you believe that Unified School District No. 333 has failed to comply with FERPA's requirements. The address of this office is 400 Maryland Avenue SW, Room 4074, Washington, DC 20202-4605.

5. The right to obtain a copy of Unified School District No. 333 policies for complying with FERPA. A copy may be obtained from Unified School District 333.

Directory Information: For purposes of FERPA, Unified School District No. 333 has designated certain information contained in educational records as directory information. This information may be disclosed for any purpose without your consent. This information can be disclosed without consent because it is the type of information that would not generally be considered harmful or an invasion of privacy if disclosed. The following information is considered directory information: name, address, telephone number, electronic mail address, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, the most recent previous school attended by the student, class designation or grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), major field of study and photographs.

You have a right to refuse to permit the designation of any or all of the above information as directory information. If you refuse, you must file written notification to this effect with Unified School District No. 333 at 217 W. 7th on or before August 1, 2021. If a refusal is not filed, Unified School District No. 333 assumes you have no objection to the release of the directory information designated.

Recruiting information: Military recruiters and institutions of higher education are entitled under federal law to a list of names, addresses, and telephone numbers of high school students unless you object to the release of this information. If you notify your principal in writing at any time that you do not wish your child's name, address, and telephone number released without your written consent, we will honor that request.

Panther Hours

Panther Hours may be given to seniors only. This is at the discretion of the building principal. This pass enables students to leave the building during the class period they select during enrollment. Such students are not to be in the hallways after the bell. All other school rules are to be followed by students with honor passes. Parental permission slips are required. Honor passes may be revoked due to improper conduct. During Panther period, students are required to check in at the office at the beginning of the hour or when they arrive at school. Attendance will be taken.

Honor Rolls

The senior high honor rolls will be issued by the Guidance Office after each semester grading period. Students qualifying will be named to one of the following honor rolls:

Principal's Honor Roll if GPA is between 3.00 and 3.49.

Panther Honor Roll if GPA is between 3.50 and 4.00.

A grade of "D", "F" or "I" disqualifies a student from the Honor Roll.

Honor Student Recognition

The Valedictorian, Salutatorian, and CHS Honor Scholars will be recognized at Commencement Exercises. To be considered for these honors, a student must meet a core curriculum in line with the regents' qualified admissions requirements and be a student "in good standing". According to the Kansas State High School Activities Association "a student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing." The core curriculum shall include a minimum of :

- a. 4 units of Language Arts (must include Senior Composition or Senior Lit)
- b. 3 units of Math (Algebra I, Geometry, Algebra II, Pre-calculus, Calculus, and College Algebra (College Algebra earns .50 credit))
- c. 3 units of Science (Biology I or Higher)
- d. 3 units of Social Science
- e. 2 units of Fine Arts (Foreign Language, Band, Vocal Music, Drama and Art)
- f. 3.75 GPA

Each senior meeting the above requirements will be awarded a school medal for scholarship honors.

CLASS RANK: Based on a straight 4.0 scale (A,B,C,D/4.0, 3.0, 2.0, 1.0) with no weighted classes. Students may share a ranking; several may have 4.0 and share ranking of 1st in their class.

Panther Honor Awards

Throughout the year, faculty will be asked to submit names of seniors who are in “good standing” and who have contributed to the success of the school over their four years in high school. Students will receive this honor award based on their contributions to the school, including but not limited to attitude toward staff and fellow students, contributions in classes, participation in some aspect of the school activity programs, and the impact they have had on making CHS a better school during their four years. A faculty committee will select the final candidates. Students will be recognized during the end-of-year awards assembly.

Citizenship Award

One senior girl and one senior boy will be elected by a faculty committee to receive the KSHSAA Citizenship Award. It is to be given to the senior boy and girl who have proven to be the most outstanding citizens.

Perfect Attendance Award

Any student attending four years of high school without missing any school will be recognized and awarded a perfect attendance award medal.

Concordia Jr/Sr High Open Lunch Criteria

- Juniors/Seniors only: 3.0 - 4.0 GPA and/or 3.0 KAP Score Avg., Student in Good Standing (Open Lunch option)
- Seniors only: 2.5 minimum GPA, Student in Good Standing (Open Lunch option)
- GPA. calculated for Jr. 's using Sophomore year transcript. Senior GPAs calculated from Junior year.
- Parent permission required for any student to participate.

Administration may revoke card privileges due to improper conduct or declined G.P.A. at the semester.. If student tardiness becomes a problem, open-lunch privileges will be revoked. Parent's will be notified if a student loses their P.R.I.D.E. card privileges.

P.R.I.D.E. Card holders are expected to model exemplary behavior/conduct at all times!

COURSE AND GRADUATION REQUIREMENTS

Student Enrollment and Class Changes

All students are required to carry a full seven period schedule with not more than one supervised study period. Exceptions may be made by administrators.

All students must have their enrollments checked by the counselors Any questions pertaining to graduation requirements or student classification are to be cleared through the Guidance Office. Any student schedule change during the school term must be worked out through the guidance office and have the approval of the administration. New students entering Concordia Jr-Sr High School for the first time will enroll through the Guidance Office.

Transfer of Credit

Counseling office will request transcripts from a previous school where a student attended. If all credit on transcript is from an accredited school, Concordia JR/SR High School will honor all credits earned. If credit on transcript is from a non-accredited school then the following guidelines will be followed for awarding credit.

- Accept 7.25 credits per year based on admitted grade level
- Grades will be listed on transcript as a total number of credits earned and will not be itemized
- All credits will be pass or fail only which will not figure into GPA
- Maximum number of credits that will be granted is 14.5
- Student will be granted completion of graduation requirements based upon classification status

Traditional Classification of Students

Sophomores	at least 5 to 11 units
Juniors	at least 11 to 17 units
Seniors	at least 17 or more units

Foreign Exchange Students

Concordia JR/SR High School will admit a maximum of three foreign exchange students per year. School administration will review student applications and student home placement prior to allowing placement. The school will also review the English Language Test administered to the foreign exchange student by the placement agency. Students will need to score at a level of 80% on this test for acceptance to CJSHS. Students will be admitted as transfer students from a non-accredited school. The counseling department will review the student's educational file and enroll the student as a junior or courses that best meet the student's needs. Foreign exchange students will not graduate or participate in the graduation ceremony.

Independent Study

Independent study courses may not be used for required credit, but may be used for elective credit. Independent study courses must be approved by the principal.

Graduation Ceremony

Seniors wishing to participate in graduation ceremonies must have completed all requirements as set forth by the Board of Education. The Tuesday before graduation weekend will be the last day of finals for seniors, and this will be the deadline date for completion of all requirements. A student who fails to complete requirements by 3:30 pm on Tuesday will be informed that evening that they will not be participating in the graduation ceremonies, and will need to make further arrangements to complete the graduation requirements. Any exceptions must be approved by the Administration.

Senior Graduation Apparel

Gentlemen should wear slacks or pants and shirts for both commencement and baccalaureate. Under no circumstances will open toed shoes or short pants be allowed.

Ladies should wear slacks or pants and shirts or dresses with appropriate shoes. Corsages or costume jewelry may not be worn with caps and gowns. Short pants of any kind are not allowed.

Students who violate the dress code will be asked to change. If time does not permit for this to occur, the student will not be allowed to participate in the ceremony. NO WRITING OF ANY KIND WILL BE ALLOWED ON CAPS OR GOWNS.

Only school-issued or -approved cords will be allowed to be worn during the commencement ceremony. If a student is issued an outside cord or distinguishing item, he or she must seek prior approval in writing, using a form found in

the office, indicating how the club, activity, or event falls under two of the four following categories: Scholarship, Service, Leadership, and Character. Only cords meeting at least two of these criteria will be allowed to be worn at the ceremony.

A senior committee will meet each year to review each request prior to each year's commencement ceremony, and, along with the building principal, approve or deny any requests.

Diplomas

The graduating students will receive their diploma immediately following the ceremony. During the graduation ceremony, students will cross the stage and receive their diploma cover.

Dropping of Class

Dropping of a class must be done within the first week of school. Any classes dropped after this time will require the permission of their parent, a counselor, the teacher(s) involved, and the principal and may result in an "F."

College Visitations

Seniors are allowed two days for college visitations, if scheduled before April 12th and taken before May 7th. Two additional college visitations may be taken with prior administrative and counselor approval during your Junior or Senior years. All arrangements for career days or college interviews will be handled by the Guidance Office. Any career or college visitation must be scheduled at least three days in advance of the visit. Colleges prefer one week notice. If arrangements for a college visitation are made directly between the college and the student, appropriate permission forms should still be submitted to the guidance office in advance in order to qualify for excused attendance status.

CONCORDIA HIGH SCHOOL GRADUATION

2026

CHS DIPLOMA - 25 CREDITS REQUIRED

Language Arts – 4 Credits

1 English 9 1 English 10 1 English 11
½ Speech ½ English Elective

Math – 3 Credits Science – 3 Credits

Selected from CHS Mathematics/Science courses

Social Studies – 3 Credits

1 World History (10th) 1 American History (11th)
½ Government (12th) ½ Social Studies Elective

Vocational Classes – 1 Credit listed in Curriculum Handbook

Personal Finance- ½ Credit

Fine Arts/World Lang.– 1 Credit

Includes 2D or 3D Art, Music and World Language

Physical Education – ½ Credit

To be taken sometime during the 4 yrs of HS

Health – ½ Credit (9th) –

Electives - 8 ½ Credits

CHS HONOR SCHOLAR

VALEDICTORIAN or SALUTATORIAN

Language Arts - 4 Credits

1 - English 9 1 - English 10 1 - English 11
½ - Senior Comp or Lit ½ - Speech

Math - 3 Credits

Must take Algebra I or higher

Science - 3 Credits

Must take Biology I or higher

Social Studies - 3 Credits

1 - World History 10
1 - American History 11
½ - U.S. Government 12
½ - Elective

Vocational Classes - 1 Credit

See Curriculum Offered

Personal Finance - ½ Credit

Fine Arts/World Language - 1 Credit

Physical Education - ½ Credit

Health - ½ Credit

Electives - 7 ½ Credits

Valedictorian = The top 4.0 student based on numeric calculation.

Salutatorian = The 2nd highest 4.0 student based on numeric calculation.

REQUIREMENT OPTIONS FOR GRADUATION

Required for:	State (21)	CHS Diploma (25)	CHS HONOR SCHOLAR Minimum 3.75 GPA	Qualified Admissions	Kansas Scholar
English	4 credits Must include reading, writing, literature, communication and grammar	4 credits Same as state 1/2 must be Speech, Debate or Forensics	4 credits Must take Senior Comp & Senior Lit 1/2 must be Speech, Debate or Forensics	4 credits (1 in each year of high school)	4 credits (1 in each year of high school)
Social Sciences	3 credits U.S. Government (1) Modern American History (1) Modern World History (1/2) Elective (1/2)	3 credits Same as state	3 credits Same as state	3 credits Same as state	3 credits Same as state
Math	3 credits Algebraic & Geometric concepts	3 credits Same as state	3 credits Algebra I, Geometry Algebra II	3 credits Algebra I, Geometry Algebra II & at least 22 on ACT (if not 4 credits of higher level math)	4 credits 1 from Pre-Calculus or above
Science	3 credits Physical & Biological concepts with 1 lab course	3 credits Same as state	3 credits Biology I & higher	3 credits Biology I & higher	3 credits Biology, Chemistry & Physics
PE/Health	1 credit	1 credit Same as state	1 credit Same as state	0 credits	0 credits
World Languages	0 credits	0 credits	0 credits	0 credits	2 credits from same World Language
Career & Technical Ed	0 credits	1 ½ credits 1/2 must be Personal Finance	1 ½ credits 1/2 must be Personal Finance	0 credits	0 credits
Fine Arts	1 credit	1 credit Same as state	2 credits Can be from World Language	1 credit Same as state	1 credit Same as state
Electives	6 credits	8 ½ credits	7 ½ credits	7 credits	4 credits
TOTAL Initial all you are pursuing	21 credits	25 credits x	25 credits x	21 credits x	21 credits x

****NOTE - ONE Valedictorian and ONE Salutatorian chosen from the 4.0 students in the CHS Honor Scholar column based on numerical GPA calculation. Must also take Calculus or Physics. **Tie breaker=PSAT/NMSQT**

GRADES AND ELIGIBILITY REQUIREMENTS

Grades

The grades that a student receives for each individual class are entirely between the teacher and the student. If for some reason a student feels that a grade was issued in error, he/she should see the instructor. If this does not resolve the matter, the student should see one of the Guidance Counselors.

Grading Scale

The following grading scale will be used at the Jr/Sr High School:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Semester Examination

All students are expected to complete finals for each semester as directed by their respective teachers.

Incompletes

- Students who receive an "Incomplete" from an instructor have ten consecutive school days from the designated end of the grading period to change their status in that subject area. At the end of the ten day grace period, a grade of "F" will be entered on the student's transcript unless an extension is requested by the parent or guardian (the request must be made before the end of the ten day period).
- An extension of time contract needs approval of the administration.
- The parents must initiate the extension process.

Eligibility Requirements

Concordia Junior-Senior High School (CJSHS) is a member of the Kansas State High School Activity Association (KSHSAA) which sets minimum academic standards for student eligibility in extra-curricular activities.

Extra-Curricular Activities and Events Eligibility:

Any junior or senior high student in an extracurricular activities or attending an event must be passing five classes to be eligible to compete or attend. Eligibility will be determined at each marking period (semester). If ineligibility is determined, eligibility will be possible at the next marking period. Students may practice, but not compete, if ineligible. Academics are our first priority. Extracurricular activities or events are a privilege. Students involved in extracurricular activities or wanting to attend events should be aware at all times of their grades. This includes participating in KSHSAA competitions, musicals, and

plays. It also includes attendance at KSHSAA competitions (unless under the direct supervision of a coach), musicals, plays, STUCO activities and dances including prom.

A student who has reached his/her 19th birthday on or before September of the current school year may or may not be eligible for interscholastic activities. Hardship eligibility may be possible for some students. Please see the athletic director if there is a concern.

Students may not engage in outside competition during the season in which they represent the school in that sport. For example, a student may not compete in club basketball during the school's basketball season.

1. Students must have a physical examination and written consent from parents on file in the school office.
2. A transfer student must meet the transfer rule requirements.
3. A student shall not have been in attendance more than eight semesters of possible eligibility in a four year school (grades 9-12).
4. Students must be in good standing. A student who is under suspension, out of school, or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing. In school suspensions end at 3:22 the day of the last ISS day. Students must meet all USD 333 and Concordia Jr/Sr High school requirements to be eligible.

ACADEMIC ELIGIBILITY FOR COLLEGE SPORTS

Scholarships

In order to compete in college level sports, the high school graduate must meet minimum requirements for academic eligibility. It is necessary to start preparation for meeting these requirements in the 9th grade. Requirements vary according to college size and level of competition. Most colleges are associated with one of the following categories:

1. NCAA Division I or Division II (K-State, KU, WSU, etc.)
 - a. Graduate from High School
 - b. Attain a 2.3 grade point in a successfully completed core curriculum of at least 16 academic courses. This includes four years of English, three in Math, two in Natural Science, and two in Social Sciences.
 - c. Complete 10 of 16 core courses including 7 in English, Math, or Science before the start of your 7th semester.
2. NAIA (Bethany, KS. Wesleyan, etc.) The student must meet two of the following three requirements:
 - a. Attain a 2.3 grade point average in a successfully completed core curriculum of 14 academic courses. This includes three years of English, two in Math, two in Natural Science, and two in Social Sciences.
3. Community and Junior Colleges (Cloud County, Hutchinson Jr. College, etc.)
 - a. Graduation from an accredited high school.
 - b. Minimum of a 1.5 grade point average.

NOTE: These are minimum requirements and colleges may have additional requirements of their own.



ACTIVITIES AND ATHLETICS



Refer to the Concordia Junior-Senior High School Athletic/ Activity Policy Handbook for additional policies specifically regarding athletics and activities.

Athletic Passes

An athletic pass will be included in the activity fee for all students 7-12. This will allow students to attend all athletic and activity events, except postseason state events.

School Dances

All school dances will have to be approved and scheduled by the Administration. Three faculty sponsors must be present. There will be no student smoking or drinking allowed. A contraband dog may be invited to attend random dances. After the dance has been in progress for thirty minutes, the outside doors will be locked, and no student will be admitted after that time. Once students enter the function, they are not to leave, unless given specific administrator permission, or they will not be allowed back in, even if it is prior to locking of the entrance doors.

Dances are for Concordia High School students. Outside guests must be signed up in the high school office prior to the dance. No outside guest will be admitted unless given prior approval by the administration. Guests must be under the age of 21. Outside guests must have a valid driver's license or high school student ID at the dance check in. Junior high school students are not allowed at high school dances. High school students are not allowed at junior high dances. Each group sponsoring a dance must appoint a clean-up committee. Lockers are not to be used for school dances. A coat room will be opened if needed.

Football Homecoming

Homecoming during the football season is one of the biggest events of the school year. The student council sponsors the homecoming assembly, parade and election of senior girls and boys as homecoming royalty. They also sponsor the homecoming dance following the football game. In the afternoon, there is the annual parade downtown with many floats and the CHS and junior high bands.

Sportsmanship

CHS students, whether participants or spectators, are expected to conduct themselves at all games, matches and activities according to the principles of sportsmanship as outlined in Rule 52 of the KSHSAA manual. All actions should be positive and supportive of CJSHS, its athletes and teams, and should reflect well on CJSHS.

The Student Council

The purpose of the Student Council organization is to encourage school spirit, cooperation and pride in CHS. It provides students the opportunity to participate in the government of the school, to promote worthy school activities, to provide a forum for discussion of interest to the student body, to create and maintain standards of good citizenship among the students, to aid in the formation of good school policy and to aid the administration in furthering its policies for the betterment of the school.

The officers of StuCo consist of a president, vice-president, secretary and treasurer. These officers were elected last spring by the student body following a school-wide campaign.

Each class is represented in StuCo by four class officers elected during the spring election campaign.

Some of the duties of the Student Council are conducting elections and sponsoring school dances, homecoming and sports festivals as well as making regulations and any other duties that may be delegated to an organization of this kind. It also acts as a sounding board for the student complaints and cooperates with the faculty and administration in the solution of school problems.

The Student Council Advisor will appoint Junior High and Senior High Student Council members to serve on the Concordia Junior-Senior High Site Council. This will allow students the opportunity to meet with the Principal, Assistant Principal and Counselors along with community and parent stakeholders monthly. It will help keep communication lines open between students, administration and the Board of Education.

Elections of the StuCo officers for the succeeding year shall occur in the spring semester of the present school year as designated by the functioning Student Council in cooperation with the administration.

Election of StuCo Executive Officers

Executive officers are elected in the spring. To be eligible:

1. Any qualified member of the junior class may run for the office of president.
2. Vice-Presidential candidates may be current sophomores or juniors.
3. Secretary & Treasurer candidates may be current 8th through 11th graders.
4. The nominees should have at least a 2.5 grade point average for the executive officers.
5. Candidates must file a petition with at least 40 signatures from students currently in grades 8th-11th.
6. Candidates may hang campaign posters that have been approved by the StuCo Advisor or CHS Administration. Each candidate is limited to 5 posters which may be hung in the main hallways with painter's masking tape. Each candidate should operate their campaign on a high level and with integrity. Candidates should center on such issues as: school spirit, academic excellence, improvement of communications, and school pride.
7. Election Assembly – If necessary, an assembly will be held to give competing offices/candidates a chance to state their campaign. Candidates will be seated on stage and be given three minutes to address the student body.

Election of StuCo Class Officers

Class officers are elected in the spring. To be eligible:

1. The nominees should have at least a 2.0 grade point average for class officers.
2. Candidates must have enough credits to classify them with the class electing them.
3. Nominations must be checked by the class sponsor for eligibility.
4. Each candidate will file a petition with 15 student signatures from his/her class. If a classmate signs one petition for a given office, he or she cannot sign another petition for the same office.
5. Candidates may hang campaign posters that have been approved by the StuCo Advisor or CHS Administration. Each candidate is limited to 5 posters which may be hung in the main hallways with painter's masking tape. Each candidate should operate their campaign on a high level and with integrity. Candidates should center on such issues as: school spirit, academic excellence, improvement of communications, and school pride.
6. Election Assembly – If necessary, a class assembly will be held to give competing offices/candidates a chance to state their campaign. Candidates will be seated on stage and be given three minutes to address the class.

2025-2026 Student Council

Executive Officers

President	Anna Widen
Vice-President	Rylie Jessup
Secretary	Keri Farmer
Treasurer	Baylor Knox

Senior Officers

President	Rush LeDuc
Vice-President	Bella Stuber
Secretary	Jori Letourneau
Treasurer	Catelin Benyshek

Junior Officers

President	Skye Johnson
Vice-President	Stella Trost
Secretary	Gabi Lange
Treasurer	Burklee Jackson

Sophomore Officers

President	Brandon Vignery
Vice President	Maxson Frey
Secretary	Bridgett Blochlinger
Treasurer	Avery Kueker

Freshmen Officers

President	Rubi Trost
Vice-President	Skylah Garst
Secretary	Sophia Fraley
Treasurer	Nolan Christensen

Election of Jr. High Student Council

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1. The candidates should have at least a 2.0 grade point average.
2. Candidates must complete a Petition For Office form.
3. Candidates will need recommendations from three of their teachers/staff members.
4. Candidates will need recommendation from Junior High Principal or Counselor.
5. Candidates will need a signature from their parent/guardian.
6. Candidates will need recommendations from 10 of their grade level classmates
7. Candidates may hang 3 posters in the school hallways. The individual posters may not exceed 24" x 24".
8. Candidates may NOT hand out any candy, pencils, treats, buttons, etc...
9. Candidates will be given an opportunity to speak in front of their classmates to state their campaign. Speeches must be under 1 minute in length.
10. 8th grade Officers will be determined based on the number of votes. The highest number of votes is President, then Vice President, Secretary, Treasurer, Officer at Large, and Officer at Large, respectively.
11. 7th grade Class Representatives will be the six candidates with the most votes.
12. In the event of a tie, current core teachers will be asked to vote, if a tie still exists, the winning candidate will be determined by the flip of a coin.

13. The candidates should have at least a 2.0 grade point average.
14. Candidates must complete a Petition For Office form.
15. Candidates will need recommendations from three of their teachers/staff members.
16. Candidates will need recommendation from Junior High Principal or Counselor.
17. Candidates will need a signature from their parent/guardian.
18. Candidates will need recommendations from 10 of their grade level classmates
19. Candidates may hang 3 posters in the school hallways. The individual posters may not exceed 24" x 24".
20. Candidates may NOT hand out any candy, pencils, treats, buttons, etc...
21. Candidates will be given an opportunity to speak in front of their classmates to state their campaign. Speeches must be under 1 minute in length.
22. 8th grade Officers will be determined based on the number of votes. The highest number of votes is President, then Vice President, Secretary, Treasurer, Officer at Large, and Officer at Large, respectively.
23. 7th grade Class Representatives will be the six candidates with the most votes.
24. In the event of a tie, current core teachers will be asked to vote, if a tie still exists, the winning candidate will be determined by the flip of a coin.

- 25.

Student Organizations and Clubs

Concordia High School sponsors a wide range of student activities for the purpose of providing students with additional opportunities to develop leaders and citizens, to further develop character and self-respect, to learn to work with and respect others, to practice democratic ideas and ideals, and to learn to use leisure time.

Organizations, Clubs, and Activities

Band- Stuart Roegge

Catscratch Productions- Chris Stiles

Chess Team - T.B.D.

Debate/Forensics- Zachary Morris

Drama Club - Autumn Zimmerman/Chris Stiles

FBLA- Hailey Budke

FCCCA - Janelle Donovan

FCIA- T.B.D.

FFA- Krystal Nelson

Friends of Rachel- Quentin Clark

Yearbook- Chrissy Henderson

HS Student Council- Dustin Bender

JH Student Council- Ashley Gray

Language Club- T.B.D.

NHS- Jamie Meyer

Scholar Bowl- Liam Cunningham

Spirit Squad- Bobbie McWhorter

Robotics Club- Melissae Stiles

Vocal -McKenzie Bowers

Letter Requirements

To letter in any of the activities or sports programs, check the requirements for lettering with the head coach or sponsor of the program. The head coaches and sponsors are:

Volleyball	Kayla Garst
Football	Brad Wildeman
Cross Country	Rick Haden
Boys' Basketball	Shane Traughber
Girls' Basketball	Trey Kuhlman
Boys'/Girls' Track	Brad Wildeman
Wrestling	Josh Brown
Boys' Golf	Gene Rundus
Girls' Golf	Gene Rundus
Girls' Tennis	John Turner
Boys' Tennis	John Turner
Baseball	Dustin Bender
Softball	Robin Daniels
Instrumental Music	Stuart Roegge
Vocal Music	McKenzie Bowers
Debate/Forensics	Zachary Morris
Drama	Autumn Zimmerman
Spirit Squad	Bobbie McWhorter



COUNSELING OFFICE & STUDENT SERVICES



COUNSELING SERVICES AT CONCORDIA JR/SR HIGH SCHOOL

General Information

Staff: Josh Brown, Jr./Sr. High Counselor
Leah Loring, Jr./Sr. High Counselor
Jordan Champlin, USD #333 Social Worker

Office Hours: 7:40 a.m. - 4:00 p.m. Monday-Friday and by appointment

Telephone: (785) 243-1100

STUDENT SERVICES

In assisting the high school student in their transition from high school to the post-secondary or work environment the guidance department focuses on three main areas or strategies throughout the students four years of high school. First and foremost is through academic counseling. Included within this area but not exclusive would be academic planning which assesses educational progress and preparation, college visitation and admissions assistance and ACT preparation. The second area of focus is career counseling which offers a wide area of resources and tools for career exploration. The third area of focus is on personal counseling. Counselors are always available to assist students with personal problems or concerns which will aid in their transition to the post high school world. We feel that while focusing on these three major areas of student development then we will cover the comprehensive role of our counseling department and therefore meet the needs of all students.

Career Counseling

Xello is an online career exploration resource for students and parents. All students Grades 7th-12th will utilize the program as part of their Individual Plan of Study (IPS).

Academic Counseling

ACT preparation: Registration packets are available in the Counseling Office for the ACT test. Sample tests are available, as well as ACT prep books which can be checked out through the Guidance Office. Sample test questions are also available on the computers in the labs for student use. Some ACT Prep Study Nights have been coordinated through Concordia High School. Please contact the counseling office for further opportunities and resources.

Scholarship Assistance and Information

FastWeb.com: Online Scholarship Applications from thousands of sources.

NOTE: Detailed scholarship information and application forms are available through the Guidance Office.

Academic Planning Assistance – Annual, individualized conferences with parents and students to assess educational progress and preparation.

College Visitation Program – Coordinated through the Guidance Office, the College Visitation Program offers Juniors and Seniors an opportunity to visit the colleges, vocational/technical schools or trade schools they may consider attending after high school.

College Admissions Assistance – Assistance and guidance in the preparation of documents necessary for entrance into post-secondary educational institutions.

Personal Counseling

Counselors are always available to assist students with personal problems or concerns. Students may stop by the School Counseling Office at any time, or may be referred by teachers or parents.

Student Support Phone Numbers

Drug Abuse Hotline:	1-800-662-4357
Suicide and Crisis Hotline	TEXT 988
Teen Abuse Hotline:	1-800-422-4453
Crisis Help Line:	1-800-785-8111
Teen Crisis and Runaway Line:	1-800-621-4000
International Suicide Prevention Hotline:	1-800-273-8255



SAFETY PROCEDURES



Fire Drills

Fire drills will be held ~~monthly~~ during the school year. The signal for the fire drill is the continuous ringing of the fire alarm bell. To clear the building as quickly as possible, students should follow the fire drill directions posted in each room. Students are not to push, run, shove or make unnecessary noise during the drill. Everyone should move to the sidewalk away from the school building and wait for the all clear signal to be given.

Students who are handicapped will be assisted from the building by their classroom teacher and/or a paraprofessional.

Tornado Drills

Tornado drills will be held as required by state law. The tornado drill will be signaled by a continuous ringing of the classroom bells. Students are expected to move quietly through the halls. Students should follow the tornado drill directions posted in each room and accompany their teachers to the designated area. In the event of an actual tornado warning, students will not be allowed to leave the building unless picked up by their parents.

Students who are handicapped will be assisted to a designated area in the lower level by their classroom teacher and/or a paraprofessional.

Emergency Crisis Drills

Several times a year we will run Emergency Crisis Drills, as mandated by law. These drills may involve classroom lockdowns. Students will be notified in advance of these drills.



TRANSPORTATION HANDBOOK



This handbook sets forth the policies and regulations for school bus riders in Unified School District No. 333, Concordia, Kansas. Please read carefully and discuss these regulations with your children.

District buses run various types of routes, including high school, middle school, elementary school, kindergarten, special education, preschool and various combinations of other activities. Buses are on routes of some kind at almost any hour of the day.

Bus driver training is a continuous program in Unified School District No. 333. At meetings held regularly each month, drivers study Safe and Defensive Driving, First Aid, CPR, Student Behavior Management and other subjects related to bus operations. At the beginning of each year, bus drivers take an eight hour defensive driving class to insure that all drivers have an opportunity to stay abreast of their requirements.

The Transportation Director maintains all vehicles within the school district. The buses are inspected daily for servicing, washing, and repairs.

Every bus is equipped with a two-way FM-VHF radio. While within the district, all busses are in communication range. When breakdowns occur, a spare bus can usually be on the scene within minutes.

It is the intention of the Board of Education and the Transportation Department to provide the safest possible pupil transportation service. You, the parent, and the student can help by putting emphasis on keeping noise and movement at a minimum. Remember, every time drivers check on a disturbance, their eyes are taken off the road and chances for an accident are increased.

If there are any questions, please call the transportation office at 243-6033 or the Board Office at 243-3518.

Transportation Coordinator Office --- 243-6033
BOE Office (Transportation Director) --- 243-3518
Concordia Jr/Sr High School (Grades 7-12) --- 243-2452
Concordia Middle School (Grades 5-6) --- 243-2114
Concordia Elementary School (Grades Pre-K-4) --- 243-8853
LCNCK --- 243-3294
CAP 275-3636 or 275-3593
CCDC 275-1111

KNOW YOUR DRIVER

Be sure you know the number assigned to your child's bus and then be sure to become acquainted with the driver. Problems are handled best when both parties feel free to call each other.

THE SCHOOL BUS STOP LAW

Most people know that they are supposed to stop when a school bus is loading or unloading passengers. In most cases, routes are arranged so that children are not required to cross major highways, but they may need to do so, on certain county roads. Always be especially cautious when near a stopped school bus.

ROUTING

Bus routes are laid out with primary regard for safety, efficiency, and economy. Buses will be routed as close to homes as possible, but other considerations may make it necessary to have children walk a short distance. This distance is never over one-eighth of a mile. If a private drive is over one-eighth of a mile in length, the bus will pull in provided there is an all-weather road surface, adequate room to turn the bus around, and no overhanging tree branches.

When conditions warrant, mud routes will be in use. When mud routes are required, the bus will remain on blacktop or gravel roads.

OFF ROUTE REQUESTS

Buses will not take children to destinations off the regular route. Upon a formal written request, the driver may be able to accommodate a drop off at another approved stop with Transportation Department approval.

Drivers are instructed not to leave a child at home if there appears to be no one there. Children will be returned to the school when there is no one at home. Parents who are delayed in returning home should phone the school that their child attends. This will allow the driver to be notified of this fact.

VISITORS

Children are allowed to have visitors ride with them provided there is room on the bus. A written request must be presented to the bus driver in advance and email is more efficient and preferred. If this is not possible, call the transportation office (243-6033) so that the bus driver may be informed.

SCHEDULE CHANGES

If there is a change in your child's schedule, or the child will not be riding the bus, please be sure to send a note for the bus driver and for the teacher. Changes can be called into the appropriate school office before 3:00 P.M. Those students riding buses will be placed on the bus unless the parent has sent a note to the teacher and the bus driver or telephoned in advance.

Notes for the teacher and the bus driver are also necessary when a bus student is to ride a different bus or when a non-bus student is to ride home with a bus student.

BUS EXPECTATIONS

Be Safe and Respectful by:

- Staying in Seats at all times
- Listen to Driver's Instructions
- Use Inside Voices

Respect the Bus by:

- Picking up your trash
- Avoiding food and drink on bus
- Not damaging the bus

Respect each other by:

- Not Yelling
- Not Fighting
- Not Pushing

WHEN EXPECTATIONS ARE FOLLOWED

- Students will be greeted by a Driver with a polite familiar face daily whose focus is always on the road ahead.
- Students will enter each bus safely and comfortably.
- Students will arrive to school or home safely, having enjoyed a safe, positive experience on a USD 333 bus.

WHEN EXPECTATIONS ARE NOT FOLLOWED

The USD 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather, emergency evacuation drills or student discipline. All discipline referrals for poor bus behavior will be first handled by each respective building principal with consequences as outlined in each building's respective student handbook. In the instance the behavior is not corrected or extremely severe, the Transportation Director will become involved with a face to face parent meeting. Transportation privileges may be suspended for a specific number of days or for the remainder of the school year, depending on the severity of the misbehavior.

INCLEMENT WEATHER PROCEDURES

The USD 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather, or emergency evacuation drills. When decisions are made to run buses late, or not to run at all, an announcement will be made as soon as possible through our School Messenger system, www.usd333.com, Facebook, Twitter, as well as KNCK Radio (1390 AM) (94.9 FM) on your radio dial for such an announcement.

The Board of Education has indicated when there is any doubt about a situation; the decision will be in favor of not running the buses which might endanger the safety of children.

State law requires that twice a year school buses must conduct an emergency evacuation. Your child may bring home a note asking for your permission to help with the evacuation.

Concordia Middle School

Student Handbook

2025-2026



1001 East 7th Street, Concordia, KS 66901

Phone: (785) 243-2114

SCHOOL HOURS

7:35 am - Doors Unlocked

7:35 am to 7:55 am - Breakfast Served

8:05 am - Tardy Bell (Student needs checked in by parent/guardian)

11 am to 11:30 am 6th Grade Lunch

12 pm to 12:30 pm 5th Grade Lunch

3:22 pm - School Dismissed

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District Mission Statement

“Our Mission is to create and maintain an environment that ensures:

ENGAGED LEARNING,

EFFECTIVE TEACHING,

TRUSTING RELATIONSHIPS,

So that all members of the school community reach their highest level of academic achievement.”



Notice of NonDiscrimination

In compliance with Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementation Education Amendments of 1972/Americans with a Disability Act or Section 504 of Rehabilitation Act of 1973; and all other Federal, State, School rules; laws, regulations, and policies, the Concordia Schools, USD 333, shall not discriminate based on sex, race, color, national origin, or handicap in the educational programs or activities which it operates.

It is the intent of Concordia, U.S.D. 333, to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents, and employees who feel discrimination has been shown by the School/District/Agency.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

Quentin Breese, Superintendent of Schools
Section 504 Coordinator
217 West 7th Street
Concordia, Kansas 66901
Phone: 785-243-3518

Title IX Complaints can also be filed with the Office for Civil Rights.

U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, Missouri 64114

All students attending Concordia, U.S.D. 333 may participate in education programs and activities, including but not limited to health, physical education, music, and vocational and technical education, regardless of race, color, national origin, age, handicap, or sex.

District Office & USD #333 Board of Education

217 West 7th Street, Concordia, KS 66901

Phone: 785-243-3518 Fax: 785-243-8883

NAME	POSITION
Tom Debauche	Superintendent
Brad Berk	President
Jenny Parker	Member
John Culley	Member
Mike Cleveland	Member
Lindsay Metcalf	Member
Amber Lambertz	Member
Nancy Owen	Member

The USD 333 Board of Education is made up of seven elected community members who serve voluntarily. Each member is elected to a four-year term. Board meetings are held the 2nd Monday of every month at 6:00 p.m. at the District Office in the Board Room. Meeting agendas/minutes can be located at www.usd333.com under District/Board of Education/Board Book. Meetings are open to the public.

CMS Administration, Faculty & Support Staff

NAME	POSITON	EMAIL
Mr. Curtis Noon	Administrator	curtis.noon@usd333.com
Ms. Katie Jackson	Counselor	katie.jackson@usd333.com
Mrs. Kelsie McCage	Administrative Assistant	kelsey.mccage@usd333.com
Mrs. Kaylee Bogart	5th Grade	kaylee.mosher@usd333.com
Mrs. Tricia Koester	5th Grade	tricia.koester@usd333.com
	5th Grade	
	5th Grade	
Mrs. Delany James	6th Grade Math	delany.james@usd333.com
Mrs. Taylor Higbee	5th Grade	taylor.higbee@usd333.com
Mrs. Angie Peterson	6th Grade English/S.S.	megan.pearson@usd333.com
Mrs. Sarah Collins	6th Grade Science/Math	sarah.collins@usd333.com
Mr. Steven Bauer	Special Education	steven.bauer@usd333.com
Mrs. Cassidy Sicard		cassidy.sicard@usd333.com
Mrs. Alisha Blackwood	PE	alisha.blackwood@usd333.com
Mrs. Renata Knox	Vocal Music/Band	renata.knox@usd.333.com
Ms. Tirra Davis	Technology/Para	tirra.davis@usd333.com
Mrs. Julie Kesler	Library	julie.kesler@usd333.com
Mr. Bill Cave Mr. Brandon Snavelly	Custodian Custodian	bill.cave@usd333.com
Ms. Abbie Garman Mrs. Sheryle Preston Ms. Jeni Rupert	Paras	
Mrs. Rhonda Hansen	Food Service	rhonda.hansen@usd333.com
Mrs. Jeni Johnson Mrs. Katie Brooks	School Nurses	jeni.johnson@usd333.com katie.brooks@usd333.com
	School Psychologist	
Mrs. Rachel Kueker	Occupational Therapist	rachel.kueker@usd333.com
Mrs. Lori Stahlman	Speech Therapist	lori.stahlman@usd333.com
Mrs. Luciana Thrash	Director of Transportation	luciana.thrash@usd333.com 785-243-3518 or 785-275-3592
Mrs. Rachel Scott	Instructional Coach	rachel.scott@usd333.com

Life Skills

It is the responsibility of USD #333 staff to guide each student in the daily use of life skills to ensure a safe and productive learning environment for all students. These life skills are:

RESPECT - To treat others the way you want to be treated.

RESPONSIBILITY - To be accountable for your actions.

HONESTY - To tell the truth at all times.

INTEGRITY - To do what is right, even when no one is watching.

INITIATIVE - To do something of one's free will, because it needs to be done.

FLEXIBILITY - To be willing to change plans when necessary.

PERSEVERANCE - To keep at it.

ORGANIZATION - To keep things orderly and ready to use.

SENSE OF HUMOR - To laugh and be playful without harming others.

EFFORT - To do your personal best.

COMMON SENSE - To use good judgment.

PROBLEM-SOLVING - To create solutions and find answers.

PATIENCE - To wait calmly for someone or something.

FRIENDSHIP - To make and keep a friend through mutual trust and caring.

CURIOSITY - A desire to investigate and seek understanding of one's world.

COOPERATION - To work together toward a common goal.

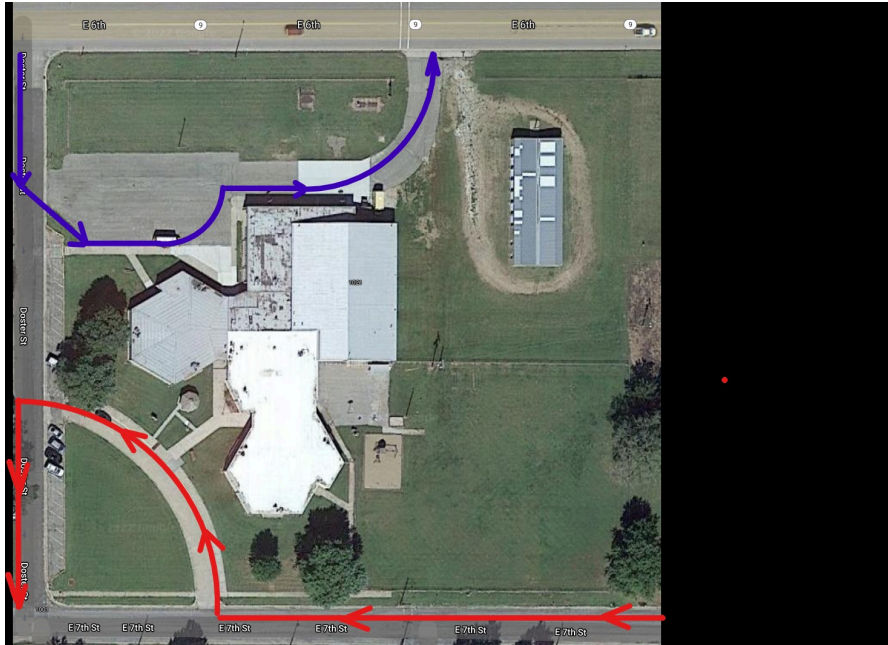
CARING - To feel and show concern for others.

COURAGE - To stand up for what you believe.

ACTIVE LISTENING - To pay attention, listen to others, and follow directions.

School Drop Off/Pick Up

Students will be dropped off via the circular drive on Doster Street. **Enter the entrance to the drive from 7th Street then exit on Doster turning South/Left as Doster is ONE-WAY Street.** Bus drop off/pick up will take place in the parking lot on the north side of CMS. See picture below. **The red indicates non-bus drop off/pick up and blue indicates bus drop off/pick up.**



Attendance - Tardiness - Makeup Work

Kansas law requires compulsory attendance at school; statute 72-1111 states:

"every parent or person acting as a parent in the state of Kansas, who has control over or charge of any child who has reached the age of 7 and under the age of 18 and has not attained a high school diploma or GED credential, shall require such child to be regularly enrolled in and attend continuously each school year."

Regular attendance is important to a student's success in school. Students need to attend school daily and be on time. Students are counted absent when they are not present at school for any reason. **Students are recorded absent for a whole day when they are gone from the building in excess of four (4) hours. Students are recorded as absent for ½ day when they are gone from the building for more than one (1) hour.**

It is the responsibility of the parent to inform the school office of the student's absence within the first thirty minutes of each school day. School Messenger will call the parent/guardian of unexcused students at approximately 9:30 am as a reminder they need to call the school regarding their child's absence. Any parent/guardian who does not contact the school by 11 am the day of a student's absence, will result in the student being marked unexcused.

Kansas Statute 72-1113 discusses enforcement of compulsory school attendance, and requires school boards to establish policy identifying excused and unexcused absences.

The USD #333 school board has established the following guidelines for excused and unexcused absences as follows:

Excused Absences

- **Illness-** Severe injury or illness too severe or contagious for the student to attend class. Parent/guardian must call or provide a note, a doctor's note, or the school nurse determines. **When a doctor's note is provided for any doctor's appointment, attendance will be marked accordingly and the absence will not count towards the ten (10) days excused absence policy.**
- **Appointment** - Medical, legal, or school-sponsored activity.
- **Prearranged Excuses-** Includes funerals, family trips, outside organizations, visitations relative to leave/deployment of active-duty military personnel, obligatory religious observances or any other absence the administrator gives prior approval for. **Only the administrator can excuse these absences.**
- ★ **Understand that a parent phone call to excuse a student for personal reasons is not an excused absence.** Only the building administrator can excuse an absence as the law states a child attending public school is attending under the compulsory attendance law. Students are to be at school unless they fall under an excused absence as explained above.

Unexcused Absences

Absences that do not fall under any of the above excused absence categories, will be considered an unexcused absence in addition to the following reasons:

- Student absent without any parent contact.
- Skipping school.
- Leaving school without permission.
- Absent from a regularly assigned class.

3 unexcused absences including part day/whole day/ and including unexcused tardies will result in after school detention to make up for loss of instructional time.

Truancy

The building administrator is considered the truant officer and is bound by state law to enforce attendance and truancy law.

★ School law explains truancy as a student who misses three (3) consecutive days unexcused, five (5) days in a semester unexcused, or seven (7) days in a year unexcused.

Ten Absences

Once a student has accumulated ten (10) absences per year, any additional absences will be considered UNEXCUSED and handled as an unexcused absence. Exceptions to this policy are absences that can be verified by a physician. **It is the expectation of the student/parent to provide the physician documentation to the office.** This policy does NOT automatically excuse the student for his/her first ten (10) absences from school, as the administrator has the final authority to determine whether or not any absence will be excused. **Documentation will be required from a physician after ten (10) absences.** Any school days missed will not count towards the ten (10) days if accompanied by a physician's note.

A student will not be allowed to practice, participate in, or attend any school-sponsored activities on a day in which he or she did not attend all classes unless approval is obtained from the building administrator prior to the event. Students are expected to be in attendance at all classes the day following a contest or activity regardless of the arrival time home unless approval is obtained from the building administrator. Absences not approved will be considered unexcused. Exceptions may include doctor appointments, school activities, religious observances, attending a funeral or other emergencies as approved by the building administrator.

Tardiness

Prompt arrival at school is expected of all students. Late arrival disrupts class and causes loss of instruction time. Any student not in the classroom when the tardy bell rings will be considered tardy and counted as such. Over sleeping and transportation problems do not count as excused tardies. **When dropping off tardy students, we ask that a parent/guardian check the student in at the office or contact the office by phone at the time of drop off with an acceptable tardy excuse for the student not to be recorded as unexcused. If students are more than 30 minutes late they will be marked absent for ½ a day. 3 unexcused tardies will result in a detention**

Students Leaving School Early

Parents are encouraged to leave their child in school all day. If on occasion the need arises to take your child from school to allow for smoother dismissals of all students, we ask your child not be picked up a few minutes before dismissal time except in cases of emergencies.

- Parents/guardians needing to take a child out of school during regular school hours must sign the child out at the office.
- Teachers are not to dismiss any child from school early without communication from the office.
- No student will be released from school, except to a parent, legal guardian, or designee as this helps ensure students are accounted for at all times.
- Doctor or other appointments should be scheduled outside of school hours whenever possible.

Makeup & Late Work

All work missed due to an absence must be made up. Parents may request homework for the student when they call to excuse the student. Otherwise, students will need to obtain assignments from their teachers when they return to school.

Prearranged absences- When it is known a student will be absent in advance, the student needs to obtain a Planned Absence Request (Yellow Sheet) from the office prior to the absence. The student will need to have the teacher complete the form with the assignments that need to be completed while they are gone. The form will need to be signed by a parent/guardian and returned to the office prior to the student's absence.

Homework will be available to be picked up after 3 p.m. in the school office.

Each teacher at CMS has an established policy for makeup/late work. Any questions

regarding a teacher's policy should be directed to the individual teacher. In the event of an emergency or unusual circumstance, teachers will exercise professional judgment or discretion regarding late work.

Rules and Expectations

All students will show respect for themselves and others. All staff will reinforce positive behaviors daily and will serve as role models for our students. We have high expectations for all students, both behaviorally and academically.

Before School Expectations

1. **All students should enter through the main entrance. Cars need to exit the circle drive turning left/south as Doster is a One-Way Street.**
2. Students should not arrive before 7:35 am when doors unlock.
3. Breakfast is served from 7:35 am to 7:55 am.
4. Upon arrival, students should report to the gym. Those eating breakfast will need to leave their personal belongings, report to the cafeteria, and return to the gym when finished. All students will remain in the gym until the bell rings.
5. Cell phones are to be placed on silent mode or turned off and stored in the student's backpack/locker upon entering the building.

Hallway Expectations

1. Students will move between classes and from one activity to another in an orderly manner.
2. Students shall keep their voices at an appropriate indoor level.
3. Students will move on the right side of the hallway.
4. Students will respect themselves and others by keeping hands, feet, and objects to themselves.

Playground Expectations

1. Students will keep their hands, arms, and feet to themselves.
2. Students will not push, fight, wrestle, tackle, or engage in threatening play.
3. Students will line up quickly and quietly.
4. Students will follow all adult directions and respect all adults.
5. Students will demonstrate safe behaviors when playing on the playground.

Lunch and Breakfast Expectations

1. Students will follow hallway behavior when moving to and from the cafeteria.
2. Students will use good manners- Chew with mouth closed, do not talk while eating, use utensils, do not tamper with others' food, and clean up space before leaving the table.
3. Students will be dismissed by cafeteria personnel.
4. Students will ask for permission from staff when they need to leave their table during lunch.
5. Appropriate noise levels will be maintained at all times.

After School Expectations

1. Students are dismissed at 3:22 p.m. when the bell rings.
2. **If your child's after-school schedule needs to be changed, please notify the office by 3 p.m.**
3. Car and bus students will wait for their vehicle/bus in front of the main CMS entrance.
4. Crosswalks will be used at all times to maintain safety.
5. **Students should be picked up by 3:40 p.m.** Any students still waiting at 3:40 p.m. will call a parent or emergency contact to pick them up.
6. Teaching staff will remain on duty until 3:40 p.m.
7. Office staff will remain on duty until 4:00 p.m.

School Visitors (USD #333 Board Policy KM)

- The board encourages patrons and parents to visit district facilities. Patron visits shall be scheduled with the teacher and the building administrator.
- Notices shall be posted in school buildings to require visitors to check-in at the office before proceeding to contact any other person in the building or on the grounds.
- Any person who visits a building and/or grounds of the district will be under the jurisdiction of the building administrator who shall be responsible for developing rules and regulations governing the presence of visitors in the buildings.
- The administrator has the authority to request assistance from law enforcement if any visitor to the district's buildings or grounds refuses to leave or creates a disturbance.
- Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds.
- Violators of this board policy may be subject to the state trespass law.

Approved: KASB Recommendation – 3/00; 4/07

Checking In and Out of the Office

- All visitors must report to the school office before visiting a classroom or picking up a student early. **Students who are leaving school early will be called from class upon parent/guardian arrival so parents will need to plan accordingly in their pick up time.**
- All visitors should enter the building through the main entrance.
- If you are visiting a classroom or coming to lunch with your child, you will need to check in with the office and obtain a visitor badge.
- All classroom visits need to be scheduled in advance.
- Before leaving the building you must sign out and return the visitors badge.

Student Records

Parental/Guardian Contact Information

To ensure we are able to contact you in cases of emergencies concerning your child, parents/guardians must notify the school office when there has been a change in any of the following contact information:

- Physical Address
- Phone Number- Required to have two numbers on file
- Emergency Contact Information
- Email Address

Student Withdrawal

When a student withdraws from Concordia Middle School their parent/guardian must complete a Student Withdrawal Form in the office. Please alert the office prior to the day of withdrawal to allow adequate processing time.

Student Dress Code

The USD 333 School Board has approved the following guidelines for student dress, with emphasis on neatness, cleanliness, and appropriateness.

1. Skirts and shorts must be mid-thigh length (reach to the tips of middle fingers). **(No Biker Shorts)**

2. All tops must have 2" straps including those layered underneath sheer clothing.
3. No skin should be visible between waistbands and the bottom of tops including when the student is seated or when arms are raised. Any cleavage showing is not appropriate.
4. Hats, caps, bandanas, and hoods are not to be worn inside the building except during school-sponsored spirit days.
5. Shoes must be worn by all students. All footwear should be appropriate for recess. PE shoes must be worn in the gym.
6. Swimwear is not appropriate.
7. Any article of clothing which could effectively be used as a weapon will not be permitted (ex. wallet chains, bracelets, or necklaces with spiky protrusions).
8. Clothing advertising weapons, alcohol, tobacco, or other illegal products will not be permitted. Clothing with disruptive or suggestive words or images will not be allowed.
9. Costumes are not to be worn at school unless on school-approved spirit days. On spirit days costumes are subject to approval by the administration. Our definition of costumes includes masks, fake ears, gloves that are not used for protective purposes, and tails.

The Board of Education and the administration respectfully solicit the cooperation of students and parents in complying with the dress code. **Students who are not in compliance with the dress code will be sent to the office. At that time, the parent/guardian will be contacted and will need to bring a change of clothes for their child.**

Middle school students are growing and changing. Personal hygiene is extremely important.

1. Hair must be clean at all times.
2. Students should shower or bathe often.
3. Deodorant should be worn and kept at school for use after PE classes when needed.
4. Clean clothing should be worn.

Recess - Physical Education Participation

Recess

Children enjoy recess time during the day. All students are expected to go outside during recess. If it is unusually wet or cold, recess will be shortened or held inside. If your child must stay inside because of health reasons, a parent or doctor's note is required.

Physical Education Participation

Gym shoes are required for physical education classes; students must keep a pair of shoes at school for this purpose. If a student is not to participate in PE a parent or doctor's note is needed. A doctor's note is required if the student is to miss five (5) or more days of class.

Personal Belongings - Lost and Found

Personal Belongings

Students are responsible for their personal belongings. **Label all apparel, lunch boxes, book bags, and school supplies with your child's name.** Personal objects should not be brought to school unless used for educational purposes. Any item that disrupts/distracts class and the instructional process, i.e. Ipods, toys, laser pens, etc., are not allowed in school and will be confiscated. Fidget and/or stress-relieving items will only be allowed if they do not become a distraction to the learning environment and/or if a student has a written plan for classroom success. Teachers and the building administrator must approve any use of technology brought from home. **Personal items are not insured by USD 333 nor is the school responsible for the cost of lost belongings.**

Lost and Found

Students are asked to turn in any items found while at school to the office. Anyone who has lost an item should notify the office as soon as possible. Items not claimed by the end of each nine weeks will be cleaned and placed in the Tubs of Need or donated to charity. Students should not bring money or items of value to school. If students choose to do so, they should keep these items on their person at all times. **USD 333 and CMS are not responsible for items lost/stolen at school.**

Internet - Computer Use

- Students shall have no expectations of privacy when using district email or computer systems.
- Email messages shall be used only for approved educational purposes.
- Students must use appropriate language in all messages.
- Students are expected to use the system following the guidelines approved by teachers or the administration.
- Students are expected to treat all district electronics with respect. **Students shall not remove any labeling from their Chromebooks.**
- Any email, computer application, information in district computers, or computer systems is subject to monitoring by the staff and/or administration.
- The school retains the right to duplicate any information created by students in a computer system or on any individual computer.
- **Students who violate these rules or any other classroom rules relating to computer use are subject to disciplinary action up to and including suspension from school. Please remember that the use of the internet/network is a privilege, not a right.**

Students violating policies pertaining to the standards of conduct regarding internet use will be subject to the following:

1. Restriction or loss of network/internet access for an undisclosed period of time deemed appropriate by the administrator.
2. Disciplinary or legal action including but not limited to suspension or expulsion from school and/or criminal prosecution under appropriate local,

state, and federal laws.

3. Restitution for the cost of damages to hardware/software

Cell Phone - School Phone Use

Cell Phone Use

The cell phone policy includes all personal electronic devices including but not limited, personal computers, tablets, and smart watches.

- Students may only bring cell phones if they have a signed permission form from his/her parents/guardian on file with the school office.
- If a student is permitted to bring a cell phone, the phone must be silenced or turned off and left in the student's locker during the day.
- Any use of a cell phone during the school day is prohibited unless permission has been given by a staff member.
- If a student has a question for a parent/guardian they need to use the school phone to contact their parent.
- Any student who fails to follow this policy may be subject to the following consequences:
 - 1st offense-** Phone will be turned into administrator for the remainder of the school day. A parent or guardian may be asked to come in to pick up the phone.
 - 2nd offense-** Phone is turned into administrator for the remainder of the school day. A parent or guardian must come to the office to pick up the phone. Phone must then be checked in to the CMS office each morning upon arrival. The student may pick their phone up at the end of the day.
 - 3rd offense-** Loss of privilege to carry a phone at school.

School Phone Use

The school telephone is a business phone.

- Students may use the telephone during appropriate times with the permission of a staff member.
- After school plans need to be made before students arrive at school with parents/guardians. The school phone will not be available after school for these types of calls.
- Students will not be allowed to receive telephone calls except for emergencies.
- Student messages received by the school office by 3 pm, will be delivered to students.

Recording Devices

Individuals are prohibited from recording students, employees, and/or board members surreptitiously or through the use of concealed audio and/or visual recording devices. This prohibition is in effect at school, on or in district property, and at meetings and conferences held for education or disciplinary purposes. Exceptions to this prohibition include the use of video surveillance throughout district facilities and in district vehicles, provided in accordance with JGGA; the recording of meetings subject to the Kansas Open Meetings Act; the recording of due process hearings or student disciplinary hearings for evidentiary purposes; recordings of students for use during the student's evaluation or provision of special education services with the principal's prior permission; and the recording of a school sponsored activity, program or

event which is open to the general public. Individuals wishing to record students, employees, or board members at school, on or in district property, or at meetings and conferences as previously described shall first notify the superintendent or building principal in advance.

Tobacco - Electronic Cigarette Use

Smoking by students and/or the possession and use of any tobacco product or electric cigarette is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events- and on any school-owned or operated property. An electronic cigarette means a battery-powered device, whether or not such a device is shaped like a cigarette that can provide inhaled doses of nicotine by delivering a vaporized solution by means of cartridges or chemical delivery systems. Vaping by students and/or possession of a vaping device or vaping paraphernalia, is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events- and on any school-owned or operated property

Library - Locker Policy

Library

All library books are borrowed from the school and are the property of USD 333.

- A student may check out two books at a time for a two-week period and may recheck a book for one additional week.
- Students are responsible for returning books in the same condition they received them, minus reasonable wear.
- Overdue notices are given to faculty weekly. Parents will receive a first and second notice through email if available, or regular mail. **If the book is not returned after the second notice, the book is placed on "lost" status, and a bill is sent to the parent to compensate for a lost or damaged book.**
- In order for a student to participate in the end of the quarter activities, all outstanding bills must be cleared. Unpaid fines will carry over to the next school year.

Lockers

Students will receive their locker assignment at the time of enrollment. Lockers are the sole property of USD 333/Concordia Middle School. Lockers are loaned to students for their convenience and any difficulties should be reported to the office.

- **DO NOT LEAVE VALUABLES OR MONEY IN LOCKERS. DO NOT GIVE YOUR COMBINATION TO OTHER STUDENTS.**
- Students are expected to keep their lockers neat and arranged.
- The privilege of a locker can and will be taken away if the student abuses the privilege.
- Lockers can and will be inspected by the administration periodically.
- Lockers should remain locked. No foreign objects should be used to jam the locking mechanism.
- Students are not to paint, write (including dry erase markers), or place stickers on the inside or outside of lockers.

- USD 333 and Concordia Middle School are not responsible for lost or stolen items.

Counseling Services

Ms. Katie Jackson - CMS Counselor

Email: katie.jackson@usd333.com

Office Hours - 8:00 am - 3:15pm

Telephone: 785-243-2114 Ext 1018

Services

Along with classroom guidance lessons, Ms. Jackson does individual counseling and lunch groups. Parents may contact Ms. Jackson to ask for counseling services when needed. Ms. Jackson also leads the sixth-grade Leadership Team, composed of volunteers that meet regularly to plan and implement school and community service projects.

Special Education Services

The Learning Cooperative of North Central Kansas (LCNCK) provides a range of support services for students with exceptionalities, aged 3 - 21. The Special Education Cooperative supports five participating unified school districts which include Clifton-Clyde, Concordia, Republic County, Pike Valley and Washington County.

LCNCK supports member districts in screening and identifying students with exceptionalities and in providing appropriate educational support in the least restrictive environment.

Professionals employed by LCNCK include psychologists, speech clinicians, early childhood teachers, interrelated teachers, gifted facilitators, occupational and physical therapists, vision-impaired consultants, and hearing impaired consultants. Paraeducators are also employed to help support children with educational needs.

The LCNCK Office is located at:

219 West 7th Street

Concordia KS 66901

Phone: 785-243-3294

Fax: 785-243-8822

Hazing-Harassment-Intimidation-Bullying-Menacing-Weapons

Good conduct is expected of students at all times. Courtesy, respect, and cooperation shown to students, staff, parents, and community members are the foundations of a good school.

USD 333 is committed to providing a positive and productive learning and working environment. Hazing, harassment (may be sexual or racial), intimidation, menacing or bullying (including cyber-bullying) by students, staff or third parties is strictly prohibited and shall not be tolerated on school property, in school vehicles, or at school sponsored activities.

- Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion.
- Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal.
- Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or board. Individuals may also be referred to law enforcement officials.

Bullying By Definition

The term “bullying” is many times misinterpreted within the setting of our schools. All conflict between students must not be interpreted as bullying. However, in the case that bullying is taking place, it will be handled strictly, thoroughly and quickly by administration in accordance with

USD 333 Policy.

CMS and USD 333 Policy define “bullying” as the activity of repeated aggressive behavior intended to hurt another person or persons, physically, mentally, or verbally.

Examples of Possible Bullying Behavior:

1. **Physical** - Hitting, pushing, tackling, tripping, poking, tugging, or tearing at clothes.
2. **Verbal** - Calling of names, making verbal threats of physical acts (whether or not they are carried out).
3. **Attacks on Property** - Writing on lockers, taking objects to keep or display publicly, destruction of property.
4. **Social or Relational** - Ostracism, social exclusion, gossip/trash talking/rumor spreading, nonverbal gestures such as eye-rolling, directed laughter, or bullying.
5. **Cyberbullying** - Bullying by use of any electronic communication device through means including but not limited to, email, instant messaging, text messages, blogs, mobile phones, online games & websites (i.e. circulating electronic images or videos, insulting text messages, harassment through online games, harassment through social media).

Conflict engagement between students must meet all of the following four (4) criteria to be considered bullying:

- Intentional Unwanted Aggressive Behavior
- Repeated Behavior/Or Behavior that is Highly Likely to Be Repeated
- Must involve a Perceived or Real Power Imbalance
- Cause Harm or Serious Lasting Problems

In the instance that bullying is found to be taking place, it will be handled strictly, thoroughly and quickly by administration in accordance with USD 333 policy.

- The “Bully” is referred to administration for consequences deemed necessary by the Student Handbook and discipline plan.
- All situations will be documented
- Parents of the “Bully” and the victim are notified.
- The “Bully” is referred to the Counselor for monitoring of progress of this

problem.

- The victim is monitored closely by the counselor.

In accordance with implementing and emphasizing the above Bullying Policy, Concordia Middle School utilizes character education and character development to support appropriate behavior towards others. At the beginning of each school year, students and staff will be educated in recognizing and reporting bullying to administration, counselors, and additional trusted adults.

Weapons

Students shall not bring any type of weapon to school. Students will be subject to discipline according to USD 333 Policy and State Law if this occurs.

Discipline

The USD 333 definition of discipline is as follows:

A process designed to teach, model, and use appropriate strategies to reinforce the behaviors necessary to ensure a safe and productive learning environment by changing unacceptable behavior to acceptable behavior.

Belief Statement

Teaching and learning, the intended curriculum for all students is our highest priority.

Therefore, the misbehavior of one student.....

- Will not be allowed to interfere with the learning opportunities of another student.
- Will not be allowed to interfere with the teacher's responsibility to teach all students.
- Will not excuse the misbehaving student from successfully completing the learning objectives.

Discipline is part of the daily routine. Every discipline situation is an opportunity to teach expected behavior.

- Changing behavior takes time - Self-discipline is the expected outcome.
- Punishment by itself cannot change behaviors.
- Teaching and modeling appropriate behavior, along with implementing consequences for inappropriate behavior, is the best way to change unacceptable behaviors.
- Expected behaviors must be communicated, taught, and modeled daily.
- A safe and productive learning environment is maintained for all individuals at school and school-related activities.
- Parents have a responsibility to ensure their children's behaviors do not take away from a safe and productive learning environment for others.
- Students and staff demonstrate respect for themselves, others, and their environment.
- Student conflicts are handled with respect for all individuals without the use of violence or threats.

Detention

Detentions may be assigned by staff members for not following school or classroom rules or expectations. Students will serve detentions as soon as possible after making arrangements for pick up with a parent or guardian.

In-School Suspension

Students may be assigned an in-school suspension by the building administrator for

violation(s) of classroom expectations or violating expectations set out by the CMS Handbook. Parents or guardians will be notified. Students will complete classroom assignments during In-School Suspension.

Out of School Suspension

Students may be assigned out-of-school suspension by the building administrator for various violations of CMS expectations or USD 333 policy. **Students are responsible for all work they missed while suspended.**

Grading - Homework - Reporting Student Progress - Electives - Textbooks

Grading Scale for CMS (Grades 5th & 6th)		
A	Excellent	90% to 100%
B	Above Average	80 to 89%
C	Average	70% to 79%
D	Below Average	60% to 69%
F	Failing-Immediate Attention and Improvement Needed	59% or Under

Teachers will utilize a variety of methods to report student progress to parents including our on-line Parent Portal system (PowerSchool) and parent-teacher conferences. Both parents and teachers have joint responsibility for student learning. Communication between home and school is strongly encouraged and helps to maximize the child's growth and development.

Parents and students are encouraged to monitor student progress on a regular basis and discuss any questions/concerns they may have directly with the teacher. **Student progress can be monitored using PowerSchool and can be accessed by following the steps below:**

1. Go to <https://www.usd333.com/>
2. Click on **Parents**
3. Click on **PowerSchool Gradebook**
4. Enter User Name and Password. If forgotten, click on Forgot Password or call office to have your information reset.
5. Click **Sign In**
Your student's grades will be listed to view
6. Click on the grade to see individual assignment grades/teacher comments

Academic Honesty

Academic dishonesty is not acceptable and is defined as cheating and plagiarism.

- Cheating- Copying another student's work and claiming it as your own.

- Plagiarism- The use of another person’s original ideas or writing without giving credit to the true author.

Both cheating and plagiarism are prohibited. Materials taken from electronic sources are covered by this policy. A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question, as well as other disciplinary measures.

Homework Guidelines

Homework serves as a threefold purpose in USD 333 schools. Homework is to practice and reinforce skills that are being learned, build skills for future responsibilities and is an extension of skills already learned. Research shows that appropriate homework is a key component to be a successful student. It takes a team of students, parents, and teachers, to guarantee homework is effective.

Student Responsibilities:

- Understand the importance of homework assignments.
- Know policies for incomplete or late homework.
- Write down and understand assignments.
- Ask questions; make sure you understand the assignment.
- Keep track and organize homework.
- Set a place and time to study.
- Return completed work on time.
- Do not expect to always enjoy homework.

Parent Responsibilities:

- Know the homework policies.
- Help students find the answer; do not do the work, serve as a consultant.
- Contact the teacher if the student does not understand.
- Be positive, encourage, and motivate your child.
- Set a time and place to study with supplies available- make it part of the daily routine.
- Guide students in keeping organized with homework.
- Be realistic about how many activities should compete with homework.

Teacher Responsibilities:

- Establish and articulate clear homework expectations and policies.
- Assign meaningful homework.
- Know that students have the skills necessary to do the homework.
- Differentiate assignments based on student needs and ability.
- Write down and articulate assignments and due dates.
- Be prompt with grading and feedback.

Band

Starting in the 5th grade, students are offered the opportunity to enroll in Band as an elective class. **Students enrolling in band will be required to remain in the class for the duration of the semester.** Before a student is allowed to withdraw from Band, prior to the start of the following semester, they must first notify the teacher of their intention to withdraw as well as receive final approval from the building administrator before any change will be made to the student’s class schedule. Students not enrolled in band will be enrolled in a study hall with their homeroom teacher.

Textbooks—Forms that need to be completed in order to qualify for the Child Nutrition Program Benefits and the reduced textbook fees will be provided to all USD 333 families in July. **Completed forms must be returned to the Board of Education Office on or before the requested date.** Forms will also be available in the office during the school year.

Textbooks are furnished by USD 333 and will be issued to the students at the beginning of the school year. Textbooks are to be kept clean and handled carefully and must be turned in at the end of the school year. **A replacement fee will be charged for abuse, misuse, or lost books. End-of-the-year report cards will not be issued until all books are returned and fines are paid.**

Student Recognition

Honor Roll Award

Honor Roll students will be announced at the end of each nine weeks. Students will receive a certificate to recognize this achievement. The Honor Roll may be displayed on the bulletin board located in the main hallway of CMS, posted on social media, as well as provided to the Concordia Blade-Empire.

Gold Honor Roll = Student Receives all A's

Silver Honor Roll= Student Receives A's & B's

Student of the Month Award

Each month, one 5th Grade Student and one 6th Grade Student will be selected as Students of the Month by each grade level's teachers. Students being recognized as Student of the Month, will be announced at the beginning of each month and may have their photo/name displayed on the bulletin board located in the main hallway of CMS, posted on social media, as well as provided to the Concordia Blade-Empire.

PAWSitive Counts Award

"PAWS"itive Counts are given out by CMS staff when a student is observed going above and beyond expectations. Student names are entered into a monthly drawing. At the beginning of each month, the building administrator will draw one 5th grader and one 6th grader to be recognized as the PAWSitive Counts Student of the Month. Photos and names of the students may be displayed on the bulletin board in the main hallway of CMS, posted on social media.

Year-End Awards

Each spring an awards assembly will be held at CMS to recognize students for the following awards:

- All A's Award = Students who maintained all A's on report cards at the end of each nine weeks.
- Accelerated Reader Award
- Perfect Attendance Award
- Cross Country Run and Track Meet Record Breakers Awards
- Citizenship Award

- Leadership Award

Student Grievance Procedure

Section I

If any person believes that the school district or any of the district's staff has inadequately applied the regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, and (3) Section 504 of the Rehabilitation Act of 1973, or Americans with Disabilities Act, he/she may bring forward a complaint which shall be referred to Derek Holmes 785-243-8853 (elementary school), Curtis Noon 785-243-2114 (middle school), and Chad Eshbaugh 785-243-2452 (jr/sr high school). It should be understood by the individual(s) involved that a complaint can be made to the Office for Civil Rights without going through the school district's grievance procedures. The grievance procedures are to provide for a prompt and equitable resolution of a complaint.

Section II

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the school Section 504 coordinator, who shall, in turn, investigate the complaint and reply with an answer to the complaint. He/she may initiate formal procedures according to the following steps:

Step 1. A written statement of the grievance signed by the complainant shall be submitted to the school Section 504 Coordinator within five business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five business days.

Step 2. If the complainant wishes to appeal the decision of the school Section 504 Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five business days after receipt of the Coordinators response. The Coordinator and Superintendent cannot be the same individual. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten business days.

Step 3. If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the School District Board of Education within five business days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten business days of this meeting.

Step 4. The person can file a complaint with the Office of Civil Rights at any time before or during the grievance procedures. U.S. Dept. of Education office for civil rights, One Petticiat Lane 1010 Walnut Street, Suite 320 Kansas City, Missouri 64106. The school Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints per this procedure. A copy of each of the Acts and the regulations, on which this notice is based, may be found in the Coordinators office.

Parent Concerns - Complaints (Chain of Command)

If a parent/guardian has a concern or complaint they will need to follow the Chain of Command prior to moving to the next level of command. It is the responsibility of the parent/guardian to contact the teacher or building administrator with whom they have a concern or complaint.

The Chain of Command is as follows:

Teacher→Building Administrator→Superintendent→Board of Education

Safety Procedures

Fire Drills

Fire drills will be held as required by state law during the school year. **The signal for the fire drill is the continuous ringing of the fire alarm bell.** To clear the building as quickly as possible, students should follow the fire drill directions posted in each classroom. Students are not to push, shove, run, or make unnecessary noise during the drill. Everyone should move to the sidewalk away from the school building and wait for the all-clear signal to be given. Students who are handicapped will be assisted from the building by their classroom teacher and/or a paraprofessional.

Tornado Drills

Tornado drills will be held as required by state law. **The tornado drill will be signaled by a continuous ringing of the classroom bells.** Students are expected to move quietly through the halls. Students should follow the tornado drill directions posted in each classroom and accompany their teachers to the designated area. In the event of an actual tornado warning, students will not be allowed to leave the building unless picked up by their parents. Students who are handicapped will be assisted to a designated area by their classroom teacher and/or a paraprofessional.

Emergency Crisis Drills

Several times a year we will run Emergency Crisis Drills, as mandated by law. These drills may involve classroom lockdowns. Students will be notified in advance of these drills.

Working Canines-USD 333 and CMS works with local law enforcement and Kansas Highway Patrol to provide an even safer and more secure building. The dogs used are non-aggressive and are approachable by students, faculty, and staff while in the building. The dogs detect most substances that are not wanted in the building, whether illegal or prescription, excluding tobacco. Dogs may be seen in CMS on occasion.

Emergency Closings

If there is an emergency closing of CMS, an announcement will be made as soon as possible on KNCK-1390 AM, KNCK-98.3FM, the school website, and social media. School Messenger will also call the main telephone number provided at enrollment. If it becomes necessary to dismiss school after the school day has already begun, an announcement of the dismissal will take place using the mentioned stations/sites and repeated at intervals as long as it is necessary. In case of such dismissal, children will be held at their respective schools until a parent/guardian or designee calls for them. **No person is allowed to pick up a child unless authorized by the parent/guardian.** The above regulations are intended only in case of extreme weather emergencies.

Bicycles-Skateboards- Rollerblades- Scooters

For safety reasons, students are to walk bicycles on/off school property. Bicycle riders who do not obey all safety regulations will lose the privilege to ride a bicycle to school.

- Students who ride bikes to school are expected to park their bikes in the racks provided. If there is no room in the rack, the bike should be parked as close to the rack as possible.
- Rollerblades, skates, skateboards, and scooters are not to be ridden until off of school property.
- Skateboards and scooters are to be left against the wall outside the doors of the school.
- Rollerblades, skates, are to be kept in the student's locker.
- Each student must keep track of his/her possessions as it is not the responsibility of USD 333 or CMS staff to do so.

School Programs - Events

Human Sexuality Education Human sexuality is a subject that is taught as part of the Health and Physical Education curriculum at CMS in conjunction with the Cloud County Health Department. The classes will study an important lesson on the early stages of puberty, which many 5th and 6th graders are beginning to experience.

Field Trips

Field trips can be an important part of the school program. A well-planned trip can be educational and enjoyable. Communication will be sent to the parents informing them of field trips and asking permission for their child to participate. Parental permission will be obtained for each field trip. Students may be denied the privilege of field trips due to inappropriate behavior or academic eligibility.

Home & School

The parent organization for CMS is Home & School. All parents are welcome and encouraged to attend meetings and become involved. The group holds fundraisers throughout the school year in support of CMS needs as well as they help with funding for classroom parties and field trips. The group provides volunteer help for various events. Parents may join by contacting the administrator who will share contact information with the Home and School President.

Parties

Parties will be held at the end of each semester for both academic success and responsible behaviors. To attend these parties, students will have to achieve their academic goals and maintain proper behavior. The privilege to attend any or all parties may be lost if the student's behavior warrants.

- There are no individual classroom birthday parties or holiday parties. If a student wishes to bring treats for their homeroom, approval from their teacher is needed. Treats brought should meet the standards of the Wellness Policy and potential food allergies should be considered. **Only prepackaged food will be allowed.**
- If students decide to honor their teacher with a party, the building administrator should approve the party in advance.
- Personal gifts such as flowers, balloons, birthdays, and Christmas gifts will not be distributed at school. These need to be delivered to the student's home.

- Party invitations can be passed out at school only if ALL students in a classroom are included, or all students of a given gender are included. If parents want only certain students of a class to be invited to a party the invitations should not be brought to school and need to be mailed.

School Nurse Services

Students must receive a nurse pass from a classroom teacher before visiting the nurses office.

Through its health services, the school attempts to assess the health status of students and staff, to counsel students, parents, and staff to help prevent and control disease. The nurse will provide basic first aid care for injuries or sudden illness.

Vision and Hearing Screenings are administered annually for certain grades and for any student regardless of grade level upon teacher or parental request.

Student health records are maintained separately from academic records. All staff abide by HIPPA requirements and maintain confidentiality of Protected Health Information.

Immunization Policy

USD 333 policy pertaining to immunization is in compliance with K.S.A. 72-5208, 5209, 5210, and 5211 and is as follows:

- A. Upon first entrance to school, certification must be presented to the appropriate school authority indicating the student has received or is in the process of receiving immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, rubella, mumps, chickenpox, and hepatitis B.
- B. Health records received from other schools where a student had been in attendance will be acceptable; however, immunizations must include those required by the State of Kansas.
- C. No student will be permitted to enter school unless the following provisions have been met:
 1. Certificate of immunization for diseases listed in Item A.
 2. In lieu of not having obtained the required immunization, the presentation of certification from a physician or local health department that student is in process of receiving the required immunization.
 3. Parents of students who are not completely immunized or for whom records are not immediately available shall sign a statement that the entire series will be completed within 90 days of school entrance.
- D. This policy includes all students unless medical or religious exemptions are taken. Such exemptions must be substantiated by a certificate from the physician and/or parent. Forms are available from the school nurse. Religious exemptions only need to be filled out once. Medical exemptions need to be filled out yearly.
- E. The immunization program is carried on through the county health office and is available without cost to the family.

Medication Policy

Present board policy states that if students require medication during the school day, school personnel may administer the medication only if you meet all of the following criteria:

1. The medication is prescribed by a licensed physician or dentist.
2. The prescribing medical person sends written authorization that medication may be given at school.

3. The medication comes in the original container with the appropriate prescription label. The medication is accompanied by a note from the parent designating school personnel to administer the drug. Parents can also contact the nurse to complete an authorization form.

Head Lice

In the event that a student is found to have head lice, USD 333 procedure is as follows:

- all students found with live head lice shall be able to stay in school until the end of the school day. Parents will be notified by the school nurse and provided information on treatment and resources available to them. Other students living with students with live lice will have hair checked for lice. Students may return to school after treatment is completed. Hair must be checked for live lice upon return to school. The student's hair will be re-checked by the nurse one week after treatment to ensure no re-hatching has not taken place. Students will not be sent home for nits. Nits may persist after treatment, but successful treatment should kill crawling lice.

USD #333 Bed Bug &/or Biting Insect* Policy

*Biting insects referred to in this policy refers to Cockroaches, and/or Fleas.

It is The Policy of USD #333 that once a Bed Bug or Biting Insect has been found on a student's body, or evidence of infestation is found in a student's belongings, that the parent/guardian of that student will be notified and the student will be sent home. The school nurse will provide the parent with information/resources on treatment of the home and may provide information on assistance with cost of treatment if needed. ***Only those students with evidence of infestation will be sent home.** All of the affected student(s) classroom areas will be treated as a preventative precaution.

§ Students sent home for evidence of infestation will report to the Nurses Office first upon return to school. The nurse will check the students belongings and perform a skin check daily for two weeks after documented professional treatment of the home, or until no further evidence of infestation is found.

§ Students that are sent home will not be allowed to take home school owned items such as laptops, library books, or homework folders, ect, until the school has documentation of treatment of the home by a professional pest control agent.

§ Personal items of the affected student(s) (book bags, coats, jackets, ect.) will be stored in a plastic bag or tote in the nurse's office daily upon arrival after inspection by the school nurse. Students of classrooms affected will be required to keep their belongings in plastic bags for two weeks after the school receives confirmation of professional treatment of the affected home.

If Bed Bugs or other Biting Insects are found on the school premises (not physically on a student) The administrator will notify Facilities Management. The school will seek guidance from a licensed professional pest control agent. The administrator or Superintendent, if warranted, will then notify the parents/guardians of students in the affected classroom(s)/school. Please refer to the USD 333 Bed Bug Response Flow Chart.

Wellness Policy

USD 333 is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, nutrition education, physical activity, and integrated school-based wellness. Therefore, it is the policy of CMS that:

Nutrition

General Guidelines

- All school food service personnel receive required food safety training at a minimum of every five years. Continuing education training for all food service personnel meets federal and state requirements.
- The dining area has seating to accommodate all students during each service period.
- The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.
- The dining area has adequate adult supervision.
- The students are allowed to converse with one another for at least part of the mealtime.
- Mealtime conversation is not prohibited for the entire mealtime as disciplinary action.
- Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as disciplinary action.
- Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving lines.
- A Kansas product is served in the school meals program at least one time per week.
- Students may bring water bottles. They need to be taken home weekly and sanitized.
- Water bottles are to be used for water only. No soda, juice, or water additives.

Breakfast

- All school breakfasts comply with USDA regulations and state policies.
- At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.
- Students have the opportunity to eat breakfast.
- The district offers at least 15 minutes of "seat time" to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go options are available.
- Breakfast After the Bell- offered to students after the beginning of the school day. Schools make breakfast accessible to all students. *Breakfast prices subject to change

Lunch

- All school lunches comply with USDA regulations and state policies.
- At least three different fruits are offered each week. Two fruits per week are served fresh.

- One additional ½ cup* vegetable offering weekly from and of three vegetable subgroups (dark-green, red/orange, dry beans, and peas).
- An additional 1 cup* vegetable offering weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans, and peas)
- Students have at least 20 minutes of "seat time" to eat lunch, not including time spent walking to/from class or waiting in line.

All Food Sold in Schools

- All foods and beverages sold in schools comply with USDA's Smart Snacks in Schools "All Food Sold in Schools" Standards from midnight before the 30 minutes after the end of the official school day.
- No energy drinks are sold on school property from midnight to 30 minutes after the end of the official school day.
- USDA's Smart Snacks in Schools Beverage Standards for middle schools apply to high school (only 100% juice, water, milk).
- Fundraising within the school day meets USDA's Smart Snacks in School "All Food Sold in Schools" Standards (sans the exempted fundraisers).

Other Child Nutrition Programs

Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Care Snack Program, Fresh Fruit & Vegetable Program, and/or Summer Food Service Program complies with all federal regulations and state policies. A full copy of the Wellness Policy can be obtained from the school nurse or Food Service Director.

Breakfast - Lunch Program

All Concordia Middle School students have the opportunity to eat breakfast and lunch at school or bring a sack lunch.

In order to receive special dietary considerations, allergy forms must be signed by your physician each year and given to the school nurse.

Meal Schedule

Breakfast- 7:35 am to 7:55 am

Lunch- 6th Grade 11 am to 11:30 am

5th Grade 12 pm to 12:30 pm

Meal costs for students and adults are posted on the district website and updated annually in July. All Concordia Middle School students have an opportunity to eat a hot lunch at school or bring a sack lunch. Students are not to bring soda to have with their meals. Students who bring a sack lunch may purchase milk with payment collected in the lunchroom. We welcome parents to eat at school with their children. Due to our wellness policy we request that fast foods and sodas not be brought into the school cafeteria during the lunch and breakfast hours. The forms that need to be completed in order to qualify for the Child Nutrition Program Benefits and the reduced textbook fees will be provided to all USD 333 families in July. Completed forms must be returned to the Board of Education Office on or before the requested date. Forms will also be

available in the office during the school year.

Lunch Account

Payment to your student's school lunch account can be made in the CMS Office. Any amount of money can be deposited to your family food service account and meals will be deducted from your family account. Please place payments in an envelope marked with the child's name, teacher's name, and amount paid and a receipt will be sent home with your student. ***If you need balance information regarding your student's account, you will need to contact the USD #333 District Office and/or Food Service Department.***

USD 333 Unpaid Meal Policy

According to KSDE and USDA all school meal sponsors must have a policy in place by July 1, 2017, for children who are participating at the reduced price or paid rate, but either do not have money in their account or in hand to cover the cost of the meal at the times service. The policy must be communicated in writing to all households at the start of the school year and to families that transfer into the district/school during the school year. Sponsors need to ensure that all district and school staff responsible for any aspect of policy enforcement are also provided with the policy (SP 46-2016).

- The Business Manager will send out notices on Mondays & Thursdays when the family balance is \$10.00 or less.
- If the family lunch balance drops to more than a negative \$15.00, daily email notices will be sent.
- If the family lunch balance drops to a negative \$100.00, charges will no longer be allowed. The child must bring cash to purchase a lunch or bring a sack lunch until the account is made current. If attempts are not made to pay the past due balance, the family will be contacted by the District Business Manager to set up a payment plan.
- If a family turns in an application for free and reduced meals and qualifies for FREE meals, the student will be allowed to return to eating in the cafeteria. However, outstanding balances are still required to be paid in full or Kansas Set-Off claims will move forward.
- If the outstanding meal bill has not been paid by enrollment the next fall, district staff will file Kansas Set-Off for the outstanding amount.
- Any family withdrawing students from the district that has a positive lunch balance at the time of withdrawal has until June 1st of the school year from which they withdraw to request their lunch balance in writing from the School Nutrition Director, with the provision of an address for sending the monies to and completion of a W-9. If no written request is received for monies of families with withdrawing students that have a positive lunch balance, all funds become a permanent part of the School Nutrition Department budget.

Transportation Handbook

This handbook sets forth the policies and regulations for school bus riders in USD 333, Concordia, Kansas. Please read carefully and discuss these regulations with your children.

District buses run various types of routes, including high school, middle school, elementary school, kindergarten, special education, preschool, and various combinations of other activities. Buses are on routes of some kind at almost any hour of the day.

Bus driver training is a continuous program in USD 333. At meetings held regularly each month, drivers study Safe and Defensive Driving, First Aid, CPR, Student Behavior Management, and other subjects related to bus operations. At the beginning of each year, bus drivers take an eight hour defensive driving class to ensure that all drivers have an opportunity to stay abreast of their requirements.

The Transportation Director maintains all vehicles within the school district. Buses are inspected daily for servicing, washing, and repairs. Every bus is equipped with a two-way FM-VHF radio. While within the district, all buses are in communication range. When breakdowns occur, a spare bus can usually be on the scene within minutes.

It is the intention of the Board of Education and the Transportation Department to provide the safest possible pupil transportation service. You, the parent, and the student can help by emphasizing keeping noise and movement at a minimum. Remember, every time drivers check on a disturbance, their eyes are taken off the road, and chances for an accident are increased.

If there are any questions, please contact one of the following.

Transportation Director	District Office	785-243-3518 Ext. 2111
Concordia Jr/Sr High School	Grades 7th-12th	785-243-2452
Concordia Middle School	Grades 5th & 6th	785-243-2114
Concordia Elementary School	Grades Pre-K - 4th	785-243-8853
LCNCK	District Office	785-243-3294
CAP Program	After School Program	785-275-3636 or 785-275-3593

Know Your Driver

Be sure you know the number assigned to your child's bus and then be sure to become acquainted with the driver. Problems are handled best when both parties feel free to call each other.

The School Bus Stop Law

Most people know that they are supposed to stop when a school bus is loading or unloading passengers. In most cases, routes are arranged so that children are not required to cross major highways, but they may need to do so, on certain county roads. Always be especially cautious when near a stopped school bus.

Routing

Bus routes are laid out with primary regard for safety, efficiency, and economy. Buses will be routed as close to homes as possible, but other considerations may make it necessary to have children walk a short distance. This distance is never over one-eighth of a mile. If a private drive is over one-eighth of a mile in length, the bus will pull in provided there is an all-weather road surface, adequate room to turn the bus around, and no overhanging tree branches. When conditions warrant, mud routes will be in use. When mud routes are required, the bus will remain on blacktop or gravel roads.

Off Route Requests

Buses will not take children to destinations off the regular route. Upon a formal request, the driver may be able to accommodate a drop-off at another approved stop with Transportation Department approval.

Drivers are instructed not to leave a child at home if there appears to be no one there. Children will be returned to school when there is no one at home. Parents who are delayed in returning home should phone the school that their child attends. This will allow the driver to be notified of this fact.

Visitors

Children are allowed to have visitors ride with them provided there is enough room on the bus. A written request must be presented to the bus driver in advance - email is more efficient and preferred. If this is not possible, call the transportation office so that the bus driver may be informed.

Schedule Changes

If there is a change in your child's schedule, or the child will not be riding the bus, please be sure to send a note to the bus driver and the teacher. **Changes can be called in to the appropriate school office before 3 pm.** Those students riding buses will be placed on the bus unless the parent has sent a note to the teacher and the bus driver or telephoned in advance. Notes for the teacher and bus driver are necessary when a bus student is to ride a different bus or when a non-bus student is to ride home with a bus student. **A bus pass must be obtained from the school office.**

Bus Expectations

Be safe and respectful by:

- Staying in seats at all times
- Listen to driver instructions
- Use inside voices

Respect the bus by

- Picking up your trash
- No food or drink on the bus
- Not damaging the bus

Respect each other by

- Not yelling
- Not fighting
- Not pushing

When Expectations are Followed

- Students will be greeted by a driver with a polite familiar face daily whose focus is always on the road ahead.
- Students will enter each bus safely and comfortably
- Students will arrive at school or home safely, having enjoyed a safe, positive experience on a USD 333 bus.

When Expectations are Not Followed

The USD 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather, emergency evacuation drills, or student discipline. All discipline referrals for poor bus behavior will be first handled by each respective building administrator with consequences as outlined in each building's respective student handbook. In the instance the behavior is not corrected or is extremely severe, the Transportation Director will become involved with a face-to-face parent meeting. Transportation privileges may be suspended for a specific number of days or the remainder of the school year, depending on the severity of the misbehavior.

Inclement Weather Procedures

The USD 333 Transportation Department makes safety our primary focus whether making decisions regarding inclement weather or emergency evacuation drills. When decisions are made to run buses late or not to run at all, an announcement will be made as soon as possible through our School Messenger system, www.usd333.com, Facebook, Twitter, as well as KNCK radio 1390am, 94.9fm.

The Board of Education has indicated when there is any doubt about a situation: the decision will be in favor of not running the buses which might endanger the safety of children. State law requires that twice a year school buses must conduct an emergency evacuation. Your child may bring home a note asking for your permission to help with the evacuation.

Parents Right to Know

USD 333 complies with the Parent's Right to Know requirements in the No Child Left Behind Law. The requirements listed below apply to all Title I schools.

The first requirement is the annual notification to parents. The notification is to be distributed to parents of all of the children in the Title I school. The notification should explain that parents may request information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provided instruction.
- Whether the teacher is teaching under emergency or another provisional status through which State Qualifications or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.
- Whether the child is provided services by paraprofessionals and if so, their qualifications.

Districts must maintain copies of the above annual notifications that are sent to parents. These must be available for review during Local consolidated Plan (LCP) onsite monitoring visits. The LCP contact in each district should obtain copies from each Title I school.

The second notification requirement relates to the highly qualified teacher criteria. Title I schools are to notify each parent when his or her child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. Whenever the second type of notification occurs in your district please send KSDE a copy of the letter(s) sent to parents. The LCP contact in each district should inform the administrators in all Title I schools of this requirement. The copies should be sent to Colleen Riley, 900 SW Jackson, Topeka, KS 66612, or criley@ksde.org. Please contact the Title Programs & Services Team if you have questions.

Annual Notification of Rights under Family Educational Rights Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Concordia Elementary, Concordia Middle, and/or Concordia jr/sr high school receives a request for access. Parents or eligible students should submit to the school administrator (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make access arrangements and notify the parent or eligible student of the time and place where the records may be

inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school administrator or appropriate official, clearly identify the part of the record they want to be changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer 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 school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school complies with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of
Education 400 Maryland
Ave, SW Washington
D.C. 20202

See the list below of the disclosures that elementary and secondary schools may make without consent:

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student if the disclosure meets certain conditions and is found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosure. A school may disclose PII from the education records of a student without obtaining the prior written consent of the parents or the eligible student -

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State Educational Agency (SEA) in the parent or eligible student's state. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.
- To organizations conducting studies for, or on behalf of, the school, to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "Directory Information."

Protection of Pupil Rights

Parents shall have the right to inspect any survey created by a third party before it is administered or distributed to students in the school. Before distribution, parents shall have the right to inspect any survey that seeks information about political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written Permission Required

If such a survey is funded in whole or in part by federal funds, a survey that seeks this information shall not be administered without the express written consent of the parent. If the survey is not federally funded, parents must be given direct notification of the survey, through U.S. mail or email, and provided with an opportunity to opt their child out of the survey. If the survey is part of the curriculum, parents shall have the right to inspect any instructional materials used in conjunction with the survey.

Physical Examinations

Before the administration of any non-emergency, invasive examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, the school shall provide parents with notice of the activity and provide parents with an opportunity to opt their child out of the activity. This requirement does not apply to routine dental, hearing, and vision screening required under Kansas Law.

Parental Rights: Marketing Information

If the school collects, discloses, or uses personal information from students for the purpose of marketing or selling that information, parents shall have a right to inspect any instrument used for the collection of such information before it is administered or distributed to students in school. Parents shall be provided with notice of such activities involving the collection and disclosure of personal information from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments are used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Civility Statements

The District has established Conduct and Civility Guidelines to set clear expectations and procedures to support a welcoming, collaborative, and safe environment. The purpose of these guidelines is to ensure that all meetings are undertaken in an environment of mutual respect and consideration reflected in the language, attitude, and conduct of all attendees. These guidelines are not intended to impede freedom of expression but to maintain the student-focused nature of the meeting process and integrity of the educational environment.

All attendees will treat others with respect and expect the same in return. All attendees shall silence their mobile devices; be courteous to one another; respectfully consider all ideas, input, and information provided; and communicate in a manner that is mindful of how others will receive the information. Attendees shall refrain from conduct that causes a disruption, is threatening, uses loud or offensive language, or causes property damage.

The meeting Administrator will maintain an orderly process and attempt to resolve concerns during the meeting under these guidelines. The Administrator may table an issue for further discussion, allow for a brief break, or, in the event that an attendee is unwilling or unable to adhere to the Guidelines such that the meeting cannot continue in a collaborative and mutually respectful manner, the administrator may discontinue and reschedule the meeting for a mutually agreeable future time or date.

GAAF **Emergency Safety Interventions** (See GAO, JRB, JQ, and KN)

GAAF

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

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

Definitions

“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.

GAAF Emergency Safety Interventions GAAF-2

“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. 72-3122(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

“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.

GAAF Emergency Safety Interventions GAAF-3

“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;

GAAF **Emergency Safety Interventions** **GAAF-4**

- Using chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, *except*:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to 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

GAAF Emergency Safety Interventions GAAF-5

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

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

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

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

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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 administrator 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

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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 flier on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and 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.

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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. The documentation shall include all of the following:

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

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- 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 administrator, who shall be responsible for

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

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

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and

implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

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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 administrator 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 administrator 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.

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the findings of fact and recommended corrective action, if any, to the board in executive session.

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

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

Approved:

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



Paraeducator Guidebook

The Learning Cooperative of North Central Kansas

Sponsoring District – Concordia 333

Cooperating Districts

Washington County USD 108

Republic County USD 109

Clifton/Clyde USD 224

Pike Valley USD 426

“Educators can increase their ability to spot signs of trouble by establishing caring, responsive, and supportive relationships with students.” -Jonathan Cohen (1999)

2025-2026 School Year

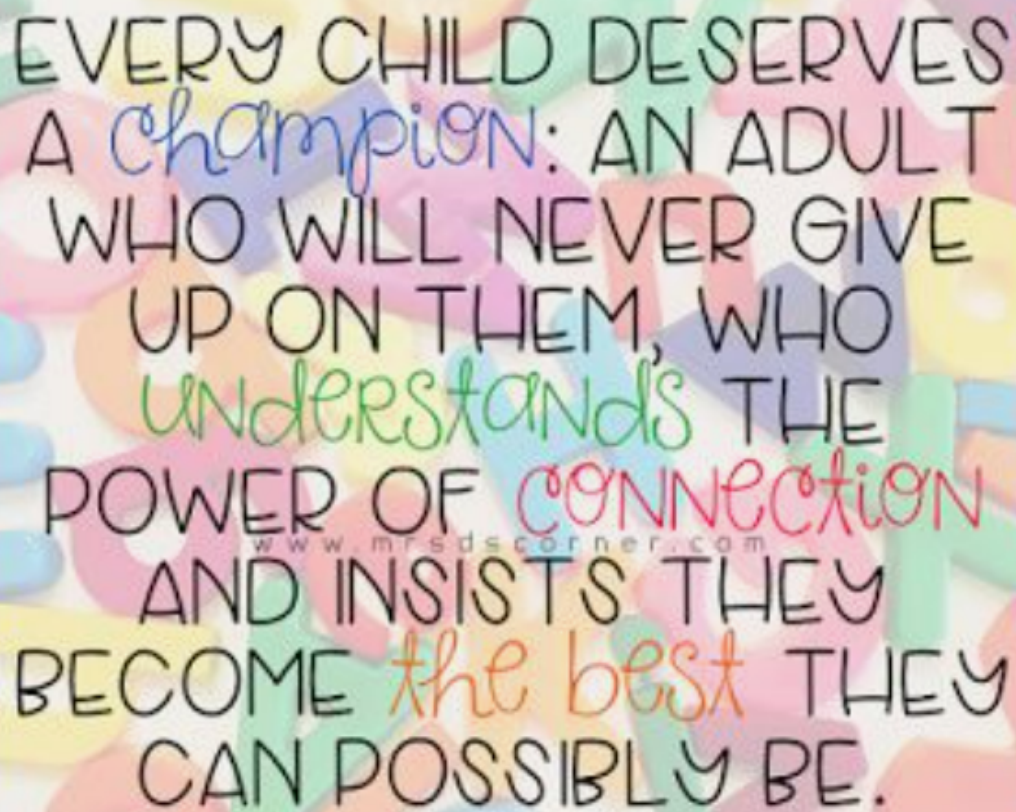
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Updated and BOE Approved 08-10-09
Updated and BOE Approved 06-14-10
Updated and BOE Approved 06-13-11
Updated and BOE Approved 07-09-12
Updated and BOE Approved 08-12-13
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Updated and BOE Approved 04-13-15
Updated and BOE Approved 04-11-16

Updated and BOE Approved 7-10-17
Updated and BOE Approved 01-30-19
Updated and BOE Approved 10-07-19
Updated and BOE Approved 06-08-20
Updated and BOE Approved 5-10-21
Updated and BOE Approved 6-16-22
Updated and BOE Approved 5-08-23
Updated and BOE Approved 6-10-24

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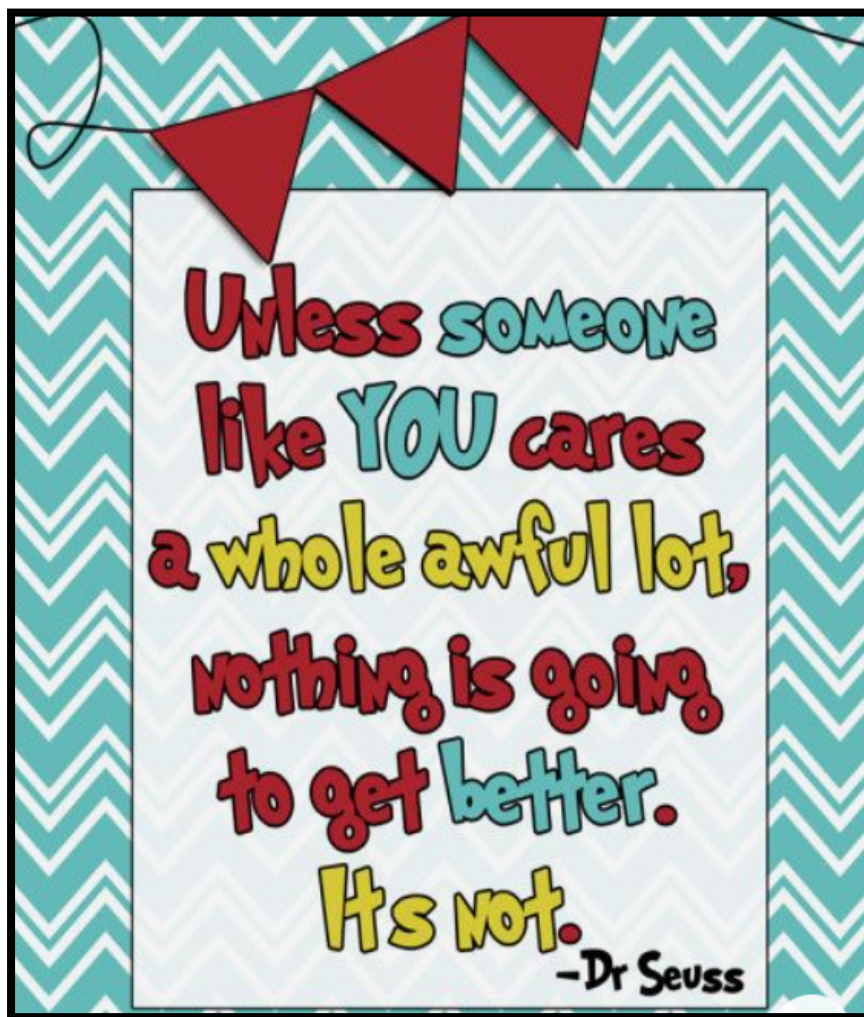
EVERY CHILD DESERVES
A *champion*: AN ADULT
WHO WILL NEVER GIVE
UP ON THEM, WHO
understands THE
POWER OF *connection*
AND INSISTS THEY
BECOME *the best* THEY
CAN POSSIBLY BE.

- Rita Pierson -

Paraeducators,

Welcome! You are an invaluable member of our special education team and we simply COULD NOT do it without you!

You use your talents to help students discover their own! Thank you for dedicating your time and energy to meeting the needs of our students!



Learning Cooperative of North Central Kansas

Mission Statement

LCNCK's mission is to build positive relationships to meet the needs of all students.

Vision Statement

LCNCK's vision is to promote growth through individualization, support, and collaboration.

Overall Goals for Educators

1. All students learn academic, behavioral, and social-emotional skills to be successful in all environments.
2. All educators accept students as they are, while helping them reach their full potential by focusing on the whole person.
3. Positive relationships are KEY! If students know you care and believe in them, they will want to please you and will put out much more effort!

Goals for LCNCK Staff

1. Communication

To increase effective communication among USD #108, #109, #224, #333 and #426 personnel, families, and community partners using a variety of strategies in order to build and sustain collaborative and productive relationships.

2. Instruction

To build the capacity of USD #108, #109, #224, #333, and #426 personnel, families, and community partners to provide a full continuum of effective and diverse instruction utilizing interventions, services, and supports for students with disabilities in the least restrictive environment.

3. Compliance

To expand the knowledge and skills of USD #108, #109, #224, #333, and #426 personnel, families, and community partners related to the processes and procedures aligned with federal, state, and local guidelines in order to enhance the effective implementation of IDEA.

LEARNING COOPERATIVE OF NORTH CENTRAL KANSAS **Introduction**

This handbook has been designed for paraeducators in order to clarify the role of a special education paraeducator and facilitate the initial adjustment to such a position by a new employee. Certainly, not everything that an LCNCK paraeducator may need to know is in this handbook. However, it is hoped that the book does answer many of the common questions a new and returning paraeducator may have. It may also serve as a guide for future paraeducators and their supervising teachers.

Organization and Administration

The Learning Cooperative of North Central Kansas (LCNCK) provides special education services for the educational needs of exceptional children. The LCNCK comprises five school districts including: USD 333 Concordia, USD 108 Washington, USD 426 Pike Valley, USD 109 Republic County and USD 224 Clifton/Clyde. USD 333 is the sponsoring district for the LCNCK and is governed by the policies and procedures of USD 333. Contracts and salaries for all LCNCK personnel are part of the negotiated agreement of USD 333. The governing body of the Cooperative is ultimately the Board of Education of USD 333, which meets on the second Monday of every month at 6:00 p.m. The USD 333 Board is advised in the decision-making process by the LCNCK Board of Superintendents which meets to transact Cooperative business on the third Tuesday of every month. The meetings of both Boards are open to the public. Staff, administrators and parents are invited to attend. A record of the minutes of the LCNCK Board of Superintendents' meeting is kept in the office at the LCNCK. Currently students' ages 3 through 21 are served in special education programs throughout the Cooperative.

Categories of Exceptionalities

Through federal and state legislation, our society has voiced a commitment to provide for the educational needs of exceptional children. Through federal and state legislation, thirteen categories of exceptionality have been identified for special education services in Kansas including: hearing impairment, vision impairment, speech language impairment, emotional disability, intellectual disability, learning disability, giftedness, autism, orthopedic impairment, other health impairment, deaf/blindness, multiple disabilities, and developmentally delayed.

Confidentiality

There are many federal laws and state statutes that protect the privacy of educational records. The main Federal law pertaining to student records is the Family Educational Rights and Privacy Act (FERPA). Information or records falling under this law must remain confidential. Many school staff fail to realize that even conversations with non-school personnel or school personnel without an educational involvement with a specific child can be a violation of this act. The Learning Cooperative of North Central Kansas has made an agreement with parents and legal decision makers that all identifying information about students and the classrooms will be kept confidential. That means that the names of the students and the programs students are involved in will not be discussed. Since you have agreed to work for LCNCK, you are a part of that confidentiality agreement. Please do not discuss students without direction from your supervising teacher and/or administrator. Please do not answer questions from community members about students. If asked you must respond with, "The Learning Cooperative of North Central Kansas has made an agreement with parents to keep educational related information confidential and as a paraeducator, I must follow that agreement," or "I'm sorry, but I'm not allowed to discuss the student needs."

In addition to fulfilling legal obligations, maintaining a high standard of confidentiality also serves to maintain an environment in which students with disabilities (and their families) feel respected, safe,

supported, and protected. The law (and School Board Policy) specifically states that we ONLY share information regarding students with special needs to those on a “NEED TO KNOW BASIS.” That means if the person doesn’t work directly with a student, they don’t need to know!

You will be asked to read and sign a confidentiality agreement yearly. If confidential information were shared with members of the community, the parents of the student would have the right to pursue legal issues with this school district. It is imperative that you follow the confidentiality agreement. If confidentiality is broken, it is grounds for immediate dismissal.

Paraeducator Responsibilities

Code of Ethics for Paraeducators

The paraeducator must discuss the child’s behavior and performance only with the supervising teacher and those directly involved with the child’s educational program.

The paraeducator must refrain from:

- Discussing school problems and confidential matters with others.
- Discussing administrative, inter-departmental and interschool problems with those who cannot assist in the solution.
- Talking with parents of a student receiving services without involving the supervising teacher.
 - Direct communication with parents should only be done by teachers and administrators unless otherwise discussed.

The paraeducator must be consistent in managing the behavior of the students. The paraeducator must refrain from expressing differences of opinion or discussing dissatisfaction with the supervising teacher in the presence of the student.

Compliance with Policies

Paraeducators hired by LCNCK shall comply with all policies and regulations of USD333. The Handbook for Classified Staff, Unified School District 333 provides paraeducators with an informational source and guidelines for classified personnel regarding the school district policies and regulations. Nothing in The Handbook for Classified Staff, Unified School District NO.333 or The Learning Cooperative of North Central Kansas Paraeducator Handbook in any way creates an express or implied contract of employment. All paraeducators are classified employees and are employed on an “at-will” basis regardless of their length of service and may be dismissed at any time without cause. The Paraeducator Handbook is available online on the LCNCK website under the Policies & Procedures link. The policies and procedures defined herein do not supersede USD 333 Board policy.

Paraeducator Employment Standards

The LCNCK requires that all paraeducators become highly qualified to be employed. This is a job requirement. To become “highly qualified” the paraeducator must have:

- Completed at least 48 hours of study at an institution of higher education, or
- Obtained an Associate’s degree (or higher), or
- Met rigorous standards as demonstrated through completion of two Paraeducator Assessments. These include receiving the appropriate score on the following assessments:
 - Assessment 1: Reading, Writing, and Math: Instructional Support (70% to pass).
 - Assessment 2: Reading, Writing, and Math: Knowledge and Application (70% to pass).

Assessments must be taken within the first 30 days of the hire date, and may be taken more than once to pass. Paraeducators will not be paid for their time in preparation for testing. A Highly Qualified Testing Stipend will be paid for completing both assessments with a passing score.

Role of the Special Education Paraeducator

An instructional paraeducator is one who is employed to provide instructional or related services for students with exceptionalities where caseloads and other circumstances justify such employment under the supervision of special education professionals assigned to assist in the provision of special education and related services. Although paraeducators are employed and assigned to a professional, paraeducators are expected to work with the teams of educators to provide support and services for students but do not assume the primary responsibility for the classroom. This definition also applies to those paraeducators who may hold degrees and certificates. The paraeducator is at all times a role model for the students. Paraeducators must model appropriate grammar and language use, and respect for teachers and other paraeducators and the students.

Paraeducator Performance Responsibilities

According to the LCNCK Paraeducator Job Description, (refer to Appendix A) the instructional paraeducator must:

- Demonstrate strict standards of confidentiality.
- Demonstrate punctuality.
- Demonstrate an attitude that promotes a positive school environment.
- Take responsibility for the quality of your own work.
- Provide support for students as planned by professional staff.
- Organize and prepare materials for specially designed instruction.
- Assist students as needed, including mobility and self-help (diapering, feeding, dressing, etc.).
- Demonstrate problem solving skills.
- Teach self-responsibility.
- Follow team prescribed procedures for academic, social, communication, and behavioral intervention plans.
- Participate in collaborative planning.
- Communicate and work collaboratively with general education teachers, administrators, and other special education service providers/consultants.
- Share in school-wide duties as assigned and which do not conflict with student time.
- Share in recordkeeping duties, including progress monitoring, as assigned by professional staff.
- Participate in in-service and training, both required and as agreed upon by paraeducator and professional staff.
- Support students in all school environments, including community-based training.
- Provide short-term coverage for professional and paraeducator peers.
- Seek assistance from other team members as needed to facilitate student progress.

- Travel to/from schools as required by the job.
- Responsibly lift persons or equipment of 50 pounds or more using proper techniques (two or more people needed for weights above 50 pounds or for identified students with lifting concerns).
- Follow district and LCNCK policy, protocol, procedures, and programs when implementing duties.
- Other duties as assigned.

Clarification of Responsibilities

The responsibilities of the paraeducator are generally of a support nature with the supervising teacher assuming the primary responsibility for students and the classroom. There are several areas in which the duties of the paraeducator and supervising teacher may overlap. It is hoped that a comparison of the responsibilities of the paraeducator with related duties of the supervising teacher will clarify the differences.

Supervising Teacher

- Diagnoses educational needs
- Plans instructional programs
- Grades students' performance
- Takes responsibility for new concepts, skills, and each new classroom activity
- Revises instructional programs
- Designs instructional materials
- Designs and implements behavioral intervention plans
- Communicates with parents
- Responsible for behavioral management

Paraeducator

- Scores and compiles data associated with testing and other types of assessment.
- Carries out informal assessment.
- Assists with the planning process; copies, transcripts, types, files, etc.
- Checks and scores student work.
- Reinforces and reviews concepts and skills.
- Assists students in performing activities initiated by the supervising teacher.
- Monitors student progress in instructional programs and relates findings to the supervising teacher.
- Helps develop instructional materials designed by the supervising teacher.
- Monitors and reinforces student performance concerning behavioral interventions through observation.
- Assumes data collection, compilation, and other record keeping duties as trained and instructed by supervising staff.
- Maintains records associated with the parent conferencing procedure, confirms conference dates, etc.
- Manages students during times when the teacher is involved in the regular performance of professional duties or has logical emergency reasons for being out of the classroom.
- Plays supportive management roles when the supervising teacher is present.

The delineation of supervising teacher and paraeducator responsibilities offered above may be further clarified by the following list of paraeducator do's and don'ts.

The Paraeducator May:

- Be left alone in the classroom for short periods of time when the supervising teacher is away. (The supervising teacher remains responsible for the classroom at all times and must be accessible)
- Work with individuals or groups of students without direct supervision.
- Have specific instructional and management responsibilities for the students.
- Be involved in student staffing.
- Be used to support the integration of exceptional students into general education classes by tutoring these students in general class assignments and providing accommodations/modifications.
- Be assigned record keeping tasks relevant to the classroom assignments.
- Assist the supervising teacher in supervising assemblies and group field trips and take individual students in job-related activities, job interviews, curriculum-based recreation, shopping, etc.

The Paraeducator May Not Be:

- Solely responsible for a special education instructional or related service.
- Responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments.
- Responsible for selecting, programming, or prescribing educational activities or materials for the students without the supervision and guidance of the supervising teacher.
- Solely responsible for preparing lesson plans or initiating original concept instruction.
- Assigned to implement the IEP for students with exceptionalities without direct supervision and involvement from the professional.
- Employed in lieu of certified or licensed special education personnel.
- Used as substitute supervising teachers, unless paraeducators possess the appropriate Kansas certification or license.
- Enrolled as elementary or secondary school students.
- Performing nursing procedures or administering medications without appropriate supervision from an approved health care professional.

Supervision of Students

Paraeducators may work with or supervise pupils in the classroom, playground, halls, restrooms, therapy area, gymnasium, or other specified areas on the campus. In some situations, teachers are permitted to leave the class with the paraeducator, but this shall be for as short a time as possible. The teacher must remain on campus and continue to be the person responsible for the classroom and students. Off-campus activities, such as work-study placements, field trips, errands, shopping, and recreation, may be supervised by paraeducators when required in a student IEP, if appropriate supervision, approval and insurance coverage are provided by the local education agency. Paraeducators may not supervise general education field trips unless services are required to support a student with an IEP. It is very important to assure, for reasons of legality, that duties given to paraeducators be commensurate with their experiences and training.

Facilitating Least Restrictive Environment

State and Federal laws speak to the provision of the least restrictive environment in programming for students in special education programs. Any paraeducator may be assigned to a regular classroom program where one or more special education students are receiving inclusive services; however, the paraeducator shall be supervised by a special education professional and shall not be assigned duties which do not relate to the education of exceptional children.

Transportation Services

Paraeducators may be needed to provide assistance during the time students are transported by bus to and from an attendance center when supports are written into the individual student's IEP. All steps should be taken to ensure that the paraeducator does not exceed 40 hours per work week in providing this service. If there is potential of exceeding 40 hours, it must have prior approval by the Special Education Director.

Travel Reimbursement

Travel from assigned school to your destination for approved duties and in-service training will be at the rate approved by the Board of Education for travel reimbursement.

Medication

Paraeducators shall not administer any medications, prescription or over the counter, to any student. However, in some cases where a student may have an Individual Health Care Plan, the plan may outline specifics of rescue medication. If that is the case, the paraeducator will be trained and involved in the plan with the IEP team.

Assignment

Each paraeducator hired will be assigned to a specific teacher and work location. The selection of paraeducators is a mutual decision made by the certified teacher, the building principal, and LCNCK administration. Paraeducators are subject to transfer or reassignment of duties, at any time, to a new location or position at the discretion of the director. Every effort is made to assure paraeducators stability in assignment and continued employment. However, this cannot be guaranteed.

Reporting Child Abuse/Neglect

Child abuse is any physical injury, physical neglect, emotional injury, or sexual act inflicted upon a child. A report of abuse or neglect must be made if there is a reasonable suspicion that a child has been injured as a result of physical, mental, or emotion abuse or neglect or sexual abuse. The reporting procedure (USD333 GAAD Child Abuse) is the "employee shall immediately report to the DCF office or law enforcement if DCF is closed. It is recommended the building administrator also be notified after the report is made. The employee making the report will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect." Failure to make a report is a crime and could result in a fine or several months in jail.

A report should be made to DCF by calling the Kansas Protection Report Center at 1-800-922-5330. Reports can be made 24 hours a day seven days per week. The Center will refer the report to the appropriate local office or local law enforcement agency. Reports may be made orally and followed by a written report if requested by DCF or law enforcement agencies.

Include the following information when making a report:

- The name and address of the child, the child's parents, or other individuals responsible for the child's care.
- The child's location.
- The child's condition, including the nature and extent of the child's injury.
- Whether the alleged perpetrator has access to the child.
- Any other information that the reporter believes might be helpful in showing the cause of the injuries or the extent to which the child might be in danger.

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

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

In the case, where a paraeducator believes reporting is necessary, they should make the report to DCF and also notify the supervising teacher.

Assignment/Duties

Salary Schedule

Placement on the salary schedule is based upon review of previous experience, and/or relevant college course work. New paraeducators with prior experience as a paraeducator, teacher or other directly related area will be credited with one year of experience for every year of outside experience. Movement on the salary schedule is based upon years of experience and college hours. A transcript of college hours and verification of work experience must be on file before setting the increment on the pay scale. Paraeducators must have been employed for a full year (starting in August of the school year) to be counted as one year of experience.

Work Day and Year

New paraeducators must complete paperwork at the LCNCK office prior to their first morning on the job.

The workday and year for all paraeducators will be according to the school district calendar in which they work. Paraeducators may report for duty one day before school starts in August to assist the supervising teacher and complete staff development activities, as approved by the Director. The last day of school for students in May will also be the last day for paraeducators for the work year. Any exceptions must be preapproved by the Director. If the local district principal or superintendent requires attendance to their beginning of the year in-service, the LCNCK will pay the paraeducator. The hours of the working day will be determined by the Director. Hours may vary from paraeducator to paraeducator depending on classroom needs. Full time paraeducators will work at least 6 1/4 hours per day not to exceed 7 hours per day and **are required to take a half hour duty free lunch.** (Example: 7:45-3:15 with a half hour lunch. Example: 8:00-3:30 with a half hour lunch.) Only the supervising teacher can make a request to the Director for a paraeducator to exceed 7 hours per day and must be approved in advance.) This request must be based on student need. The supervising teacher will work out a schedule for the paraeducator to follow. One exception to this rule is the requirement that supervising teachers meet with their paras at least twice per month. **LCNCK will pay paraeducators an additional hour, per month, to attend these meetings. The expectation is that all of these meetings are attended, as requested by the teacher.**

Paraeducators must be in their assigned rooms ready to begin the work day on time. (A prime example of **what NOT to do** would be as follows: A para clocks in at 7:43 because their work day begins at 7:45. The para then leaves the room and does not return until 7:55 after getting coffee, using the restroom, visiting with a peer, etc. **The para should use the restroom, get coffee, etc. before clocking in order to be ready to begin the work day at 7:45.**)

Breaks

Paraeducators may take a break if their regular daily schedule calls for four hours or more of continuous work. Breaks shall be fifteen minutes in length and cannot be accumulated or added to lunch or dinner hours.

- Example: A paraeducator clocks in at 7:45 and clock out of lunch at 11:30. This would not total four hours or more of continuous work. A break would not be required.
- Example: A paraeducator clocks out for lunch at 11:45 and clock back in at 12:15. The afternoon would not total four hours or more of continuous work. A break would not be required.

Any breaks must be approved by the supervising teacher and must not interfere with the delivery of instructional support and services for students. Of course, taking a bathroom break between classes is fine.

Attendance

Consistency in attendance is very important. Students suffer when their program is disrupted by frequent absences. The building principal will determine whether you must notify him/her or your supervising teacher in the event of your absence. **Please follow your building's protocol regarding finding a substitute when you are going to be absent. The sooner you can secure someone to fill your spot, the better! Again, WE NEED YOU HERE. Numerous absences have a negative impact on co-workers and students alike.**

Time Clock

Paraeducators will use the attendance system used by USD 333 to record their work hours. Paraeducators working within the USD 333 - Concordia school district will use the biometric scanners provided in each building. Paraeducators working in USD 108 – Washington County, USD 109 – Republic County, USD 224 – Clifton/Clyde and USD 426 – Pike Valley, will use the online attendance program to record their punches. This website may also be accessed from a link on the USD 333 website.

Paraeducators are expected to record their work hours (clock in/out) when on the job in a punctual manner. It is a job requirement that all paraeducators follow clock in and clock out procedures. Failure to do so in a punctual manner will result in disciplinary action or termination. Paraeducators must have 4 punches each workday: a punch IN at the beginning of the day, a punch OUT for lunch, a punch IN after lunch, and a punch OUT at the end of the day. Every paraeducator is to take a lunch period. If a paraeducator will not be taking a lunch period, this MUST be pre-approved by LCNCK. The paraeducator's supervisor will correct the changes within the attendance system and submit them to LCNCK office.

Paraeducators working in Concordia will use the biometric scanners located in the building they are assigned. All other paras will use the online attendance program to clock in and out on computers located in the special education room where they are scheduled to start the day. Absolutely no one should clock in and out using their cell phone or from any other computer/location outside of the school building. Clocking in and /or out when not on the work site will result in immediate termination. There will be immediate discipline enforced up to and including termination for "clocking in" or "clocking out" an absent or late co-worker.

Paraeducators are to monitor their time cards using the online attendance program site one to two times per week. Time card corrections must be reported to your supervising teacher the day of the error.

Leave Requests

Requests for leave are also completed through Skyward. All leave is to be discussed and the LCNCK Paraeducator Leave Request Form with all appropriate signatures completed and returned to your supervising teacher (This form is located in the shared Google Drive: LCNCK Sped Staff > Forms > Para Educators) prior to entering leave request online. Each leave request must include your building principal's name for notification. **If you are unexpectedly absent, please complete your leave request within 5 days of your leave.** Consult the USD 333 handbook for more information on leave requests.

Computer/Email Access

All paraeducators must have an email address in order to access and receive information in a timely manner. Please follow your district's procedures for obtaining an email address. All paraeducators need to have access to a computer on a daily basis and are strongly encouraged to check their school emails. Electronic devices such as Chromebooks, iPads, or laptops used to support learning, clocking in or out, and checking email are not to leave the building for any reason. **ChromeBooks should not be out unless you are adapting class materials for students or asked by the teacher to complete a task.**

Paraeducator Serving as a Substitute Teacher

In general, paraeducators who are certified teachers are not to be considered a primary source for substitute teachers. A paraeducator may be used as a substitute under the following conditions:

- All possible substitutes must be considered before using the paraeducator who is a certified teacher as a substitute.
- When the paraeducator is a certified teacher.

The paraeducator may not serve as a substitute for a teacher other than the supervising special education teacher. The paraeducator will be paid substitute wages. Every attempt should be made to get a substitute for the paraeducator.

When the paraeducator is not a certified teacher he/she may not be used as a substitute. If no substitute can be found to be placed in the classroom on a specific occasion, the paraeducator shall be assigned to be supervised by a designated principal or other educator.

Telephone Usage

If you use the school phone for personal long-distance calls, please follow building procedures for billing the charge to you. The use of your personal cell phone for personal reasons during school hours is strongly discouraged unless there is an emergency.

Cell Phones

While at school, or on the job, please have cell phones on silent. No phone calls are allowed while working with students. Please use your phone discreetly and only when necessary while you are at work.

Staff Development/In-service Hours

Staff Development Requirements

Paraeducators must participate in staff development, regardless of the number of hours/day or days/week worked. When hired, paraeducators are provided an orientation (e.g., confidentiality of student records, important school policies, etc.) which may be counted toward professional development requirements for in-service.

Prior to the beginning of each school year the paraeducator and the supervising teacher will arrange a time to meet and review the LCNCK Paraeducator Handbook, the job performance responsibilities, the job performance evaluation, the confidentiality agreement, student IEPs, and any other information distributed by LCNCK administration regarding expectations for in-service hours. At that time specific responsibilities will be discussed and an evaluation timeline will be established. The supervising teacher must approve and sign all professional development hours completed.

If the local district requires attendance to their in-service, the LCNCK will pay the paraeducator. Paraeducators are invited to attend all in-services in the district that they serve if they wish to do so, however, if attendance at the in-service is not required by either the LCNCK or the local district the paraeducator will not be paid but would be able to count hours as in-service hours. Paraeducators are responsible for keeping track of the number of in-service hours earned and turning in staff development/in-service hours in a timely manner.

Tiered Paraeducator In-service Requirements

Paraeducator staff development requirements will be tiered based on the special education experiences and/or credentials of the paraeducator.

20 Staff Development Hours Required

Paraeducators who have worked as a Kansas special education paraeducator less than 3 years (within the past 3 years) are to complete 20 hours of in-service if employed for 9 months during the school year.

10 Staff Development Hours Required

Paraeducators who have worked as a Kansas special education paraeducator for more than 3 years (including the past 3 years) must complete 10 hours in-service if employed for 9 months during the school year.

Paraeducators that hold a current Kansas license/certificate as a related service provider, physical therapy assistant, occupational therapy assistant or licensed practical nurse will also follow the staff development requirements.

- College hours in subjects related to the special education service provided may be substituted for special education in-service hours. Each college hour will be counted as 20 staff development hours, applied to the school year in which the coursework was obtained.
- Read an educational/professional book-150 pages with a 1-page summary equals 3 in-service hours.
- Attend district professional development- MUST have permission from your building administrator and the Director.
- Building paraeducator meetings.
- Complete online courses when preparing for the paraeducator test via Master Teacher Online Training.

At least ½ of all required in-service hours are due Dec. 1st. The remaining hours required are due by March 1st. These hours are to be submitted to the LCNCK. Failure to submit hours by the required date will result in suspension without pay until hours are completed.

Tiered Paraeducator In-service Table

The table below may also be used as a guide to determine the number of staff development hours for paraeducators hired after the start of the school year.

Time of Employment	20 Hours Required	10 Hours Required
Less than 1 month and 10 days	2	2
Less than 2 months	3	
Less than 2 months and 10 days	4	3
Less than 3 months	5	
Less than 3 months and 10 days	6	4
Less than 4 months	7	
Less than 4 months and 10 days	8	5
Less than 5 months	9	
Less than 5 months and 10 days	10	6
Less than 6 months	11	
Less than 6 months and 10 days	12	7
Less than 7 months	13	
Less than 7 months and 10 days	14	8
Less than 8 months	15	
Less than 8 months and 10 days	16	9
Less than 9 months	18	
9 months or more	20	10

A month is figured from the date of employment to that same date next month (e.g., August 25 to September 25). This includes school holidays.

Evaluation/Employment

Evaluation of Paraeducators

A system for evaluating personnel is essential in an educational setting, as it assures quality services are received by all students. Evaluations are used in making decisions concerning continuing employment, assignment, advancement and more importantly, improving services. The evaluation must appraise the individual's strengths and weaknesses, provide for growth and improvement, and encourage beneficial changes in service.

The special education supervising teacher and building principal share the responsibility for the formal evaluation of the paraeducator and for submitting the evaluation to the LCNCK office by the scheduled due dates. Each paraeducator shall be evaluated according to State requirements. The following evaluation procedure will be used. Prior to the beginning of each school year the paraeducator and the supervising teacher will arrange a time to meet and review the paraeducator handbook, the job performance responsibilities –Appendix A (to be signed at this meeting), the job performance evaluation and any other information distributed by LCNCK administration. At that time, specific responsibilities will be discussed and an evaluation timeline will be established. Paraeducators are encouraged to evaluate their job performance on an ongoing basis. At the time(s) of formal evaluation(s) the supervising teacher and the paraeducator will meet to complete the actual formal evaluation together (Appendix B).

First year paraeducators shall be evaluated in October and March. They can also be evaluated more frequently if deemed beneficial by the supervising teacher or principal. First year paraeducators beginning after January 1, shall be evaluated in March and May or more frequently if deemed beneficial by the supervising teacher or principal. All other paraeducators shall be evaluated one time a year before March 31st or more frequently if deemed beneficial. The paraeducator, the supervising teacher and the principal must sign the evaluation form. The signature of the paraeducator denotes the fact that the conference was held, not that the paraeducator agrees with the evaluation.

In the event of sub-standard performance and/or evaluation in one or more targeted areas of from the evaluation rubric, a Classified Performance Improvement Plan can be drafted and put in place to increase the awareness, knowledge and performance of the paraeducator. The Classified Performance Improvement Plan must be signed by the employee, supervisor, and principal. (Appendix D)

Reduction in Force

Collaboratively, the supervising teacher, building principal, superintendent and LCNCK administration may determine the need to reduce the number of paraeducator positions in a building. Reduction in Force policies will be followed.

Termination

An employee will be notified in writing, through the evaluation process, if their work is not satisfactory or up to expectations, unless termination is based on an egregious act. They may have a reasonable period of time to correct the situation (plan of assistance/job targets with evaluation). The warning will deal with specific deficiencies and state the consequences if improvement is not forthcoming. Termination is an option when there is unsatisfactory progress on a plan of assistance. Causes for termination of an employee may include the following:

- Breach of student's right to confidentiality
- Unexcused and/or extended absence

- Failure to improve work performance after notification
- Habitual tardiness or absence
- Conviction or admission of improper conduct on or off the job that would adversely affect the paraeducator – student relationship
- Conviction or admission of dishonesty
- Reporting for duty under the influence of alcohol
- Deliberate damage or destruction of property
- Habitual carelessness or recklessness
- Disregard for the comfort or safety resulting in the injury of a fellow worker
- Striking, fighting, or otherwise attempting to injure another employee
- Interfering with other employees in the discharge of their duties
- Insubordination including talking with parents about student issues without supervising teacher involvement
- Use of profanity without regard for the rights of others
- Lack of attendance
- Inappropriate use of Social Media
- Other just cause

Intent to Terminate Employment

The paraeducator shall give the Director a minimum notice of 10 school days or longer to terminate his/her employment. The Director must be notified of the resignation in writing as soon as possible.

Request for Transfer

Paraeducators may request a transfer in writing before the final day of the school year for the following school year. Consideration will be given.

If a position comes available during the school year, the paraeducator may request a transfer in writing to the Director, once the position is posted for hire. Consideration will be given.

Transfers based on Student Need

In our commitment to meet the diverse needs of all students within our Special Education Cooperative, it's important to acknowledge the possibility of paraeducators being requested to transfer to a different building or district. This request may arise based on evolving student needs, changes in program placements, or fluctuations in staffing requirements across our cooperative. We understand that such transitions can present challenges and uncertainties, but they are made with careful consideration to best support the educational and developmental needs of the students we serve. Should the need for transfer arise, comprehensive support and guidance will be provided to paraeducators throughout the transition process, including clear communication, training opportunities, and access to resources to facilitate a smooth adjustment.

Communication

Channels of Communication

Paraeducators are responsible to their immediate supervisor, which in most cases is the supervising teacher, and shall direct problems, criticisms, and suggestions through the supervisor. The supervisor is responsible for carrying unsettled problems on to the building principals and others in the chain of command. The chain of command shall be the supervising teacher first, secondly the building principal, and thirdly the LCNCK Director. Please respect the chain of command, which infers before you go to the building principal or LCNCK Administration with a concern, you must talk with your supervising teacher. Paraeducators shall be directly supervised and evaluated by the special education personnel to whom they are assigned. Overall supervisory and evaluation responsibilities rest with the principal, as they do for other school staff members. In cases where the paraeducator is assigned to an itinerant special education staff member and this person is not present every day, the paraeducator shall be assigned to and supervised by the principal or a designated regular classroom teacher.

Effective Communication

Effective communication between the professional and paraeducator is vital if the students are to be served effectively. An environment conducive to learning can only be provided by the paraeducator and professional communicating honestly and openly in a non-threatening manner. Each is a unique individual with unique needs with the common goal of educating the students. Individual conflicts which are unrelated to the classroom must be kept out of the classroom. The following thoughts are offered for effective communication:

- Set aside a regularly scheduled time to communicate when the students are not present. The time must be a mutually acceptable time.
- The professional has knowledge and expertise in the field. He/she has the responsibility of direct supervision of the paraeducator and the direct control of the learning environment.
- If the paraeducator has a question or concern about anything relating to the classroom he/she must feel free to ask the question in an honest desire to learn.
- If the professional has a concern about the paraeducator, the concern must be discussed directly and constructively. First and foremost, we have an obligation to provide the best services possible for students.
- Listen to one another's opinions and concerns regarding the learning environment and students.
- Respect one another's opinions and uniqueness.
- Give one another positive strokes; when something is happening that is good tell one another.

Suggested Questions to Ask Your Supervising Teacher

- What are your special and regular duties?
- What records are you responsible for keeping?
- What special services are available to students and the schools in which you work?
- What schedule are you responsible for following?
- What emergency provisions apply to your situations?

- When do students arrive? When do they leave?
- Where and when will the students play?
- What are the most significant playground regulations?
- For what lunchtime activities will you be responsible?
- Where are the supplies kept and how are they obtained?
- What is the line of communication and authority you are to follow?
- If you are responsible for working with more than one teacher, how is your time divided? What student records are available to you?
- To whom must you direct questions concerning school policy?
- What must be your response when a parent asks a question about their child's functioning or asks questions about another child? What is expected of you in terms of student discipline?
- What course must you follow if you feel that you do not have enough to do?
- How does your teacher view the teacher/paraeducator relationship?
-

Suggestions for Becoming a More Successful Paraeducator

DO.....

- Learn the names of students immediately.
- Learn as much about each student as quickly as possible.
- Lend personal assistance to students wherever possible but encourage maximum independence.
- Consult often with the teacher as to how you can help.
- Give encouragement to students wherever and whenever you can.
- Praise student's efforts and successes.
- Be patient in dealing with students.
- Become familiar with the school building, grounds and personnel.
- Learn the routine of the school day.
- Get acquainted immediately with emergency procedures.
- Learn the location and use of the equipment.
- Get acquainted with school policy as it applies to you and your work.
- Inform the teachers with whom you work of any special talents, interest, or special experiences you have had.
- Watch carefully how the teacher deals with and directs students.
- Exchange telephone numbers with your teacher.
- Get acquainted with other staff members.
- Be mature in your conduct and demonstrate that you are a responsible person.
- Ask for clarification when you do not understand an assignment or suggestions.
- Be on time and leave at an appropriate time.
- Be sure to talk about student issues only with people who work with the student and "have a need to know." RESPECT CONFIDENTIALITY.

APPENDIX A JOB DESCRIPTION

TITLE: Paraeducator
QUALIFICATIONS: Minimum – high school diploma or equivalency
REPORTS TO: Supervising Teacher, Principal, LCNCK Director
JOB GOAL: Assist in the provision of special education and related services. Although paraeducators are employed and assigned to a professional, paraeducators are expected to work with teams of educators to provide support and services for students

PERFORMANCE RESPONSIBILITIES:

- Demonstrate strict standards of confidentiality
- Demonstrate punctuality
- Demonstrate attitude that promotes a positive school environment
- Take responsibility for the quality of own work
- Provide support for students as planned by professional staff
- Organize and prepare materials
- Assist students as needed, including mobility and self-help (diapering, feeding, dressing, etc.)
- Demonstrate problem solving skills
- Teaching self-responsibility
- Follow team -prescribed procedures for academic, social, communication, and behavioral intervention plans
- Participate in collaborative planning
- Communicate and work collaboratively with general education teachers, administrators, and other special education service providers/consultants
- Share in school -wide duties as assigned and which do not conflict with student time
- Share in recordkeeping duties, including progress monitoring, as assigned by professional staff
- Participate in in-service and training, both required and as agreed upon by paraprofessional and professional staff
- Support students in all school environments, including community-based training
- Provide short-term coverage for professional and paraprofessional peers
- Seek assistance from other team members as needed to facilitate student progress
- Travel to/from schools as required by the job
- Responsibly lifts persons or equipment of 50 pounds or more using proper techniques (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)
- Follow district and LCNCK policy, protocol, procedures, and programs when implementing duties
- Other duties as assigned

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of paraprofessional personnel.

I HAVE REVIEWED THIS JOB DESCRIPTION & BELIEVE I CAN FULFILL THE DUTIES DESCRIBED.

SIGNATURE

DATE

An Equal Employment/Educational Opportunity Agency

The LCNCK does not discriminate on the basis of sex, or employment in, its programs or activities. Any requests for accommodations or questions regarding LCNCK compliance with Title VI, Title IX, ADA, or Section 504 may be directed to the Coordinator, who is the Director of the Cooperative. The LCNCK Director can be reached at 785-243-3294. The Assistant Secretary for Civil Rights, U.S. Department of Education, is also available. Updated and BOE Approved 7-10-17

APPENDIX B
Classified Instructional Evaluation

Paraprofessional Name: _____ Evaluator Name: _____

Date: _____

Communication						
	Unsatisfactory	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations	N/A
	1	2	3	4	5	
Grammar & Language	<i>Does not use appropriate & clear language or grammar. Difficult to understand</i>	<i>Occasionally uses appropriate & clear language or grammar</i>	<i>Usually uses appropriate & clear language or grammar</i>	<i>Consistently uses appropriate & clear language</i>	<i>Always uses appropriate & clear language in both written & verbal formats</i>	
Situational Response	<i>Rarely responds appropriately to difficulties or seeks help from appropriate individuals</i>	<i>Occasionally responds appropriately to difficulties & seeks help from appropriate individuals</i>	<i>Usually responds appropriately to difficulties & seeks help from appropriate individuals</i>	<i>Consistently responds to difficulties & seeks help from appropriate individuals</i>	<i>Always responds to difficulties & actively seeks help from appropriate individuals</i>	
Communicates Students Needs	<i>Rarely communicates student needs or concerns to appropriate persons</i>	<i>Occasionally communicates student needs or concerns to appropriate persons</i>	<i>Usually communicates student needs or concerns to appropriate persons</i>	<i>Consistently communicates student needs or concerns to appropriate person</i>	<i>Always communicates student needs or concerns to appropriate person</i>	
Confidentiality	<i>Documented breaches of confidentiality have occurred</i>			<i>Handles confidential matters professionally & in accordance with legal requirements</i>	<i>Handles confidential matters professionally & in accordance with legal requirements. In addition, promotes confidentiality among colleagues</i>	
Maintaining Records	<i>Does not maintain records as instructed by supervisor</i>	<i>Some components of required documentation are missing, incomplete or illegible</i>	<i>Most components of required documentation are present</i>	<i>Required documentation is consistently maintained as instructed and is legible</i>	<i>All required documentation is present, clearly written, legible, and completed as instructed</i>	
Communication with Students	<i>Engages in arguing & power struggles with students</i>	<i>Communicates & works with students in a manner that inconsistently fosters positive & productive relationships</i>	<i>Communicates & works with students in a manner that usually fosters positive & productive relationships</i>	<i>Communicates & works with students in a manner that fosters positive & productive relationships</i>	<i>Goes beyond communicating & works with students in a manner that fosters positive & productive relationships</i>	
Communication with Colleagues	<i>Communicates & works with co-workers in a manner that rarely fosters positive and productive relationships. Is involved in gossiping, negative talk regarding teacher, administrators &/or District</i>	<i>Communicates & works with co-workers in a manner that inconsistently fosters positive & productive relationships</i>	<i>Communicates & works with co-workers in a manner that usually fosters positive & productive relationships</i>	<i>Communicates & works with co-workers in a manner that fosters positive & productive relationships</i>	<i>Understand the unique perspectives & philosophies of people they work with and responds in a manner that is sensitive to varying views</i>	

Comments:

Responsiveness to Student Needs						
	Unsatisfactory	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations	N/A
	1	2	3	4	5	
Behavior Management	Unable to adjust management style in response to student needs, ability levels, & maturity levels.	Occasionally able to adjust management style in response to student needs, ability levels, & maturity levels.	Usually attempts to adjust management style in response to student needs, ability levels, & maturity levels.	Quickly able to gauge management style required in response to student needs, ability levels, & maturity levels.	Always able to easily adjust management style in response to student needs, ability levels, & maturity levels.	
Implementation of Behavior Intervention Plans	Does not follow procedures & strategies outlined in BIP.	Occasionally follows procedures & strategies outlined in BIP &/or struggles seeking out guidance when behavior situations appear	Demonstrates effective strategies to manage student behavior. Usually follows behavior plans.	Always follows BIP & seeks out help or guidance when appropriate and as needed.	Readily uses consistent positive behavior support strategies to address student behaviors & actively teaches students to self-regulate behaviors. Always follows BIP.	
Modifications/Accom. for Learner's Needs	Rarely attempts to adapt instructional activities & materials according to learner needs & individualized program.	Occasionally attempts to adapt instructional activities & materials according to learner needs & individualized program.	Usually adapts instructional activities & materials according to learner needs & individualized program.	Adapts instructional activities & materials according to learner needs & individualized program.	Seeks out additional materials & activities to further foster learner's needs & enhance their individualized program.	
Student Awareness	Rarely recognizes strengths of student. Provides excessive help, completes assignments for student or gives them answers.	Occasionally recognizes strengths of students &/or provides excessive help or does not know when to help.	Usually recognizes strengths of student & provides the appropriate amount of support & assistance.	Is able to consistently recognize strengths of students & exhibits awareness of student needs.	Always able to recognizes student strengths, exhibiting great awareness of all student's needs. Seeks to challenge them appropriately.	
Fosters Student Independence	Rarely fosters student independence & self-esteem. Talks down or disrespectfully to students.	Occasionally encourages students to be independent learners or engage with their peers.	Usually encourages students to be independent learners in some situations throughout instructional time and fosters self-esteem. Accepts student as they are.	Encourages students to be independent learners throughout instructional time and fosters self-esteem. Accepts students as they are while teaching strategies to become independent learners.	Always encourages student independence. Shows the student respect. Accepts students as they are.	
Supportive of Socialization	Does not support socialization between student and his/her peers.	Occasionally supportive of socialization between student and his/her peers.	Usually supportive of socialization between student and his/her peers.	Supportive of socialization between student and his/her peers.	Actively seeks out situations and opportunities to foster socialization between student and his/her peers.	
Comments:						

Responsibility						
	Unsatisfactory	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations	N/A
	1	2	3	4	5	
Positive Attitude	Demonstrates lack of interest or enthusiasm. Displays negative attitudes through comments & behaviors	Occasionally demonstrates interest or enthusiasm	Usually demonstrates interest or enthusiasm	Consistently demonstrates positive attitude	Always demonstrates positive attitude. Promotes positive attitudes in their colleagues	
Initiative	Always has to be given instruction of what to do and has to be asked to help during down time	Occasionally shows initiative	Usually shows initiative	Consistently shows initiative	Consistently finds tasks to be completed without prompting	
Professional Behavior	Sits in back of the room, reads, texts, browses internet, or visits with other adults	Occasionally engaged in classroom instruction & activities. Requires frequent or multiple prompts be engaged with student	Usually engaged in classroom instruction & activities	Actively engaged in classroom instruction & activities	Actively seeks opportunities to further student learning and behavior needs in classroom instruction & activities	
Dependability	Does not demonstrate the ability to work independently. Is not where she/he is supposed to be. Does not follow schedule	Occasionally demonstrates ability to work independently. Has difficulty following schedule & being on time for class	Usually demonstrates the ability to work independently. Generally, follows schedules & is on time	Always demonstrates the ability to work independently. Follows schedules and is on time to class	Is always where she/he is supposed to be. Carries out needed tasks without being asked or told	
Attendance/Punctuality	Consistently absent, tardy or leaves early. Does not provide supervisor (SPED) adequate notice nor attempts to find a replacement	Occasionally absent and tardy/leaves early. Rarely provides adequate supervisor (SPED) notice or attempts to find a replacement	Occasionally absent and tardy/leaves early. Provides supervisor (SPED) adequate notice and attempts to find a replacement	Usually present and on time. Provides supervisor (SPED) adequate notice and attempts to find a replacement	Always present and on time. Provides supervisor (SPED) with adequate notice and attempts to find a replacement	
Professional Development & Collaboration	Does not attend collaboration meetings or professional development opportunities. Did not complete annual in-service hours.			Attends all collaboration meetings & needed professional development opportunities. Offers suggestions & contributions. Has completed annual in-service hour requirements	Attends all collaboration meetings & professional development opportunities. Makes significant & innovative contributions	
Constructive Feedback	Does not accept constructive feedback	Difficulty accepting feedback & implementing changes	Able to listen & recognize needed improvements/changes after a period of time & multiple reminders	Accepts and acts on constructive feedback	Actively seeks out areas of improvement. Implements changes when provided constructive feedback	
District, School, & Classroom Policies	Does not follow classroom, school, or District policies or procedures	Occasionally follows classroom, school, or District policies even after reminding	Usually follows classroom, school, or District policies	Follows classroom, school, or District policies or procedures. Is a role model for others	Demonstrates a clear understanding & always follows classroom, school, & District policies. Is a role model for others	
Instructional Responsibilities	Does not follow written or oral plans, programs, & instructions or seek help when needed	Occasionally follows written or oral plans, programs, & instructions or seek help when needed	Usually follows written or oral plans, programs, & instructions or seek help when needed	Follows written or oral plans, programs, & instructions or seek help when needed	Always follows written or oral plans, programs, & instructions or seek help when needed. Will actively seek out help or clarification if needed	
Subjects & Content Knowledge	Does not demonstrate an understanding of the subjects or concepts covered in classes. Fails to utilize needed technology for themselves and/or students	Demonstrates poor understanding of the subjects or concepts covered in classes. Occasionally utilizes needed technology for themselves and/or students	Demonstrates an understanding of most subjects or concepts covered in classes. Usually attempts to make effort utilizing needed technology effectively for themselves and/or students.	Demonstrates an understanding of the subjects or concepts covered in classes. Actively seeks materials or learning opportunities to increase understanding of subject and effectively utilize technology for themselves and/or students.	Clearly demonstrates an understanding of the subjects or concepts covered in class as well as all needed technology for themselves and others.	
Comments						

Working Relationships						
	Unsatisfactory	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations	N/A
	1	2	3	4	5	
Flexibility	Does not demonstrate flexibility to changes in schedules, plans &/or assignments.	Rarely demonstrates flexibility to changes in schedules, plans &/or assignments.	Occasionally demonstrates flexibility to changes in schedules, plans &/or assignments. Will work with some students.	Demonstrates flexibility to changes in schedules, plans &/or assignments. Willing to work with any student or wherever most needed.	Is always flexible to change in schedules, plans &/or assignments. Does work with any student or wherever most needed.	
Participation	Does not participate effectively as a team member. Critical of other team members & gossips	Rarely participates effectively as a team member. Does not engage with other team members	Occasionally participates effectively as a team member	Participates effectively as a team member	Always try to contribute to the team in a positive & helpful manner	
Professional Growth	Does not respond appropriately to input or direction from teachers/other team members. Is resistant to change & does not acknowledge need for improvement	Rarely respond appropriately to input or direction from teachers/other team members. Requires repeated guidance to implement suggested improvements	Occasionally responds appropriately to input/direction from teachers/other team members. Listens & accepts feedback over time &/or through a variety of communication attempts	Regularly seeks feedback from teachers or other team members. Readily engages in implementing or trying suggestions	Recognizes areas where improvement is needed and independently initiates professional growth activities on an ongoing basis	
Situational Composure	Does not maintain composure under pressure	Occasionally maintains composure under pressure. Very easily flustered and frustrated	Usually able to maintain composure under pressure	Able to maintain composure under pressure	Always handles stressful events & negative behavior in a positive, professional manner	

Comments:

Paraprofessional Comments:

Paraprofessional's Signature: _____

The paraprofessional's signature indicates that the contents of this evaluation were reviewed with them. It does not necessarily imply agreement with the evaluation. A copy of the evaluation will be provided to the employee, the teacher supervisor, and the building administrator(s). In addition, a copy will be kept in the employee's personnel file at the LCNCK.

Evaluator's Signature: _____

Adapted from: "the Classroom Teacher's Guide for Working with Paraeducator", Master Teacher, 2000, Revised 8/2018

To be filled out by building administrator(s) SECOND semester: Circle "yes" or "no:

Is paraprofessional showing adequate improvement? Yes or No

Principal Signature: _____ **Date:** _____

Revised 08/04/2014

APPENDIX C
Paraeducator Acknowledgement
Distributed August 2024

By signing this document, you are confirming that you understand the expectations outlined within this guidebook and will follow these expectations for the 2024 - 2025 school year.

Printed Name

Date

Signature

APPENDIX D

USD 333



Written Reprimand Form

Employee Name: _____

Administrator / Supervisor Initiating Action (Name / Title): _____

Date/Time Written Reprimand Meeting w/ Employee: _____

Date of Infraction: _____

Reason for Written Reprimand (i.e. Board of Education Policy, Handbook, etc.): _____

____ (Employee Initials) The purpose of the meeting was for the issuance of written warning for the infraction stated above.

Agreed upon resolution:

Employee Signature: _____ Date: _____

Administrator/Supervisor Signature: _____ Date: _____

APPENDIX E



Performance Improvement Plan

Employee Name: _____ Position: _____
Supervisor: _____ Date: _____

Targeted areas from the classified evaluation rubric:

- Communication
- Responsiveness to student needs
- Responsibility
- Working Relationships

SKILLS/BEHAVIORS TO IMPROVE *(List the skills, behaviors, duties, or actions that need to improve. Be specific)*

- 1.
- 2.
- 3.

ACTION TO BE TAKEN *(What steps or actions need to be taken to ensure improvement?)*

- 1.
- 2.
- 3.

PROFESSIONAL LEARNING/RESOURCES *(What training, resources or support are needed to improve?)*

- 1.
- 2.
- 3.

SUCCESS MEASURE *(What does improvement look like?)*

- 1.
- 2.
- 3.

DATES TO BE COMPLETED

- 1.
- 2.
- 3.

Next Review Date: _____
Employee Signature: _____
Supervisor Signature: _____
Principal Signature: _____



Early Childhood Certified & Procedural Handbook

The Learning Cooperative of North Central Kansas

Sponsoring District – Concordia 333

Cooperating Districts

Washington County USD 108

Republic County USD 109

Clifton/Clyde USD 224

Pike Valley USD 426

2025-2026 School Year

BOE Approved 06-13-2011

Updated and BOE Approved 07-09-2012

Updated and BOE Approved 08-12-2013

Updated and BOE Approved 04-14-2014

Updated and BOE Approved 05-13-2015

Updated and BOE Approved 04-11-2016

Updated and BOE Approved 10-07-2019

Updated and BOE Approved 06-08-2020

Updated and BOE Approved 05-10-2021

Updated and BOE Approved 06-16-2022

Updated and BOE Approved 05-08-2023

Updated and BOE Approved 06-10-2024

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The Learning Cooperative of North Central Kansas

Mission Statement

LCNCK's mission is to build positive relationship to meet the needs of all students.

Vision Statement

LCNCK's vision is to promote growth through individualization, support and collaboration.

Goals

1. Communication

To increase effective communication among USD #108, #109, #224, #333 and #426 personnel, families, and community partners using a variety of strategies in order to build and sustain collaborative and productive relationships.

2. Instruction

To build the capacity of USD #108, #109, #224, #333, and #426 personnel, families, and community partners to provide a full continuum of effective and diverse instruction utilizing interventions, services, and supports for students with disabilities in the least restrictive environment.

3. Compliance

To expand the knowledge and skills of USD #108, #109, #224, #333, and #426 personnel, families, and community partners related to the processes and procedures aligned with federal, state, and local guidelines in order to enhance the effective implementation of IDEA.

Foreword to the LCNCK Early Childhood Certified Handbook

During the school year, questions frequently arise concerning the appropriate procedures and forms needed regarding Early Childhood Special Education (ECSE) services. Questions also arise concerning staff responsibilities and roles. It is desirable that the answers to these questions be as consistent as possible. This handbook is an effort to answer some of the more frequently asked questions and to bring consistency to Early Childhood Special Education procedures. Undoubtedly, new questions will arise, new regulations or interpretations of regulations will be made, and opinion about best practice will change. These will initiate additions and revisions to this document. The handbook is designed to be modified and expanded. New clarifications of procedures, changes in procedures and forms, and additions may occur throughout this year and coming years. These will be forwarded to staff for handbook updates.

When questions arise, staff should first review this handbook and the 2023 Kansas Special Education Process Handbook. If the answers are not included, or not clear, the appropriate building school psychologist or the Director of Special Education should be contacted. Questions of common concern are likely to initiate additions or changes to this handbook. Staff are also encouraged to contact the Director if they feel some process needs to be clarified and/or standardized.

The LCNCK Early Childhood Special Education Handbook has been developed to use as a reference guide. It is recommended that it be used as a starting point for collaboration between all providers and school psychologists. Each building and/or team shares the IEP process differently, assuming different responsibilities. These procedures are guidelines or blueprints to assist in writing the IEP and ensuring the IEP is written in a timely manner.

CHAPTER I

Early Childhood Special Education Services

Introduction

The Learning Cooperative of North Central Kansas (LCNCK) provides Early Childhood Special Education Services for children with disabilities ages 3-5 for the following school districts:

- USD #108 Washington County
- USD #109 Republic County
- USD #224 Clifton/Clyde
- USD #333 Concordia
- USD #426 Pike Valley

Kansas Department of Education (KSDE) mandates Part B Early Childhood Special Education Services through the public schools for children beginning at age 3. Part B is so named because it's the second part of IDEA law and is the foundation upon which special education and related services rest. <http://www.ksde.org/Default.aspx?tabid=3152>

Kansas Department of Health and Environment (KDHE) provide early intervention services to children beginning at birth through age 2; through the Part C Infant-Toddler Services. Part C is so named because it's the third part of IDEA law for infants and toddlers with developmental delays and their families to receive services. <http://www.kdheks.gov/its/>

There are circumstances that place children at risk for developmental delay but may not result in an eligibility determination for early childhood special education services. Special education and related services cannot be used to provide early intervention services for at-risk preschool children.

Early Childhood Screenings

The Learning Cooperative of North Central Kansas (LCNCK) recognizes the importance of early identification and early intervention for young children with special needs. The LCNCK conducts early childhood screenings on a regular basis as part of Child Find for children ages 3-5. Information regarding Child Find will be posted & provided by the local district throughout the school year, if a parent has a need or concern LCNCK will be point of contact. The LCNCK makes public announcements and will disseminate Child Find brochures to local agencies/businesses of screening availability for children for whom there may be a concern. Screenings include observations and assessments that indicate potential developmental delays in the areas of communication, cognitive development, social-emotional development, self-help/adaptive behavior, and/or physical development.

Early childhood screenings are provided for children through collaboration with Part B Early Childhood Special Education Services, the Part C Infant-Toddler Services, Head Start, Parents as Teachers, and other early childhood providers. If a child has been screened by one agency the results should be made available to school personnel. It may be necessary for the school staff to screen a child again. Children who have participated in the Part C Infant-Toddler services are not required to participate in the screening process prior to conducting an initial evaluation, unless during the Transition meeting it is determined a screening would be needed.

Child Find Screening Responsibilities

Option #1 – District Wide Preschool Screens

All LCNCK districts organize a formal screening in Fall and additional screenings if needed in the spring.

1. Prior to the screening

- a. School Psychologist coordinates with LCNCK office administrative assistant and building administrators screening dates for the fall of the next school year, no later than July 1 of the current year. Once dates are set notification is made to each staff member needed at each site.
- b. School Psychologist sends e-mail reminder to staff 2-3 weeks ahead of time to remind staff of date. (See list of staff below for staff responsible for each screening.)

Email reminder includes:

- Speech Therapist(s)
- School Psychologist(s)
- Special Education Teacher(s)
- Building Preschool Teacher
- Occupational Therapist
- Building Administrator
- Individual able to conduct the vision and hearing screens using the OAE and Plus Optix
- LCNCK Administrative Assistant

c. School Psych Responsibilities

- Work with the building administrator to develop a letter informing parents of the screening date and information that will be collected and disbursed to each preschool at least 2 weeks prior to the screening date.
- Work with the building administrator to determine space for screenings to be conducted
- Notify LCNCK Administrative Assistant of preschool teachers to contact regarding rosters.

d. Office Staff Responsibilities

- Request roster of preschool classes from each district.
- Keep record of children signing up for screening that are not enrolled in the district preschool.
- Make packets for screening including child information sheet, name tag, DIAL-4 screening protocol & parent questionnaire, developmental milestones, observation sheet, social developmental history, etc.

2. During the Screening

- Language, Motor, Concepts, & play will be screened.
- Team will rotate students through all areas of screening and assist with providing students with snack/motivators and walking to and from the classroom.

***If you are unable to attend the screening that you are assigned to it is your responsibility to find a substitute or make arrangements to screen at a later date.*

3. Following the Screening

- School Psych scores protocol and collaborates with screening team to determine if follow up is necessary.
- Staff will collaborate as to when consent will be obtained and evaluation will be conducted.
- School Psych will make copies of the screening data for ECSE regarding children that will require additional follow up and file all remaining protocols for children with no areas of concern.
- Respective school psych follow-up with parents of children being referred for further evaluation and/or observation and/or send out consent (unless the child is only referred for speech-language concerns in which case the speech-path would send out consent and lead the evaluation process.)
- Develop letter to send home post screen for those that have no concerns and disburse no later than two weeks after the screening has been conducted.
- School Psych will inform LCNCK administrative assistant if there are screening supplies needing to be replenished.

Option #2 – Screening requests outside of a district wide preschool screen

1. Prior to the screening

a. Office Staff Responsibilities

- Keep record of children signing up for screening that are not enrolled in the district preschool.
- Contact the school psychologist that serves the district in which the child resides via email to provide information regarding the request for a screening.
- Check to ensure information regarding screening is posted on all district websites and social media no later than September 1 of each school year.

b. School Psychologist

- Sets up time with the parent and the following staff for screening of the referred child and then sends e-mail notification and/or google invite for the date. (See list of staff below for staff responsible for each screening based on areas of concern.)

Email reminder includes:

- Speech Therapist(s)
- School Psychologist(s)
- Early Childhood Teacher Special Education Teacher(s)
- Building Preschool Teacher
- Occupational Therapist/Structural Specialist
- Building Administrator
- Secures location to conduct the screening.
- Picks up screening kits from the LCNCK office.
- Secures use of the OAE and Plus Optix devices for vision and hearing screens.

c. During the Screening

- Language, Motor, Concepts, & play will be screened.

d. Following the Screening

- School Psych scores protocol and collaborates with the screening team to determine if follow up is necessary.
- Staff will collaborate as to when consent will be obtained and evaluation will be conducted.

- School Psych will make copies of the screening data for ECSE regarding children that will require additional follow up and deliver all screening packets to the LCNCK administrative assistant.
- Respective school psych follow-up with parents of children being referred for further evaluation and/or observation and/or send out a Prior Written Notice and Request for Consent (unless the child is only referred for speech-language concerns in which case the speech-path would send out consent and lead the evaluation process).
- If no referral for evaluation, respective school psych will follow-up with parents of screened children to report screening results.
- School Psych will inform LCNCK administrative assistants if there are screening supplies needing to be replenished.

Referral for Initial Evaluation

Preschool-aged children may be referred to LCNCK for an initial evaluation at any time when:

1. Parent Request
2. Early Childhood screening
3. Part C Infant-Toddler Referral
4. Medical Professionals
5. Other sources

The school psych will initiate all paperwork for early childhood evaluations. Screenings/evaluations will be completed in the home district in which the child resides.

If a referral is received for a student residing outside of the LCNCK catchment area, LCNCK will direct them to the appropriate agency. With the exception of families who currently have children enrolled and attending an LCNCK cooperative school district.

Preschool Disability Eligibility

Preschool age children must be evaluated to determine eligibility for special education services. Following a screening, children will be assessed based on their needs in the following areas: cognitive development (e.g., thinking and learning); adaptive development (e.g., dressing, eating, and toileting); communication (e.g., hearing, speaking, language skills); motor development (e.g., physical development, large and small muscle development); social-emotional development (e.g. relating with adults and other children).

Eligibility for special education services is determined by the IEP Team based on eligibility indicators outlined in the KSDE Guidance Document and further defined in the LCNCK Procedural Handbook. Documents contain information about eligibility determination, appropriate sources of data, and include Federal and State definitions of each disability area. Documents also provide information regarding exclusionary factors that must be considered and examples of indicators of eligibility to assist school personnel as they make decisions. The purpose of the document is to provide guidance to evaluation teams as they seek to address the two-prong test of eligibility when determining if a student is eligible for special education.

Transition at Age 3

If a child is determined to be eligible for Part C services within the nine-month period before the child's third birthday, the Infant-Toddler Services will notify LCNCK through the CBER system and LCNCK will accept the transition and contact the school psych responsible for that school district.

A child receiving Part C services who is potentially eligible for Part B Early Childhood Special Education Services, the Part C Infant-Toddler Services, with the approval of the family, will convene a transition meeting at least 90 calendar days before, but no more than 6 months prior to the child's third birthday to develop a transition plan as part of the IFSP and discuss any services the child may receive under Part B. At the discretion of all of the parties, the transition meeting may be convened up to nine months before the child's third birthday, however these would be unique circumstances and require Director approval.

The transition plan includes activities that will happen until the child turns 3 years old and when Part B Early Childhood Special Education Services will begin. The activities include: obtaining parental consent for sharing information between programs; providing prior written notice and obtaining written parental consent to conduct an initial evaluation from the school; providing parents with a copy of their Parents Rights; conducting an initial evaluation to see if the child is eligible for Part B Services; and other activities to help make the move from one program to the other as smooth as possible for the child. The transition plan will make it clear what will happen, who is responsible, and when services will stop in one program and start in the other program. Should the child be eligible for services a plan must be in place and an IEP must be written by the child's 3rd birthday, unless otherwise specified by timelines according to Part C to Part B transition.

Effective Transitions

In order to ensure, if the child is eligible, that the IEP is initiated by a child's third birthday, teams must make appropriate plans to ensure that the process is completed within the time frame and in a manner that will best support the child/family.

Transitions require:

1. The family is involved in all phases of the transition.
2. There is an understanding that transition is a process, not an isolated event.
3. Information is freely exchanged and shared with everyone involved, and interagency cooperation ensures exchange of records (with parental consent).
4. There is sufficient preparatory time for the transition to be implemented smoothly.
5. There is recognition that families have the right and responsibility to make informed decisions about their choices and options. This may include having the opportunity to visit programs and agencies before decisions are made, having discussions with providers or with other families using given services, reviewing digital data or written materials, and being fully informed about service delivery options, including inclusion of the child in a typical preschool program within the community.
6. Families must be prepared for possible differences in service models. Supporting families in becoming more informed about community transition options will strengthen their level of comfort with the change. Service providers must be careful to present facts only and not personal bias or prejudice. Staff will provide families with the Early Childhood Transition Process Booklet. (See appendix A)

Service Delivery Settings

The special education services for preschool children are provided in settings where the child would naturally be during the day and can learn and make progress. Services for young children are provided in the least restrictive environment, which means that young children should be provided an opportunity to a wide range of continuum options. This could be in any natural environment for the child. Examples include, but are not limited to the following, the home or in

the preschool program the child is already attending, a school-based program, Head Start, child care, community or church preschool, mother's-day-out program, or play group.

LCNCK works with community programs, agencies, and providers to meet the needs of preschool children in their district. Agreements are made with child care centers, school and community preschool programs, Head Start, and other services in the community.

For some preschool children, special education services are provided in one of the LCNCK's Early Childhood Special Education classrooms. These classrooms provide a reverse mainstream program where children with differing abilities and disabilities play and learn together in the same classroom. The program is designed to serve both special needs and typically developing preschoolers who are at least three years of age. Typically developing peers must complete an application and are selected to attend the program and come from the school community. A waiting list for typically developing peers applying as peer role models will be maintained to fill spaces available.

General Education Teacher at the IEP Meeting

The role of the regular general education teacher is to provide curriculum expertise in regards to the Early Childhood Learning Standards and assist in determining appropriate positive academic/behavioral interventions and supports, and other strategies; and the determination of supplementary aids and services, program modifications, and support for school personnel. If the child is, or may be, attending a school based preschool program, the school will invite the preschool teacher. The teacher will attend the IEP meeting unless the parent provides written consent to excuse the teacher from the IEP meeting. If the preschool age child is attending and/or receiving special education services in a general education community-based preschool program, the school will invite the teacher of the community-based preschool program to attend the IEP meeting. The school can hold the IEP meeting without the community-based preschool teacher, and must document that they tried to reach the teacher and they did not attend.

Community-Based Preschool Setting: For preschool children with disabilities who are enrolled in a community-based early childhood education program, the state has determined that a preschool teacher who meets the administering agency's requirements is qualified to be the regular education teacher of the child. Therefore, a Head Start teacher, or the teacher of any other public or private early childhood education program who meets the qualifications of the administering agency, is to serve as the regular education teacher at the IEP meeting. The preschool teacher must be the lead teacher of the child's classroom.

If a Head Start teacher, or a regular education teacher in another preschool program who meets the required state standards, is also a certified/licensed ECSE teacher and is providing regular education services and special education services to the child with a disability under an IEP (under the supervision of a USD/Cooperative), this teacher may serve as both the regular education teacher and the special education teacher of the child. When a child with a disability receives special education services in a regular education preschool program that is not operated by the LEA, the LEA is required to invite the regular education teacher of the child. If the regular education teacher of the child is not at the IEP meeting the LEA shall designate attendance by an appropriate person who, under state standards, is qualified to serve children without disabilities of the same age as the child with a disability.

Home Setting Only: When a child with a disability receives special education services in the home, or the home of a child care provider, the parent or child care provider is not considered to

be a regular education teacher of the child. In this situation, there is no regular education teacher of the child. The parent must be invited to participate in all IEP meetings. Also, the parent should consider inviting the child care provider to attend IEP meetings in order to share information about the child and to learn of the type of support they might be able to provide in the child care environment.

Kindergarten Transition

Children are age eligible for kindergarten when they turn 5 on or before August 31. The year before the child's 5th birthday, the IEP team should begin the transition process. The kindergarten teacher will be invited to these meetings so they can get to know the child and be ready for the child to attend in the fall.

Preschool children with disabilities who are age eligible for kindergarten should proceed to kindergarten in the fall with their typically developing peers even if their skills continue to be delayed. All school districts in the cooperative provide full-day kindergarten programs that include special education supports and services available to meet the unique educational needs of children with disabilities.

Each Spring there will be an Early Childhood planning meeting to discuss caseloads, individual needs of students, & to complete the Early Childhood Transition Plan (see appendix B). The team members will include current/upcoming providers (case managers, related staff, school psychologists, paraprofessionals, consultants). These meetings will be completed by April 25th. If changes are needed in the current IEP, IEP teams will meet to make the needed changes to the IEP for a successful transition to Kindergarten. Once plans are finalized, transition meetings will occur with needed special education/general education staff who will be part of implementing IEP goals, accommodations, modifications, etc.

Early Childhood and PLAAFPs

The purpose of PLAAFPs is to identify and prioritize the specific needs of a child and establish baseline performance in the general curriculum which is used to develop an individualized and meaningful plan. The purpose is the same for early childhood and IEP goals are to be linked and connected to an Early Learning Standard. For preschool the general curriculum is defined as developmentally appropriate activities. Such activities may include emergent literacy and math, listening to stories, dramatic play, participating in small and/or large groups, playing with friends, interacting with adults, singing songs, constructing buildings with blocks, coloring and painting, etc.

Under current regulations, the IEP team must describe in the PLAAFP how the disability affects the child's involvement and progress in appropriate activities. By identifying how a child's delay affects his or her ability to progress in appropriate activities, the IEP team can identify and prioritize needs from which to create goals. For example, if a child's delay in expressive language is keeping the child from making friends (child is unable to verbally initiate, respond to and, maintain social interactions) this need could be identified as a priority since the ability to make and keep friends is a critical skill for young children.

In order to describe a child's performance in developmentally appropriate activities, information must be collected during the evaluation process utilizing formal and informal measures to answer two questions:

1. Does the child exhibit an exceptionality?
2. Does the child need special education (specially designed instruction) and related services?

Norm-referenced tests assess child performance within developmental domains (e.g., cognitive, social/emotional, self-help, motor, and communication) and describe that performance relative to peers of the same age. Items from norm reference tests represent a wide range of content, and are not specific to a particular curriculum or activities.

Although this is important information and may help establish eligibility, it is only one piece of the evaluation process. The second question to be answered is, "Does the child need special education (specially designed instruction) and related services?" This question should be answered through other methods. To assess how a delay affects a child's ability to participate in developmentally appropriate activities, the team must use methods that assess the child within those activities. The team can use a variety of formal and informal measures, such as published curriculum-based assessments or criterion-referenced tests, structured observations, rating scales, rubrics, portfolio assessments, work sample analysis, language samples, and checklists. Information collected using such methods will provide good baseline data to be used in the PLAAFP. In addition, the tool or method used to establish PLAAFP baseline data will later be used to measure the overall accomplishment of the goal.

As mandated, evaluation information should be organized by an evaluation team according to Early Childhood Outcome (ECO) criteria by summarizing evaluation information and describing how the child demonstrates skills, across situations and settings, in the three global outcomes: relating to others, using knowledge and skills, and taking actions to get his or her needs met.

Present levels must state how the disability affects the child's participation in developmentally appropriate activities. Each outcome is a snapshot of: the whole child, status of the child's current functioning and functioning across settings and situations rather than isolated skills, split by domains and test scores. (Teams should format information for PLAAFPs around the three outcomes.)

Early Childhood Outcomes

Early Childhood Outcomes measure the percent of preschool children who during the time they received early childhood special education services in Part B:

- A. Have positive social emotional skills (including social relationships);
- B. Acquire and use knowledge and skills, (including early/language communication and early literacy);
- C. Use appropriate behaviors to meet their needs.

These three early childhood outcomes reflect the overarching goal of preschool services. Each outcome is a snapshot of: the whole child, status of the child's current functioning and functioning across settings and situations rather than isolated skills, split by domains and test scores.

Early Childhood Special Education teams are required to collaborate and rate children on 3 global outcomes when the child enters special education and when the child permanently exits early childhood special education services. While the rating of children on these outcomes is not formally part of developing the IEP, the activity corresponds to the initial evaluation process and the timeline for developing the IEP. Information used to rate the three outcomes is also very similar to information used to write out the PLAAFP. Therefore, it is essential for early childhood special education staff to understand the 3 outcomes and the relationship to the PLAAFP.

Each USD must verify that every preschool child with a disability meets early childhood outcome criteria and are entered into Outcome Web based System OWS. The outcomes are entered by the case manager after collaboration with the IEP team. To determine child progress on the

outcomes, information is collected at two points in time: when children first enter the preschool program within 30 calendar days of the first date of service and when children permanently exit the preschool program.

Assessment information is collected using a state approved curriculum-based assessment called Assessment and Evaluation Programming System (AEPS). AEPS is used to document the rating process using the Child Outcomes Summary Form (COSF) for each outcome. This information is then submitted into a statewide data collection system administered through the Kansas State Department of Education called the Outcomes Web Based System (OWS).

Outcomes Web System Timelines (OWS)

Each child must have a KIDS ID number assigned. The LCNCK office will secure KIDS ID numbers. All entries in the OWS occur within required timelines outlined in the Outcomes Web System Users Guide including:

- All children entering Part B services must have Child Outcomes Summary Form (COSF) rating data entered in the OWS if they are in the Part C or Part B program for at least 6 months. The 6 months in a program is defined as the entire time a child is Part B, not just the time a child is in a specific organization (district).
- July 31st is the last date for submitting child outcome entry and/or exit rating data to KSDE for all newly identified Part C or Part B children entering or exiting between July 1 and June 30. LCNCK preschool teachers must have this information submitted before check-out in May.
- When a child exits a Part C program at age 3, the exiting program has up to 90 days past the child's 3rd birthday or by July 30 (whichever occurs first) to enter the exit data into the Outcomes Web System.
- Data verification occurs between August 1st and August 31st.
- Once a child has an entry COSF completed, each move into or out of an organization (Infant Toddler network or district) is to be entered into the OWS as soon as possible after the move regardless of how long the child was in the exiting Infant-Toddler network or district, or how long the child could be in the new Infant-Toddler network or district.
- Once a child has an entry COSF completed, then exits a Part C or Part B program permanently and has not been in the program for 6 months, the circumstance (permanent exit from Part C or Part B) must be entered into the OWS with the last date. Child outcome summary rating data cannot be entered into the OWS until after the date when services begin (first service date) or end (last service date) per the IFSP/IEP. All entries in the Outcomes Web System follow the processes outlined in the user's guide available at <http://www.kskits.org>.
- Recent history information is shared ASAP with staff on children who enter the system from another district/network in Kansas.
- For Part B Preschool Programs, the organization user enters the district number for the child's districts of residence in the District ID field on the New Record section of the OWS.

At the start of the second semester OWS data must be reviewed to see that the information required is actually in the system. If a student is exited who is still age eligible (and they didn't leave the state) the "Organizational Exit" must be completed. If a student transfers in from another Part B preschool program, the "organizational entry" must be completed in OWS.

Kansas Early Learning Document

LCNCK uses The Kansas Early Learning Guidelines and Standards to enhance and support the abilities of early childhood professionals and families to create experiences that promote early learning opportunities for all children. The overall purpose of this document (see www.ksde.org, select subject index E; click Early Learning Standards and Resources) is to provide a general overview of the skills, knowledge, and abilities young children have and can learn with the help of caring and knowledgeable adults that lead them toward success in a Kindergarten setting. This document reflects current research on brain development, learning, and best practices for supporting early childhood development and learning.

It is important for those serving young children with disabilities to make a link between each child's IEP, the Kansas Early Learning Standards, and the curriculum. For school age children, general curriculum means the full range of learning opportunities, activities, lessons, courses and materials routinely used by the general population in local public school. For preschool age children, IDEA identifies the general curriculum as "appropriate activities" which would include early learning standards aligned with developmentally appropriate curriculum.

The State Performance Plan (SPP) Indicators for Preschool

Indicator 6 Preschool Settings

Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Indicator 7 Preschool Skills

Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships).
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy).
- C. Use of appropriate behaviors to meet their needs.

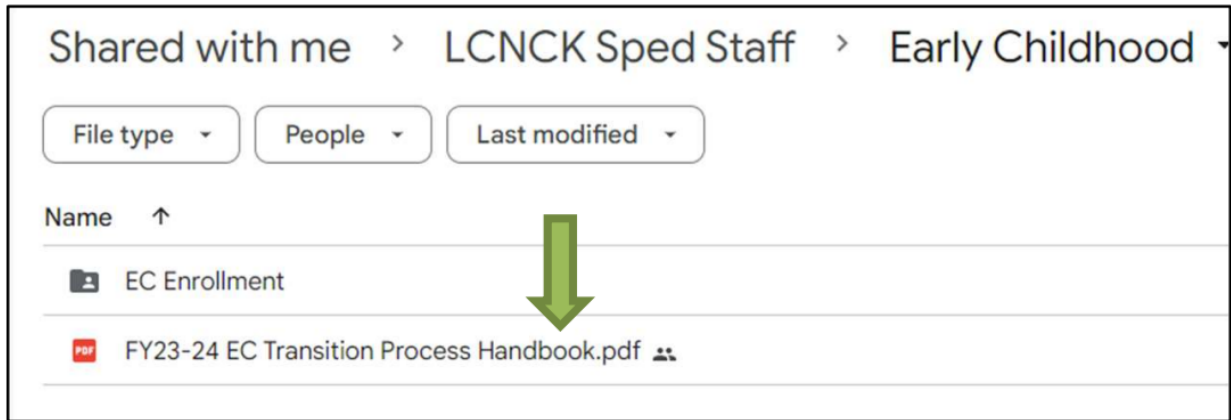
Indicator 12 Part C to B Transition

Indicator 12 is a compliance indicator, the target is 100%, which means that if a child who was receiving services under IDEA Part C is eligible for Part B ECSE services the evaluation must be completed, the IEP must be written and services must have begun by the child's third birthday.

APPENDIX A

FY23-24 Early Childhood Transition Process Handbook

Located in the LCNCK Sped Staff Google folder:



APPENDIX B

Early Childhood Transition Planning Template Form

Early Childhood Transition Discussion for: _____

1. What do student's goals and services look like in their current setting?

- a. Goal(s) Area: _____
- b. SDI Minutes: _____
- c. Approximate current class size: _____
- d. Approximate future class size: _____

2. Indicate area(s) of student needs.

Area	Current Setting Needs	Future Setting Needs
Adaptive		
Pre-Academics (reading/math)		
Communication		
Motor		
Social Emotional		

3. What level of support (high, minimal or none) is provided in various settings?

Setting	Functional Needs	Academic Needs
Small Group		
Whole Class		
Snack/Lunch		
Transitions (within room and around building)		
Specials		
Recess/Free Play		

4. What do we do next to address student/family & staff needs so everyone feels prepared for the transition?

Action	Date Action Completed By	Assigned Person

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Introduction to the LCNCK Procedural Handbook

During the school year, questions frequently arise concerning the appropriate procedures and forms needed for various common special education actions. Questions also arise concerning staff responsibilities and roles. It is desirable that the answers to these questions be as consistent as possible. This handbook is an effort to answer some of the more frequently asked questions and to bring consistency to the procedures throughout LCNCK. Undoubtedly, new questions will arise, new regulations or interpretations of regulations will be made, and opinion about best practice will change. These will initiate additions and revisions to this document. The handbook is designed to be modified and expanded. New clarifications of procedures, changes in procedures and forms, and additions may occur throughout this year and coming years. These will be forwarded to staff for handbook updates.

When questions arise, staff should first review this handbook and the 2018 Kansas Special Education Process Handbook. If the answers are not included, or not clear, the appropriate building school psychologist, the Assistant or the Director of Special Education should be contacted. Questions of common concern are likely to initiate additions or changes to this handbook. Staff are also encouraged to contact the director if they feel some process needs to be clarified and/or standardized.

This procedural handbook has been developed to use as a reference guide for writing IEPs. It is recommended that it be used as a starting point for collaboration between all providers and school psychologists. Each building and/or team shares the IEP process differently, assuming different responsibilities. These procedures are guidelines or blueprints to assist in writing the IEP and ensuring the IEP is written in a timely manner.

CHAPTER I EVALUATION

The initial evaluation to determine eligibility for special education services is initiated by the general education intervention team providing a referral to the school psychologist including sufficient data to support the need for a special education evaluation.

Prior written notice and consent for evaluation is provided to the parent describing evaluation procedures, along with Procedural Safeguards (Parent Rights). Once consent is obtained the evaluation timeline begins. When conducting the evaluation a variety of assessments tools and strategies are used to gather relevant functional, developmental and academic information, including information provided by the parent, that may assist in determining whether the student is a child with an exceptionality or in the case of a reevaluation, the content of the student's individualized education program, including information related to enabling the student to be involved, and progress, in the general education curriculum or, for preschool children, to participate in appropriate activities.

No single measure or assessment is used as the sole criterion for determining whether a student is a student with an exceptionality or determining an appropriate educational program for the student. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Assessments and other evaluation materials used to assess a student are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the language and form most likely to yield accurate information on what the student knows and is able to do academically, developmentally and functionally, unless it is not feasible to provide or administer. Assessment and other evaluation materials are valid and reliable for the specific purpose for which they are used and are administered by trained and knowledgeable personnel and are administered in accordance with instructions provided by the producer of such test. Assessment tools and strategies provide relevant information that directly assists persons in determining the education needs of the student. The assessments of any student who transfers from another agency during the school year are coordinated with the student's prior school, as necessary and as expeditiously as possible, to ensure prompt completion of an evaluation begun by the prior school.

Each student is assessed in all areas related to a suspected exceptionality, including, if appropriate, health, vision, hearing, social/emotional status, general intelligence, academic and functional performance, communicative status, and motor abilities.

Members of the IEP team for the student and other qualified professionals, as appropriate review existing evaluation data and on the basis of that review and input from the student's parent(s), the evaluation team identifies what additional data, if any, is needed to determine whether the student meets the criteria for an exceptionality, or in the case of a reevaluation of a student, whether the student continues to have such an exceptionality. The evaluation team also identifies what the student's present levels of academic and functional achievement and educational and related developmental needs are and whether the student needs special education and related service, or in the case of a reevaluation of a student, whether the student continues to need special education and related services.

Eligibility procedures are in place to prevent both the over-identification and under-identification of students by race and ethnicity in special education and related services in specific disability

categories as to avoid inappropriate disproportionality.

Parental Request for Evaluation

Parents have the right to request an evaluation. The team will acknowledge the request and determine the need for an evaluation based on the documentation of need. If there is no need for an evaluation based on data, the school will provide the parent with a prior written notice refusing to conduct an evaluation. If data supports need for an evaluation, parent consent is obtained and an evaluation is conducted.

Parental Refusal for Evaluation

Should parents refuse permission for evaluation, they must be asked to sign the Prior Written Notice for Evaluation indicating they do not give consent. If they choose not to sign indication of their refusal, this must be noted on the form with date, and signed by the building school psychologist. It is the building school psychologist's responsibility to attempt to obtain the parents' signature indicating refusal and to notify the building principal.

CHAPTER II ELIGIBILITY

Each evaluation team, in determining whether a student is a child with an exceptionality and what the educational needs of the student are draw upon information from a variety of sources, including, but not limited to, aptitude and achievement tests, parent input, teacher input, physical condition, social or cultural background and adaptive behavior. The information obtained from all of these sources is documented and considered.

Upon completion of the administration of assessment and other evaluation materials the determination of whether the student is a child with an exceptionality is made by the team of qualified professionals and the parent of the student. A copy of the evaluation report and the documentation of determination of eligibility are given to the parent. The evaluation time follows the 60 school day timeline requirements.

When making a determination of eligibility, a student is not determined to be a child with an exceptionality if the determinant factor or such determination is lack of instruction in reading, including instruction using the essential components for reading instruction, math or limited English proficiency.

Should the evaluation team decide the student is eligible for, and needs special education services using Chapter III Eligibility Indicators, an initial IEP is scheduled. Parent(s) must be given a Notice of Meeting at least 10 days prior to the IEP meeting. Attempts should be made to contact the parents to schedule a mutually convenient time to meet.

Initial IEP Meeting

Suggested Responsibilities

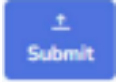
<u>School Psychologist:</u>	<u>Primary Provider:</u>	<u>Other Providers:</u>
<ol style="list-style-type: none"> 1. Create student in WebKIDSS (see below for Student Startup Page). 2. Obtain signature on PWN for Initial Evaluation, Medicaid Consent and provide a copy of the Parent Rights. 3. Notify staff for information/ data gathering. 4. Schedule a meeting to review the results of the evaluation. 5. Send parent/legal guardian the Notice of Meeting. 6. Notify staff of meeting. 7. Draft a Prior Written Notice and report evaluation results in the Evaluation/Eligibility Team Report, provide copies for the team and parent/guardian and obtain electronic signatures. 	<ol style="list-style-type: none"> 1. Collect data and information during the evaluation; develop goals and objectives. 2. Develop the DRAFT IEP using data and information gathered, and assist the school psychologist with the Prior Written Notice. 3. Provide copies of the DRAFT IEP for team members. 	<ol style="list-style-type: none"> 1. Collect data and information during the evaluation. 2. Develop goals and objectives. 3. Enter the evaluation results in the Evaluation/Eligibility Team Report, as well as data and goals into DRAFT IEP.

Student Startup Page (Create a new student IEP only)

1. Create a new student from the WebKIDSS homepage, enter the child's identifying information i.e. birthdate, name. Complete the "Access Page" to give provider access and identify a home district and building.
2. Complete the demographics page of the "In Process" IEP record.
3. The student will remain "In Process" until an IEP Meeting Date is entered.
 - a. The IEP will convert to a regular IEP once the IEP meeting date is entered.
 - b. If the student does not meet eligibility criteria the date of the eligibility meeting will be entered in the "No IEP Information" section of the "New Student" page and the reason that the child did not meet eligibility criteria is chosen from the drop-down box. The MIS Clerk will enter this information.

Initial Evaluation Procedures

Qualifies (Primary Provider)

<p><u>WebKIDSS:</u></p> <ol style="list-style-type: none"> 1. Return to the new student's IEP record. 2. Complete any areas with new information gained from the meeting. 3. Complete Parent Concerns unless entered during the meeting. 4. Check for matching service times and correct dates: <ol style="list-style-type: none"> a. Special Education Services/Placement b. Related Services c. Supplementary Aids and Services d. Accommodations e. Modifications f. Anticipated Services g. Chart 	<p><u>Required Documents paperwork:</u> <i>Should be signed and filed electronically.</i></p> <ol style="list-style-type: none"> 1. Notice of Meeting (School Psychologist) 2. Assist the School Psychologist with the Prior Written Notice 3. Other Documents (if applicable): <ol style="list-style-type: none"> a. Vocational Rehab b. Mutual Exchange of Info c. Excusal from IEP Meeting d. Etc. 4. Evaluation/Eligibility Team Report (School Psychologist) <p><i>Should be signed electronically within the IEP (Do not file the IEP, LCNCK office will file after review)</i></p> <ol style="list-style-type: none"> 5. Distribution, Disclosures & Electronic Consent page 6. Transfer of Rights page (if applicable) 7. Medicaid Consent Form page <p><i>Can either be signed on paper or electronically signed/filed</i></p> <ol style="list-style-type: none"> 8. PWN for Initial Evaluation and original Medicaid Consent (School Psychologist) 	<p><u>Verification/Submission:</u> <i>Due within 5 days of meeting.</i></p> <ol style="list-style-type: none"> 1. Run and address "Verifications". 2. Scan & upload paper documents to WebKIDSS. 3. "Submit" the IEP using the button on the demographics page. <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 4. Complete the Meeting Submission Form and "File a Copy". 5. Corrections are due within 5 days from receipt of email notification.
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Does Not Qualify (School Psychologist)

<p><u>Required documents:</u></p> <ol style="list-style-type: none"> 1. PWN for Initial Evaluation 2. Notice of Meeting 3. Prior Written Notice 4. Evaluation/Eligibility Team Report 	<p><u>Verification/Submission:</u> Due within 5 days of meeting.</p> <ol style="list-style-type: none"> 1. Scan & upload paper documents to WebKIDSS. 2. Complete the Meeting Submission Form and "File a Copy". 3. Corrections are due 5 days from receipt of email notification.
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Initial IEP Without Parent Consent

An Initial IEP may be written without parents in attendance if all steps outlined in KAR 72-987 (b) (2)(3) and KAR 91-40-17 (in the Special Education Process Handbook) have been followed. It is the responsibility of the building school psychologist to document that these steps and conditions have been followed.

No Placement Without Parent Consent

Although an IEP may be written without the parent in attendance, no placement can be made without parent consent. It is the building school psychologist's responsibility to attempt to obtain parent consent for placement if the parent did not attend the IEP meeting. No services can be provided to the student until the Prior Written Notice form is signed by the parent. It is the building school psychologist's responsibility to inform the IEP team of when the written consent has been obtained.

**CHAPTER III
ELIGIBILITY INDICATORS**

See Appendix G

CHAPTER IV IEP PROCEDURES

Draft IEP

1. Any new IEP generated in WebKIDSS (annual or an amendment) becomes a DRAFT IEP designated in DRAFT lettering at the top of the student IEP.
2. The DRAFT IEP remains in DRAFT until all documents have been submitted to LCNCK and corrections have been completed. Office staff will mark the WebKIDSS IEP as completed and the DRAFT will disappear from the top of the student IEP.
3. While in DRAFT, progress reports cannot be updated for the current DRAFT IEP date. However, teachers will be able access progress reports for the previous IEP date.
4. While in DRAFT, a new IEP or amendment cannot be generated.

Annual Review

Each student receiving special education services must have their IEP reviewed and revised at least once a year. The yearly review must occur on or before the anniversary date of the current IEP.

Steps Prior to the Meeting:

WebKIDSS:

1. Select the student.
2. Click **Add New IEP Record** creating a DRAFT IEP.
3. Click **Add New IEP**.
4. Fill in **IEP Date** and **Initiation Date** as the same date.
5. Click **Add IEP**.
6. Fill in screens with current information in all areas of the draft IEP.

Primary Provider:

Prior to the Meeting:

1. **Notice of Meeting**—at least 10 **calendar** days before IEP expires.
 - a. Send a second Notice of Meeting if the two legal decision makers do not live together.
2. Complete the last **Progress Report**.
 - a. Make a copy for the parents & file a copy electronically.
3. Gather information and data.
4. Enter information and data into IEP.
 - a. Update PLAAFP Areas.
 - b. Write goals/objectives in each area of need.
 - c. Proposed anticipated services.
 - d. State Assessment information.
 - e. Supplementary Aids and Services.
 - f. Accommodations.
 - g. Modifications.
 - h. Supports for School Personnel.
 - i. Assistive Technology.
 - j. ESY (if applicable).
 - k. Transportation (if applicable).
 - l. K-Time form (if applicable).
5. Print the **DRAFT IEP**.
6. Write the **Prior Written Notice**.
7. Print copy of **Parent Rights** for parents.

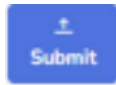
During the Meeting:

1. Write/type comments and information on the **DRAFT IEP**.
2. Update the **PWN** as necessary.
3. Complete the **Attendance Page**.
4. Obtain required signatures electronically:
 - a. **Notice of Meeting (if applicable)**
 - b. **Prior Written Notice**
 - c. **Distribution, Disclosures & Electronic Consent page**
 - d. **Transfer of Rights page** (if applicable)
 - e. **Medicaid Consent Form page**
 - f. **Other Documents** (if applicable):
 - g. **Vocational Rehab**
 - h. **Mutual Exchange of Info**
 - i. **Excusal from IEP Meeting**
 - j. **Evaluation/Eligibility Team Report**
 - k. **Etc.**

Other Providers:

<p><u>Prior to the Meeting:</u></p> <ol style="list-style-type: none"> 1. Update Progress Reports. 2. Gather information and data. 3. Enter information and data onto DRAFT IEP in your area(s). <ol style="list-style-type: none"> a. Update PLAAFP. b. Write goals/objectives. c. Complete all areas that apply to the needs of the child: Proposed anticipated services <ol style="list-style-type: none"> i. Related services ii. Supplementary aids and Services iii. Accommodations iv. Modifications v. Supports for School Personnel vi. Assistive Technology vii. ESY d. Complete Anticipated Service Chart. 	<p><u>During the Meeting:</u></p> <ol style="list-style-type: none"> 1. Attend the meeting and/or make sure information has been entered on DRAFT IEP. 2. Sign the Evaluation/Eligibility Team Report (if applicable).
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After the Meeting: (Primary Provider)

<p><u>WebKIDSS:</u></p> <ol style="list-style-type: none"> 1. Return to DRAFT IEP. 2. Complete any areas with new information gained from the meeting. 3. Complete Parent Concerns unless entered during the meeting. 4. Check for matching service times and correct dates: <ol style="list-style-type: none"> a. Special Education b. Services/Placement c. Related Services d. Supplementary Aids and Services e. Accommodations f. Modifications g. Anticipated Services Chart 	<p><u>Required Documents:</u> <i>Should be signed and filed electronically:</i></p> <ol style="list-style-type: none"> 1. Notice of Meeting 2. Prior Written Notice 3. Other Documents (if applicable): <ol style="list-style-type: none"> a. Vocational Rehab b. Mutual Exchange of Info c. Excusal from IEP Mtg d. Evaluation/Eligibility Team Report e. Etc. <p>Should be signed electronically within the IEP (Do not file the IEP, LCNCK office will file after review):</p> <ol style="list-style-type: none"> 4. Distribution, Disclosures & Electronic Consent page 5. Transfer of Rights page 6. Medicaid Consent Form page <p><i>File a copy electronically:</i></p> <ol style="list-style-type: none"> 7. Progress Report 	<p><u>Verification/Submission:</u> <i>Due within 5 days of meeting.</i></p> <ol style="list-style-type: none"> 1. Run and address "Verifications". 2. Scan & upload paper documents to WebKIDSS. 3. "Submit" the IEP using the button on the demographics page. <div data-bbox="1214 1207 1328 1291" style="text-align: center;">  </div> <ol style="list-style-type: none"> 4. Complete the Meeting Submission Form and "File a Copy". 5. Corrections are due within 5 days from receipt of email notification.
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Amending/Changing a Current IEP

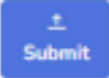
Amending is when it becomes necessary to modify a current IEP prior to the yearly review and rewrite. Such modifications include increasing or decreasing an existing service, adding goals and benchmarks/objectives, adding or deleting accommodations/modifications, and adding or deleting a particular service.

If changes are required to the IEP between annual IEP reviews and the parent and the primary service provider agree, changes can be made by amending the IEP rather than by rewriting the entire IEP, by conducting a team meeting.

Steps:

1. Request a meeting with the parent to discuss a change to the IEP.
2. Contact the school psychologist to open the amendment.
3. Send Notice of Meeting.
4. Conduct meeting and obtain signatures.
5. Scan and/or File any forms used, i.e. NOM, PWN, etc. in WebKIDSS, submit IEP and complete & file the Document Submission Form.
6. Provide a copy of the Amended IEP, Prior Written Notice and other forms to parent.
7. Click the "Page Completed" check box on each page in WebKIDSS that is amended.

IEP Procedures: School Psychologist MUST open the amendment

<p>WebKIDSS:</p> <ol style="list-style-type: none"> 1. Select the student. 2. On the Demographics Page: <ol style="list-style-type: none"> a. Click Add New IEP Record. b. Click Add Amendment IEP c. Fill in initiation date (date amendment begins). d. Fill in amendment date (date of amendment meeting). e. Click Add Amendment IEP. f. The Amendment is in DRAFT form. g. IEP Records box displays top date as IEP date and either Cad, Ead, Nad, or Bad after the date. 3. Add amendment information to each appropriate IEP screen. 4. Describe changes with beginning date of change on the PWN – add new information above existing information in areas of change. DO NOT remove prior information. 5. Remember to match frequency, location and duration on these pages of the IEP to the PWN: <ol style="list-style-type: none"> a. Sped & Related Services b. Anticipated Services Chart 	<p>Required Documents:</p> <ol style="list-style-type: none"> 1. Notice of Meeting 2. Prior Written Notice <p><i>Remember to complete the following within the IEP:</i></p> <ol style="list-style-type: none"> 3. Attendance page 4. Sped & Related Services page to reflect all services now being delivered with the new dates, etc. 5. Anticipated Services Chart to reflect all services now being delivered with the new dates, etc. <p>NOTE: DO NOT REMOVE INFORMATION FROM CURRENT IEP</p>	<p>Verification/Submission: <i>Due within 5 days of meeting.</i></p> <ol style="list-style-type: none"> 1. Run and address "Verifications". 2. Scan & upload paper documents to WebKIDSS. 3. "Submit" the IEP using the button on the demographics page. <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 4. Complete the Meeting Submission Form and "File a Copy". 5. Corrections are due within 5 days from receipt of email notification.
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Adding/Dismissing a Related Service

Once the student has been identified as eligible under one category of special education, the following procedures must be followed to initiate or dismiss from a related service.

Steps:

1. If formal assessment is needed, the School psychologist or Speech Pathologist secures permission to assess.
2. The IEP team gathers information/data to determine the need for a related service.
3. An Amendment IEP will be created by following the instructions in the previous section "Amending/Changing a Current IEP".

Transfer (Move) In Students

When a student receiving special education services transfers into a school, the building level person enrolling the student will complete the **New IEP Student Notification** form found on the USD 333 website, www.usd333.com, under the LCNCK page, School District Resources. LCNCK office staff will request special education records from the previous school. After records have been received, the MIS Clerk will create a new student (if applicable), a new IEP record and notify the building school psychologist, building administrator and providers that the student is in WebKIDSS. The services the student was receiving in the previous school are initiated. The previous IEP will be filed and available for viewing in WebKIDSS using either **Display Images** or **Display Filed Documents** (in the pull down next to **Function**).

Steps (Within 10 school days from enrollment/initiation date):

1. Receive notification the student IEP is in WebKIDSS.
2. Primary Provider updates anything on the Demographics page that has not already been updated to reflect current information.
3. The School Psychologist or Speech Pathologist will review the incoming records and complete a **Move-In IEP Review** form in WebKIDSS and file a copy in WK.
4. Both the school psych and the primary providers will enter appropriate information into WebKIDSS in order for the IEP to be completed by the MIS Clerk.
5. If the team accepts the current IEP, provide a PWN to the parent & enter goals into WebKIDSS **OR** amend/rewrite the IEP.

Transfer (Move) In Students with an IEP past the Annual Review Date

Students moving into a school who have received special education services but the IEP is past the annual review date, will need to have a new IEP developed. The Move-In IEP will be based from existing data to allow time to conduct the assessments necessary to develop an IEP to allow the student to receive FAPE and progress in the general education curriculum.

Transfer (Move) Out Students

The school office staff and/or the primary provider will inform LCNCK that the student has moved, providing LCNCK with the last date of attendance and where they have moved, if known.

If the student moves within the LCNCK catchment area (USD 108, 109, 224, 333, 426), the primary provider informs LCNCK of the exit from the district and provides knowledge of anticipated enrollment. The receiving provider will be given the contact information of the previous provider from the LCNCK office.

Steps: As soon as possible

1. Inform LCNCK of the last date of attendance and new location, if known, of the student.
2. LCNCK will facilitate contact between providers.

Returning to Special Education

If a student has been exited from special education the agency must conduct an initial evaluation to determine whether the child is eligible for special education. If there is enough current data available, the team may determine there does not need to be further assessments conducted.

Responsibilities for IEP meeting:

<p>School Psychologist:</p> <ol style="list-style-type: none">1. Locate student in WebKIDSS or create student (see Student Startup Page on page 26). The Ed Status will be either R or I (see below for definitions to code correctly).2. Obtain signature on PWN for Initial Evaluation and Medicaid Consent and provide a copy of the Parent Rights.3. Notify staff for information/ data gathering.4. Schedule a meeting to review the results of the evaluation.5. Send parent/legal guardian the Notice of Meeting.6. Notify staff of meeting.7. Draft a Prior Written Notice and report evaluation results in the Evaluation/Eligibility Team Report, provide copies for the team and parent/guardian and obtain electronic signatures.	<p>Primary Provider:</p> <ol style="list-style-type: none">1. Collect data and information during evaluation; develop goals and objectives. Develop a DRAFT IEP using data and information gathered and assist the school psychologist with the Prior Written Notice.3. Provide copies of the DRAFT IEP for team members. <p>Other Providers:</p> <ol style="list-style-type: none">1. Collect data and information during the evaluation.2. Develop goals and objectives.3. Enter the evaluation results in the Evaluation/Eligibility Team Report, as well as data and goals onto DRAFT IEP.
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Definitions:

R = Returning to a Special Education Program – Students who previously received special education services as some point in the life; completed objectives, dropped out or left services without a written revocation are reported as “R” in the school year they returned to services.

I = Re-initiation of Services – IDEA Students who have had all of their services revoked by the parent or self (if 18 years of age or older) and services have been restarted this school year.

CHAPTER V

THREE YEAR REEVALUATION/DEVELOPMENTAL DELAY REEVALUATION

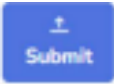
The purpose of the three-year reevaluation is to determine if; the student continues to be a child with an exceptionality, the student's present levels of academic and functional achievement and educational needs, if the child continues to need special education services, and if any modifications to the services are needed. The three-year reevaluation does not require new testing be completed if the team members feel they can make the required determination with existing data. Effort should be made to align the three-year reevaluation with annual IEP reviews. The school psychologist is responsible for entering the reevaluation date or contacting the MIS clerk to update the reevaluation date in WebKIDSS.

If a child age 3-9 was determined eligible as a child with DD, a reevaluation must be conducted before the child turns age 10 to determine whether the child continues to be a child who has an exceptionality.

Suggested Responsibilities:

<p>School Psychologist:</p> <ol style="list-style-type: none"> 1. Plan the reevaluation. 2. Obtain permission for reevaluation. 3. Write the Evaluation/Eligibility team Report. 4. Participate in the IEP meeting. 5. Submit eligibility/reevaluation paperwork. 6. Schedule meeting to discuss results of the reevaluation and/or IEP meeting. 7. Send the Notice of Meeting. 8. Draft Prior Written Notice. 	<p>Primary Provider:</p> <ol style="list-style-type: none"> 1. Collect data and information; develop goals/objectives. 2. Develop the DRAFT IEP using data and information gathered. 3. Provide copies of the DRAFT IEP for team members. <p>Other Providers:</p> <ol style="list-style-type: none"> 1. Collect data and information during evaluation. 2. Develop goals/objectives. 3. Enter data and goals into DRAFT IEP
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IEP Procedures:

<p>Required documents:</p> <p><i>Can either be signed on paper or electronically signed/filed:</i></p> <ol style="list-style-type: none"> 1. PWN for Reevaluation (School Psychologist) <p><i>Should be signed & filed electronically:</i></p> <ol style="list-style-type: none"> 2. Notice of Meeting 3. Prior Written Notice 4. Other Documents (if applicable): <ol style="list-style-type: none"> a. Vocational Rehab b. Mutual Exchange of Info c. Excusal from IEP Meeting d. Etc. 5. Evaluation/Eligibility Team Report <p><i>Should be signed electronically within the IEP (Do not file the IEP, LCNCK office will file after review):</i></p> <ol style="list-style-type: none"> 6. Distribution, Disclosures & Electronic Consent page. 7. Transfer of Rights page. (if applicable) 8. Medicaid Consent Form page. <p><i>File electronically:</i></p> <ol style="list-style-type: none"> 9. Progress Report 	<p>Verification/Submission:</p> <p><i>Due within 5 days of meeting.</i></p> <ol style="list-style-type: none"> 1. Run and address "Verifications". 2. Scan & upload paper documents to WebKIDSS. 3. "Submit" the IEP using the button on the demographics page. <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 4. Complete the Meeting Submission Form and "File a Copy". 5. Corrections are due within 5 days from receipt of email notification.
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CHAPTER VI EXTENDED SCHOOL YEAR SERVICES

The IEP team must consider the need for extended school year services for students with disabilities either during an annual IEP or as an amendment to the IEP. This decision must be based on regression/recoupment data that suggests that the student's skill losses over breaks are excessive and it takes more than 45 days for lost skills to be regained upon return. Regression is a substantial loss of any skill addressed by the IEP. Some degree of loss in skills typically occurs with all students during normal school breaks and would not be considered substantial. See ESY Rubric for guidelines regarding regression (Appendix H). All recommendations for ESY, will be submitted to LCNCK by Jan 30th.

IEP Procedures:

<p>WebKIDSS:</p> <ol style="list-style-type: none"> 1. On the ESY page of the IEP, mark yes or no regarding whether the student qualifies for ESY services. If no is marked, the ESY page is complete. If yes, follow steps below. 2. On the ESY Page mark the Justification for ESY. 3. On the ESY Page click the NEW button to add Anticipated Services for ESY. 4. Complete services, the PLAAFPs and the number of minutes/days/weeks for each service required. <ol style="list-style-type: none"> a. SE = Special Ed Services b. SL = Speech/Language c. OT = Occupational Therapy d. PT = Physical Therapy e. ST = Special Transportation 	<p>Required documents paperwork:</p> <ol style="list-style-type: none"> 1. If the determination is made during the Annual IEP meeting: <ol style="list-style-type: none"> a. Document in the Prior Written Notice and within the IEP following the steps in the previous pages for the particular type of IEP that has been written. 2. If the determination is made at a separate meeting, follow the instructions for Amending/Changing an IEP starting on page 28.
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Students identified as gifted only are not eligible for extended school year services. ESY services are different than general education summer school. Do not refer to extended school year services as summer school services since it might cause confusion for parents/staff. ESY may or may not be provided in conjunction with the general education summer school. ESY may be needed by a student even though summer school is not offered for general education students. The reason for these services is to ensure the provision of FAPE so that the student can make progress toward the goals specified on the student's IEP and to prevent regression, which would impede such progress. However, if a student with a disability is attending a summer school program for general education purposes, (not extended school year) the school must consider what reasonable accommodations/modifications may be necessary for the student to have an equal opportunity to participate in the general education environment and curriculum. (Example: Drivers Education)

CHAPTER VII

EXITING A STUDENT FROM SPECIAL EDUCATION SERVICES

Most students are exited from all special education services under three circumstances.

1. When the IEP team determines that the student is no longer a student with a disability or no longer needs services in order to make progress in the general education curriculum.
2. When the student graduates or reaches the age of 21.
3. When the parent revokes consent for special education services for their child.

Exiting All Services through IEP Team Recommendation

Suggested Responsibilities

<p><u>School Psychologist:</u></p> <ol style="list-style-type: none"> 1. PWN for Reevaluation 2. Evaluation/Eligibility Team Report 3. Notice of Meeting 4. Prior Written Notice 	<p><u>Primary Provider:</u></p> <ol style="list-style-type: none"> 1. Progress Report, complete & file. 2. Attendance Form, complete & file.
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IEP Procedures:

<p><u>Required documents paperwork:</u></p> <ol style="list-style-type: none"> 1. PWN for Reevaluation 2. Notice of Meeting 3. Prior Written Notice 4. Progress Report 5. Evaluation/Eligibility Team Report 	<p><u>Verification/Submission:</u> <i>Due within 5 days of meeting.</i></p> <ol style="list-style-type: none"> 1. Scan & upload paper documents to WebKIDSS. 2. Complete the Meeting Submission Form and "File a Copy." 3. Corrections are due within 5 days from receipt of email notification.
<p><u>WebKIDSS:</u></p> <ol style="list-style-type: none"> 1. LCNCK will update the Ed Status once the documents have been submitted and reviewed. 	

Parent Request for Revocation of Special Education Services

As of January 1, 2009, the Federal Education Department has issued amended 2006 IDEA Part B regulations that will give parents of students with disabilities the unilateral right to revoke consent for the receipt of special education services at any time.

The regulations require that the revocation of consent must be done in writing, but there are no other conditions. Parents must state in writing that they revoke consent for their child to receive special education services and include the current date and their signature. It can also be done via an email.

After receipt of a written revocation of consent, the school psychologist must provide the parents with prior written notice. The revocation is not immediately effective. There must be a reasonable period of time to provide the prior written notice, and the services may not cease until the Prior Written Notice is given.

The Prior Written Notice indicates that the student will no longer receive special education services of any kind and no longer enjoy the protections of the disciplinary procedures in the event of a violation of the code of conduct. The regulations prohibit invoking the due process or mediation mechanisms to challenge the parent's decision. Moreover, "a public agency may not require a

parent to provide an explanation for why they are revoking consent, either orally or in writing, prior to ceasing the provision of special education and related services." The regulations make it clear that an IEP team meeting is not necessary. However, give some serious thought to the situation and conduct a staffing, if not a full blown IEP team meeting when appropriate.

Parent consent for their child to receive special education services is voluntary, and may be revoked by the parents at any time. If a parent revokes consent for existing services either in writing or through an email, the IEP team must attempt to meet with the parent. If the parent cannot be convinced to continue the services, the IEP team must honor the parent's request and cease provision of the services and provide the parents with a Prior Written Notice. The School Psychologist will send written notice to the parent that it stands ready, willing, and able to provide appropriate services to the child, if the parent reconsiders his or her objection to those services.

Steps:

1. A meeting will be held and a Prior Written Notice presented indicating the student is still eligible, the IEP team is not recommending an exit from services, and the team stands "ready, willing and able" to provide special education services.
2. Continue services until the parent has signed the Prior Written Notice

Written Revocation Procedures:

<p><u>Required Documents:</u> <i>Complete & File in WebKIDSS</i> 1. Notice of Meeting (if applicable) 2. Prior Written Notice</p>	<p><u>Submission:</u> <i>Due within 5 days of meeting/action.</i> 1. Scan & upload paper documents to WebKIDSS. 2. Complete the Meeting/Document Submission Form and "File a Copy". 3. Corrections are due within 5 days from receipt of email notification.</p>
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CHAPTER IX

WHO IS THE PRIMARY SERVICE PROVIDER?

The primary exceptionality is usually determined by the evaluation/IEP team during an evaluation, reevaluation, or IEP meeting. The primary service provider should be the exceptionality that most interferes with the student's ability to participate and make progress in the general education curriculum. The teacher providing services for that exceptionality in the student's attendance school is the primary exceptionality provider. For students identified as only eligible for Speech/Language, OT or PT services, the Therapist is the primary service provider following the initial evaluation. For children who are only eligible for gifted services, the teacher for the Gifted is the primary service provider following the initial evaluation.

CHAPTER X

WHEN IS PROVIDING PARENTAL RIGHTS FORM REQUIRED?

The parental rights form need only be provided to parents on five occasions:

1. At least one time in a school year.
2. Upon referral or parent request for initial evaluation.
3. First formal complaint or due process complaint in a school year.
4. Upon disciplinary removal from school with a change in placement.
5. Upon parent request.

CHAPTER XII

CONFIDENTIALITY

It shall be the policy of this local educational agency that the confidentiality of personally identifiable data relating to students with exceptionalities and their families is protected during collection, storage, disclosure, and destruction, and that one official of this local educational agency be assigned the responsibility for protecting the confidentiality of personally identifiable data. This local education agency follows all federal regulations and state standards related to the confidentiality of student records.

Confidentiality is always a matter of grave concern when addressing student information.

1. All student records are to be in a locked filing cabinet.
2. A notice of Confidentiality is to be posted on the locked filing cabinet.
3. ALL student records are to have an access sheet inside the front cover. Please be sure this sheet is in all student records.
4. You must only have copies of IEP's on students you CURRENTLY serve. Records for any student who no longer qualifies for services or who has moved must be sent to the LCNCK office for review and shredding.

Students being served by the Learning Cooperative of North Central Kansas (LCNCK) have a right to expect that information about them will be kept confidential by all school personnel including contracted employees. Additionally, the U.S. Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family Educational Rights and Privacy Act (known more commonly as "FERPA"). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution, including the LCNCK, which disseminates a student's education records without his or her parent's consent.

CHAPTER XIII


DEFINITION OF PARENT

School personnel must determine the appropriate person(s) to make educational decisions on behalf of the child. The “Definition of a Parent” In Kansas “parent” is defined as:

- A natural (biological) parent;
- An adoptive parent;
- A “person acting as a parent”;
- A legal guardian;
- An officially appointed education advocate; or
- A foster parent, if the foster parent has been appointed the education advocate of an exceptional child.

“Person acting as a parent” means a person such as a grandparent, stepparent or other relative with whom a child lives, or a person other than a parent or relative who is legally responsible for the welfare of a child. If there is more than one party qualified to act as a parent, and the biological or adoptive parents attempt to act as the parent, the biological or adoptive parents must be presumed to be the parents and legal decision makers, unless they do not have legal authority to make educational decisions for the child. A judge may decree or order a person acting as a parent or a legal guardian or persons to act as the “parent” to make educational decisions for the child.

If parents are divorced, regardless of which parent has primary custody, the Prior Written Notice of any special education action must be provided to both parents, even if only one parent has the right to consent, unless a court order precludes this from happening. This applies to all special education notice requirements including notice of an IEP meeting. If the school is only aware of one parent's address, the school must make reasonable efforts to locate the other parent in order to provide notice. However, consent from one parent is sufficient. In the event that the school receives consent forms from both parents, with one parent providing consent for the action and the other denying consent, the school is deemed to have received consent and must fulfill its obligation to provide FAPE to the student. The parent who denies consent has the right to request mediation or file for due process.


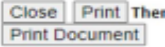
1. Select the student.
2. Complete last progress report.
 - a. File an electronic copy in WebKIDSS.
 - b. Print one copy for the parents.
3. Demographics Page:
 - a. Click **Add New IEP Record**.
 - b. Click **Add New IEP**.
 - i. Fill in IEP date (meeting date) and the Initiation date (services begin date).
 - c. IEP Records box displays top date as IEP date with a “d” for DRAFT.
4. Click “Enter IEP Forms Data” in drop down box next to Function:
 - a. Select “**Notice of Meeting**” - Complete data, including contact person and phone number. Save.
 - b. “File a Copy” of the NOM making sure to name the form as such: LnameFname_NOM_mmddyy.
 - c. Email or print & send to parent the Notice of Meeting.
5. Notify appropriate team members of the meeting.
6. Complete the **Prior Written Notice** (use the same process as #4).
7. Enter information/data on new IEP:
 - a. Remember to match frequency, location, and duration in these screens with the **PWN**:
 - i. Special Education & Related Services page.
 - ii. Anticipated Services Chart
8. Print the new **DRAFT** IEP:
 - a. Select “Print IEP” from the blue banner on the left side of the screen.
 

Then click “OK”.
 - b. Fix Verification Errors as indicated.
 - c. Click “**Print Document**” in the top left corner.
 - d. Click “**Use DRAFT Header**” and then click “Display”.
 - e. Click “**Print**”. Adjust your **Scale** to make the document print in the most professional manner and select the correct printer. Click “Print” again.
 - f. Click **KIDSS** or close the window to return to WebKIDSS.
9. Conduct the meeting.
10. Obtain Signatures:
 - a. **Prior Written Notice**
 - b. **Notice of Meeting** (if applicable)
 - c. Other Documents (**Excusal from IEP Meeting, Mutual Exchange of Information, Voc Rehab, Etc.**)
 - d. **Evaluation/Eligibility Team Report** (if applicable)
 - e. Pages within the body of the IEP:
 - i. **Distribution, Disclosures & Electronic Consent**
 - ii. **Transfer of Rights** (Both student & parent)
 - iii. **Medicaid Consent form**
11. Following the meeting, enter any changes or additions, including parent concerns into the WebKIDSS IEP.
12. When the IEP/documents are complete and ready to be submitted to the LCNCK office:
 - a. Return to the “**Demographics**” page and click the “**Submit**” button. This action will lock the IEP.
 - b. Scan and upload any paper documents that pertain to the IEP/meeting.
 - c. Complete the “**Meeting/Document Submission Form**” in WebKIDSS. After completion:
 - i. File a copy using the “**File a Copy**” button. This action notifies the office documents are ready for review.
13. All “paperwork” is required to be submitted/uploaded to the LCNCK Office via WebKIDSS within 5 days of the meeting date. No actual paper will be submitted to the office, all submissions will be electronic.
14. After being submitted the documents will be reviewed by LCNCK office staff. Corrections are due back to LCNCK within **5 days from email notification**.

School Psychologist or Speech Pathologist MUST open the Amendment record.

1. Select the student.
2. Demographics Page:
 - a. Click **Add New IEP Record**.
 - i. Click **Add Amendment IEP**.
 - ii. Fill in initiation date (date amendment begins).
 - iii. Fill in amendment date (date of amendment meeting).
 - iv. Click **Add Amendment IEP**.
 - b. "IEP Records" box displays top date as IEP date and either Cad, Ead, Nad, Bad after the date and displays the amendment date under the box.

Primary Provider will complete the following:

1. Add amendment information to the appropriate IEP screens.
2. Click "Enter IEP Forms Data" in drop down box next to Function:
 - a. Select "Notice of Meeting" - Complete data, including contact person and phone number. Save.
 - b. "File a Copy" of the NOM making sure to name the form as such: LnameFname_NOM_mmddyy.
 - c. Email or print & send to parent the Notice of Meeting.
3. Notify appropriate team members of the meeting.
4. Complete the Prior Written Notice (use the same process as #2).
5. Describe changes with beginning date of change on the PWN – add new information above existing information in areas of change. DO NOT remove prior information.
 - a. Remember to match frequency, location and duration on these pages of the IEP to the PWN:
 - i. Special Education Services
 - ii. Anticipated Services Chart
 - b. **NOTE: DO NOT REMOVE INFORMATION FROM CURRENT IEP.**
6. Print the new **DRAFT** IEP:
 - a. Select "Print IEP" from the blue banner on the left side of the screen.  Then click "OK".
 - b. Fix Verification Errors as indicated.
 - c. Click "**Print Document**" in the top left corner. 
 - d. Click "**Use DRAFT Header**" and then click "Display".
 - e. Click "**Print**". Adjust your Scale to make the document print in the most professional manner and select the correct printer. Click "Print" again.
 - f. Click **KIDSS** or close the window to return to WebKIDSS.
7. Conduct the meeting.
8. Obtain Signatures:
 - a. **Prior Written Notice**
 - b. **Notice of Meeting** (if applicable)
 - c. Other Documents as needed (**Excusal from IEP Meeting, Mutual Exchange of Information, Voc Rehab, Etc.**)
9. Following the meeting, enter any changes or additions, including **parent concerns** into the WebKIDSS IEP.
10. When the IEP/documents are complete and ready to be submitted to the LCNCK office:
 - a. Return to the "**Demographics**" page and click the "**Submit**" button. This action will lock the IEP.
 - b. Scan and upload any paper documents that pertain to the IEP/meeting.
 - c. Complete the "**Meeting/Document Submission Form**" in WebKIDSS. After completion:
11. File a copy using the "**File a Copy**" button. This action notifies the office documents are ready for review.
12. All "paperwork" is required to be submitted/uploaded to the LCNCK Office via WebKIDSS within 5 days of the meeting date. No actual paper will be submitted to the office, all submissions will be electronic.
13. After being submitted the documents will be reviewed by LCNCK office staff. Corrections are due back to LCNCK within 5 days from email notification.

**Primary Provider, School Psych and/or SLP
WebKIDSS/Meeting Process**

LCNCK will:

- Contact previous school for IEP records.
- Create a new student IEP **or** upload WebKIDSS IEP.
- Upload all Out of District (ODD) records to WebKIDSS.
- Notify School Psychologist, Primary Provider, Related Service Providers and Building Administrator that student is in WebKIDSS and records are ready for viewing.

School Psychologist or Speech Pathologist will:

- Review the incoming records and complete the Move-In IEP Review form and file a copy in WebKIDSS (this action will automatically email the MIS Clerk that the form has been completed).

Primary Provider (or Speech Path for SL only students) will:

- Within **10 school days from enrollment/initiation date:**
 - Receive notification from the MIS Clerk that the student IEP is in WebKIDSS.
 - Update the student's records with services, etc. shown on the move-in IEP:
 - **Demographics** page (update to reflect current information)
 - **Sped & Related Services** page
 - **Anticipated Services Chart**
 - Enter **all goals** and benchmarks for each PLAAFP as indicated on the move-in IEP.
- If the team accepts the current IEP, provide a **Prior Written Notice** to the parent. If the team does not accept the current IEP you will either **Amend** the existing IEP or **Rewrite** the IEP.

MIS Clerk will:

- Complete/lock the move-in IEP after all information has been entered by the providers and school psych.

School Psych & SLP ONLY
WebKIDSS Process

1. Use the "Locate a Student" option:
 - a. If student exists in WebKIDSS, proceed with entering new data or contact the LCNCK office to change archive status.
 - b. If student does not exist in WebKIDSS, select "Create a New Student."
2. Complete Demographics screen.
3. Go to Anticipated Services Chart:
 - a. Speech Pathologist: assign yourself as Primary Provider.
 - b. School Psychologist: assign the Primary Provider and notify the evaluation team.
4. The student is listed as "In Process;" access through "No IEP" until an IEP date is entered.
5. Enter evaluation information/data into the IEP and Evaluation Report.

At this point, follow instructions in **Appendix A** to complete the meeting/WebKIDSS process.

Responsible for the following documents:

1. **Evaluation/Eligibility Team Report**
2. **PWN for Initial Evaluation with Medicaid Consent form.**

School Psych & SLP ONLY
WebKIDSS Process

1. Use the “**Locate a Student**” option:
 - a. If student exists in WebKIDSS, proceed with entering new data or contact the LCNCK office to change archive status.
 - b. If student does not exist in WebKIDSS, select “Create a New Student.”
 - c. The Ed Status will be **R (Returning to a Special Ed. Program)**.
2. Complete **Demographics** screen.
3. Go to **Anticipated Services Chart**:
 - a. Speech Pathologist: assign yourself as Primary Provider.
 - b. School Psychologist: assign the Primary Provider and notify the evaluation team.
4. The student is listed as “In Process;” access through “No IEP” until an IEP date is entered.
5. Enter evaluation information/data into the IEP and Evaluation Report

At this point, follow instruction in **Appendix A** to complete the meeting/WebKIDSS process.

Responsible for the following documents:

1. **Evaluation/Eligibility Team Report**
2. **PWN for Initial Evaluation with Medicaid Consent form**

APPENDIX F

IEP Procedures at A Glance

<p><u>Initial Evaluations with an IEP (Does Qualify)</u></p> <ul style="list-style-type: none"> • PWN for Initial Evaluation, Medicaid Consent, & Parents Rights (School Psychologist) • Notice of Meeting • Prior Written Notice • Sign in IEP: Electronic & Medicaid Consents and Transfer of Rights (if needed) • If Needed: Excusal form, Voc Rehab, Mutual Exchange, etc. • Evaluation/Eligibility Team Report (School Psychologist) • Check & correct verifications • Complete the Meeting Submission Form and “File a Copy”. 	<p><u>Annual Review/Rewrite</u></p> <ul style="list-style-type: none"> • Notice of Meeting • Progress Report (from previous IEP year) • Prior Written Notice • Sign in IEP: Electronic & Medicaid Consents and Transfer of Rights (if needed) • If Needed: Excusal form, Voc Rehab, Mutual Exchange, etc. • Check & correct verifications • Complete the Meeting Submission Form and File a Copy”.
<p><u>Three Year Re-evaluation with an IEP</u></p> <ul style="list-style-type: none"> • PWN for Reevaluation (School Psychologist) • Notice of Meeting • Progress Report (from previous IEP year) • Prior Written Notice • Sign in IEP: Electronic & Medicaid Consents and Transfer of Rights (if needed) • If Needed: Excusal form, Voc Rehab, Mutual Exchange, etc. • Evaluation/Eligibility Team Report (School Psychologist) • Check & correct verifications • Complete the Meeting Submission Form and “File a Copy”. 	<p><u>IEP Senior Year</u></p> <ul style="list-style-type: none"> • Notice of Meeting • Progress Report (from previous IEP year) • Prior Written Notice – Must state services end because of graduation/maturation (age 21) and last date of attendance. • Sign in IEP: Electronic & Medicaid Consents and Transfer of Rights (if needed) • If Needed: Excusal form, Voc Rehab, Mutual Exchange, etc. • Check & correct verifications • Complete the Meeting Submission Form and “File a Copy”. <p>Services & PWN—MUST reflect services ending on last day of attendance prior to graduation.</p> <p>Additional Senior Documents due at the END OF YEAR (gifted students are exempt):</p> <ul style="list-style-type: none"> • Summary of Performance • Student Exit Survey
<p><u>Amendments</u></p> <ul style="list-style-type: none"> • Notice of Meeting • Prior Written Notice (PWN) • COMPLETE in IEP: <ul style="list-style-type: none"> ○ Attendance page ○ Sped & Related Services page ○ Anticipated Services Chart ○ Goals/Benchmarks ○ Any other changes • Check & correct verifications • Complete the Meeting Submission Form and “File a Copy”. 	<p><u>Initial Evaluation – Does Not Qualify</u></p> <ul style="list-style-type: none"> • PWN for Initial Evaluation • Notice of Meeting • Prior Written Notice (PWN) • Evaluation/Eligibility Team Report (School Psychologist) • Complete the Meeting Submission Form and “File a Copy”.

APPENDIX G KSDE Eligibility Indicators

The most recent version of the KSDE Eligibility Indicators can be found at:

[https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title Services/Special_Education/KIAS/SPP-and-APR#indicators](https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title%20Services/Special_Education/KIAS/SPP-and-APR#indicators)

Special Education Extended School Year (ESY) Eligibility Criteria Rubric

Student _____ Grade _____ Birthdate _____

Meeting Date _____ School Year _____

ESY is determined as a necessary service to eligible students, who without such service would not be able to recoup specific IEP skills following a break in service. The IEP team must determine if the regression experienced by the student following a break in service is so substantial that the skills cannot be recovered in a comparable amount of time to the length of the break. Some degree of loss in skills typically occurs with all students during normal school breaks and would not be considered substantial. Remember that the purpose of ESY is to maintain skills, not to teach or establish new skills.

Attach current goals and objectives that will be addressed to maintain present skills and behaviors.

Criterion	Degree 1 - Score 1	Degree 2 - Score 2	Degree 3 - Score 3	Justification/ Evidence	“Score” for each section
<p>Criterion 1 – Regression/Limited Recoupment Analysis*</p> <p>Does this student display a loss of previously taught skills and an inability to regain those skills following interruptions in instruction during the regular school year, i.e., Thanksgiving break, Winter Break, and Spring Break?</p>	<p>Skills regained in less than half of the recoupment period (days of break); new skill acquisition NOT impacted.</p>	<p>Moderate decline (less than 20%) in scores and progress compared to same-age peers. Skills regained in less or equal to recoupment period; new skill acquisition impacted moderately.</p>	<p>Significant drop (20% or more) in scores and progress compared to same-aged peers. Recoupment days greater than the days of break; significant impact on new skill acquisition.</p>	<p>Examples: IEP progress, testing information, the historical rate of progress before/after breaks, points earned before/after breaks, Behavior logs and observation data.</p>	

<p>Criterion 2 – Self Sufficiency and Independence: The degree to which the student’s regression impacts the student’s level of self-sufficiency or independence from the teacher that would be expected, given his/her disability within the context of the recoupment period. (Independence is measured by related tasks, given the student’s disability, environment, and level of expectations.)</p>	<p>With minimal adult intervention OR reminders typical of all students, the student regains his/her level of independence commensurate with the level before break in less than half of the recoupment period days.</p>	<p>With moderate adult intervention OR the moderate amount of reminders, redirection, and prompts, the student regains the same level of independence as the student had less than or equal to the recoupment period.</p>	<p>Student requires significant adult intervention OR regresses to the point that the entire recoupment period is spent in intense relearning activities.</p>		
<p>Criterion 3 – Current Level of Services Student’s programming for the school year.</p>	<p>0-20% special education</p>	<p>21-59% special education</p>	<p>60% or higher special education</p>		

<p>Criterion 4 – Degree of Impairment The severity of the disability(ies) <i>Areas listed on IEP only</i></p>	<p>Progress in academics, social skills, language skills, 1-2 years below that of peers; capacity for recoupment is not greatly impacted.</p>	<p>Progress in academics, social skills, language skills, 2-3 years below that of peers; capacity for recoupment moderately impacted.</p>	<p>Progress in academics, social skills, language skills, +3 years below that of peers; capacity for recoupment severely limited.</p>		
<p>Criterion 5 – Complexity of Disability <i>Mark all areas that are impacted by disability:</i> ___ Literacy ___ Math ___ Communication ___ Social Interaction Skills ___ Behavior ___ Gross motor skills ___ Fine motor skills ___ Vision/Hearing ___ Extreme medical ___ Daily Living</p>	<p>1-2 areas</p>	<p>3-5 areas</p>	<p>6+ areas</p>		

*Regression refers to a decline in knowledge and skills that can result from an interruption in education.

*Recoupment refers to the amount of time it takes to regain the prior level of functioning.

*The recoupment period is equal to the number of school days in the break period.

Student _____

Additional Comments/Notes as needed: Rubric Degrees/Eligibility

Determination

Criterion 1 - _____

Criterion 2 - _____

Criterion 3 - _____

Criterion 4 - _____

Criterion 5 - _____

Total - _____

Individual Circumstances – Professional Judgment Factors

Areas to consider for students whose scores are borderline: Effects of practice, amount of support outside of school, degenerative medical conditions, extended or repeated absences, student safety, amount of supervision, other.

Eligibility Determination

_____ A score of 10 or higher indicates a high probability of need that would require ESY services.

_____ A score of 9 or lower indicates a probability of need that would not require ESY services.

ESY Eligibility Guidelines

ESY is designed for students with significant disabilities for whom we have evidence that additional days of school are **necessary** for them to maintain their educational progress. ESY is not intended for everyone. If a student qualifies for ESY, the expectation is that they maintain their gains from the current school year.

1. There are five areas to consider: **regression/limited recoupment, self-sufficiency and independence, current level of service, degree of impairment, and complexity of disability.** Each area is scored by marking a 1, 2, or 3 (1 as a low risk and 3 as a high risk). Staff is to use their readily available, classroom-based evidence when making these decisions. The scores are summed at the end of the process. The criteria allows for professional judgment, which can be applied to students who score in the borderline range. (See rubric for additional eligibility considerations.)
2. The criterion must be completed by the student's IEP case manager and confirmed by the team members at the IEP meeting with parents.
3. For students who have related services, the IEP case manager must consult with the provider to determine if ESY services are appropriate. Students must qualify to receive related services in the ESY program.
4. After completing the criterion form, it will be filed in the student's special education file. It is not a part of the IEP paperwork distributed to parents; however, the determination is to be recorded in the IEP.



Administrative Procedural Handbook

The Learning Cooperative of North Central Kansas

Sponsoring District – Concordia 333

Cooperating Districts

Washington County USD 108

Republic County USD 109

Clifton/Clyde USD 224

Pike Valley USD 426

2025-2026 School Year

Created August 2019

Updated and BOE Approved 10-07-2019

Updated and BOE Approved 06-08-2020

Updated and BOE Approved 05-10-2021

Updated and BOE Approved 06-16-2022

Updated and BOE Approved 05-08-2023

Updated and BOE Approved 6-10-2024

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LCNCK Fiscal Policy & Procedures

IDEA VI-B FISCAL POLICIES and PROCEDURES

All IDEA Part B VI-B Funds will be used and designated in accordance with allowable expenditure guidelines as eligible excess costs. *

Responsibility of LEA Clerk (USD 333 District Financial Manager)

- I. VI-B Funds
 - A. Drawdown of Funds
 1. The LEA will draw down funds on a monthly basis August through May. Each drawdown is 1/10 of the total allocated funds.
 2. The LEA will retain all records of draw down funds for a minimum of 3 years from the final expenditure report or audit resolution, whichever is later.
 - B. Cash Management VI-B Funds
 1. Ensure all VI-B funds are expended within 30 days to prevent interest earned on federal monies by paying on monthly salaries.
 2. Allocated VI-B funds for 3-5, 3-21, and private school proportionate share will be used for professional development, supplies/materials, & salaries of certified special education teachers who provide 100% of their time to special education duties.
 3. TIP VI-B funds are used in accordance with the IDEA Targeted Improvement Plan (TIP) Grant developed by the Director and assigned to those funds in the special education budget.
 - a) Accounts payable clerk will designate TIP Grant purchases to the appropriate fund category in the special education budget at time of payment.
 - C. Tracking of VI-B Funds
 1. The clerk will ensure VI-B funds are kept separate from other funds by separate line items in the budget.
 - D. Time and Effort Certificates
 1. The LCNCK MIS clerk will be aware of all staff assigned Time and Effort Certificates and maintain a list of those staff provided by the Director.
 - E. Excess Cost
 1. Each member district's clerk will complete the Excess Cost Worksheet by the KSDE assigned due date each year.

Responsibility of Director of Special Education

- II. VI-B Funds
 - A. Expending VI-B Funds

1. The director will assign funds to be spent on specific special education teachers whose time is devoted 100% to serving special education duties. This assignment list will be provided each year to the clerk for payroll purposes.
 2. The director will develop an annual spreadsheet that designates VI-B funds for each staff member and their salaries.
 3. VI-B funds will not be used to pay for salaries of Fee for Service Medicaid providers, such as OT, PT, SW's, Psych's, and SLP's.
 4. VI-B Allocated funds for 3-5, 3-21, and private school proportionate shares should maintain a management system as detailed below.
 - a) If funds are used for property or supplies, the following Supplies:
 - (1) **Use:** Property and supplies will only be used for the purpose of special education. They will be checked out through the special education office for tracking purposes.
 - (2) **Management:** Property and supplies will be managed and maintained by special education staff.
 - (3) **Inventory:** An inventory will be kept by the LCNCK Special Education Administrative Assistant, who will assign the use of property and supplies. Inventories will be cross-referenced every two years.
 5. VI-B TIP funds will be used in accordance with the approved TIP Grant.
 - a) Tip funds will be tracked in special education requisitions.
 - b) Each requisition will provide the TIP expense category for the district clerk to use appropriate funds.
 - c) Expenditure of TIP funds will be tracked in the fund accounting system and compiled on a spreadsheet for an annual summary.
- B. Time and Effort Report
1. Time and effort semi-annual reports and PAR's will be developed by the Director of Special Education and administrative assistant.
 2. Staff will be assigned to reflect their time working within special education.
 - a) The report will contain a complete list of all staff that has or is currently working during the reporting period.
 - b) Staff listed on the report that are being paid with Medicaid or VI-B funds should be clearly labeled as such.
 3. The Time and Effort report will be signed by the Director of Special Education and then filed by the Administrative Assistant for audit purposes.
- C. Private School Proportionate Share (PSPS) – If Applicable
1. The Director will assign PSPS to the salaries and benefits of those special education teachers who provide services to children at the private school located within the district boundaries.
 2. The percentage of VI-B funds applied to the assigned special education teacher will be based on student caseload served at the private school in comparison to the percentage of salary supported with VI-B Funds.

3. In the case of PSPS for Ages 3-5, these funds will be assigned to staff who serve that age range of students, ensuring that the percentage of salary is not greater than the percentage of caseload served, as well as costs associated with those services.
 4. All staff assigned VI-B Funds are employees of the Learning Cooperative of North Central Kansas, as sponsored by USD 333 Concordia Public Schools.
 5. Assigned LCNCK staff provides specially designed instruction, in all eligible categories, to the private school students, which are not provided by the private school or private school personnel.
 6. Costs assigned to PSPS will not include child find expenditures.
- D. Excess Cost
1. The Director will collaborate with the clerk and complete his/her responsibilities for the Excess Cost Worksheet by the due date assigned by KSDE.

MEDICAID PAYMENTS:

There are four sources of Medicaid revenue, Fee for Service, Quarterly School District Administrative Claiming, Annual Cost Settlement, & Replacement Aid.

- 1) **Fee for Service:** Greenbush files claims per student for each of the 5 districts based on services provided. The reimbursement for the service provided is paid directly to LCNCK.
- 2) **Quarterly SDAC payments:** LCNCK enters all LCNCK staffing information regarding staffing & expense costs for the services delivered on a quarterly basis for each district no later than 1 week prior to submission. These payments are directly paid to the claiming district.
- 3) **Annual Cost Settlement:** Annual cost settlement reports are completed by each of the 5 districts. This is done in collaboration with LCNCK. These payments are paid directly to the claiming district and paid back to the LCNCK. If the end of the year cost settlement has a payment due, the LCNCK will pay using fee for service the following year.
- 4) **Replacement Aid:** Replacement aid payments are paid to LCNCK with the final Categorical Aid payment in June.

ASSESSMENTS:

Each district's assessment percentage is based on their September 20th count from the previous school year. Once the projected expenditures and revenue have been determined, the assessments will be calculated based on remaining funds required for the upcoming school year budget. The projected budget with assessments will be presented to the Superintendent Board as early as April and no later than June 15th of the current school year. Each month LCNCK will bill each participating district and payment will be due after their local district board meeting.

BUDGET CARRY OVER PERCENTAGE:

LCNCK's cash carryover will maintain no less than 13% of the total budget into the new fiscal year.

PERCENTAGE OF SPONSORING DISTRICT STAFF:

Human Resource, Payroll Clerk, Finance Director, Accounts Payable, & Technology Director provide ongoing support to LCNCK. LCNCK will be responsible for compensating the sponsoring district for a percentage of their salaries for the time and effort that is used to support LCNCK.

The percentage of compensation for the sponsoring district staff is listed below.

- *Human Resource: 50%*
- *Payroll: 50%*
- *Finance: 25%*
- *Accounts Payable: 25%*
- *Technology Director: 5%*

FISCAL & IDEA AUDITS WITHIN KIAS:

Final submission of Fiscal and IDEA audits within KIAS will be completed by LCNCK. LCNCK will work in collaboration with each individual district in order to complete reports in a timely manner.

MOE/EXCESS COST:

MOE/EXCESS cost reports are open for 8 weeks. All districts will complete the required district portion of the MOE/EXCESS COST reports within the first 4 weeks of the submission window and submit to LCNCK within the KIAS application. LCNCK will complete the required documentation the last 4 weeks of the window and submit the final MOE/EXCESS COST report to KSDE.

TRANSPORTATION COSTS:

All student transportation will be the responsibility of the district the student resides in.

TECHNOLOGY:

The LCNCK will provide each itinerant certified staff member with a laptop computer. Each district is responsible for the technology needs of LCNCK staff who work within their district. Districts will be responsible for connecting LCNCK itinerant computers to building copy machines and networks and providing available space on their servers for data backup. Each district will be responsible for ensuring the current window version & Microsoft is up to date. Troubleshooting problems are the responsibility of each district.

All assistive technology needs in order for students with disabilities to make progress towards their IEP goals or have access to the general education curriculum will be the responsibility of LCNCK.

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Definition of Terms

Anticipated Services Chart – The portion of the IEP in the WebKIDSS program where special education services are listed to be uploaded into SPEDPro.

APR – Annual Performance Report.

Data Dictionary – Guidelines for IDEA, Part B and Gifted Reporting of Special Education Data.

EOYA – End of Year Accountability.

IEP – Individual Education Plan.

IEP2 – The signature section of the LCNCK IEP containing the following information: IEP Distribution, Parental Rights Distribution, Notice of Destruction of Special Education Records, Progress Reporting, Consent for Electronic Communication, Transfer of Rights (at age 16), IEP Participant Signature Page, Prior Written Notice, Notification for Accessing Public Benefits or Insurance, Parent Consent for Release of Information and Medicaid Reimbursement.

KIAS – Kansas Integrated Accountability System.

KIDS – Kansas Individual Data on Students. The KSDE web application used to assign a unique, randomly-generated state identification number for every student attending accredited public or private school in Kansas.

KSDE – Kansas Department of Education.

LCNCK – The Learning Cooperative of North Central Kansas.

MIS – Management Information System. The KSDE web application used to collect student level data for every Kansas special education student each school year.

MIS Checklist – MIS Annual Checklist of Tasks.

NOM – Notice of Meeting.

OSEP – Office of Special Education Programs, US Department of Education division that oversees SPED data collections.

OWS – Outcomes Web System; Outcomes Part B – Early Childhood, Indicator 7.

PCA – Personnel Categorical Aid. The KSDE web application used to collect current year special education teachers, paraeducators and related service providers. Used for OSEP provider reports.

PLC – Professional Learning Community.

PWN – Prior Written Notice.

Senior Exit Survey – Indicator 14, Found through the KSDE Authenticated System to be completed by all graduating seniors.

SIS – Student Information System used at the district level to report student data to KSDE.

SOP – Summary of Performance.

SPEDPro – The current KSDE web application used to collect MIS data accessed through the KSDE Authenticated System.

SPEDPro Download Queue – WebKIDSS process to hold SPEDPro downloads to upload as a batch.

SPP – State Performance Plans.

TIP – Teacher Information Page.

WebKIDSS – The name of the local IEP system used for MIS source data.

Location of Documents

Evaluation/Eligibility Team Report – In WebKIDSS; Function: Enter IEP Forms Data

Document Submission Form – In WebKIDSS; Function: Enter IEP Forms Data

MIS Annual Checklist – Available on KSDE Website (www.ksde.org)

Move-In IEP Review Form – In WebKIDSS; Function: Enter IEP Forms Data

Medicaid Consent Form – In WebKIDSS; Function: Enter IEP Forms Data/populates in IEP

Prior Written Notice – pg. 93 – In WebKIDSS; Function: Enter IEP Forms Data

PWN for Initial Evaluation – In WebKIDSS; Function: Enter IEP Forms Data

PWN for Reeval Consideration/Waiver (Combo) V2.0- In WebKIDSS; Function: Enter IEP Forms Data

Notice of Meeting – In WebKIDSS; Function: Enter IEP Forms Data

Summary of Performance (SOP)– In WebKIDSS; Function: Enter IEP Forms Data

Roles and Responsibilities

MIS Data Clerk: The individual responsible for the coordination of the collection of the MIS data.

MIS Data Clerk responsibilities:

- Responsible to enter into SPEDPro and WebKIDSS at the beginning of each school year:
 - Updated calendars
 - Accurate Building Settings
 - Accurate and Updated Personnel
 - Initial student uploads into SPEDPro
- Responsible for the reporting and accuracy of the December 1 reporting.
- Responsible for the reporting and accuracy of the End of the Year reporting.

- Responsible for the transitioning of student data from school year to school year.
- Assist cooperative districts with their Directory and Building data entry each year.
- Responsible for verifying MIS data in WebKIDSS prior to submission to SPEDPro.
- Responsible for uploading data from WebKIDSS to SPEDPro in a timely manner.
- Responsible for data quality and accuracy of MIS data submitted to KSDE.
- Responsible for resolving verification flags in SPEDPro in a timely manner through data corrections or communication with KSDE for clarification and guidance.
- Communicate with districts on student data discrepancies and duplicate KIDS ID numbers.
- Understand the KIDS system in order to submit accurate IEP information.
- Provides annual MIS training and In-service to teachers throughout the school year.
- Responds to MIS related questions from staff.
- WebKIDSS administrator at the local level and is responsible for maintaining the local IEP database.
- Contact Special Education case manager, school psych, and building administrator when notified by Families Together that an Educational Advocate has been assigned to the student whose parental rights have been severed or whose parents are unknown or available or children who are identified as homeless and unaccompanied.
- Tracks Part C to Part B Transitions through an internal tracking system.
- Reviews OWS entries and exits for timely data reporting of SPP Indicator 7.
- Tracks and provides data for SPP Indicators 11 and 12.
- Tracks, assists and reports data for SPP Indicator 8.
- Responsible for calculating the Medicaid IEP Ratio Denominator.

Director of LCNCK: Responsible for the oversight of the MIS Data Clerk and ensuring the integrity of the data.

Accounts Payable/Medicaid Clerk: Responsible for additional support in the absence of the MIS Data Clerk. It is important these two individuals understand the nature of both positions to troubleshoot in an absence situation. The MIS Data Clerk is the primary individual to respond to staff questions regarding MIS reporting; however, the Director of LCNCK is another source of support.

Board Clerk/District Superintendent: Local USD staff individual responsible for Directory updates of school and program level building minutes, class sessions, and program types that are the source of SPEDPro building information.

IEP Reviewer: LCNCK staff responsible for IEP review at the local level. IEPs are submitted to the LCNCK office, recorded and distributed to reviewers for accuracy of data, input to the staff and notations to staff for corrections if needed.

KIDS District Administrator: Individual in each district responsible for the submission of current year KIDS Collection Records which establishes student ID numbers, student demographics, responsible schools and USD association to parochial students served on an IEP.

Personnel Data Clerk: LCNCK staff member responsible for the submission of current year special education teachers, paraeducators and related service providers in the PCA system.

Primary Provider: Individual responsible for writing IEPs within the guidelines set out by the State of Kansas and submitting the required paperwork to the LCNCK office within 5 days of the IEP meeting.

School Psychologist: Individual responsible for conducting initial evaluations and reevaluations within the guidelines set out by the State of Kansas and submitting the required paperwork to the LCNCK office within 5 days of the meeting with the team.

Identifying Data Sources

Sources of School Level Data: Required data is collected from a number of sources dependent upon the type of data needed for reporting.

1. **The IEP – Student Demographics Information:** Special education providers enter the data directly into WebKIDSS including but not limited to: student name, date of birth, gender, race/ethnicity, gender, language of student, language of parent, county of residence, Neighborhood School, Attendance Building, Responsible School. This information is garnered from the student information system at the local school level used to submit student information to the KSDE KIDS system. Discrepancies found in the core data in the WebKIDSS system vs the KIDS system will be resolved by contacting the KIDS administrator in the student’s district for verification of the data. Once corrections are made either to the WebKIDSS system or to the district SIS system the corrected information is uploaded to KIDS or SPEDPro.
2. **KSDE KIDS Data:** The KIDS ID number is retrieved from the KIDS Collection site by the MIS Data Clerk and entered into WebKIDSS. For preschool students not attending a district preschool, paperwork is completed and submitted to the MIS Data Clerk who will contact the KIDS administrator in the appropriate district to obtain a KIDS ID number and enter it into WebKIDSS.
3. **Building contacts for enrollment, attendance, records request, etc.:** A master list of all district superintendents, building principals, building secretaries, and KIDS administrators are kept at the LCNCK office and updated yearly or as needed throughout the school year. The MIS Data Clerk works with the KIDS administrator and the building secretary in each district/building at different points in the school year to establish accuracy of data for special education students. The school psychologist serving the buildings also supports the communication between buildings and LCNCK. Building administrators have access to WebKIDSS to pull an active student list at any point in time.

4. **Participation in Regular Early Childhood Education Programs:** The MIS Data Clerk receives documentation of any newly identified preschool students from the primary provider or the school psychologist. This information is collected using an internal form. Decisions regarding preschool services are made with the parent at the IEP team meeting. The classroom placement, including minutes and location, is determined at that time. This information is reported in the IEP in both the special education services text and on the anticipated services chart. The Data Clerk follows the same process for reviewing and uploading the data to SPEDPro. All student forms are uploaded into WebKIDSS and stored electronically in Display Images.

Educational Advocate: When the MIS Clerk is notified by an LCNCK staff member or school that a student with an IEP has had their parental rights severed, the MIS Clerk, with the help of the appropriate school psychologist, will contact Families Together to obtain an Educational Advocate for the student.

The MIS Clerk will phone Families Together at **785-233-4777** with the following information:

- Student Name
- Student Date of Birth
- Student Primary Exceptionality
- Foster Parent Name
- Foster Parent Phone Number
- Foster Parent Address
- DCF or St Francis case worker's name

Families Together will verify the information of severed parental rights and assign an Educational Advocate. A notification letter of advocate appointment will be sent via secure e-mail. The following steps will be followed once the Education Advocate information is received:

- The parent information in WebKIDSS, Contact 1 will be removed from the student record.
- The Educational Advocate information will be entered into WebKIDSS as Contact 1 in the student record.
- Foster Parent information will be listed in WebKIDSS as Contact 2 and will include address and phone number in the student record.
- A copy of the Education Advocate appointment letter will be uploaded into WebKIDSS and placed in "Display Images" in the student record.
- An e-mail will be sent to all providers and the school psychologist for the student informing them of the appointment of the Educational Advocate.

Sources of Calendar Data: The MIS Data Clerk requests digital copies of each of the LCNCK districts and buildings (public & private) as soon as they are board approved. This information is entered into WebKIDSS as soon as it is available. These same calendars will be entered into

SPEDPro at the beginning of each fiscal year (July). Calendars in WebKIDSS and SPEDPro must match exactly for smooth uploads of student data.

Building & District Contact Information: A master list of all district superintendents, building principals, building secretaries, and KIDS Administrators are kept on a shared drive for access by the LCNCK office staff and updated yearly or as needed throughout the school year.

Classroom Session & Program Data: Superintendents and/or Board Clerks across LCNCK complete the Building Directory for KSDE. The MIS Data Clerk works with the districts to aid in the completion of directory information for special education programs. The Building Directory information is reviewed and cross-checked with the current building data in the WebKIDSS system. If any discrepancies are noted, the MIS Data Clerk adjusts the building information within the IEP system to match what has been reported by the district. For specific situations, the MIS Data Clerk would do the following:

1. **How are class minutes verified as accurate?** If minutes have changed from the previous year report, the MIS Data Clerk verifies with the district contact (Superintendent, board clerk, principal, etc.).
2. **How are preschool program types verified as accurate?** If program types have changed from the previous year report, the MIS Data Clerk verifies with the district contact (Superintendent, board clerk, principal, etc.).
3. **How are contradicting settings and program types resolved?** If issues are noted, the MIS Data Clerk verifies with the district contact. The MIS Data Clerk will also contact KSDE for guidance as needed.
4. **How are IEP service settings changed when programs change from the prior school year?** IEPs are written for the entire IEP year. The current provider works with the provider for next year to plan for the best services for the student. These services are entered into the IEP, PWN and Anticipated Services chart at the time of the IEP. At the time of review, all services for the current school year and the next school year are checked for accuracy. If there is a need to change these services once school begins in the fall, the IEP team will convene and amend the IEP as needed to be accurate with the current setting and program for the student.
5. **How are local board clerks contacted?** The LCNCK Office updates an LCNCK contact list prior to the start of each school year to be kept on file in the LCNCK office. This contact list includes Superintendents, Board Clerks, Principals, Building Secretaries, and KIDS Administrators.
6. **What is the discovery process for private / parochial & non-accredited school schedule and session times?** The MIS Data Clerk contacts the schools directly to ascertain the calendar, school day schedule, session times, etc.
7. **What is the process for open and closing special education programs in the Directory?** In this situation, the MIS Data Clerk communicates directly with KSDE. Communication also occurs with the administrators of the WebKIDSS so changes are reflected in the IEP program.

Data Entry

The MIS Data Clerk is responsible for maintaining the MIS collection system with KSDE. Student data is imported directly from WebKIDSS into SPEDPro. Data is uploaded on a regular basis, no less than once weekly. This internal tracking system is also used to track submission of IEP paperwork, Entering Students, Exited Students, Indicator 11 and Indicator 12 data.

Beginning of the Year Set Up

The beginning of the year set up information can be found on the KSDE Website under Special Education MIS Student Data – August Activities:

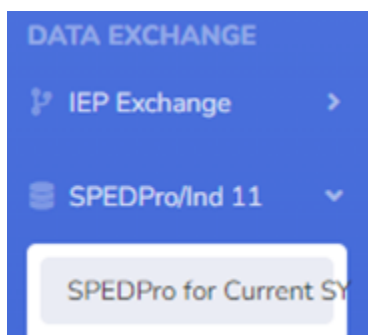
[MIS and Student Data](#)

This will list each step that needs to take place for the beginning of the year setup in SPEDPro prior to the initial student upload. This process can begin as soon as the program is open in July/August.

Initial Beginning of the Year Student Upload

Following the completion of the beginning of the year set up in SPEDPro, the MIS Data Clerk will upload students from WebKIDSS into SPEDPro for the current school year. To ensure accurate student counts, students are uploaded by the primary provider into SPEDPro. The number of students uploaded for each primary provider is compared to each provider's beginning of the year roster to ensure that all students have been uploaded. The following is the procedure for the initial upload:

- Using the blue banner on the left side of the main WebKIDSS page, select "SPEDPro for Current SY" under the Data Exchange/SPEDPro/Ind11 section as shown below.



- Be sure that the selection of students is set to "Active Only".
Selection of students will include only non-archived students.

Select Status:

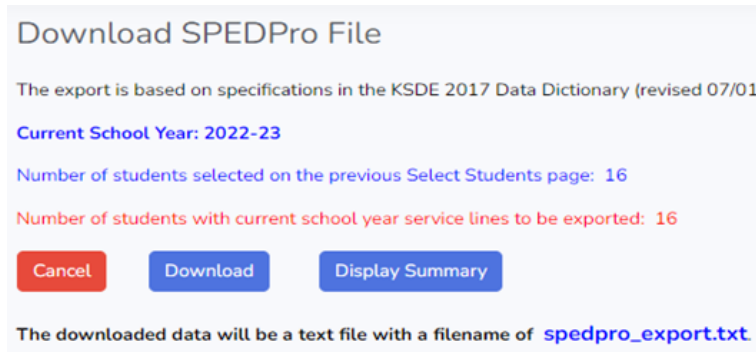
- Scroll down to the "By User" section.



- Choose the Primary Provider for the list of students to be uploaded to SPEDPro.
- Check the “Primary Provider Only” check box at the bottom of the list of providers.
- Click the “Select Students for Provider(s)” button.

Select Students for Provider(s)

- This will give you the number of students to be downloaded and the number of students with current school year service lines. These numbers should match. If the numbers do not match, review the services for each student of the provider to determine the error. Once all errors are corrected, download the students for upload into SPEDPro.



- Save the downloaded file to the LCNCK shared drive in the following location using the naming protocol shown below.
 - Location: LCNCK > MIS > SPED Pro Uploads > FYXX-XX > Initial Year Uploads
 - Naming Convention: SPEDPro_export_Primary Provider LName_# of students

Sources of MIS Data

Student data is taken from specific pages within the IEP. These pages in WebKIDSS include the Demographics page, Dates/Ed Status page, Positive Behavioral Intervention Plan page, Transportation page, Extended School Term page, Special Education and Related Services page and Anticipated Services Chart page.

1. **Sources of the Area of Disability/Gifted Indicator:** A student’s area of disability and/or gifted indicator is noted in WebKIDSS on the “Demographics Page”. This information is entered by the School Psychologist or SLP and cross-checked with the comprehensive evaluation report by the MIS Data Clerk. The comprehensive evaluation reports are written within the WebKIDSS forms and filed within the WebKIDSS system for access at any time. Additional data is available within WebKIDSS for MIS reporting.

2. **Dates/Ed Status:** The student’s IEP meeting date, initiation date, evaluation date and educational status are all included on the Dates/Ed Status page completed by the school psychologist and/or primary provider. These dates are checked for accuracy during the IEP review process.

3. **Behavior Intervention Plan:** The student behavior intervention plan is written within the IEP in WebKIDSS on the “FBA/BIP (Combo)” page. This page will populate within the IEP when the checkbox is marked on the “Social/Emotional PLAAFP” as shown below.

How are needs met in the LRE?:

- General Education Supports
- Accommodations
- Modifications
- Supports for School Personnel
- Assistive Technology
- Supplementary Aids and Supports
- Positive Behavioral Intervention Plan/Positive Behavioral Supports
- Goal

Following the IEP review process, the MIS Data Clerk ensures that the “Behavior Intervention Plan” has been marked on the “Demographics Page” of the IEP to be uploaded into SPEDPro.

SPEDPro Data Questions

Extended School Previous Summer Yes No

Transportation Provided Yes No

Behavior Intervention Plan Yes No

4. **Transportation Provided:** Transportation for special education students is reported on the “Transportation” page of WebKIDSS.

Special Transportation

Does the student require special transportation this school year? Fiscal Year: 2023

Does the student require special transportation next school year? Fiscal Year: 2024

Does the student require attendant care while receiving transportation? Fiscal Year: 2023

Following the IEP review process, the MIS Data Clerk will review the transportation section of the IEP to ensure that transportation services are included on the “Special Education & Related Services” page and the “Anticipated Services Chart” in addition to being marked on the “Demographics Page” of the IEP before being uploaded into SPEDPro.

SPEDPro Data Questions

Extended School Previous Summer Yes No

Transportation Provided Yes No

Behavior Intervention Plan Yes No

5. **ESY participation and attendance:** In January of each school year, the LCNCK Director contacts all LCNCK providers to submit a list of students who will be participating in extended school year during the current summer. The student names are compared to their IEPs in WebKIDSS for documentation of ESY services. If ESY services are not listed in the current IEP, the teacher is notified that the IEP will need to be amended or rewritten for ESY services to be delivered. The ESY administrator develops attendance sheets for providers to document delivery of ESY services to students. This data is reviewed by the ESY administrator and documented. A list of the students attending ESY and the services they received is kept at the LCNCK Office in order for the MIS Data Clerk to enter on the demographics page for each student at the beginning of the school year to be uploaded into SPEDPro.

SPEDPro Data Questions

Extended School Previous Summer Yes No

Transportation Provided Yes No

Behavior Intervention Plan Yes No

6. **Provider Data:** A current list of all LCNCK providers is kept on a shared drive for access by LCNCK office personnel. This list includes the provider's name and all locations served. This list is kept up to date by the Personnel Data Clerk and reviewed regularly by the Director and the Personnel Data Clerk for accuracy. Changes are communicated to the MIS Data Clerk.

7. **Special Education and/or Related Services:** Student services are outlined in the IEP on the “Special Education and Related Services” page in WebKIDSS. All services will include frequency, duration and location of the services. Following the IEP review, the MIS Data Clerk will compare the services listed on the “Special Education and Related Services” page, the “Anticipated Services Chart” and the “Prior Written Notice” in WebKIDSS to ensure accuracy of data before information is uploaded to SPEDPro.

8. **Kindergarten All Day:** All LCNCK districts provide all day kindergarten. At the beginning of the new school year the MIS Data Clerk will mark all students with the grade level of KG as attending all day on the “Demographics Page”.

SPEDPro Data Questions

Extended School Previous Summer Yes No

Kindergarten All Day Yes No

The primary providers of kindergarten students are asked to review their students at the beginning of the year and report on their rosters due by September 5th if any kindergarten students are NOT attending all day. The correction will be made in WebKIDSS by the MIS Data Clerk and added to the SPEDPro Queue to be uploaded to SPEDPro.

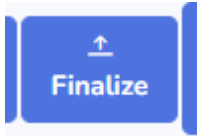
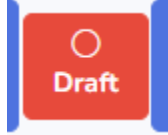
9. **Catastrophic Aid and non-Public Equivalency Data:** Refer to the SPEDPro manual on the reporting process for Catastrophic Aid and non-Public Equivalency Data. The current SPEDPro manual can be found at the KSDE Website under Special Education MIS Student Data – SPEDPro User’s Guide: [SPEDPro User Guide](#)

Document Review Process

The pages of the IEP are carefully reviewed for accuracy through the process listed below:

- After completed documents are filed electronically or uploaded to WebKIDSS by providers, the primary provider will complete and file the “**Meeting/Document Submission Form**” in WebKIDSS within **5 days** of completion of the meeting date.


- An email notification is automatically sent to the MIS Clerk when the “**Meeting/Document Submission Form**” is filed. The MIS Clerk will log the submission onto a spreadsheet stored in the shared drive (LCNCK > IEP Information > FYXX-XX > IEP Review FYXX) for internal tracking.
- The MIS Clerk will review the IEP within **5 days** of receipt of the meeting date.
- After reviewing the documents and completing the FYXX Document Review/Audit Questions form in WebKIDSS, the MIS Clerk runs the verification check through the WebKIDSS program to check for any potential data errors.
 - File a copy of the FYXX Review Feedback for Providers form in WK using the naming convention before moving to the next step:
IEPReview_MMDDYYYY (This will be used for File Reviews)
 - Pull up the FYXX Review Feedback for Providers form and email to the provider/providers stating either no errors, feedback or errors to be fixed. Use naming convention shown:
IEPReview_MMDDYYYY
 - Providers have **5 days** to make corrections.
- Once discrepancies are corrected in WebKIDSS, the MIS Clerk will “Finalize” and “Complete” the IEP. This action will add the IEP to the SPEDPro Download Queue.

- i. Click 
- ii. Click 
- iii. Mark “Completed”

Change Status ▶

IEP Record Draft/Completed: Completed Draft

When changing from Draft to Completed Status, the truncation of service lines in the previous IEP will be performed.

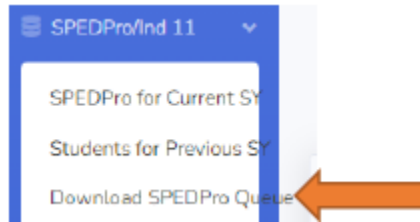
- iv. Then click “Change” 

- The IEP remains in the SPEDPro Download Queue until such time it is downloaded to be imported into SPEDPro.

Uploading WebKIDSS information to SPEDPro

Students are downloaded from WebKIDSS to a shared LCNCK drive. This download is dated and lists the number of students it includes. This download file is imported into SPEDPro.

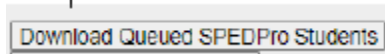
- On the WebKIDSS main menu select “Download SPEDPro Queue”:



- The next screen will list the number of students in your Queue.

Current School Year: 2022-23
Number of students QUEUE Download marked: 34

- Select the “download” button at the bottom of the screen.

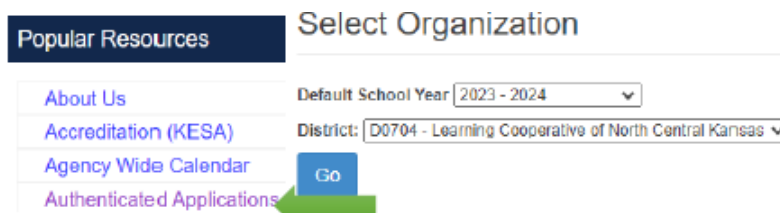


- After the download is complete, save the file to the shared drive in the correct folder for the fiscal year and month.

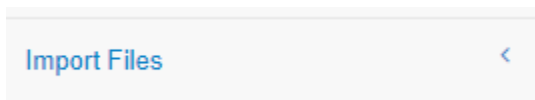
- Location: LCNCK \MIS\SPED Pro Uploads\FYXX-XX\YYYY.MM
- Naming Convention: SPEDPro_export_MMDDYYYY_# of students

- Sign in to SPEDPro via the Authenticated Applications on the KSDE website, ksde.org. On the KSDE Home Page, click on “Authenticated Applications” in the Popular Resources list on the right side of the screen.

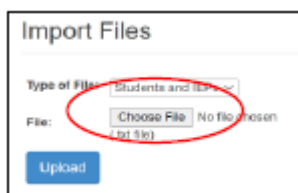
- Once into SPEDPro, select Default School Year and District and select Go.



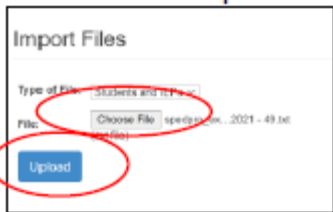
- Select “Import Files” from the left side of the screen.



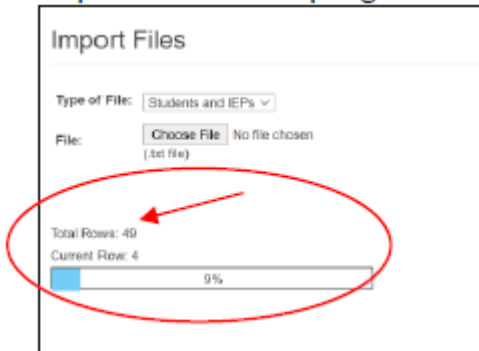
- Click on “Choose File” and find the file that was just downloaded from WebKIDSS.



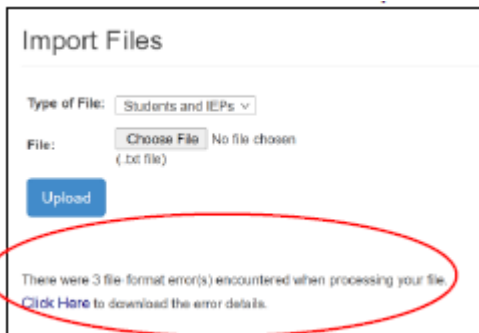
- Once the file has been chosen, the file name will show next to the “Choose File” button. Click on the “Upload” button.



- The files will upload into SPEDPro. The import will show the total number of files being imported and the progress.



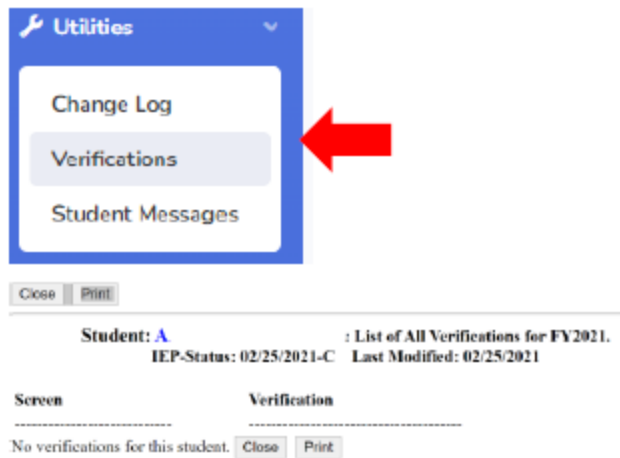
- If any of the records have errors, you will receive a notice like the example shown below. Errors will be reviewed and corrected in WebKIDSS and the correction will be added to the SPEDPro Download Queue for upload at the next scheduled SPEDPro upload.



Management of Data

With use of the current IEP system (WebKIDSS), MIS data is able to be checked by the provider within the system by running verification checks.

- Click the drop-down next to “Utilities” in the blue banner on the left side of the screen when in a student record and select “Verifications”. A page with verifications will populate.



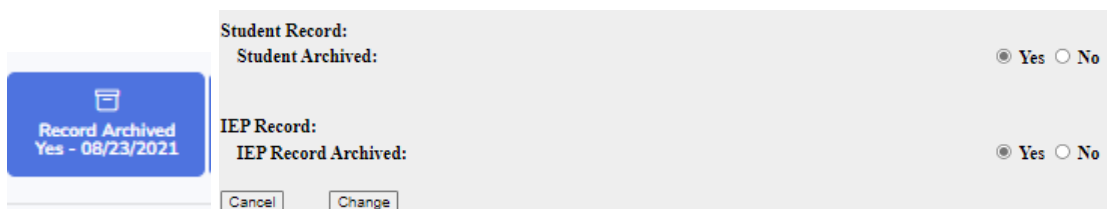
It is LCNCK’s expectation that providers correct any noted MIS errors prior to submitting the documents to LCNCK. The MIS Data Clerk also checks for MIS errors upon receipt of the documents. The MIS Data Clerk is responsible to analyze, update, correct (if needed), and then export the data into the MIS collection system.

Referral for Evaluation

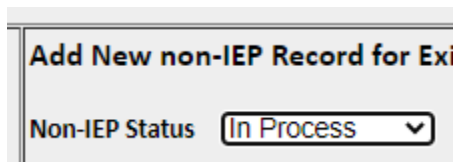
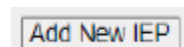
When a student has been referred for possible special education evaluation, the school psychologist will create a new student startup page in WebKIDSS.

If the student has a previous file in WebKIDSS the following procedure will be followed:

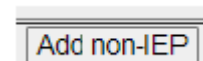
- Find the student in the “Archived” Students
- Change the archive status on the student by selecting **No** for both options and clicking on the **Change** button.



- Click on the “Add New IEP Record”
- Click on Add New IEP
- Choose the Non-IEP Status from the drop-down list, “In Process”



- Click on “Add Non IEP”



- In the “School Data” section, change the Neighborhood Bldg, Responsible Bldg and the Assign Child Count to reflect the current data.

Neighborhood Bldg	Responsible Bldg	Assign Child Count
D0333 3780 - Concordia Elementary	D0333 3780 - Concordia Elementary	D0333 Concordia

- E-mail the school psychologist when the record is ready for access

New IEPs and Annual IEPs

Initial IEPs will be written once the Initial Evaluation Process has been completed within the 60-school day timeline and the team has determined that the student qualifies. The status for a new IEP will be “N”. This status will remain with the IEP and for any subsequent rewrites for the entire school year.

Annual IEPs must be reviewed and rewritten on or before their anniversary date. Students who are continuing with the cooperative from the previous school year will have a status of “C” at the beginning of the year and this status will remain with the IEP and for any subsequent rewrites for the entire school year.

The expectation for all IEP/meeting documents in the cooperative is that ALL documents pertaining to a meeting are to be submitted to LCNCK within **5 days**. After documents are submitted to the office, they will enter the Document Review Process (see [Page 18](#) for details).

Amended IEPs or Change of Placement

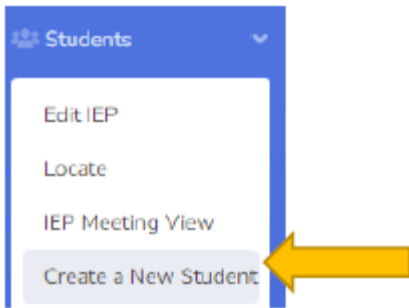
When the IEP team makes changes to the IEP through an IEP amendment, it is the responsibility of the Primary Provider to contact the School Psychologist to open the amendment in WebKIDSS. The MIS Clerk tracks the changes with the internal system in place to monitor annual and amendment IEPs and submission of documents.

Procedures for Amended IEPs are the same as for New and Annual IEPs as listed above.

Referral from Part C

Part C - Infant Toddler, Ages 0-3 will refer children before their 3rd birthday for possible transition to Part B. Upon receipt of the referral the following steps will be followed:

- The MIS Clerk will create a new student.



- Complete First Name, Last Name and Birthdate, then click “Create New Student by Name”.

 A screenshot of a form titled 'Enter First/Last name and Birthdate, or ID/SSN, or KIDS ID.' It contains three input fields: 'Legal First Name:', 'Legal Last Name:', and 'Birthdate:'. Below the fields is a button labeled 'Create New Student by Name'. A green arrow points to this button.

- Verify student data information and click “Create New Student Using This Data”.

 A screenshot of a confirmation screen titled 'Create New Student'. It displays the entered information: 'Legal First Name: Dawn', 'Legal Last Name: Garnas', 'Birthdate:', 'ID/SSN:', and 'KIDS ID:'. At the bottom is a button labeled 'Create New Student Using This Data'. A blue arrow points to this button.

- “Create with Student IEP detail record” should already be checked, then click on the “Create New Student” button.

 A screenshot of a form with three checkboxes: 'Create with Student IEP detail record: ', 'Create with Student 504 detail record: ', and 'Create as a Demo Student: '. At the bottom are two buttons: 'Create New Student' and 'Cancel'. A blue arrow points to the 'Create New Student' button.

- On the next screen “Specify Access to New Student”, you will need to specify who the primary provider will be.
 - Select the school psych for the appropriate district by adding their name to the “Selected Provider” column and click the “Save” button.
 - After Step 1, the “Primary Provider” box will populate, select the “Yes” radio button and “Save”.

 A screenshot of a screen titled 'Specify Provider access to the new IEP record.' It features two columns: 'All Providers' and 'Selected Providers'. The 'All Providers' list includes 'Crain, Kelsey', 'Crutcher, Carla', 'Doll, Jessie L', 'Duskie, Brandi', 'Echer, Bailey', and 'Forwards, Judy'. The 'Selected Providers' list contains 'Duskie, Brandi'. Between the columns are 'Add One' and 'Copy All' buttons. To the right, there is a 'Save' button and a table for specifying a primary provider. An orange arrow points to the 'Save' button.

Provider	Primary Provider
Duskie, Brandi	<input checked="" type="radio"/> Yes <input type="radio"/> No

- Specify Buildings for the new IEP Record.
- Select “Yes” to designate the Primary Attendance Building

- Click “Continue”

- This will create a start-up page for the student. Complete as much of the Demographics page as possible.
- Anticipated Services Chart - Add Begin Date - use DOB w/current year.
- In the “No IEP Information” section, mark “C to B:” as “Yes”.

- Sign-in to the Infant/Toddler System for Part C to Part B Electronic Referral Website at <http://ksits.kdhe.ks.gov>. Accept the referral from Part C by following the CBER Part B User’s Guide that is found at [CBER Part B User's Guide](#).
- Record the referral on the spreadsheet saved in the shared drive.
Location: LCNCK ☑ Early Childhood ☑ C to B ☑ C to B Transition
- Notify the school psychologist responsible for the district PreK of the referred student of the new referral from Part C.
- Upload the transition referral paperwork from Part C to “Display Images” in WebKIDSS.

C to B Transitions Turning 3 When School is Not in Session

For students transitioning from Part C to Part B who will be turning 3 when school is not in session (i.e. Christmas Break, Spring Break, Summer Break, etc.), IEPs must be written prior to the student’s 3rd birthday.

1. If the student turns 3 during the summer months, the IEP will be held in May prior to the 3rd birthday with an initiation date of the first day of school for the following school year as noted in the example below:

2. If the student turns 3 during the school year, but during one of the school breaks, the initiation date becomes the next date services are available following the child's 3rd birthday. In this case the birthday is 12/30/2023, so the next available service date would be 01/03/2024.

IEP Dates/Info	
IEP Meeting Date: 12/15/2023	Initiation Date: 01/03/2024

Transfer Students

Upon enrollment of a student with an IEP in an LCNCK District, the LCNCK MIS Data Clerk is notified by the enrolling school by way of a Google form. The link for the form is found on the USD333 website, https://www.usd333.com/346580_2. The MIS Data Clerk will receive email notification and then request records from the student's previous school.

If the student is arriving from another school outside of LCNCK.

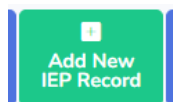
When a special education student transfers into LCNCK from another school, eligibility has already been determined and an IEP has been written. The receiving school has a responsibility to implement the IEP and begin delivering special education services immediately.

1. Upon notification of a student's enrollment, the MIS Data Clerk will request records from the student's previous school district, interlocal or cooperative regarding IEP services.
 - a. If the IEP is not a WebKIDSS IEP, the MIS Clerk will create a new student in WebKIDSS and enter any information that is available from the incoming records on the demographics and dates pages for the record. Electronic copies of the move-in records will be uploaded to WebKIDSS and stored in "Display Images". The IEP otherwise will look "blank."
 - b. If the IEP is a WebKIDSS IEP, the record is imported into WebKIDSS from the previous district, interlocal, or cooperative. The MIS Clerk will update the following items:
 - i. Demographics page:
 - a) In the Parent Data section:
 - County of Residence
 - Contact 1 First and Last Name
 - Relation to Child
 - Primary Decision Maker?
 - Is Primary Residence?
 - Contact 1 Street Address, City, State & Zip
 - Contact 1 Phone
 - b) In the School Data section:
 - Neighborhood Building
 - Responsible Building
 - Assign Child Count

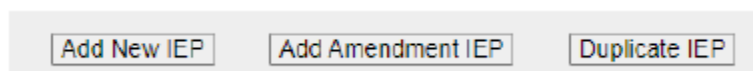
- ii. On the Dates/Ed Status page:
 - Initiation Date (the first date the student attends)
 - Educational Status (Change to E – Entering)
 - **Remove** the Exit Date from the previous school
 - **Remove** any Evidence notation
 - iii. **Goals (no benchmarks needed)**
 - iv. On the Anticipated Service Chart page:
 - Begin Date (this will be the new initiation date)
 - Clear the End Date
 - Change the Attendance Building
 - Change the Provider
 - Click save – This will add the correct end date to the service lines
 - Complete these steps for each service line
 - v. Unlock the IEP
2. The MIS Data Clerk will notify by e-mail the School Psychologist or Speech Pathologist, all special education providers (if known) and the building principal for the IEP when the student’s file is available in the WebKIDSS system and how to access the previous records.
- a. The school psych or speech path will review the incoming IEP/Eval/Etc. and fill out the **Move-In IEP Review Form** found in “Enter IEP Forms Data” in WebKIDSS.
 - b. The school psych or speech path along with the case manager will update information in WebKIDSS as stated on the **Move-In IEP Review Form**.
 - c. The Case Manager and/or the School Psych will:
 - i. File the **Move-In IEP Review Form**. This action will notify the MIS Clerk that the IEP is ready to be reviewed, locked and completed.
 - ii. Scan and upload any other necessary documents listed on the **Move-In IEP Review Form** to the student’s WebKIDSS record in “Display Images” as soon as possible.

If the student is transferring from one LCNCK School District to another LCNCK School District.

- 1. Upon notification of a student’s enrollment in the transferring school by the school or primary provider, the MIS Data Clerk will access the student in WebKIDSS and duplicate the IEP for the new district and school.
 - a. Select the “Add New IEP Record” button on the demographics page of the student record.



- b. Select the “Duplicate IEP” button.



- c. The “Initiation Date” will be the first date of attendance in the new school district and the “Educational Status” will remain the same as the previous IEP record. Then click the “Duplicate IEP” button.

Duplicate IEP Record
 IEP Date: 03/25/2022
 Initiation Date: 04/11/2023
 Note: This IEP record will be created as a Draft IEP.
 Educ Status: C - Continuing Student
 Duplicate IEP Cancel

2. There are now 2 IEPs with the same date. The IEP in DRAFT is the IEP for the new district and school. The original IEP is for the previous district and school.

02/11/2021 - Cd New District and School (New)
 02/11/2021 - C Previous District and School (Original)
 02/12/2020 - C

3. Click on the “New” IEP and update the following:
 - a. On the “Demographics” page make the appropriate changes to reflect:
 - i. New Contact Data for the parents/guardian (if applicable)
 - ii. New School Data.

School Data

Neighborhood Bldg: D0109, 2972 - Belleville Elementary
 Responsible Bldg: D0109, 2972 - Belleville Elementary
 Assign Child Count: D0109, Republic County

4. On the “Anticipated Services Chart” page, make the appropriate changes to reflect the new Primary Building, Providers and the beginning and end dates.

Ln#	Service	Setting	Begin Date	End Date	Mins	Days	Service Frequency
FY	LEA	Bldg Numb	Attendance Building (Primary)		Provider (Primary)		Clear/Duplicate
1	SL	G	08/18/2022	03/24/2023	20	2	Every other week
2023	D0109	2972	Belleville Elementary	Pri	B	Jones, Katherine	Pri P

- a. The “New” IEP will be locked and completed.
5. Click on the “Original” IEP date from the previous attending school and change the end dates on the “Anticipated Services Chart” to reflect the last date of attendance at the previous school. In addition, if there are services for the following school year shown, delete those services lines.

Ln#	Service	Setting	Begin Date	End Date	Mins	Days	Service Frequency
FY	LEA	Bldg Numb	Attendance Building (Primary)		Provider (Primary)		Clear/Duplicate
1	SL	G	08/12/2022	01/25/2023	20	2	Every week
2023	D0333	3780	Concordia Elementary	Pri	B	Edwards, Judy	Pri P

6. The LCNCK Data Clerk will notify the school psychologist, all special education providers for the IEP and the building principal at the new school that the student’s IEP is available on WebKIDSS.

7. The student begins receiving services immediately as per current IEP.
8. The MIS Data Clerk adds the student to the SPEDPro Download Queue.

Transferring to LCNCK from Outside of Kansas

When a special education student transfers into LCNCK from another school outside of Kansas, eligibility has already been determined and an IEP has been written. The receiving school has a responsibility to implement the IEP and begin delivering special education services immediately.

1. Upon enrollment of a student with an IEP in an LCNCK District the MIS Clerk is notified by the enrolling school by way of a Google form. The link for the form is found on the USD333 website, https://www.usd333.com/346580_2. The MIS Clerk will request student records from the student’s previous school.
 - a. After records have been received, create a “New Student” by following the steps outlined beginning on **Page 22** (in the Referral from Part C section).
 - b. On the “Demographics” page add all data available from the incoming records into WebKIDSS. (Refer to Section A.1.b.i. on **page 25**)
 - c. In the School Data section of the “Demographics” page add the appropriate Neighborhood Building, Responsible Building and Assign Child Count data.
 - d. On the “Dates/Ed Status” page the following will be entered:
 - i. Initiation Date (the first date the student attends)
 - ii. Educational Status (E – Entering)

The screenshot shows the 'IEP Dates/Info' section of a form. It includes the following fields and buttons:

- IEP Meeting Date:** 09/06/2022 (with a 'Change IEP Date' button below it)
- Initiation Date:** 04/04/2023 (with a 'Change Ed Status' button below it)
- Ed Status:** E - Entering from another District or Agency (with a 'Change Ed Status' button below it)
- Annual IEP:** 09/06/2023

Red arrows indicate the flow of data or focus from the IEP Meeting Date to the Initiation Date, and then to the Ed Status field.

- e. Upload PDF copies of the previous school records to “Display Images” in WebKIDSS.
2. The MIS Data Clerk will notify by email the School Psychologist or Speech Pathologist, all special education providers (if known) and the building principal for the IEP when the student’s file is available in the WebKIDSS system and how to access the previous records.
 - a. The school psych or speech path will review the incoming IEP/Eval/Etc. and fill out the **Move-In IEP Review** Form found in “Enter IEP Forms Data” in WebKIDSS.
 - b. The school psych or speech path along with the case manager will update information in WebKIDSS as stated on the **Move-In IEP Review Form**.
 - c. The Case Manager and/or the School Psych will:
 - i. File the **Move-In IEP Review Form**. This action will notify the MIS Clerk that the IEP is ready to be reviewed, locked and completed.
 - ii. Scan and upload any other necessary documents listed on the **Move-In IEP Review Form** to the student’s WebKIDSS record in “Display Images” as soon as possible.

Timelines

The MIS Clerk works to submit data in a timely manner to KSDE. The individual student documents are processed as they are received in the LCNCK office. This process can occur daily. Submission of MIS data can occur daily and/or weekly dependent upon the review and processing. Once the MIS Clerk receives the email indicating the **Meeting/Document Submission** form has been filed:

- The meeting/documents will be entered into an internal tracking system and enter into the IEP Review Process (see **page 19**).
- Once the review process is completed, the MIS Clerk finalizes the IEP in WebKIDSS and indicates the status of the meeting/documents in the excel spreadsheet used for internal tracking.
- The IEP is put into the SPEDPro Download Queue to be uploaded into the KSDE data collection system.

Notifications to Providers of Due Dates for Evals, Re-Evals and Annual IEPs:

Within WebKIDSS, notifications are set up to alert providers of upcoming due dates for initial evaluation timelines, annual IEPs, and 3-year reevaluation timelines. Notifications are provided at the following timeframes:

1. **Annual IEPs:** Email notification is provided **60 days** before the IEP is due and then **weekly** beginning at the **30-day** mark before the IEP is due until a new IEP is created.
2. **Initial Evaluations:** Email notification is provided **30 days** before the initial evaluation is due, at the **15-day, 10-day** and **5-day** mark before the initial evaluation is due.
3. **Re-evaluations:** Email notification is provided **60 days** before the IEP is due and then **weekly** beginning at the **30-day** mark before the IEP is due until the reevaluation is completed.

The provider, when first logging into WebKIDSS, is shown a list of IEPs due in the next 30 days, Re-Evaluations due in the next 60 days and a list of Initial Evaluations with the number of days remaining in the 60-day timeline.

Timely Submission of IEP Documents:

It is important that documents are submitted in a timely manner. For new IEPs, annual IEPs and amendment meetings, documents must be submitted within **5 days** of the meeting. The Primary Provider will submit the record using the "Submit" button on the Demographics page. The IEP documents will be inventoried by the Primary Provider on the **Meeting/Document Submission form** and file a copy of the form thus alerting the MIS Clerk that a bundle of documents is ready for review.

Exit Data

It is the responsibility of the MIS Data Clerk to track students who exit LCNCK special education services either by transfer, leaving the state, exiting services, dropping out or withdrawing. An

internal Excel spreadsheet is used to track/document exits every year. This spreadsheet is kept in the shared drive in the following location for each school year:

Shared drives > LCNCK > MIS > Exit, Enter, Transfer Students >

The following pages outline different scenarios for exiting students and how the data is captured.

Summer Exits

When an LCNCK student exits LCNCK during the summer months following the last day of school of the previous school year but, before the first day of the current school year, their exit date will be the **last day of school of the previous school year** for their district.

The following exit reports should be run in SPEDPro from the last day of school to [September 15th](#) to check exit data quality:

- Exit Status Report
- Unknown Exit Report
- Unresolved Exit Report

Information from these reports should be used to review student data in WebKIDSS. If the student has exited and is noted as such in WebKIDSS, the exit data in SPEDPro is to be updated to match the information found in WebKIDSS.

The student will be reported as an exit in SPEDPro on the Final End of the Year Report for the **previous school year** using one of the exit examples listed below. All summer exits must be reported in SPEDPro by [September 15th](#).

If the exited student has already been imported into SPEDPro for the **current** school year the student profile in SPEDPro will need to be deleted for the current school year. Search for the student in SPEDPro in the current school year. In the “Actions” drop down list, choose “Delete Profile”. This will remove the student from the current school year SPEDPro student list.

The screenshot shows the 'Student List' interface. At the top, there is a 'Student Search' button. Below it, search criteria are displayed: 'KIDS ID: Local Record ID: ??', 'Name: Date of Birth: KIDS Gender: M'. A dropdown menu shows '1 result(s)' and 'School Year: 2020 - 2021'. A table lists student records with columns for 'Actions', 'ID', 'Status', 'Responsible Building', and 'Dates'. The 'Delete Profile' option in the 'Actions' dropdown is circled in red.

Actions	ID	Status	Responsible Building	Dates
(Choose)		Active	3794 - Concordia Jr-Sr High	8/19/2020 - 9/16/2020
(Choose)		C - Continuing Student	3794 - Concordia Jr-Sr High	9/17/2020 - 10/19/2020
View Profile			3794 - Concordia Jr-Sr High	10/20/2020 - 11/11/2020
Edit Profile			3794 - Concordia Jr-Sr High	10/20/2020 - 5/21/2021
View IEPs			3794 - Concordia Jr-Sr High	11/30/2020 - 5/21/2021
Cat. Aid				
Delete Profile				

Transfer to Another Kansas District or Out of State

When an LCNCK student leaves an LCNCK district the building secretary, primary provider, or school psychologist will complete the Google form found on the USD333 website, https://www.usd333.com/346580_2 for students exiting their district.

Using the information submitted in the Google form the MIS Data Clerk will:

1. Update the internal Excel spreadsheet (Refer to **page 29**, Exit Data to find spreadsheet) used to track exit IEP students.
2. Update the following fields on the Dates/Ed Status page in WebKIDSS:
 - a. Change Ed Status (Change the exit status in accordance with the Data Dictionary)
L = Left state, will continue in Special Education
T = Moved, known to be continuing (In Kansas)
 - b. Exit Date (Student's last date of attendance)
 - c. Complete the Evidence box (Where student will be attending)
3. Upload a copy of the Request for Records into "Display Images".
4. A copy of the most recent IEP, Progress Report and Evaluation report are sent to the requesting school, cooperative, or interlocal.
5. The student's record is added to the SPEDPro Download Queue.

Overlap Report

The Overlap Report in SPEDPro should be run on a regular basis throughout the school year. This report will identify students coded as in state transfers (T) with overlap services with another district, cooperative or interlocal.

The report will list the two ACC (Assigned Child Count) districts for the student, the current district and the previous district with the overlap dates. The MIS Data Clerk will review and confirm the exit or enter data for the student and contact the district with the overlapping dates using the MIS Data Clerk list on the TASN Website: [MIS Data Clerk Contact List](#). The MIS Data Clerk will work with the other district to resolve the overlap and make the corrections as needed in WebKIDSS and upload the correction to SPEDPro.

Student Exiting Special Education Services Through Team Recommendation

When an LCNCK student exits special education services through team recommendation the school psychologist or speech language pathologist will complete the following documents:

- PWN Reevaluation
- Evaluation/Eligibility Team Report
- Notice of Meeting
- Prior Written Notice
- Progress Report (Updated by All Providers)

The above required documents will be filed in WebKIDSS and a **Meeting/Document Submission Form** will be completed & filed within **5 days** of the meeting. This action will trigger an email being sent to the MIS Clerk.

The following steps will be completed by the MIS Clerk:

- Review the documents for accuracy.
- Update the following fields on the Dates/Ed Status page in WebKIDSS:
 - Change Ed Status (Change the exit status in accordance with the Data Dictionary)
O = Objectives Completed
 - Exit Date will be entered as the signature date noted on the Prior Written Notice.
- The record is added to the SPEDPro Download Queue.
- Update C-G and the Exits, Entering, Co-Op Transfer Sheets

Student Exiting Services at Graduation and/or Age 21

It is the responsibility of the MIS Data Clerk to track through an internal tracking system all graduates for the current school year. This includes dates for senior’s last date of attendance, graduation dates and confirming with the Primary Providers completion of graduation requirements for each senior. An Excel spreadsheet is kept in the shared drive each year for tracking in the following location:

Shared drives > LCNCK > MIS > Exit, Enter, Transfer Students >

When an LCNCK student exits services at graduation or aging out (at 21 years of age), the Primary Provider will complete the following for each graduate and file all in WebKIDSS prior to check out at the end of the school year.

- Summary of Performance (SOP) – (Not for Gifted only Students)
- Prior Written Notice (PWN)-- Signature Required - usually addressed on most recent IEP, but a new PWN is required if it was not. Service end dates should be the last day of school.
- Senior Exit Survey – Front Page Copy (Not for Gifted only Students)
- Final Progress Report

Once the documents have been filed and the **Meeting/Document Submission Form** has been submitted the MIS Data Clerk will complete the following on the Dates/Ed status page.

- Graduation
 - Change the **Ed Status** to “G = Graduated with Diploma”.
 - **Exit Date:** Enter the student’s last date of attendance before graduation.
- Maximum Age
 - Change the **Ed Status** to “M = Maximum Age Reached”.
 - **Exit Date:** Enter the student’s last date of attendance.

IEP Meeting Date:	02/11/2021 (last modify: 03/04/2021, by MIS Administrator)
Initiation Date:	<input type="text" value="02/11/2021"/>
Ed Status:	M - Maximum Age reached <input type="button" value="Change Ed Status"/>
Exit Date:	<input type="text" value="05/16/2021"/>
Evidence:	<input type="text"/>

- The record is added to the SPEDPro Download Queue.

Parent Request for Revocation of Special Education Services

As of January 1, 2009, the Federal Education Department has issued amended 2006 IDEA Part B regulations that will give parents of students with disabilities the unilateral right to revoke consent for the receipt of special education services at any time. The regulation requires that the revocation of consent must be done in writing, but there are no other conditions. Parents must state in writing that they revoke consent for their child to receive special education services and include the current date and their signature. It can also be done via email.

After receipt of a written revocation of consent, the school psychologist must provide the parent(s) with a Prior Written Notice. The school psychologist will:

1. Complete and file the following documents:
 - Prior Written Notice
 - Notice of Meeting
 - Send parent(s) Parent Rights (Procedural Safeguards) (added 2024)
2. Complete the **Meeting/Document Submission Form** and “File a Copy” within **5 days** of the meeting.

The following steps will be completed by the MIS Clerk:

- Review the paperwork for accuracy.
- On the **Dates/Ed Status** page:
 - Change the **Ed Status** to “W = Withdrawn/Written Revocation of Services”.
 - **Exit Date** will be entered as the date of the parent’s signature on the PWN.
- The record is added to the SPEDPro Download Queue.
- Update C-G and the Exits, Entering and Co-Op Transfer Sheets

Student Drops Out of School

If for some reason a student with a disability drops out of school the primary service provider must schedule an IEP meeting including the student and parents as soon as possible and the Director must be notified.

- The Director notifies the parents that services continue to be available to the student.
- The Director sends a **Ready, Willing and Able** letter to the parents. *(A copy of this letter will be uploaded and stored in “Display Images” in the student’s WebKIDSS record.)*

The Primary Provider will:

- Notify the MIS Data Clerk by e-mail of the student’s last date of attendance.
- Complete and file in WebKIDSS the following forms:
 - Notice of Meeting
 - Prior Written Notice
- Complete the **Meeting/Document Submission Form** and “File a Copy” within **5 days** of the meeting.

The following steps will be completed by the MIS Clerk:

- Review the documents for accuracy.
- On the **Dates/Ed Status** page:
 - Change the **Ed Status** to “D = Dropped Out of School”.
 - **Exit Date** will be the student’s last date of attendance.
- The record is added to the SPEDPro Download Queue.

General Data Management

The MIS Data Clerk and the Director of LCNCK are the only staff that have access to the KSDE SPEDPro application. The limited number of persons with access to the application is to maintain data integrity and quality control.

Student Rosters

The MIS Data Clerk maintains an internal document that is continually updated to track students throughout the school year which supports the process of confirming caseloads and served students.

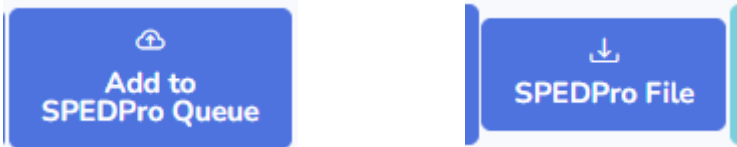
Rosters are sent to LCNCK providers **3 times** during the school year for verification of students. Below is the schedule and requirements for roster verification.

- **BOY** - Rosters are presented to staff in August at the LCNCK **beginning of the year** in-service. The rosters are reviewed, corrected, updated and returned to the MIS Data Clerk no later than approximately the **5th of September** each school year. (The exact date will vary each year due to how the days fall in the week/month.)
 - Any provider not returning their roster by the deadline is sent an e-mail to return the roster within **2 days**. If the provider still fails to respond, LCNCK administration will follow up with the request.
 - The returned rosters are checked against the provider caseloads in WebKIDSS for accuracy. The provider is contacted by e-mail regarding any discrepancies. All discrepancies will be resolved prior to **September 15th** so all summer exits can be entered into SPEDPro for the previous school year End of the Year Report.
- **Dec. 1st** - Staff are sent a blank roster (**LCNCK>MIS>Forms>Student Roster Forms**) on **December 1** to complete for verification of students enrolled and attending on **December 1**. These rosters are to be returned to the LCNCK office within **7 calendar days**. These rosters are compared to the student list printed from WebKIDSS on December 1.
 - Any provider not returning their roster by the deadline is sent an e-mail to return the roster within **2 days**. If the provider still fails to respond, LCNCK administration will follow up with the request.
- **EOY** - Staff are sent a blank roster at the **end of the school year**. These rosters are completed with noted information for the next school year (i.e. grade, building, primary provider). Rosters should be returned to the MIS Data Clerk before the provider’s end of the year check out to allow for verification before the provider checks out for the year.

Providers can print off a caseload list in WebKIDSS at any point in the time throughout the school year to check for accuracy.

Location of MIS Files

Through the WebKIDSS system, records are added to the SPEDPro Download Queue to keep for a later date to transfer to the KSDE SPEDPro application or single student records can be uploaded at any time. Both of these functions can be found within each student record in WebKIDSS on the “Demographics” page of the IEP.



Location of MIS Final Reports

Final MIS reports are downloaded from SPEDPro and kept in the shared LCNCK drive:
LCNCK ▢ MIS ▢ SPED Pro Reports ▢ FY XXXX-XXXX

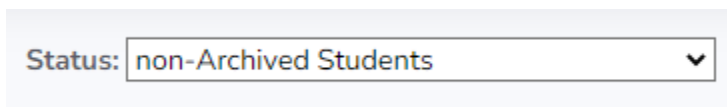
End of the Year Data Management

The WebKIDSS system automatically files copies of the IEP, Teacher Information Page (TIP) and Progress Report (for the previous IEP if not already filed) when the IEP record is “Finalized” and removed from “Draft”.

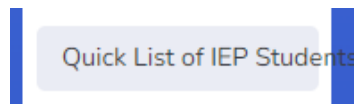
After all students have been updated in WebKIDSS and uploaded to SPEDPro. End of Year reports will be run in both WebKIDSS and SPEDPro.

A. To run the End of the Year Report in WebKIDSS: [\(See Brian Simpson’s videos on WEBKIDSS.shop Blog–Is Your December 1 Accurate?\)](#)

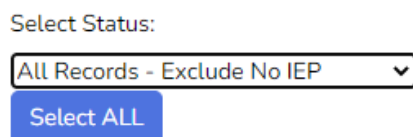
- Choose “Non-Archived Students” on the WebKIDSS menu.



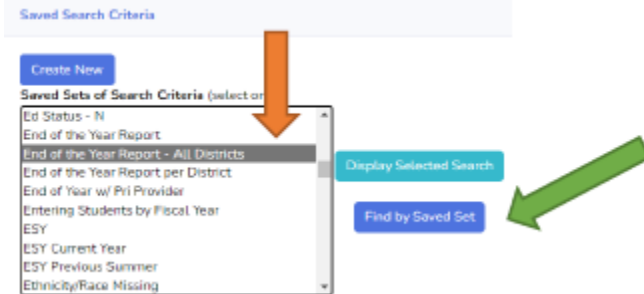
- Under **REPORTS** in the blue banner on the left of the WebKIDSS screen, click the drop-down arrow next to “Print a Report”.
 - Choose “Print a Quick List of IEP Students”.



- Select “All Records - Exclude No IEP”.



- In the “Saved Search Criteria” section, scroll in the list to locate the “End of the Year Report – All Districts” search criteria, highlight it and click on “Find by Saved Set”.



- Scroll down to “Set 1”. Adjust the years for the current school year and the previous school year as shown below.

Set 1

Connector	Field	Operator	
	Serv: Service School Year (A)	is equal to	2023
	Serv: Service School Year (A)	is not equal to	2022

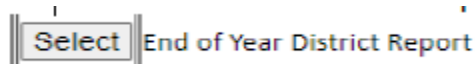
- Click “Save Parameters” at the top of the page.

- To save a set of Find parameters,
 - Specify the Find parameters below
 - Click the 'Save Parameters' button before clicking the 'Find' button

- Scroll down to find the report name, “End of Year Report – All Districts”:
 - Copy the title of the report
 - Scroll to the bottom and paste the title in the “Name:” box
 - Click “Save Parameters” (*this will bring you back to the previous screen*)
- Scroll to the bottom of the page and click “Find”.
- Click “Retrieve List”.

- Retrieve a previously saved list of fields

- Select the “End of Year District Report”.

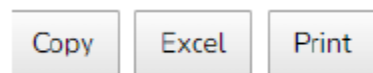


- Click “Print List”.

- Click the 'Print List' button to display the Quick List of Students
- Make sure the Current Report Title is specified. It will be used for the report.

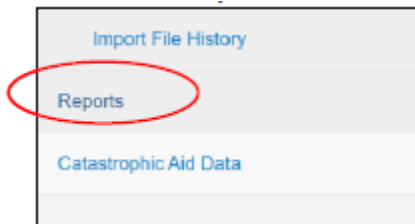
Current Report Title:

- Click “Excel” in the top left corner to download the report to an Excel spreadsheet.



- This will become the End of Year Accountability (EOYA) Report from WebKIDSS. This report will be broken down by districts and sent to each district KIDS administrator for verification of students within their district. Any discrepancies found by the districts will be reported to the MIS Data Clerk and corrections will be made as needed in WebKIDSS and uploaded to SPEDPro. This report will be saved to the shared drive.

- Location: LCNCK ▾ MIS ▾ EOYA ▾ FYXX-XX
 - Naming Convention: WK_EOYA_DDMMYYYY
- B. To run the End of the Year Report in SPEDPro once it is available:
- Click on the “Reports” link in the menu bar on the left side of the screen.



- Choose excel (xlsx) radio button and the “Final End of the Year Report” from the drop-down list.



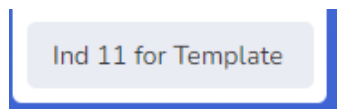
- The report will be saved to the shared drive.
 - Location: LCNCK ▾ MIS ▾ EOYA ▾ FYXX-XX
 - Naming Convention: SPEDPro_EOYA_FYXX-XX

Indicator 11 Information

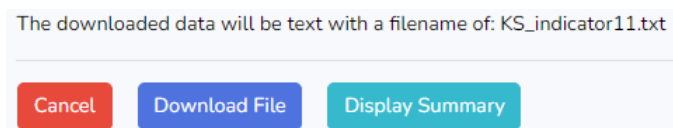
Prior to closing out the school year in WebKIDSS, the Indicator 11 information is downloaded and saved to the shared drive.

To download Indicator 11 information from WebKIDSS:

- Under **DATA EXCHANGE** in the blue banner on the left of the WebKIDSS screen, click the drop-down arrow next to “**SPEDPro/Ind11**”.
 - Choose “Ind 11 for Template”.



- Click on the “Download File” button.



- Save the file in the shared drive:
 - Location: LCNCK ▾ KIAS ▾ Indicator 11 ▾ Child Find ▾ FYXX-XX
 - Naming Convention: KS_Indicator11_MMDDYYYY
- Open the downloaded file:

- Ctrl-A to highlight all.
- Ctrl-C to copy all.
- Open an excel file.
- Ctrl-V to paste all.
- Format and sort the data.
- Review and correct any students who are missing information as necessary and add it to the Indicator 11 information.
- Save the Excel file using the same location and naming convention as above.
- This spreadsheet will be used to upload the information to KIAS when the reporting window opens on **July 1**.

End of Year KIDS Reporting for PreK Student not Attending District Preschools

The MIS Data Clerk is responsible for supplying the EOYA information to the KIDS administrators in each district for all PreK students who do **NOT** attend a district sponsored preschool at the close of the school year. The KIDS administrators will need to have “Cumulative Membership Days” and “Cumulative Attended Days” in order to submit the EOYA records at the end of the school year. In addition, report any exits along with the exit date.

Transitioning MIS Data Across Time

The WebKIDSS system is the single database source of data for LCNCK. The WebKIDSS system is transitioned to the new version at the beginning of July each summer. Once the new version is installed the MIS Data Clerk begins the transition process of data including:

- Updating next school year’s calendars
- Creating calendars for the following school year
- Creating New Providers as necessary
- Promoting Statuses
- Promoting Grades
- Replacing Neighborhood Buildings for students matriculating to a new building
- Replacing Responsible Building for students matriculating to a new building
- Replacing Providers who are no longer active with new Providers
- Checking caseloads against end of the year rosters from providers to ensure accuracy of grade, school and provider

Data Verifications

The WebKIDSS system has the capability of running MIS verifications at any time. Providers are asked to check and fix any MIS errors through this built-in feature in WebKIDSS before an IEP is submitted to the LCNCK office. Certain errors are not able to be fixed by the provider. The MIS Data Clerk runs another internal check on MIS errors once the IEP paperwork is ready to be locked and completed prior to adding to the SPEDPro Download Queue. Since IEP paperwork is processed daily, this process occurs for the IEPs on a regular basis. **In the SPEDPro system, the MIS Data Clerk runs a verification report no less than twice per month to stay on top of any**

potential errors. The MIS Data Clerk is attentive to projected MIS reports and works to fix any student errors noted in a timely manner. The MIS Data Clerk works to be as proactive as possible in catching possible errors early to reduce issues with future data submission.

Processes Used to Resolve Verifications / Discrepancies

1. **IEP is reviewed:** The MIS Data Clerk reviews the IEP/meeting documents upon submission to the LCNCK office.
2. **Provider is contacted:** If needed, the MIS Data Clerk contacts the provider by email and then by phone, if necessary to resolve verifications/discrepancies.
3. **KSDE KIDS Data is checked:** The KIDS data is reviewed when verifications are found. The MIS Data Clerk contacts the KIDS administrator in each district to work to resolve the issue.
4. **Building level data (attendance logs):** The MIS Data Clerk works with the building secretary on identified students to assist with attendance information as needed.
5. **KSDE data manager is consulted:** Periodically, the MIS Data Clerk contacts the KSDE data manager for support with data reporting.

Feedback or Correction Process When Discrepancies Exist

When errors are found during the document review process, the reviewer will email the review form to the provider with corrections to be made. Corrections are to be completed within **5 calendar days**. If an IEP amendment is required, then that process is completed per LCNCK protocol. In the WebKIDSS system, a student record is locked when the primary provider submits the IEP using the “Submit” button on the demographics page. The provider cannot change this information once an IEP is locked and completed. If any information needs to be changed, the provider is to contact the MIS Data Clerk and discuss the changes to be made. If the changes are not part of the current IEP, no changes will be made. The provider will be directed to contact their school psychologist to discuss the need for an amendment. If an amendment is determined to be needed, the school psychologist will open an amendment.

Data Verification Processes in SPEDPro

The MIS Data Clerk is responsible for analyzing data submitted to KSDE in SPEDPro. This data is verified and analyzed in the following ways:

- Confirming the total number of IDEA students is correct by crosschecking the students in SPEDPro against the students in WebKIDSS.
- Check for Data Accuracy.
 - Find students with blank grade level.
 - Find students with blank Federal Environment Codes.
 - Find students with blank Setting Codes or the letter “Z”.
 - Find students with blank Service Codes.
 - Find students with Assign Child Count organization of X0 or Z0. Indication of incorrect Responsible School.

- Find students with blank Responsible School.
- Find students with blank Neighborhood School.
- Check students age against grade level.
- Check County of Residence.
- Run Overlap Reports and contact districts with which there is an overlap to resolve the issue.
- Check for duplicate records and remove the record that is not current.

The MIS Data Clerk runs the Discipline Incident reports each quarter. The Director of LCNCK oversees discipline incident reporting throughout the Cooperative. Building principals are reminded of submission deadlines. The Director checks KIAS for timely submission of these reports.

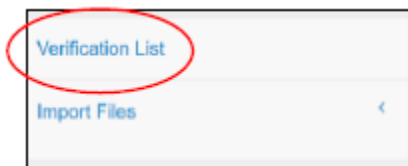
SPEDPro Verification Errors

Resolution of SPEDPro verification errors is the responsibility of the MIS Data Clerk. The MIS Data Clerk should set up a schedule to run the verification errors in SPEDPro no less than one time per week. Guidance on verification resolution can be found on the KSDE Website under Special Education, MIS and Student Data, Index of MIS Support Documents:

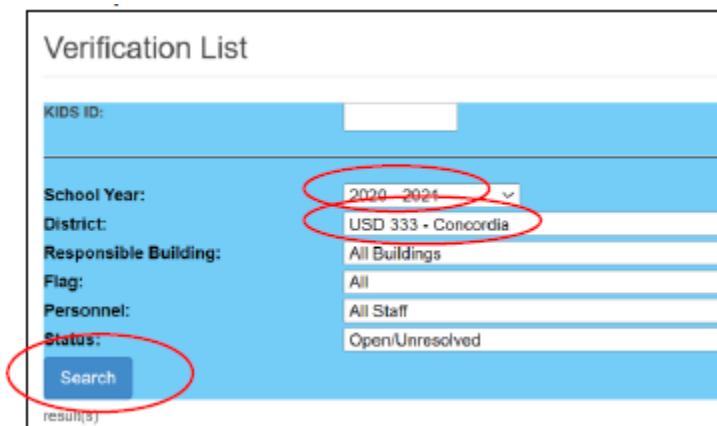
<https://www.ksde.org/Portals/0/SES/MIS/MIS-SupportDocumentsIndex.pdf>

The following is the process to run SPEDPro verifications:

- Click on the “Verification List” on the left side of the screen.



- From the drop-down lists choose the School Year and District and click Search.



- All verifications for the district will be listed. **Export to an Excel spreadsheet.**

Actions	Flag	Details
<ul style="list-style-type: none"> Notes (0) (Choose) (Choose) View Profile View IEP View Service Line	<ul style="list-style-type: none"> 0053 Open/Unresolved Error Age of student is outside of the 3 to 10 range per service line dates for current school, with DD disability 	KIDS ID: Student: IEP: 10/27/2020 IEP SL: 10/27/2020 - 05/21/2021 NPE Contract:0 District: USD 333 - Concordia Building: 3780 - Concordia Elementary

- Actions – Choose from the dropdown list to View the Student Profile; View the IEP with the verification; View the Service Line with the verification.
- Flag – Gives the Verification Number; Lists the Flag as Open/Unresolved; The Flag is an Error; Gives the Definition of the Flag.
- Details – This lists the details of the IEP and Service Line(s) pertaining to the Verification.
- By analyzing the data and referencing the flag description, the MIS Data Clerk will take the necessary steps to correct the verification error using the available guidance documents available through the KSDE website.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/MIS-and-Student-Data>

Supervision and Oversight

LCNCK monitors data quality and accuracy through IEP reviews of each IEP written. The IEP reviewer checks the MIS data through the review process. Once the review process is complete, the IEP paperwork is returned to the MIS Data clerk who cross-checks the special education services section in the IEP with the anticipated services chart upon submission of the paperwork. The MIS Data Clerk also checks the MIS data in comparison with the other relevant IEP-related documents (e.g. evaluation consent, PWN for placement).

LCNCK also utilizes an internal IEP compliance review process which is a 2nd check for accuracy of information. This process supports accurate reporting of IEP data, compliant IEPs and on-going professional development for this process. If common errors are noted across providers, additional professional development and communication is provided to the staff. This could be through email communication, informational sheets, or videos. If an individual provider is regularly flagged for a compliance error, additional 1:1 support from the Director is provided. If the provider continues to demonstrate the reporting errors, the provider may be placed on a corrective action plan that would be monitored by the Director of LCNCK.

The MIS Data Clerk runs SPEDPro verification reports no less than one time per week (see pg. 38). The MIS Data Clerk will contact individual buildings and districts when necessary to correct errors. The Director of LCNCK meets with the MIS Data Clerk to discuss errors found on verification reports as needed.

Accurate data reporting is not included in the staff evaluation process. LCNCK administration work with building administrators on staff evaluations when continued issues are noted; however, there is not a section of an evaluation document devoted solely to accurate data

reporting. The LCNCK Director monitors and evaluates the accuracy of data reporting through the internal process created by the MIS Data Clerk through the internal IEP compliance review process. LCNCK staff are expected to follow evaluation timelines, annual IEP due dates, and other stated protocol. The Director reminds staff of these requirements on multiple occasions throughout the school year through professional development activities, email communication, or face-to-face meetings. The internal compliance review process allows a method to continually collect data on provider completion of these requirements. The MIS Data Clerk uses the provided MIS checklist as a guide for completion of tasks (see Appendices, page 79). The KIAS master calendar is also used in ensuring that reporting deadlines are met. LCNCK conducts an annual in-service for all staff at the beginning of August. This provides an opportunity to review IEP protocol and highlight any changes to reporting requirements. All new LCNCK staff will have additional professional development requirements provided by LCNCK. The internal IEP compliance review process provides an opportunity for additional training. When appropriate, support documents are shared with staff on specific reporting issues.

One of the primary functions of the MIS Data Clerk is to support accurate reporting of MIS data by LCNCK. This includes working closely with providers and LCNCK administration to fulfill this duty. LCNCK utilizes the internal IEP compliance review process, 1:1 support to staff, and corrective action plans when necessary to support this process.

Data Validation

The MIS Data Clerk reviews MIS data for accuracy weekly through the internal process of checking IEP paperwork. Since IEPs are checked upon submission, data is regularly reviewed for accuracy.

The MIS Data Clerk cross checks the TIP with the IEP text. The MIS Data Clerk also cross checks the reporting systems with each other to eliminate any errors in reporting. This includes checking WebKIDSS with SpedPro.

1. **Comparison of MIS data to IEP, evaluation and placement documents.** The MIS Data Clerk works to ensure MIS data is current and up-to-date and that all special education services (including frequency, duration and location) are correctly accounted for in the correct school year. The MIS Data Clerk checks to make sure the area of disability reported in WebKIDSS matches the area of disability indicated on the evaluation document. Because LCNCK has an internal process for initial placement and exit of services in the Cooperative, this provides a method to ensure dates are reported accurately. If there are any questions about reported information, the school psychologist or primary provider is contacted directly.
2. **The Data Clerk will generate and share MIS reports with the Director of LCNCK when requested.** The Child Count report is provided to the Director as of the December 1 and June 1 count data.

Sources of data discrepancies identified

If data discrepancies are noted, the Data Clerk and Director of LCNCK analyze the discrepancies to determine next steps. If it is discovered the discrepancy is due to a procedural problem, the group will collaborate to determine a more efficient plan. If the errors are due to a conceptual problem, a plan will be developed to provide updated professional development and communication to staff. If the errors are due to a data entry problem, the internal process will be reviewed to impact accurate reporting moving forward.

Reoccurrence of data errors made by the same source

Since LCNCK utilizes WebKIDSS that is aligned with MIS standards, this setup helps reduce the data errors. The IEP system's internal error check feature is aligned with the KSDE verification methods. As stated before, LCNCK has multiple ways to train staff on IEP writing and data reporting. LCNCK in-service, new staff PLC training, and individual meetings with providers all support the accurate data reporting process. The effectiveness of this process is regularly discussed and evaluated to ensure the process is successful.

Training of Local Staff

The MIS Data Clerk and the Director of LCNCK attend the annual MIS workshop provided by KSDE. Important updates and information are shared with LCNCK staff at the annual in-service held at the beginning of August.

Informational sheets, videos, and/or emails are created and provided to staff on specific issues or changes in reporting practices. Documents are also uploaded to the IEP system (WebKIDSS) to provide another location for providers to access the information. Prompts on the IEP screens are modified to provide additional guidance as needed. The Director provides training on specific reporting issues as needed. If specific reporting issues persist, the Director will meet individually with the provider to provide further training.

The MIS Data Clerk and School Psychs provide on-going support to IEP providers regarding the documentation of MIS data. LCNCK utilizes an internal IEP compliance check process that provides feedback to providers on IEP wording, data reporting, documentation, etc. throughout the school year.

Security and Backups of WebKIDSS

The MIS Data Clerk and Director of LCNCK are the only LCNCK staff who have access to KSDE's MIS application, SPEDPro.

Standard security policy and protocol is followed by LCNCK and USD 333. The data is not shared with others. KSDE support is requested if needed to reset any information. Passwords are changed when requested by the administration site.

The WebKIDSS system is hosted offsite and is backed up offsite in multiple locations with strict security protocols. An email notifying the local WebKIDSS Administrator of a successful backup is received each day from the system for verification of backups. A log of backups may be obtained by contacting the offsite host.

Preparation for the Next School Year

The MIS Data Clerk maintains an annual checklist that documents and tracks completion of required tasks. Several times per year, the MIS Data Clerk and Director of LCNCK review the progress of the checklist and discuss upcoming projects.

The date entered is the date of the IEP. Special education services may not begin until the next school year depending upon the IEP team's placement and service determination. Data is entered as soon as the IEP information is received.

Service Lines for the Next School Year

Service lines for next school year are entered at original IEP data entry, data is duplicated into next school year. Providers are able to duplicate service lines for the next school year in WebKIDSS. This information is checked by the MIS Data Clerk upon submission of the IEP paperwork. Next year's data is to be uploaded into SPEDPro no later than [August 30th](#) of the current school year.

Next Year's Buildings and Providers

Next year's buildings and providers are entered at original IEP data entry, data is duplicated into next school year. Providers are able to duplicate service lines for the next school year in WebKIDSS, including next year's building and providers. This information is checked by the MIS Data Clerk upon submission of the IEP paperwork. The LCNCK Director conducts meetings at the building level beginning in March of each year to discuss caseloads for the following year. Caseload decisions are made at this time with each group of staff for student transition purposes. The list of students for each provider for the next school year is given to the MIS Data Clerk to make changes in WebKIDSS and update the internal tracking document. During the rollover process to the next school year the Grade, Neighborhood Building and Responsible Building will be updated prior to the data being uploaded to SPEDPro. Data is uploaded into SPEDPro no later than [August 30th](#).

Additional Reports

Medicaid Denominator

Each January, every school district will be notified by the Public Consulting Group (PCG) that a template will be sent out requesting each district's IEP ratio denominator for the Annual Medicaid Cost Report. This number is the unduplicated number of Special Education students regardless of Medicaid eligibility with at least one Medicaid reimbursable service on their IEP as of 12/01 of the current school year. Reimbursable services include: *Nursing, Occupational Therapy, Physical Therapy, Psychological Services, Social Work, Speech, Language and Hearing Services*.

PCG will provide each district with a Microsoft Excel Spreadsheet, to be completed and maintained by the district. The spreadsheet will include:

- Column A: Student Unique Kansas Identifier Number (KIDS ID Number)
- Column B: Student Last Name
- Column C: Student First Name
- Column D: Date of Birth (Month/Day/Year)

MIS Data Clerk will calculate the IEP ratio denominator for each of the LCNCK districts each year once the December 1 count is finalized. Below is the procedure to use WebKIDSS to calculate the unduplicated IEP ratio for each school district:

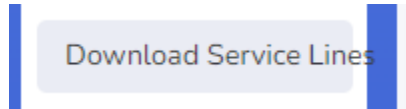
- Both Archived and Non-Archived Students need to be selected.

Status: Both Archived and non-Archived Students ▼

- non-Archived Students
- Archived Students
- Both Archived and non-Archived Students**

- Under **DATA EXCHANGE** in the blue banner on the left of the WebKIDSS screen, click the drop-down arrow next to **“Data Export”**.

- Choose **“Download Service Lines”**.



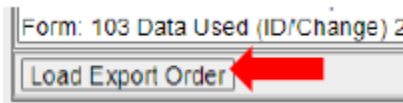
- Choose **“All Records”** and click the **“Select ALL”** button.

Select Status:

All Records ▼

Select ALL

- Click on **“Load Export Order”** button.



- Click **“LOAD”** next to the Medicaid Denominator.

Load	Medicaid Denominator	IEP	C:03/27/2017 M:03/02/2021	IEP:Assign Child Count,Stu:KIDS ID,Stu:Legal Last Name,Stu:Legal First Name,Stu:Birthdate,IEP:IE Code,Serv:Service Setting,Serv:Service Days,Serv:Service Minutes,Serv:Service Start Date,Serv:Service Provider Name,Serv:Service Attend Bldg Identifier
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- Export fields will show in the Export Order list.

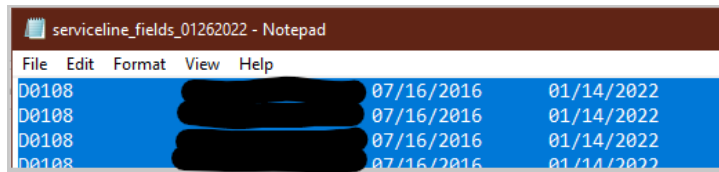
Export Order

- Stu: KIDS ID
- Stu: Legal Last Name
- Stu: Legal First Name
- Stu: Birthdate
- IEP: Assign Child Count
- Serv: Service Code
- Serv: Service Setting
- Serv: Service Start Date
- Serv: Service End Date

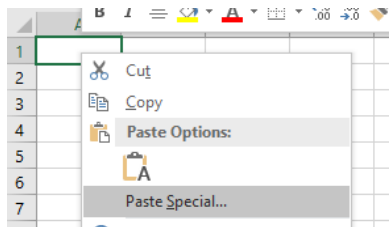
- Complete the following steps:
 - Mark the check box for **“Export first record as list of field names”**.
 - The radio button for **“Use all IEP records”**.

- Input the current school year in the text box for “School Year of service lines to export”.
- Then click “Download Services”.

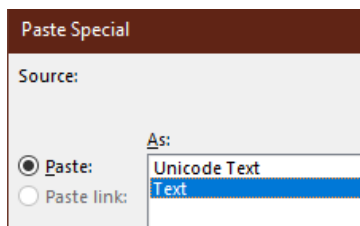
- Save the text file in the shared drive:
 - Location: LCNCK \ MIS \ Denominator \ FYXX-XX
 - Naming Convention: serviceline_fields_MMDDYYYY
- Click the “Continue after Download Finished” button.
- Open a blank Excel spreadsheet.
- Open the service line field file that was saved in the step above.
 - Press “Ctrl-A” to highlight all data in the file.



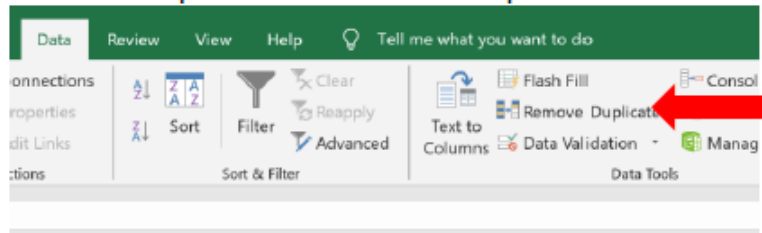
- Press “Ctrl-C” to copy all of the data in the file.
- Return to the blank Excel spreadsheet and right-click in cell A1 and select “Paste Special.....”.



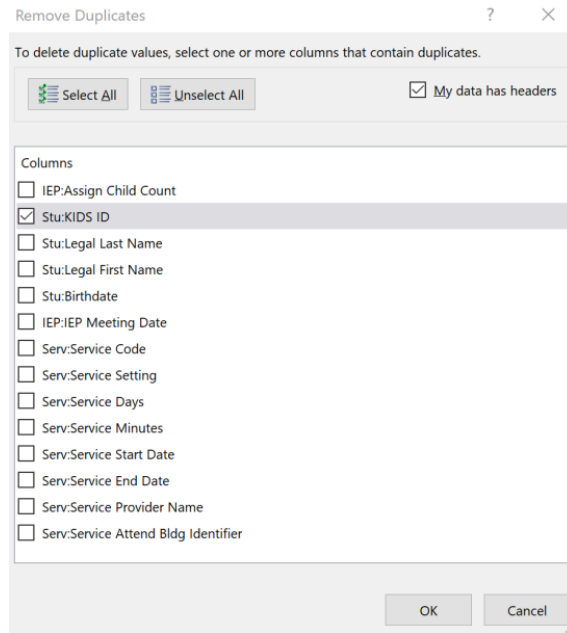
- Highlight “Text” and select the “OK” button.



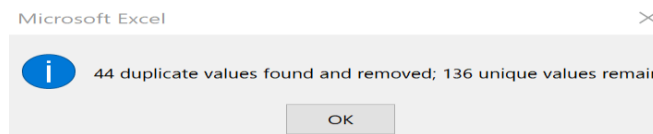
- Adjust your columns to fit the data and apply filters to the first row.
- Filter the Service Codes, removing all Non-Medicaid services.
- Filter the Setting Codes, removing settings S, X and Blanks.
- Highlight the current filtered sheet, copy and paste into a new worksheet.
- Sort the new worksheet by “Service Start Date”, delete all records with a “Service Start Date” after 12/1 of the current school year.
- Sort the new worksheet by “Service End Date”, delete all records with a “Service End Date” before 12/1 of the current school year.
- Click on Remove Duplicates to find the unduplicated count.



- Click on “Unselect All” and mark only “Stu:KIDS ID”. This will only remove duplicated KIDS ID numbers, and click “OK”.



- The program will tell you how many duplicate values were found and removed and how many remaining unique values remain. Click OK.



- Sort the remaining values by:
 - IEP: Assign Child Count
 - Stu: Legal Last Name
 - Stu: Legal First Name
- Compare this list to the Final December 1 Report downloaded from SPEDPro.
- Following student verification between the Final December 1 Report and the Unduplicated Count Report, the information in the unduplicated count report will be given to the Medicaid Clerk to complete the template sent from PCG for each district.
- The templates are e-mailed to the LCNCK Medicaid Clerk who will email the IEP denominator information to each district to be kept on file in their district for auditing purposes.
- The LCNCK Medicaid Clerk will email the District Name and the calculated IEP Ratio denominator number to KSCostReport@pcgus.com prior to April 1 of the current school year.

September 20th Count

A school district's general fund budget is determined by taking the total adjusted weighted enrollment of the district, times the base aid for student excellence. Student enrollment counts are collected on September 20th of each year.

It is the MIS Data Clerk's responsibility to work with the districts to provide lists of special education students with active IEPs for verification of information in the district SIS system for reporting enrollment data. The report given to the districts will be the same report used in the End of Year Data Management section (page 35), but will **only** include ACTIVE students. This report will be broken out by district and/or building as needed for each district and sent to the building secretary or to the KIDS administrator for verification.

For PreK students who are **NOT** attending a district sponsored preschool, the providers are responsible for collecting enrollment paperwork to be turned into the MIS Data Clerk with IEP paperwork. The MIS Data Clerk will then forward copies of the enrollment paperwork to the KIDS administrators at each district. Each district is responsible for obtaining a KIDS ID number (if one is not already assigned) and enrolling the student as a special education student in their district.

SPP Indicators

Information on SPP Indicators can be found on the KSDE Website at:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR#indicators>

SPP Indicator 7: Preschool Outcomes

Indicator 7 measures the percent of preschool children aged 3 through 5 with an IEP who demonstrate improved:

- Positive social-emotional skills.
- Acquisition and use of knowledge and skills.
- Use of appropriate behaviors to meet their needs.

To determine child progress on the outcomes, information is collected at two points in time:

- 1) When a child first enters Part B Preschool Services.
- 2) When a child permanently exits Part B Preschool Services.

This information is entered by the preschool provider into the KSDE authenticated system called Outcomes Web Based System (OWS). Instructions for the OWS system can be found on the KSDE website at: <https://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind7-OWSguide.pdf>.

See LCNCK>KIAS>Indicator 7 for previous year reports, for an example.

Data entry for OWS is [July 1 to June 30](#) of each calendar year.

Data verification/correction for Indicator 7 is [July 1 – September 15](#).

It is the MIS Data Clerk's responsibility to ensure that all LCNCK eligible PreK students have been entered into OWS during the school year. The MIS Data Clerk will also check OWS upon a PreK student's exit from special education to verify exit data from OWS. At the end of the school year, all PreK students who will be attending Kindergarten the following school year will be exited from OWS. The MIS Data Clerk will cross check the end of the year student rosters against OWS exit list to ensure all exits have been completed before the primary provider checks out.

Any student who is not entered or exited from the OWS system within **30 calendar days** of the enter or exit date, will be contacted by e-mail by the MIS Data Clerk with a reminder to enter the information into the OWS system within **5 days**. A request for a return e-mail from the provider will be requested when the information is completed.

SPP Indicator 8: Parent Involvement

Indicator 8 is a parent survey sent or given to parents of students ages 3-21 who received special education services the previous school year. In July, KSDE will send out the letter that will need to be distributed to parents of all students with disabilities, not included in Indicator 8 are those students identified as gifted. Districts, Cooperatives and Interlocals have the freedom to distribute the survey letter in one of three ways, the letter may be hand delivered at a meeting, e-mailed to parents or mailed to parents. The survey will be open from mid-July thru May 31st.

LCNCK has elected to distribute the letter at annual IEP meetings. The letter with the link to the survey automatically prints with the IEP in WebKIDSS. An example of the letter is located in the Appendices. The MIS Data Clerk uses an internal tracking system to keep track of when each parent was given the letter. At the end of the school year after all surveys have been distributed, the MIS Data Clerk will report that to KSDE via email.

SPP Indicator 11: Child Find

Indicator 11 is the initial evaluation timeline of 60 school days from the time of written parental consent for evaluation to eligibility determination. Indicator 11 includes children early childhood (also include C to B) through high school suspected of a disability, eligible and not eligible, who have had an initial evaluation completed between July 1 and June 30 of the current school year. Not included in Indicator 11 are students evaluated as Gifted.

Through the WebKIDSS system Indicator 11 information is pulled during the end of the year process ([page 39](#)). The information from this report will be used to complete the Indicator 11 reporting through KSDE Authenticated portal, KIAS. Instruction booklet for reporting can be found under the Help tab on the left menu.

Reporting timeline for Indicator 11: Window opens [July 1](#) and closes [September 15](#).

SPP Indicator 12 – Early Childhood Transition

Indicator 12 measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B and who have an IEP developed and implemented by their third birthday. LCNCK management of referrals from Part C is described on page 23.

LCNCK tracks Part C to Part B referrals through an internal spreadsheet for reporting of Indicator 12 data. This spreadsheet includes student name, birthdate, KIDS ID number, Part C referral date, evaluation completed date, initiation date, eligible for Part B (y/n), and LEA number. This document is updated as paperwork is received on the students and the information within the document will be used to complete Indicator 12.

Reporting timeline for Indicator 12: Window opens [last of August](#) and closes [last of September](#).

SPP Indicator 14 – Post-School Outcomes

Indicator 14 is the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Beginning June 1st through September 30th, students are contacted through contracted call center staff members who gather survey information.

As part of the Indicator 14 data gathering, students with an active IEP at graduation are required to have a “Senior Exit Survey” completed by the end of the school year. As part of the primary providers checkout, LCNCK requires a copy of the front page of the exit survey to be uploaded to the student’s WebKIDSS record. The MIS Data Clerk keeps a spreadsheet to track completion of the Exit Survey.

The MIS Data Clerk is responsible for completing the Indicator 14: Post-School-Senior Survey Access Template found on the KSDE website listed above. This template is to be completed with names of all the LCNCK secondary teachers who will need access to the Senior Exit Survey for the current school year.

Timeline for completing the access template: [October 31](#)

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Foreword

This Kansas Medicaid Compliance Plan for School Based Services outlines and contains specific information regarding LCNCK's policies and procedures. It also serves as LCNCK's Compliance Plan to assist in maintaining the highest levels of compliance while maximizing Medicaid reimbursements.

The information contained herein is based on the Kansas Medical Assistance Program Local Education Agency Manual and Bulletins.

If you have any questions pertaining to this Medicaid Compliance Plan, please contact:

~~Lisa McFadden~~ Amy Wildeman/Medicaid Clerk

219 W. 7th Street

Concordia, KS 66901

785-243-3294

~~lisa.mcfadden~~ amy.wildeman@usd333.com

To assist a student or family to apply for Medicaid, please contact the Kansas Department of Health & Environment for application requests:

(800) 792-4884

Or refer to the website: www.kdheks.gov/hcf/health_reform/default.htm

Kansas Local Education Agency Provider Manual

The Medicaid Provider Manual is the State-governing document from which all LEA school-based services are developed and regulated by:

<https://www.kmap-state-ks.us/>

1. Select – “Provider”
2. Select – “Provider Publications”
3. Select – “Local Education Agency”

For documentation compliance also refer to the General Benefits Manual (pg. 2-22) found in the same manner as detailed above, but choosing “General Benefits” in the Current Manual Type drop down menu, for documentation policy information.

The electronic LEA Manual contains billing instructions and information, benefits and limitations, and the procedure codes LEAs are allowed to bill.

Updates to the LEA Manual can occur quarterly to incorporate any policy changes noted in Bulletins since the last LEA Manual update.

Recent bulletins will be displayed immediately after accessing the KMAP Public site using the same link as provided above. They may be searched for under the Publications tab by number, title, or search term.

Medicaid Overview for Local Education Agency

Medicaid is an “entitlement program” created by the federal government, but administered by the state, to provide payment for medical services for low-income citizens. Medicaid eligibility in Kansas is based on uniform statewide criteria.

The Social Security Act, as amended in 1988 by the Medicare Catastrophic Coverage Act, specifically provides for medical assistance (Medicaid) to cover “related services” which are specified in Federal Medicaid statute as medically necessary and “included in the child’s IEP established pursuant to Part B of the IDEA. Medicaid-Local Education Agency services allows reimbursement for services administered to students with special needs under the Individuals with Disabilities Education Act (IDEA). Coverage applies to individuals aged birth to 21 years who are receiving medically necessary health related services through the Individualized Education Program (IEP) or through the Individual Family Service Plan (IFSP).

Coverage is based on medically necessary, Medicaid covered services already being provided in the school setting, and when these services are provided to Medicaid eligible beneficiaries the services may be billed to Medicaid. This ensures federal participation in the funding of these Medicaid covered services.

Medicaid reimburses LEAs for medically necessary services for the child to receive a free and appropriate public education, as documented on the child’s IEP. Payment is made to LEAs approved by the Kansas Department of Health and Environment, Division of Health Care Finance (KDHE-DHCF) for services provided, through Kansas Medical Assistance Program (KMAP).

In Kansas, there are four funding streams through the Medicaid Program.

1. **Fee for Service:** billing is the foundation and the focus of this Compliance Plan.
2. **School District Administrative Claiming, (SDAC):** is the reimbursement for Medicaid outreach and administrative activities provided for children and families.
3. **Cost Settlement:** is the year-end balance between what was paid in Fee for Service and what was reported as the cost of providing the services, through SDAC and Cost Settlement.
4. **Medicaid Replacement:** this is **NOT** Medicaid reimbursement, but data from the Fee for Service program is used to generate the amounts reimbursed to each district based on the number of direct services provided to Medicaid eligible students during a two-week period. This Medicaid Replacement window usually occurs starting the last week of February through the first week of March.

Medicaid Eligibility

Students must be Medicaid eligible on the date the service is provided to be able to claim reimbursement for the service. Medicaid eligibility for school-based services is Title XIX only. Students who are Title XXI(CHIP) and receive services are not eligible for the LEA to receive reimbursement.

Medicaid eligibility is verified through the Medicaid Clerk checking the secure KMAP eligibility website, using name and date of birth, SSN, or previously obtained Beneficiary ID.

The student may or may not be Medicaid active for the date of service. It is best practice for therapists to log on all students.

To check eligibility status on a student one set of three different search criteria is needed:

1. Beneficiary ID (aka **Medicaid Number**)
or
2. Beneficiary (student) **First Name and Last Name** (spelling and combination may be different in the KMAP system) plus Student **Date of Birth**.
or
3. Student **Social Security Number** plus Student **Date of Birth**.

Steps to check the eligibility status of a student:

1. Navigate to <https://www.kmap-state-ks.us/> and choose Login.

Kansas Medical Assistance Program (KMAP)



2. Log onto the KMAP website using LEA username and password.

Login

Login for all registered users on or after 4/4/2022

Sign In:

Enter your user name.

User Name:

Forgot your user name?
Where do I enter my password?
[Supported Browsers](#)

Sign In:

Please use this secure TextPad to enter your password.

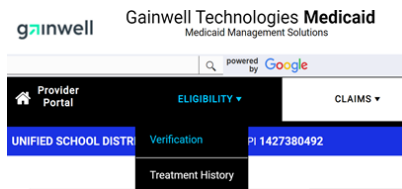
Password:



What's this?
[Forgot your password?](#)

3. choose Verification.

Choose Eligibility Tab, then



4. Enter search criteria using 1 of the 3 options listed above.

UNIFIED SCHOOL DISTRICT 333 LCNCK | NPI 1427380492

Benefit Eligibility Verification

Search By: Effective Date: 03/16/2023 End Date: 03/16/2023

Member ID
Name and DOB
SSN and DOB

5. of 1 month.

Choose a date range- no more than a range

6. Click the Search button.

7. Result will be displayed below.

Eligibility Verification Details

Verification Response ID 230825MJ3S - 3/23/2023

- Once a member has met their spenddown, no data will appear in the spenddown section of the verification. Claims data for members assigned to an MCO will be updated upon receipt from the MCO.
- The patient liability displayed is the total for the month. Claims data for members assigned to an MCO will be updated upon receipt from the MCO.
- To ensure you receive the most up to date information for members with both a KeyCare MCO assignment and Lockin status, contact the assigned MCO.

MEMBER INFORMATION

Member ID	Last Name	First Name	Middle Name
			M
Birth Date	Date of Death	Gender	Medicare Id
04/04/2014		Female	

BENEFIT

Coverage	Effective Date	End Date	Base Deductible
TITLE XIX (MEDICAID)	03/01/2023	03/23/2023	

The following terms indicate a student may be Medicaid eligible. Healthwave 19, Healthwave 21, United Healthcare, Amerigroup Kansas, Sunflower State Health Plan. If a parent says the

student is covered by one of these agencies, the KMAP database will need to be checked to verify the eligibility status of the student.

Business Rules for Kansas Medicaid/LEAs

Kansas Medicaid has “Business Rules” which govern how agencies access funds.

Local Education Agency Process

Services Listed on IEP

- The Special Education staff lists Special Education services on students IEP as Special Education Laws allow, following agency policies and procedures.

Parental Notification and Consent

- The IEP team for the student will obtain **Parent Consent for Release of Information and Medicaid Reimbursement** (See Appendix, **page 82**) form to allow/disallow for the sharing of information and reimbursement to occur for services the student receives as outlined in the IEP.
- The IEP team for the student will provide parent/guardian the Parent Consent for Release of Information and the Medicaid Reimbursement form at minimum annually at annual IEP meetings.

Physician Rx for Therapies

- The Medicaid Clerk will obtain Rx for therapies to be billed, (PT, OT, SLP, SW, Nursing, and other therapies), after receiving the parent/guardian consent.

Certification/Licensure

- LCNCK will maintain a record of Therapists current certifications and licenses.
- The Medicaid Clerk will monitor certification/license expiration dates.
- Billing will cease for any provider who is not current with their certification or license.

Student Identification

- The Medicaid Clerk reviews student information needed for Medicaid verification through the IEP (WebKIDSS) system, based on information received from providers and the IEP/MIS Clerk.
- The verification of Medicaid eligibility is through the secure Medicaid website and is completed at least monthly, prior to submitting any claim information to KMAP.

Staff Identification

- Information regarding providers, newly hired providers, etc. is initially provided to the Medicaid Clerk during the School Year startup window (July-September). Updates to staffing, assignments, and other personnel changes are provided in an ongoing manner throughout the school year.

- Medicaid eligibility is obtained monthly through an automated process between the Relay Service Portal and Kansas Medicaid.

Medicaid Provider Maintenance

- When changes are made regarding Agency information (address, contacts, etc.) the Kansas Medical Assistance Program, Electronic Data Interchange, National Provider Identifier, and WebKIDSS databases may require updates.
- The Medicaid Clerk is responsible for maintaining current records at all State and National agencies.
- Providers must sign an Electronic Signature for Kansas Based Medicaid Services form each year. (See Appendix, [page 83](#))

Medicaid Billing Steps and Procedures

The following are components of the Medicaid billing process

Student Demographics

- Medicaid eligibility is obtained monthly through an automated process between the Relay Service Portal and Kansas Medicaid.
- Follow steps on [page 54](#) to check to see if a student is Medicaid Eligible.
- If Medicaid eligible, check to see if the student is already in the Relay Portal.
- If the student is not in the Relay Portal system, the Medicaid Clerk will submit the student's information through Laserfiche.

Staff Demographics

- The agency Medicaid clerk will maintain a provider database that tracks provider district and school assignments.

Caseload Management for Providers

- Provider caseload assignments are determined by their district and school assignments. When services are modified, students transfer in or out, the IEP/MIS Clerk should notify the Medicaid Clerk of the changes.

Service Choices for Service Providers

- Procedure Codes are allowed based on one of two factors. For service line providers, the Service Code indicated on the Anticipated Services Chart will be used to determine allowable codes based on current KDHE/CMS policies.
- For School Psychologists (evaluation purposes only), the procedure codes allowed are set by indicating the assigned codes within the group setup.

Required Documentation Fields

- Student name, provider name, date of service, start/end time of service, procedure code, student progress, comments, intervention (goal worked on), student response to intervention, place of service.
- Any paper documentation must include the provider's signature with credentials along with the requirements listed above.

Non-Billable Records

- Providers have the option to document non-billable services. This can be to record students absences or unavailability, provider absences or unavailability or time spent for an indirect service for a student, (conversation with parent, teacher, writing reports, IEP time, etc.).

Editing or Deleting Student Service Log

- A documentation record may be changed, corrected, deleted at any time prior to the record being submitted to KMAP. After submission, the service log is locked from any further editing other than administratively marking the record as rejected.
- If a therapist notices a correction to be made after the claim has been submitted to KMAP, they are to notify the Medicaid Clerk as soon as possible.
- At that point a claim correction will be made in the KMAP system this may cause a recoupment or interruption in payment to the agency. The provider will be required to submit a paper log for documentation of changes made to correct the claim. This log must meet the required documentation fields as described above.

COTA/PTA Supervision

- Physical Therapists and Occupational Therapists who have Certified PT Assistants and Certified OT Assistants working under their Plan of Care, must supervise the Assistants work.
- This supervision must be documented. Each service log entered by the assistant must be reviewed and initialed by the licensed provider within 5 calendar days of the assistant entering the service log.

Administration Reports

- Report data is available in WebKIDSS based on desired information.
- Custom reports are available to be generated based on service log data and student demographic information.

Parental Consent Documentation

- When parent consent is received by the Medicaid clerk it is recorded within the WebKIDSS program.
- Once it is received, a copy will be scanned and uploaded to the Laserfiche system for verification.

- No service will be billed prior to receiving the parent consent or prior to parent signature date. The WebKIDSS program does not allow services prior to the Parent Consent Start date to be included in billing submission files.

Physician Rx for Therapies

- When the Parent Consent for Release of Information and Medicaid Reimbursement form is received by the Medicaid Billing clerk, if a student is Medicaid eligible and receiving billable services (OT, PT, SLP, SW, Evaluations and Nursing), the Physician Authorization Medicaid Billing (See Appendix, 85) form is created and sent with the student's IEP Teacher Information Page (TIP) (See Appendix, pages 86) to the appropriate physician for review and authorization.
- The Medicaid Clerk can also determine if there are missing documents by looking in "Held Services" in the Relay Portal to see if anything else is needed for the student (to get Medicaid reimbursement).
- If the student does not have a Physician's Authorization in the system, the Medicaid Clerk will perform the following steps:

To Print Medicaid Physician Authorization

- Click on Select All Students
- On the next page, choose Select All button below the Select Status option
- In Function drop down menu choose- Enter IEP Forms Data.
- In Student drop down menu choose- choose the first letter of last name in the alphabet drop down, then find the student from the selected list.
- In Form drop down menu choose: Medicaid Physician Authorization.
- Print out the Medicaid Form/Signed Parent Form and Physician's Authorization Form.
- On the Physician's Authorization Form, complete the physician's name and ID number.
- The TIP sheet also needs to be printed from WebKIDSS . This sheet will give an overview of all of the student's services.

To Print TIP page from WebKIDSS

- Change Function drop down menu to Enter IEP Data.
- On the Student IEP Data page, click Display/Print at the top of the blue taskbar on the left and choose Print TIP, then click OK in pop-up, Choose Display in the new window, then choose Print to send to the office printer.
- The Physician Authorization is good for one year from the authorization signature date, not to go over a 12-month period.
- This agency uses The Family Care Center, located in the North Central Kansas Health Center to review all forms where authorization is needed.

- Forms can be scanned and emailed to Curtis Walter(cawalter@eehenckmed.com) for authorization signatures.
- Scan and email the student TIP sheet and the Physician’s Authorization Form to Curtis Walter at cawalter@nckmed.com.

Upon receipt of signed Medicaid Physician Authorization form(s)

- Once these forms have been signed and returned by NCKMED, upload them into the Laserfiche platform (all 3 forms including the Medical Consent, Physician’s Authorization, and the TIP Sheet).

Services Documented

- Services are logged by providers into the Relay Portal, the Medicaid section of WebKIDSS day of service.
- Any services not logged on the day of occurrence must be supported by paper documentation (therapy notes, delivery calendars, etc.) kept by the provider. A copy of this paper documentation will be provided to the Medicaid Clerk by the end of the last school day of each month.
- Paper logs should be uploaded into the Relay Portal as well.
- Evaluations of any type should not be logged until the evaluation is completed and the student is scheduled to receive direct therapy services.
- Paper logs need to be checked for accuracy before submitting as a billing.
- The Medicaid Clerk can check these logs for accuracy by running a Medicaid log report in the Relay Portal. The dates and minutes of services listed on the log report should match all paper logs.
- Corrections on paper log can be made by the Medicaid Clerk after receiving written directions (to be filed with paper log) from the provider advising said correction.

Student Eligibility Confirmed

- Parent consent is received then Student Eligibility is verified through the secure KMAP system. Medicaid eligibility is obtained monthly through an automated process between the Relay Service Portal and Kansas Medicaid.

Services Billed

- **Choose Overlap of Services.**
- Attention must be paid to concurrent or co-treatment service delivery. Completion of an electronic service encounter prior to the completion of the service time should be avoided.
- Co-treatment consists of more than one professional providing treatment at the same time. Therapists or therapist assistants working together as a “team” to treat one or more individuals cannot bill separately for the same or different services provided at the

same time to the same individual. For co-treatments, only one CPT code may be billed per session (untimed CPT codes) or per unit (timed CPT codes).

Student Age Limitation

- Services are billed for students from their 3rd birthday to their 21st birthday. Students who are younger or older do not comply with the Medicaid limitation of age requirement for LEA providers.

Data Storage

- Data is stored at LCNCK for a minimum of seven years from the claim paid date or date of service if claim not paid per KMAP regulations.
- Parent Consent for Release of Information and Medicaid Reimbursement form, Medicaid Physician Authorization Form, and current TIP page are kept in the Medicaid Student File.
- **Parent Consent for Release of Information and Medicaid Reimbursement** forms for non-eligible students are stored in WebKIDSS under the “Forms” section for each student’s filed documents.
- **The Remittance Advice (RA)** is available for download and printing on KMAP website. This is a detailed claim submission summary for reviewing claims paid/denied.
- Log onto the KMAP website using LEA username and password- refer to pg. 54 “To check the eligibility status of a student” steps 1-2.
- Click on Resources Tab and choose File Download.
- In Download Type drop down menu, choose Reports.
- In Category drop down menu, choose Remittance Advice
- Enter a date range that captures the billing date to the current date, then Search.

Once claims are submitted to KMAP and are “Paid”, funds are sent from KMAP to the LEA.

Financial Transactions

Remittance Advice

- The Remittance Advice (RA) is available for download and printing on the KMAP website. After reviewing for accuracy by the Medicaid Clerk, it is filed with a copy of the check for payment/receipt and kept for 7 years past the paid date.

Payments

- Payments from KDHE/KMAP are received by LCNCK and or each district, and recorded by the Medicaid Clerk. Checks are then submitted to USD 333 District Business Manager for deposit into the Federal Medicaid account (4570).

Fee for Service- payments are received after submitting an LEA billing through KMAP. Checks are mailed to LCNCK, recorded by the Medicaid Clerk and then given to the District Business Administrator for deposit into the Federal Medicaid account (4570).

Greenbush submits LCNCK's Medicaid billing monthly.

School District Administrative Claiming, (SDAC): is the reimbursement for Medicaid outreach and administrative activities provided for children and families.

- Log into PCG Claiming System.
- Information for Staff Pool Lists and Quarterly Reports are entered here.
- Mileage, salary and benefits will be recorded in a quarterly spreadsheet for documentation and calculation purposes.
- Each Staff Pool member will have their own worksheet and mileage, salary and benefits will be calculated per FTE for each district.
- Staff Pool Lists are entered for each district and are made up of Medicaid billable service providers (OT, PT, SLP, SW, PSY, NU) as well as Administrative Staff. These positions can be updated during the open periods as said by PCG.
- Each quarter, mileage, salary and benefit information will be required to be reported. The District Business Administrator will provide the quarterly payroll and benefit information.
- Mileage will be recorded from the monthly submissions by staff members that have been filed as received.
- Mileage, salary and benefit amounts are entered into calculating spreadsheets, then quarterly totals are entered in respective district Quarterly Reports on PCG Claiming System site.

Cost Settlement: Each district will be required to log in to PCG and submit approval for the current Cost Settlement. Cost Settlement payments are made payable and mailed directly to LCNCK. The Medicaid Clerk will record payment and then give it to the District Business Administrator for deposit into the Federal Medicaid account (4570).

- To find Cost Settlement amounts, go to PCG Claiming System and log in.
- Choose Fiscal Year for Cost Settlement payment.
- Choose LEA District.
- Click on Annual for the drop down menu, then choose Cost Settlement.
- On Final Settlement Summary, Cost Settlement Amount Due is displayed at the bottom.

Medicaid Replacement: annual payments are sent to each district. The Medicaid Clerk will need to invoice each district for reimbursement of the Medicaid Replacement amount. Upon receipt of reimbursement, the Medicaid Clerk will record payment and then give it to the District Business Administrator for deposit into the Federal Medicaid account (4570).

- To find Medicaid Replacement amounts, go to KSDE Payments website. Under current FY State Aid Printouts, click on Special Education State Aid Printout (Excel) to download the spreadsheet.
- Open spreadsheet and choose Enable Content.
- In Org No: field use dropdown to choose District number.

- Medicaid Replacement amount is shown in the Medicaid section as Payment.

Provider Eligibility

Providers must be licensed and able to practice their respective disciplines in the State of Kansas.

Covered Services

Services allowable for reimbursement are defined in the LEA Manual. Currently the following procedure codes are allowed:

AUDIOLOGY

92551	92552	92553	92555	92556
92557	92567			

KBH-EPSDT CODES

99173	99202	99203	99204	99205
99213	99214	99215	92551	99383
99384	99385	99393	99394	99395

NURSING

S9123	S9124	T1001	T1002	T1003
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OCCUPATIONAL/PHYSICAL/SPEECH THERAPY

***These codes require a physician's order. The ordering, referring, attending, prescribing, or sponsoring provider's NPI must be present on the claim form when billing these services for payment.**

92507*	92508*	92521	92522	92523
92524	96112	96113	97110*	97112*
97113*	97116*	97129	97130	97140
97150*	97161	97162	97163	97164
97165	97166	97167	97168	97530*
97533*	97535*	97537*	97750	

PSYCHOLOGY THERAPY

96110	96127	96130	96131	99402
99411				

SOCIAL WORK THERAPY

96110	96127	99402	99411	
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KANSAS MEDICAL ASSISTANCE PROGRAM
LOCAL EDUCATION AGENCY FEE-FOR-SERVICE PROVIDER MANUAL
APPENDIX

The following codes are deemed appropriate to be furnished via telemedicine by the American Speech-Language and Hearing Association. Codes not appearing on the tables below are not covered via telemedicine.

Note: The GT modifier is no longer required when billing telemedicine services.

Speech-Language Pathology Codes

92507	92508	92521	92522	92523	92524
96110	96112	96113	97110	97112	97129
97130	97140	97161	97162	97163	97164
97165	97166	97167	97168	97530	97533
97535	97750				

Audiology Codes

92551 92552 92553 92555 92556 92557 92567

Physical Therapy Assistants and Occupational Therapy Assistants are allowed to provide direct services in the LEA setting working under the direct supervision of a Kansas Licensed Therapist. Supervision must be clearly documented. This may include, but is not limited to, the registered occupational or physical therapist initializing each treatment note written by the certified occupational or physical therapy assistant, or the registered occupational or physical therapist writing "Treatment was supervised" followed by his or her signature. LEA Medicaid Provider Manual, [page 8-4](#).

For the supervising clinician, "under the direction of" means that the clinician is supervising the individual's care which, at a minimum, includes seeing the individual initially, prescribing the type of care to be provided, reviewing the need for continued services throughout treatment, assuring professional responsibility for services provided, and ensuring that all services are medically necessary. "Under the direction of" requires face-to-face contact by the clinician at least at the beginning of treatment and periodically thereafter. "Supervision of" consists of the practitioner meeting regularly with another professional, at an interval predetermined. This is often known as clinical supervision or consultation.

All services documented by a PTA and a COTA, will not be submitted to the state for reimbursement until the PT or OT has "supervised" the documentation. Every note will require the PT or OT to check that the note has been supervised. At that point the note will have two signatures attached. One is the assistant who provided and documented the service and the second the therapist who reviewed and supervised the service.

Agency Information

Medicaid Provider ID: 30003941000003 **NPI:** 1427380492

Taxonomy Code: 261QS1000X **EIN:** 48-6020582

District Contacts

Medicaid Program Administrator:

Responsibilities: Administrator for Medicaid Billing Program and serves as the Medicaid Compliance Officer.

Name: ~~Amy Wildeman~~ Lisa McFadden

Title: Medicaid Clerk

Phone: 785-243-3294

Email: ~~amy.wildeman~~ lisa.mcfadden@usd333.com

Program Support Contact Information

State Contacts:

Hallie Doud, KS Dept. of Health & Environment

Division of Healthcare Finance

900 SW Jackson Street

P: (785) 296-3981 | F: (785) 296-4813

HDoud@kdheks.gov

Additional Support or District Information

SDAC/Cost Reconciliation Coordinator:

Name: ~~Dawna West~~ Lisa McFadden Title: MIS Clerk
Phone: 785-243-3294 Email: ~~dawna.west~~ lisa.mcfadden@usd333.com

Name: Amy Anderson Title: USD 108 Board Clerk
Phone: 785-325-2261 Email: aanderson@usd108.org

Name: Darice Wilkinson Title: USD 109 Board Clerk
Phone: 785-527-5621 Email: dwilkinson@usd109.org

Name: Denise Cyr Title: USD 224 Board Clerk
Phone: 785-446-2098 Email: dcyr@usd224.com

Name: Ronda Gumm Title: USD 333 District Business Administrator
Phone: 785-243-3518 Email: ronda.gumm@usd333.com

Name: ~~Steve Joonas~~ Mike Gritten Title: USD 426 Superintendent
Phone: 785-335-2206 Email: ~~steve.joonas~~ mike.gritten@pikevalley.com

Name: ~~Amy Wildeman~~ Lisa McFadden Title: Medicaid Clerk/Para Facilitator
Phone: 785-243-3294 ext. 2201 Email: ~~amy.wildeman~~ lisa.mcfadden@usd333.com

Compliance Policy

Compliance is an important part of the LEAs ongoing efforts to maintain compliance with federal and state laws regarding Medicaid School Based Services. The LEAs compliance program is a comprehensive oversight system of the LEAs Medicaid billing practices.

The goal of the LEAs compliance program is to ensure that Medicaid billable services are properly documented and accurately billed. The program includes systematic checks and balances to detect and prevent inaccurate and inappropriate billing practices.

The LEA promotes full compliance with each of the relevant laws by maintaining a strict policy of ethics, integrity, and accuracy in all aspects of the program. Each employee and professional, including outside consultants, who are involved in documenting services and submitting claims, is expected to maintain the highest standards of personal, professional, and institutional responsibility. Individuals who fail to report suspected non-compliance, participate in non-compliance behavior and/or encourage, direct or facilitate noncompliance behavior may be subject to disciplinary action in accordance with the provision of state law and any applicable collective bargaining agreement.

Compliance Officer

The LEA shall annually designate a Medicaid compliance officer. The compliance officer shall be responsible for:

1. Day-to-day operations of the Compliance Program
2. Provide guidance to LEA employees to ensure Medicaid billing compliance
3. Development and delivery of LEA wide training on compliance expectations, and maintenance of documentation

Education and Training

It is the compliance officer's responsibility to ensure that every employee involved with the Medicaid service and billing process is educated about the applicable laws and regulations governing Medicaid billing documentation. The LEAs compliance program shall be shared with all LEA employees, and be available for inspection.

Non-Compliance Investigation

The compliance officer must investigate all reports of non-compliance. Once the compliance officer completes the investigation, a report will be made to the LEA Director or District Superintendent. The report will be the basis for the compliance officer's program and recommendation of corrective action and/or discipline. Reports must be retained for a period of five (5) years.

Non-Retaliation

It is the LEAs policy that no person shall retaliate, in any form, against a person who reports in good faith, an act or suspected act of non-compliance (although employees may be disciplined for making intentionally false reports of non-compliance). Any person found to have retaliated for such a report, shall be subject to discipline. In addition, the Federal False Claims Act and Kansas State Law provide certain protections to individuals who are discharged, demoted, suspended or threatened, harassed, or discriminated against by their employer in retaliation for assisting in the investigation, initiation or prosecution of a False Claims Act which of which constitutes fraud.

Corrective Action

In order to make the Compliance Program effective, the compliance officer will have the authority to impose corrective action.

If a service provider or employee is found to be non-compliant in a single instance or relatively insignificant percentage of cases over a short period of time, the compliance officer may require that person to undergo a session of education or training.

Ongoing Assessments

The compliance officer will make an annual assessment of the success of the Compliance Program. The assessment will be based on the examination of results of internal audits and investigation, reports of any outside audits that may have been conducted, and or his/her own personal experience with the functioning of the program. The assessment shall be documented in a report to the Special Education Director and/or the Superintendent and the administrative team.

Electronic Signature

Services for Medicaid billing are recorded electronically. The electronic signature is a combination of the provider's login, account name, and password.

Whistleblower Policy

LEA is committed to operating in compliance with all applicable laws, rules and regulations, and prohibits fraudulent practices by any of its board members, officers, or employees. This policy outlines a procedure for employees to report an action that an employee reasonably believes violates a law or regulation or constitutes fraudulent practices.

False Claims Act

Pursuant to Section 1902(a) (68) of the Social Security Act, Medicaid providers of School Based Services who claim at least \$5 million in annual aggregate payments from the federal Medicaid program are required to comply with Section 6032 of the Deficit Reduction Act (DRA) of 2005. A section of the law entitled "Employee Education About False Claims" cites three (3) requirements; 1) Establish written policies for employees and contractors about the False Claims Act; 2) Establish detailed provision in these policies for detecting fraud, waste and abuse, as well as administrative remedies for false claims; 3) Inform all providers about these policies and their rights to be protected as whistleblowers.

The Federal False Claims Act, among other things, applies to the submission of claims by healthcare providers for payment by Medicare, Medicaid and other federal and state healthcare programs. The False Claims Act is the federal government's primary civil remedy for improper or fraudulent claims. It applies to all federal programs, from military procurement contracts to welfare benefits to healthcare benefits.

The False Claims Act prohibits among other things:

- Knowingly presenting or causing to be presented to the federal government a false or fraudulent claim for payment or approval;
- Knowingly making or using, or causing to be made or used a false record or statement in order to have a false or fraudulent claim paid or approved by the government.
- Conspiring to defraud the government by getting a false or fraudulent claim allowed or paid; and
- Knowingly making or using, or causing to be made or used, a false record or statement to conceal, avoid, or decrease an obligation to pay or transmit money or property to the government.

Any person who knowingly attempts to defraud the federal government is liable to the United States Government for a civil penalty of not less than \$5,000 and not more than \$10,000, plus 3 times the amount of damages, which the Government sustains because of the act of that person.

"Knowingly" means that a person, with respect to information: 1) has actual knowledge of the information; 2) acts in deliberate ignorance of the truth or falsity of the information; or 3) acts in reckless disregard of the truth or falsity of the information.

For more information regarding False Claims, go to:
<http://ag.ks.gov/taxpayer-protection/false-claims>

Communication

Communication is the number one factor in the Medicaid LEA billing program to ensure success for the program.

The LEAs lines of communication between the providers and the Medicaid clerk ensure effective communications that are delivered timely and efficiently.

Tools of communication:

1. E-mail
2. Phone calls
3. Face to face
4. District announcement tool
5. LEA meetings
6. Virtual Meetings
7. Other

Data sharing of confidential information that is student identifying:

1. Through phone calls to the person who needs the information to perform a specific Medicaid billing task.
2. For e-mails, the student specific data will be in encrypted files that are password protected.
3. The data may be faxed with a cover page that addresses the recipient of the data.
4. May be mailed, marked as confidential.
5. May use a secure data sharing repository.

Training Guide

Providers are to receive annual training at the start of the school year. If a provider starts employment after the trainings ~~have~~ **has** occurred, the provider will be provided a smaller training session at the earliest time after employment begins. The training consists of a review of the documentation requirements, the instructions for using the service portal, and the Random Moment Time study requirements for the SDAC program.

Training materials include:

- Documentation requirements
- Forms instructions and guides

- RMTS guides
- District and contact information

Reference Material:

- LEA Provider Manual
- General Provider Manual
- Service Portal Training Outline
- RMTS Training Guide

Documentation for Medicaid

The IEP

- All services to be billed to Medicaid have to be written in the IEP.

- Services reimbursable by Medicaid for LEAs:
- Speech Language Therapy, provided by licensed staff
- Physical Therapy, provided by licensed staff or certified assistants
- Occupational Therapy, provided by licensed staff or certified assistants
- Nursing Services, provided by licensed RN and LPN staff
- Audiologist services, provided by licensed staff
- Social Work services, provided by licensed staff
- Psychological services, provided by licensed staff

Parent Release of Information

(This is a FERPA requirement, the form is available on the KSDE website)

- To send IEP information to another state agency (Medicaid) for claims submission.
- To send IEP information to a Medical Provider to obtain Rx for services to be delivered.
- Begin date to cover all evaluations and services prior to IEP meeting.
- Required one time.

Annual Parent Notification Letter

(This is a FERPA requirement, the sample letter is available on the KSDE website)

- To be given to parents/guardians every year, does not need to be signed.
- The district policy on how and when this letter is disseminated to be noted in the compliance plan.

Physicians Rx for Therapies

(This is a Medicaid requirement)

- Needs to state what time period the signature is for and which services the Rx is for.
- A physician may delegate this to a nurse practitioner or physician assistant.
- The LEA may contract with a Medical Provider to evaluate and sign the Rx for the services. Parents/guardians need to be informed if the student's medical provider is not the district Medical provider for the Rx for services. This can be done through the notification process.
- Required every year for Therapies. Physical Therapy, Occupational Therapy, Speech/Language Therapy, and other Therapies, Nursing Services.

Evaluation for the Service to be Delivered

- The most current evaluation or re-evaluation that pertains to the IEP requested will need to be made available if student documentation is audited by Medicaid. This will include the tool used for the evaluation and the results.

Progress Notes

- Progress is to be noted with each documented service. Progress does not have to be made.

- The IEP progress notes for the corresponding requested dates of service are also subject to audit.

Therapy Notes

- Each reimbursable service must have these requirements.
- Date: month, day and year on each entry.
- Time: time in and time out for each entry.
- Description of each service delivered-Procedure code.
- Assessment and response to intervention/service-narrative of what occurred and how did the student respond, on each entry.
- Progress toward achieving individualized long and short-term goals—note progress, on each entry.
- Medicaid Logs may be hand-written or typed into a computer document such as word document or a spreadsheet.
 1. When logs are hand-written, the individual providing the service will place his/her initials on the service line indicating that he/she delivered the service.
 2. There are occasions when a therapist will deliver the service and require the paraprofessional assigned to him/her to observe the session and record documentation of student progress (e.g., correct/incorrect responses to a prompt) while he/she is working with the student. When this method is used, the therapist will initial the line (because he/she actually provided the service).
 3. When logs are typed, the individual providing the service will type his/her initials on the service line indicating that he/she delivered the service. When the log of services is printed, the therapist or licensed personnel who provided the service will sign and list his/her title at the bottom of the page.

Supervisory Notes

- Each service documented by the COTA/PTA will have to have documented supervision before seeking Medicaid Reimbursement for the service. The registered therapist must review and sign an assistant's documentation within 5 days of information being recorded.
- At least every 6th visit or 30 calendar days, whichever comes first, the registered therapist must visit the student.
- Supervision notes may include, but is not limited to, the Registered OT/PT initializing each treatment note written by the COTA/PTA, or the registered OT/PT therapist writing "treatment was supervised" followed by his or her signature.

Provider Signature and Credentials

- For handwritten/computer typed notes, each entry will need to have the staff member's initials following the note.

- The therapist or licensed personnel providing the service will sign and list his/her title at the bottom of each page documenting the services provided.

Medicaid Record Creation

- Service Log Creation
 - i. Service Entry Logs are created by the delivering provider.
 1. Log entries are unable to be created prior to the occurrence of the service by date (a log entry may not be created for a service occurring tomorrow).
 2. Log entries are unable to be modified/deleted by anyone except the originating provider.
 3. Log entries are unable to be modified/deleted after they are submitted to the KMAP program for reimbursement.
 - ii. Service Log Documentation
 1. Logs created are date/time stamped upon creation. Any future modification is documented within the record's modify log.
 2. Within the service log record the user name associated with the creating user is attached both to the log itself as the providing position and within the created by variable associated with the log.

Billing Policies

Student must have a Medicaid Reimbursable service stated in their IEP

- “Only covered medically necessary services identified on the child’s IEP will be eligible for reimbursement. Ongoing services can be addressed on the individual health plan (IHP), behavior intervention plan (BIP), and/or assisted technology plan. These plans must be identified in the IEP as well as attached to it.” LEA Medicaid Manual 8-3

Student must be Medicaid eligible, Title XIX, on the date the service is provided

- It is recommended ALL student services be documented, as eligibility status can change and be retroactive which would include past services.
- The student may be Medicaid Title 21 or Medicaid Title 19, School Based Services only receive reimbursement on students who are Medicaid Title 19.

Parent Consent must be on file with a copy received by the Medicaid Clerk

- The parent consent form is asked for initially and every year after.
- The parent notification letters need to be received by the parent/guardian initially and every year after. The district will maintain documentation on how this is to be disseminated in this Plan. Refer to Appendices.

Physicians prescription for PT, OT, Speech / Language, and other therapies (nursing), must be on file with a copy received by the Medicaid Clerk

- This requirement fulfills the “Medically Necessary” obligation in the LEA Medicaid Provider Manual. “Services must be Medically Necessary and may be habilitative or rehabilitative for maximum reduction of disability and restoration to the best possible functional level.”

Therapist documents the service provided

- Documentation of all services performed is required to be input into the Relay Portal on the day of service and must include:
 1. Date, time, and description of each service delivered and by whom (name, designation of profession or para-profession) refer to documentation policy.
 2. Assessment and response to intervention/service
 3. “Progress toward achieving individualized long- and short-term goals”. LEA Provider Manual, **Page 8-6**
- If service cannot be input on the day of service, a paper log with all log documentation must be done on the day of service and Therapist may input the next available day.

The Medicaid Clerk submits billing file from the Relay Portal, one time per month

- This is usually done by the 15th of the month, but there are some events that could cause this to be done on a different day.
- At this point the service is no longer editable by the provider. The Medicaid clerk will have to be notified if changes need to be made.

Parent/Guardian Notification and Signature Rules

Parents or guardians of children with Medicaid reimbursable services in their IEP will need to be given the **Notification for accessing public benefits or insurance form** with the first IEP, or upon entering the district initially and every year after.

Parents or guardians of children with Medicaid reimbursable services in their IEP will be asked to sign the **Parent Consent for Release of Information and Medicaid Reimbursement form** with the first IEP, or upon entering the district initially and every year after.

It is LCNCK’s recommendation to ask for the signature to be obtained yearly

Parents, legal guardians, or education advocates for the student may sign the forms.

FAQs about these requirements can be found on the KSDE website and the Families Together website.

Best Practice for LEAs in handling these forms is:

1. Give every parent with a student who has an IEP a copy of the notification. This practice eliminates the decision making for LEA staff to know if the student is a Medicaid Beneficiary or not.
2. Ask every parent to sign the consent for services their child is receiving:
 - a. If the student is not currently receiving a Medicaid reimbursable service, but qualifies for a service later, the LEA has to get new Parent Consent signed.
 - b. If the student is not currently receiving Medicaid benefits, but qualifies at a later date, the LEA is not trying to locate a parent to obtain a signature.

District Policy for Medicaid Parent Notification and Consent

Letter of Notification to Parents:

- The letter is given to every parent at the initial IEP and every year after.

Service Record

Documentation of all services performed is required and must include:

1. Date: Month, Day, and Year.
2. Time: Time in and Time out or Time in and duration of service (20 minutes).
3. Description of each service delivered-procedure code with description of code.
4. By whom (name, designation of profession or para-profession): Every service note on paper will need a signature with credentials.
5. Assessment and response to intervention/service: what activity/exercise was done during session and how did the student respond to the service (this should inform an auditor of the current service what and how the service was, and how the student reacted to the service).
6. Progress toward achieving individualized long and short-term goals: The progress has to be noted even if it is not applicable. The student does not have to make progress for the service to be reimbursable

Document Storage for Medicaid Services

The Kansas Medicaid Fraud Control Act (K.S.A. 2004 Supp. 21-3844 to 21-3855) requires that providers keep records for five years from the date of payment or, if the claim does not pay, the date when the provider submitted the claim. All documentation needs to be kept per Agency Fiscal Records policies.

Documents included in this are:

1. The IEP
2. The evaluation and results that established the IEP
3. The Staff credentialing documentation (licenses, certificates, etc.)
4. Behavior Implementation Plans, Individualized Health Care Plans
5. Physician Rx for services
6. Service Logs

7. Progress Reports
8. Student Attendance Records, School Calendars
9. Any other supporting documentation

Monitoring and Review

The review process should include a review based on provider, student, and paid claims.

Provider Review

The Provider Review Methodology consists of randomly selecting providers and reviewing the following elements:

1. Provider meets Medicaid qualifications
2. Provider is listed on appropriate SPL and not paid with 100% federal funds
3. Provider is documenting services for all students who are Medicaid eligible and receiving Medicaid billable services
4. Provider is documenting services in a timely manner and service documentation is adequate.

Student Review

The Student Review Methodology consists of randomly selecting Medicaid-eligible students, reviewing the IEP for services, and verifying that all billable services are being recorded.

Paid Claims Review

The Paid Claims Review consists of randomly selecting paid claims with a date of service within the review period, and reviewing the following:

1. IEP services
2. Parental Consent
3. Prescriptions (if applicable)
4. Student Attendance records

Learning Cooperative of North Central Kansas

219 West 7th Street Concordia, Kansas 66901

Phone: 785-243-3294 Fax: 785-243-8822

Appendices

MIS Annual Checklist of Completed Tasks					
Time line	Task	Date Complete	Time line	Task	Date Complete
July	Promote student active status to Continuing		January	Update December IEPs and exits	
	Promote student Grade levels			Address Verifications	
August	Enter Current year providers			Run Overlap report	
	Create Current year calendars			Run Projected Reports	
	Discover program types for each building		February	Update January IEPs and exits	
	Complete settings form and submit			Address Verifications	
Sept 1	Enter Current year students			Run Overlap report	
	Run Unresolved Exit report			Run Projected Reports	
	Address unresolved Exits		March	Update February IEPs and exits	
	Review Directory Minutes			Address Verifications	
	Review Directory Sessions			Run Overlap report	
	Enter current Directory data in IEP program			Run Projected Reports	
	Run Overlap report			Prep Catastrophic and NPE claims	
	Address Verifications		April	Update March IEPs and exits	
	Mark ESY = Yes in current records			Address Verifications	
October	Update September IEPs and exits			Run Overlap report	
	Address Verifications			Run Projected Reports	
	Run Overlap report			Submit Catastrophic and NPE	
November	Update October IEPs and exits		May	Update April IEPs and exits	
	Run Overlap report			Address Verifications	
	Address Verifications			Run Overlap report	
December	Update November IEPs and exits			Run Projected Reports	
	Run Projected Reports			Find Gifted students who exited Part B	
	Find active students with services ending prior to December 1.			Verify Discipline data	
	Run Overlap report			Confirm Graduation counts	
	Address Verifications		June	Update May IEPs and exits	
	Compare MIS counts to IEP system			Address Verifications	
	Confirm exits prior to December 1			Run Overlap report	
				Run Projected Reports	
				Verify Discipline data	

Other Task Reminders

Time line	Task	Date Complete	Time line	Task	Date Complete

*** Demo Student ***

Acknowledgements

*Each disclosure is provided to you as part of the printed IEP.

- I acknowledge that I have been informed of the Disposition of Special Education Records.
- I acknowledge that I have been informed of Accessing Public Benefits or Insurance.
- I acknowledge that I have been informed of Transfer of Rights at Age of Majority.
- I acknowledge that I have been informed of the Annual Notice of Authorized Student Data Disclosures.
- I acknowledge that I have been informed of Progress Report Distribution.
- I acknowledge that I have been provided a copy of the IEP.

By signing below, I acknowledge that I have been informed of the above disclosures and provided a copy of the IEP. My signature does not give consent to any IEP services or placement decisions. Rather, it indicates that I have been made aware of the information contained in the disclosure statements.

LEDM 1 signature

Date

LEDM 2 signature

Date

*** Demo Student ***



Parent Consent for Release of Information and Medicaid Reimbursement

Name:	DOB:	KIDS ID#:	Medical Card #:
Captain America	12/11/2007		

Procedural Safeguards:

I understand that the school may be required to provide certain health-related services to a student who has an IEP at no additional cost to the student's parent(s), and that my refusal to sign this form will not affect whether such services are provided at no cost to the student named above.

I understand that I will not be required to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services. I understand that my child's Medicaid benefits will not be used if that use will: (a) decrease available lifetime coverage or any other insured benefit; (b) result in your family paying for services that would otherwise be covered by a public benefit or insurance program and that are required for the child outside of the time the child is in school; (c) increase premiums or lead to the discontinuation of benefits of insurance; or (d) risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

I also understand that the granting of consent is voluntary and may be withdrawn at any time. If I later revoke consent, that revocation is not retroactive (i.e. it does not negate any action that has occurred after the consent was given and before the consent was revoked).

Upon receipt of parental consent, the school will submit claims to the Kansas Department of Health and Environment (KDHE) (including the release of records or information about your child's participation in services to participating physicians, other health care providers, KDHE, any KDHE billing agents, and any school billing agent, as necessary, to process claims for reimbursement by KDHE) for covered health-related services, evaluations for these services and transportation, on the day the student receives any health-related service(s), which are outlined in the child's Individualized Education Program (IEP), including duration and frequency of IEP services. The school will access your or your child's public benefits or insurance to pay for services under 34 C.F.R. part 300.

Regarding services required to provide a free appropriate public education (FAPE) to your child, the school may not: 1) Require you to sign up or enroll in public benefits or insurance programs in order for your child to receive FAPE, 2) Require you to incur an out-of-pocket expense, such as the payment of a deductible or co-pay amount in filing a claim for services, although the school may pay the cost that you otherwise would be required to pay, 3) Use your child's benefits if that use would (i) decrease available lifetime coverage or any other insured benefit; (ii) result in your family paying for services that would otherwise be covered by a public benefit or insurance program and that are required for your child outside of the time your child is in school; (iii) increase premiums or lead to the discontinuation of benefits or insurance; or (iv) risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

You have the right to withdraw your consent to disclosure of your child's personally-identifiable information to the parties listed above at any time. Your withdrawal of consent or your refusal to provide consent to disclosure of your child's personally-identifiable information to the parties listed above does not relieve the school of its responsibility to ensure that all required services are provided at no cost to you.

Consent:

- I give consent for Learning Cooperative of North Central Kansas to release records or information about the student's participation in services to participating physicians, other health care providers, the Kansas Department of Health and Environment (KDHE), any KDHE billing agents, and any school billing agent, as necessary, to process claims for reimbursement by KDHE for covered health-related services, evaluations for these services and transportation, on the day the student receives any health-related service, which are outlined in the student's Individualized Education Program (IEP), including duration and frequency of IEP services. I also give consent for the school to access Captain America's or parent's public benefits or insurance to pay for services under 34 C.F.R. part 300.
- I DO NOT give consent for release of information/medicaid reimbursement.

Parent/Guardian/LEDM Signature

Date

Image Click on "upload image" if you have a picture of the student's medical card you would like to attach.

WK-92 Medicaid Consent Form
Released 07/2022

*** Demo Student ***



CONSENT TO COMMUNICATE AND SEND FILES ELECTRONICALLY

Student's Name: Captain America
DOB: 12/11/2007
KIDS ID#:

Please check one of the following boxes to indicate whether or not consent is given:

I/We, Mrs. America, the Legal Education Decision-Maker(s) for Captain America, give Learning Cooperative of North Central Kansas permission and consent to send confidential information concerning the provision of prior notice, notice of meetings, and other special education services or special education-related, personally-identifiable information regarding the student named above, via electronic methods. I/We understand that because of the nature of electronic transmission, the Agency will make every attempt to keep personally- identifiable information confidential, but that the confidentiality of such personally-identifiable information could be compromised using this method.

I/We further understand that this consent will remain in effect and on file with the Agency, which will allow the Agency to electronically transmit all future special education-related information concerning this student **to all email addresses/contact numbers provided to the agency** until such time that I revoke my consent or this student's records are no longer held by the Agency. The LEDM is responsible for notifying the agency of a change in preferred email address or phone number.

Preferred email address:

I, Mrs. America, the Legal Education Decision-Maker(s) for Captain America, do not give Learning Cooperative of North Central Kansas permission or consent to send confidential information concerning the provision of prior notice, notice of meetings, and other special education services or special education-related, personally-identifiable information regarding the student named above via electronic methods.

Legal Education Decision-Maker

Date

Legal Education Decision-Maker

Date

The use of text messages to communicate confidential student information is discouraged. Each email or other electronic transmission sent from the Agency Staff should include a disclaimer such as the following:

Confidentiality Notice: This email message, including any attachments, is covered by the Electronic Communications Privacy Act, 18 U.S.C. 2510-2521, is confidential, and may be legally privileged for the sole use of intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. DO NOT read, copy, or disseminate this e-mail communication unless you are the intended addressee. The information contained in this e-mail is CONFIDENTIAL information intended only for the use of the individual or entity named above. If the reader of this message is not the intended recipient, or the employee, or agent responsible to deliver it to the intended recipient, you are hereby notified that dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please immediately notify us at 785-243-3294 . Also, please immediately notify the sender via reply e-mail that you have received the communication in error and then delete and/or destroy all copies of this communication.

WK-497 Consent to Communicate Electronically
Revised 04/2024

*** Demo Student ***



Physician Verification for Medicaid Services

Student Name	Birthdate	KIDS ID#
Captain America	12/11/2007	

Dear Health Care Provider:

The parent of Captain has provided written consent for the Learning Cooperative of North Central Kansas to release information about the student's health-related services for the purpose of accessing Medicaid benefits under C.F.R. part 300.

As specified in the student's Individualized Education Plan (IEP), the student qualifies to receive the services outlined on attached documentation during the time period that is specified in the IEP.

The student will receive Audiology and/or Nursing services for hearing and vision screenings as required by K.A.R. 91-40-7(b) and recommended by KSDE guidelines.

If/as appropriate, Learning Cooperative of North Central Kansas may seek reimbursement from the Kansas Health Policy Authority for some/all of the above listed services. In order to do that, however, Learning Cooperative of North Central Kansas must obtain the signature of a qualified health care provider.

Your signature certifies that the student qualifies to receive all of the services outlined as attached that are specified in the student's IEP. In this regard, this document will serve as the required "Physician's Prescription" with respect to those services.

PHYSICIAN'S INFORMATION

Printed Name: _____

Signature: _____

Date: _____

Image To upload an image of physician's signature, click "upload image."

WK-800 Physician Prescription
Released 07/2022



Teacher Information Page
CONCORDIA JR-SR HIGH
 Learning Cooperative of North Central Kansas
 219 West 7th Street
 785-243-3294

Printed: 06/06/2025
 Printed by:
 Lisa McFadden

*** Demo Student ***

Student Legal Name: America, Captain **KIDS ID:**
Birthdate: 12/11/2007 **Age at Annual Meeting:** 17 **Gender:** Male
Ethnic Group: Not Hispanic or Latino **Race:** White
Language of the Student: eng - English **Language of the Parent:** eng - English

Parent: Mr America
Address: 1100 Highland Drive, Concordia, KS 66901
Phones: Cell (dad):(913) 666-8888
Email: misteramerica@gmail.com
Parent: Mrs. America

Neighborhood School: 3794 CONCORDIA JR-SR HIGH D0333
Responsible Building: 3794 CONCORDIA JR-SR HIGH D0333
Assign Child Count: - **County of Residence:** Cloud
Grade: 12 **Fund Source:** 1 - Eligible under Part B and your agency is a public school **KG Full Day:** N

Consent for Init Eval: 11/01/2024 **Vision Screening:** 00/00/0000 **Hearing Screening:** 00/00/0000
Initial Eval Determinatio: 01/07/2025 **ReEval Consent Rec'd:** 00/00/0000 **3 Year Reeval:** 01/07/2028
ReEval Completion: 00/00/0000 **Next Vision:** 00/00/0000
Initiation: 01/07/2025 **Exit:** 00/00/0000 **Next Hearing:** 00/00/0000
Evidence:
Annual Meeting: 01/07/2025d **Ed Status:** C - Continuing Student **Next Annual Meeting:** 01/07/2026

Anticipated Services to be Provided

Exceptionality: Primary Exceptionality: LD - Specific Learning Disability Secondary Exceptionality: Gifted: N

Ln#	FY	Service	Setting	Provider (P)=primary	LEA	Attend Bldg (P)=primary	Mins	Days	Start Date	End Date	Frequency
1	2025	SE	C	Niehues, Sara(P)	D0333 3794-CONCORDIA JR-SR HIGH	CONCORDIA JR-SR HIGH(P)	30	5	01/07/2025	05/16/2025	Every week
2	2025	SS	G	Doll, Jessie L	D0333 3794-CONCORDIA JR-SR HIGH	CONCORDIA JR-SR HIGH	15	2	01/07/2025	05/16/2025	Every week
3	2025	SE	G		-		30	2	01/07/2025	05/16/2025	Every week
4	2025	SE	S		-		30	2	06/01/2025	06/14/2025	Every week

In the case of unforeseen circumstances, one or more of the above personnel may change or have a temporary substitute in order to provide your child with uninterrupted service.

Special Transportation Provided: N
Has Behavior Intervention Plan: N
Extended School Term Previous Summer: N
SRSJJA Placement:

2025-26 Milk Bids

Formal milk bid request letters for the 2025-26 school year were mailed on June 2, 2025 to the following vendors:

1. F & A Food Sales, Inc.
2. Highland Dairy
3. SYSCO

Milk bids were due on June 9, 2025 no later than 11:00 am. Bid opening was scheduled for 11:30 am on June 9, 2025.

Only one vendor, F& A Foods Sales submitted a bid.

I have reviewed the bid.

F & A Foods Sales' bid matches all of the requested bid specifications as far as items requested.

F & A Food Sales' bid was slightly higher than their bid from the previous year, with approximately only a two percent increase over last year's bid.

UNIFIED SCHOOL DISTRICT NO. 333
217 West 7th Street
Concordia, Kansas 66901
(785) 243-3518
Request for Proposal for Milk Pricing

Opened
11:30 am
6-9-25
RJD

PRICE QUOTE SHEET

Please list your pricing for delivery of milk products to the schools in Unified School District No. 333 (Concordia) for the 2025-26 school year.

Please return this quote by June 9, 2025, to Ronda Gumm, District Business Manager at the above address.

Quote is as follows:

Item	Unit	Unit Price
1% White Milk	1/2 pint	<u>.321</u>
Skim Chocolate Milk	1/2 pint	<u>.323</u>
2% White Milk	1 gallon	<u>4.905</u>

Optional Quote and circle which type of container:

Item	Unit	Unit Price
1% White Milk	1/2 pint plastic/pouches	_____
Skim Chocolate Milk	1/2 pint plastic/pouches	_____

Company Name F & A FOOD SALES, INC.

Address 2221 LINCOLN, CONCORDIA, KS 66901

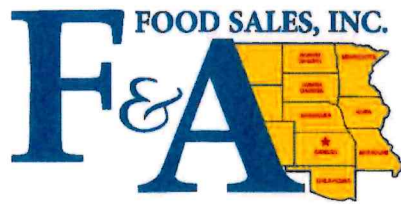
Telephone Number 785-243-2301

Name of Contact Person FRANK HEADRICK

Signature _____

Date 6-9-2025

Unified School District #333, Concordia, KS is an equal opportunity employer and will not discriminate against any person because of race, sex, religion, color, creed, national origin, or disability. Any person having inquiries concerning U.S.D. #333's compliance with regulations implementing Title VII, Title IX, American with Disabilities Act or Section 504 is directed to contact the Superintendent of Schools, 217 West 7th Street, Concordia, KS 66901, Telephone (785) 243-3518.



DISTRIBUTION SPECIALIST
2221 LINCOLN • P.O. BOX 651
CONCORDIA, KS 66901
TELEPHONE (785) 243-2301
FAX (785) 243-3331

ESCALATOR 2025-2026

The cost of milk fluctuates up and down each month based on the change in skim and butterfat components as announced by the United States Department of Agriculture and Dairy Farmers of America. The price of milk will change if skim milk fluctuates more than \$.001/lb. or if butterfat fluctuates more than \$.001/lb. These changes will be made effective the first day of the month following the price announcement. F & A Food Sales also reserves the right to make price adjustments for fuel and energy at such time as significant changes in these costs occur.



DISTRIBUTION SPECIALIST
2221 LINCOLN • P.O. BOX 651
CONCORDIA, KS 66901
TELEPHONE (785) 243-2301
FAX (785) 243-3331

* * * Quotes based on June 2025 Market.

* * * Top quality Kemps Milk.

* * * \$350.00 (three hundred fifty dollars) minimum order per delivery address.

(Milk can be combined with any of our other items.)

* * * Twice per week delivery.

* * * Bid is net/net, and does not include pickup or credit prior to school vacations, spring break, etc.

NOTE: Please inform us of the bid results (including pricing and to whom the bid was awarded). Since funding is derived from state and federal monies, this information must be provided when requested under the public information act.

F & A Food Sales, Inc.

Frank Headrick

Frank Headrick

Sales Mgr



DISTRIBUTION SPECIALIST
2221 LINCOLN • P.O. BOX 651
CONCORDIA, KS 66901
TELEPHONE (785) 243-2301
FAX (785) 243-3331

January 2, 2025

To Whom it may concern:

Buy American

F&A Food Sales does purchase products from domestic sources when possible. Some products are are not available from domestic sources.

Examples are:

Fresh Fruits and Vegetables (Produce) will not always be from domestic sources because of availability and growing seasons.

Bananas are always going to be from off shore sources.

Kiwi are always going to be from offshore sources.

Mandarin Oranges (canned) are always going to be from off shore sources.

Pineapple canned (all types) are always going to be from off shore sources.

Tropical Fruit canned is always going to be from off shore sources



DISTRIBUTION SPECIALIST
2221 LINCOLN • P.O. BOX 651
CONCORDIA, KS 66901
TELEPHONE (785) 243-2301
FAX (785) 243-3331

January 2, 2025

Subject: HACCP Plan/Food Safety

All USDA regulated products distributed by F&A Food Sales Inc are purchased from USDA inspected plants that are operating with active, ongoing HACCP plans.

F&A Food Sales Inc follows the standards for safe food handling.

Sincerely,

Rocky Gumm

Rocky Gumm
Warehouse Manager
F&A Food Sales Inc



DISTRIBUTION SPECIALIST
2221 LINCOLN • P.O. BOX 651
CONCORDIA, KS 66901
TELEPHONE (785) 243-2301
FAX (785) 243-3331

F & A Food Sales, Inc. Recall Notification Plan

The F & A Food Sales, Inc. Recall Plan shall be reviewed annually and revised as necessary when personnel, procedures, processes, suppliers, or as other factors change. The Plan will also be reviewed after any company recall.

Introduction

The primary goal of a food recall is to protect public health by removing products from commerce that have been determined to be unsafe. A recall plan can aid in the execution of a recall by appointing duties, centralizing contact information, and providing prewritten templates for communications.

Definitions

- Class I Recall – A situation in which there is a reasonable probability that the use of, or exposure to, a product will cause serious adverse health consequences or death.
- Class II Recall - A situation in which use of, or exposure to, a product may cause temporary or medically reversible adverse health consequences or where the probability of serious adverse health consequences is remote.
- Class III Recall - A situation in which use of, or exposure to, a product is not likely to cause adverse health consequences.

Statement of Recall Plan

F & A Food Sales, Inc. maintains a recall plan which provides specific procedures, defines terms, and assigns roles and responsibilities when a food safety issue arises with any of our products.

The plan will be activated whenever a potential recall requirement arises and includes the following elements:

1. Recall notification responsibility assignments
2. Key personnel contact information
3. Recall notification procedures
4. Communication templates

Recall Coordinator

The recall co-coordinator, has been given authority by management to execute the activities of the recall.

Responsibilities of the Recall Coordinator include, but are not limited to:

1. Assure the documentation of all recall decisions and actions in a master recall file.
2. Activate various components within the company for priority assistance.
3. Make recall decisions on behalf of the company.
4. Manage and coordinate the implementation of the product recall notification.
5. Keep management informed at all stages of the recall notification.

Garrett Farha

F&A Food Sales Recall Coordinator
2221 Lincoln [P.O. Box 651] • Concordia, KS 66901

Phone: 785-243-2301

FAX: 785-243-3331

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion, continued

Instructions for Certification

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out on the form in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when the transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded" as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determined the eligibility of its principals. Each participant may, but is not required to, check the Non-purchase List.
8. Nothing contained in the foregoing shall be construed to require the establishment of a system of records to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph five of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification Regarding Debarment,
Suspension, Ineligibility, and Voluntary Exclusion –
Lower Tier Covered Transactions**

U. S. DEPARTMENT OF AGRICULTURE

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510, Participant's responsibilities. The regulations were published as Part IV of the January 30, 1989, Federal Register (pages 4722-4733). Copies of the regulations may be obtained by contacting the Department of Agriculture agency with which this transaction originated.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS)

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is being presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

F&A Food Sales Inc
Contractor

Frank Headrick Sales Manager
Name and Title of Authorized Representative

Frank Headrick
Contractor Signature

June 9, 2025
Date

Staff Changes for 2025-2026

(Hi-lited are needing approval. All others have been approved at previous meeting)

<u>KPERS Retirees:</u>	Retirement Date:	Membership Date:
Tricia Koester	07/01/2025	08/15/1994
Kevin Muff	06/01/2025	08/13/1993
Mary Kay Thompson	06/01/2025	01/02/2007
Margaret Timme	08/1/2025	10/02/2006
Gail Whitley	09/01/2025	01/22/2002
Carol Taylor	06/01/2025	08/18/2004

Resignations:

Amber Colby – LCNCK Interrelated Teacher at USD#109

Tawni Retter – CJSHS Librarian

Jenny Acree – 7-12th Grade English Language Arts/Digital Media Teacher

Mercedes Maple - USD#333 Preschool Teacher at CES (New Position)

Kayla Garst – 7-12th Grade Physical Education Teacher

Katherine Jones – LCNCK Speech Language Pathologist

Shannon Abram – School Counselor at CJSHS

Quentin Breese – Superintendent

Kansas Alexander – 5th Grade Teacher at CMS

Lisa McFadden – Project Search Coordinator

Danielle Mahin – 7-12th Grade English Language Arts Teacher

Adrianna Romo – 3rd-4th Grade Interrelated Teacher at Concordia Elementary School

Kelly Knedler – 7-12th Grade Vocal Music Teacher

Brock Hartshorn – LCNCK Interrelated Teacher at CJSHS

Elizabeth Bott – 5th Grade Teacher at CMS

Krystal Breese – CES Assistant Principal/Director of Curriculum and Assessments

Terminations:

New Hires:

Tessa Yungeberg – 5th Grade Teacher at CMS

Brandi Calahan – Director of Special Education (Repl. S. Joonas- Interim)

Mercedes Maple – USD#333 Preschool Teacher at CES (New Position)

Kora Rundus – 1st Grade Teacher at CES (Repl. K. Thompson)

Karalee Pounds – CMS Teacher (Repl. M. Pearson)

Leah Renyer – Mathematics Teacher @ CJSHS (Repl. A. Koops)

Rebecca Willoughby – Spanish Teacher @CJSHS (Repl. M. Timme)

Ciara Kearn – LCNCK Speech Language Pathologist (New Position)

Andrea Young – Assistant Principal at CJSHS (Repl. K. Muff)

Angela Peterson –Teacher at CMS (Repl. K. Alexander)

Cassidy Stenson – LCNCK Interrelated Teacher at CMS (New Position)

Mirra Flesher – 2nd Grade Teacher at CES (New Position)

Chrissy Henderson – 7-12th Grade English Language Arts Teacher (Repl. J. Acree)

Thomas Flax – 7-12th Grade Physical Education Teacher (Repl. K. Garst)

Mackenzie Bowers – 7-12th Grade Vocal Music Teacher (Repl. K. Knedler)

Tasha Pfizenmaier – Interrelated Teacher at USD#224 (New Position)

Liam Cunningham – 7-12th Grade English Language Arts Teacher (Repl. D. Mahin)

Allan Jackson – 7-12th Grade Vocation Ag Teacher (New Position)

Amanda Strnad – Interrelated Teacher at USD#109 East Elementary (Repl. A. Colby)

Paula Roegge – Interrelated Teacher at USD#224 Middle School (Repl. S. Scott)

Thomas DeBauche – Superintendent (Repl. Q. Breese)

Samantha Viereck – LCNCK Interrelated Teacher at CES (Repl. A. Romo)

Mistie Knox – Assistant Principal of Concordia Elementary School (Repl. K. Breese)

Transfers:

Hannah Koester – MTSS Math Teacher (New Position)

Joy Traughber – MTSS Reading Teacher (New Position)

Megan Pearson CES Title Teacher (Repl. J. Traughber)

Krystal Richard – X-fer from CES Librarian to CJSHS Librarian/MTSS (Repl. T. Retter)

Alexis Koops – X-fer from CJSHS Mathematics Teacher to LCNCK Interrelated Teacher at CES (Repl. G. Whitley)

JoDee Rothfuss – X-fer K-4 Student Technology Integration Specialist to CES Librarian (Repl. K. Richard)

Leah Loring – X-fer from CES to CJSHS School Counselor (S. Abram)

Krystin Will – X-fer from 2nd Grade Teacher to CES Technology Teacher (Repl. J. Rothfuss)

Rachel McVean – X-fer from Interim Assistant to .6 FTE Assistant Director of Special Education

Megan Pearson – Adding E.S.L. Director to current teaching position

Starla Balthazor – X-fer from 3rd Grade Teacher to CES School Counselor (Repl. L. Loring)

Stacey Scott – X-fer from Interrelated Teacher to Project Search Coordinator (Repl. L. McFadden)

Ashley Blain – X-fer from CES Principal to 7-12th Grade English Language Arts Teacher (New Position)

Ashley Blain – X-fer from 7-12th Grade English Language Arts Teacher to LCNCK Interrelated Teacher at USD#224 (Repl. P. Roegge)

Stacey Scott – X-fer from Interrelated Teacher at USD#224 to Project Search Coordinator (Repl. L. McFadden)

Paula Roegge – X-fer from Interrelated at USD#224 to Interrelated at CJSHS (Repl. B. Hartshorn)

Steven Joonas – X-fer from Interim Director of Special Education to Consultant of Special Education (New Position)

Curtis Noon – X-fer from Principal of Concordia Middle School to Principal of Concordia Elementary School (Repl. A. Blain)

Katie Jackson – X-fer from CMS School Counselor to Principal of Concordia Middle School (Repl. C. Noon)

NAME**POSITION**

Updated 6/9/2025

LCNCK New Hires

Alicia Braly	Para Educator at CES (Repl. S. Parker)
Teess Weiche	PAT Parent Educator (New Position)
Abbigail Purcell	Para Educator at CES (Repl. A. Zielinski)
Adrianna Romo	Para Educator at CMS (Repl. M. Bonneau)

LCNCK Resignations

Madeleine Bonneau	Para Educator at CMS
Amanda Zielinski	Para Educator at CES
Samantha Viereck	Para Educator at CES

LCNCK Terminations**LCNCK Deceased****LCNCK Transfers****USD #333 New Hires**

Colton Berk	Part Time Server - Food Service (New Position)
Kathy Byrd	Part Time Server - Food Service (Repl. A. Alquist)

USD #333 Transfers**USD #333 Resignations**

Morgan Trost	Softball Coach
Brock Hartshorn	Asst. Jr. High Football, Asst. Jr. High Basketball, Asst. Baseball Coach
Katie Jackson	Jr. High Assistant Volleyball Coach

USD #333 Terminations**USD #333 Deceased**