



USD 457
Virtual
Academy
Handbook
(Student)

1312 North Seventh Street
Garden City, KS 67846
Phone: 620-805-8615 or 805-8612
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Table of Contents

	Page
USD 457 Virtual Academy & JDA Staff	3
Overview	3
Admissions	3
SRI Testing	3
Enrollment Requirements/Fees	4
Safety Information	4
Family Crisis Service	5
School Calendar	5
Technology	5
Communication Guidelines	5
Mandatory Attendance Days	6
Kansas Assessments	6
Technical Support	6
Curriculum and Instruction	6
Attendance Compliance	7
Non-Compliance/Truancy	7
On-Site Coursework and Conduct	8
Role of Student	8
Academic Integrity Policy	8
Lab Hours	9
Commencement Information	9
Lab/Testing Protocol	10
Graduation Requirements	11
Kansas Qualified Admissions Policy	12
ESI Acknowledgment	13
GAAF	14
GAAF-2	15
GAAF-3	16
GAAF-4	17
GAAF-5	18
GAAF-6	19

USD 457 Virtual Academy & JDA Staff:

- Principal – Mark Felvus
- Director – Kathleen Moorman
- Para Professional – Jeanette Martinez
- JDA Building Counselor – Vita DeLaRosa
- JDA Building Secretary –

Overview:

- The goal of the USD 457 Virtual Academy is to provide a supported, fully rigorous virtual scholastic program of study leading to a state recognized and accredited High School Diploma. Staff is onsite during extended school hours and we are also reachable through email and phone during these times.
- One key difference between the Virtual Academy and many other online programs is that student progress will be continually monitored. Failure to make acceptable progress will result in the student being transferred back to their originating school at the beginning of a new semester. Students who have enrolled directly into the Virtual Academy from outside the district, who fail to make acceptable progress, will be transferred to the Garden City Alternative Education Center at the beginning of a new quarter.
- The Virtual Academy is located at 1312 North 7th Street in the JDA Building. There are two labs available in rooms 107 and 108 in the Southwest portion of the building.

Admissions:

- If a student is already enrolled at GCHS or GCAEC, they will schedule a meeting with their guidance counselor to discuss transferring to the Virtual Academy.
- Students who are new to the district will begin the initial enrollment process at the Educational Support Center, located at 1205 Fleming Street. Once the initial enrollment has taken place, an additional meeting will be scheduled with the Virtual Academy director.
- Out of district applicants must be approved by the USD 457 Superintendent.
- Parents must provide a working telephone number with voicemail and a working email account.

SRI Testing:

- The SRI or Scholastic Reading Inventory is a “computer-adaptive” reading comprehension test that assesses student reading levels (Lexile).
- Any student who is 18 years of age or younger and does not have a current SRI score on file will be tested within a week after the initial enrollment.
- Reading is an integral part of the Edgenuity program and students must be able to read and comprehend high school level content. Students who have a Lexile lower than 855L are not recommended for the program.

Enrollment Requirements/Fees:

- USD 457 Virtual Academy is a year round school; the school year goes from July 1st through June 30th.
- Students must re-enroll every year between July 1st and the beginning of the new school year.
- Students **MUST** have a working computer and an internet connection.
- Students **MUST** have a working phone number with the voice mailbox set up and a current email address.
- Students who fail to provide the above information will not be allowed to enroll in the Virtual Academy.

Safety Information:

- **USD #457 Safety Committee Mission Statement** –
 - “Our schools should be a safe haven for teaching and learning free of crime and violence.”
- Reporting school crime, violence, or suspicious activity is the job of every USD 457 student and employee. Below you will find the questions asked when you call the Kansas School Safety Hotline. Your information is kept 100% confidential! Take a minute, make a difference.
- ***Kansas Schools Safety Hotline - 1-877-626-8203***
 - What is your USD #?
 - What is the Name of the School?
 - What is the City, County of School?
 - Is the concern a method of threat or action?
 - Does it involve a weapon or device?
 - Did you see it?
 - If you did, where at?
 - What did it look like?
 - What is the timetable of concern?
 - Who is being threatened or who is the intended victim?
 - Do you know why?
 - Suspected perpetrator(s)?
 - Suspect’s past actions?
 - Suspect’s friends or sympathizers?
 - Method of travel to school?
 - Vehicle description where necessary
 - What is the allegation? (summary of entire call)
 - Do you attend the school in question?
 - Have you called the hotline before?
 - This incident or another?
- Information is faxed to local law enforcement and appropriate school officials-call is made to verify someone is near a fax machine.

Family Crisis Services:

- 106 W. Fulton Street
Garden City, KS 67846
1-800-275-0535
- Services are provided for individuals experiencing abuse or problems in the family or home environment.
- The Domestic Violence program provides advocacy information, education, referrals to member agencies, and shelter for victims of abuse.
- The Rape Crisis program offers individual support to rape victims as needed.
- The Hotline is a 24-Hour service in which volunteers listen, serve as a catalyst in problem solving or decision-making, and refer individuals to others for help.
- Your identity and the information discussed will be kept confidential at the highest level.
- 24-HOUR HOTLINE - 620-275-5911

School Calendar:

- The USD 457 Virtual Academy is open year round; the school year begins on July 1st and goes through June 30th.
- The USD 457 Virtual Academy corresponds with the USD 457 District Calendar during the regular school; therefore, when USD 457 schools are closed, the Virtual Academy is also closed.
- A copy of the calendar can be found online at www.gckschools.com.
- Summer Hours are posted through Edgenuity.

Technology:

- Parents and students are responsible for providing their own computer and internet connections.
- Should a student's personal computer or internet connection fail, students are still expected to meet the minimum 24 hour weekly requirement. If this situation should occur, students are always encouraged to work in the Virtual Academy's Lab.
- All students and a parents/guardians are required to sign the USD 457 AUP (Authorized Use Policy) form. The AUP details what is acceptable while using any type of technology (computer, phone, etc.) while on USD 457 property.

Communication Guidelines:

- Communication between students, parents, and virtual staff is expected to be frequent and ongoing.
- We will do everything possible to alert students and parents when adequate progress is not being made (phone calls, e-mails, letters, etc.).

Mandatory Attendance Days:

- Students enrolled with the USD 457 Virtual Academy must comply with two mandatory attendance days (6 or more hours each day). Students will be notified through Edgenuity and by telephone of the exact dates.
- Failure to comply with either of the mandatory attendance dates will result in removal from the virtual program.

Kansas Assessments:

- All students in grades 3- 8, 10, and 11 who are enrolled in the Virtual Academy are required to take Kansas State Assessments. Students will be contacted by mail and by telephone with specific dates on which they will need to come to the Virtual Academy to take state assessments.

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Technical Support:

- Edgenuity Technical Support Number: **1-877-202-0338**
- Students should identify them selves as a Garden City Alternative student or a USD 457 student.
- Student should tell the Edgenuity representative the name of the class, the lesson they are working on, and the problem they are having with the class.
- Technical support is NOT there to assist with the content of the class.

Curriculum and Instruction:

- The USD 457 Virtual Academy will provide quality standards-based online courses through the Edgenuity “Where Learning Clicks” program. Kansas certified teachers will provide instructional support. The Edgenuity e-learning curriculum provides all materials, lectures, and assignments on line. Parents are responsible for monitoring their student from home. Virtual Academy staff will be available to answer questions, monitor progress, assign grades (if needed), and add new courses.
- Students can access the website by going to www.edgenuity.com.
- The Virtual Academy director, counselor, and principal will determine course grades by evaluating submitted work, quizzes, topic tests, and cumulative exams.
- Students and parents will be provided regular progress reports and have access to view student progress online at any time.
- Student grades are reported as soon a cumulative exam has been completed.

Attendance Compliance:

- A full-time virtual student is expected to spend approximately 24-30 hours or more per week completing coursework. While study time is flexible, students should demonstrate consistent progress toward completion of coursework.
- The virtual week begins on Sunday and ends Saturday at midnight; therefore, students have 7 days to complete the required hours and maintain progress.
- Students should complete a minimum of 5% of a class per day (25% per week).
- In order for students to remain in “good standing”, the student must maintain at least 80% of the minimum hours required.
 - Students must log at least 24 hours online per week, with 6 hours permitted for offline study.
 - If a student has reached the 24 hour threshold but has not completed the minimum 25% of a class or they are behind or failing any class, they are expected to log as many hours as it takes to get back on track and passing.
- Core classes: Students have a maximum of 4 weeks to complete a core class.
- Elective/Credit Recovery Classes: Students have a maximum of 3 weeks (7% per day) to complete elective and credit recovery classes.
- Summer Months – students are not required to log hours over the summer, however, their anticipated graduation dates are based on completing one class every three to four weeks, including breaks and summers.

Non-Compliance/Truancy:

- If the student does not meet the threshold of 24 hours, without notifying the instructor as to why, and having it approved, the virtual staff will attempt to notify the parent by phone, email, or standard mail.
- If a student is not making adequate progress (minimum of 25% per week) or is failing (below 60%) in any class, the virtual staff will attempt to contact the parent.
- A second week of non-compliance will prompt a meeting with the virtual director, parent, and student to develop a plan for student compliance (Intervention). The meeting will be conducted within 3 days of contact being made. Failure to attend the meeting will result in a truancy letter being sent advising the parents that they have 3 week days to make contact with Virtual staff to develop a plan for compliance.
- Once the student and parent/guardian have met with the virtual director, the student will sign an **Intervention Contract**. The contract will include the following criteria:
 - Student must attend the virtual lab Monday through Thursday for 3 consecutive weeks. The student will choose whether they attend in the morning or the afternoon.

- Student must be on track for three consecutive weeks.
- Student must have a passing grade for three consecutive weeks.
- Failure to meet the above criteria will result in immediate truancy filing with the county attorney.
- Students who have been deemed truant will be withdrawn from the program and transferred back to their originating school at the beginning of the next grading period.
- Students who do not maintain adequate progress and passing grades will transfer back to their original school at the soonest possible date.
- Both the student and the parent will sign an “Agreement Policy” stating that they understand the policy and the consequences if they do not comply with the policy.
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On-Site Coursework and Conduct:

- When working at the Virtual Academy, students are expected to dress and act professionally.
- Students are not allowed to wear clothing that is too revealing, printed with inappropriate slogans, drugs, alcohol, etc. Students wearing such attire may be asked to leave and return properly dressed. In addition, tobacco, alcohol, drugs, weapons and any other items that are illegal or banned through district policy will not be allowed on campus.
- Failure to comply with the code of conduct will result in probation and/or removal from the program.

Role of a Student:

- Students are expected to log a minimum of 24-30 per week on line.
- Students are expected to complete a minimum of 5% of a class per day (25%) per week.
- Students are expected to take notes in all classes.
- Students are expected to treat others with the respect and dignity they deserve.
- Students should establish and pursue academic and career goals.
- Students should take responsibility for their learning by reaching out to staff when/if they need academic/personal assistance.

Academic Integrity Policy:

- Students should adhere to the USD 457 expectations regarding academic integrity:
 - Students should only submit their **own** work.
 - Students should not **plagiarize**.
 - Students should not collaborate with other students unless directed by the instructor.
 - Students should not allow others to copy their work.
 - Students should abide by the terms of the USD 457 Acceptable Computer Use Policy.

Lab Hours:

- For updated lab hours and miscellaneous information, students should always check their Edgenuity email.
- Students can also get updated information on our Facebook page at www.facebook.com/usd457virtualacademy.com
- Students should always call ahead to make sure someone will be in the lab to monitor.

Commencement Information:

- **Date** – The commencement ceremony will take place in May; however, the date has not yet been determined.
- **Time** - TBA
- **Place** – TBA
- **Mandatory Practice** – Students are required to attend commencement practice (TBA)
- **Dress Code** – Students are expected to dress appropriately for the occasion.
 - No jeans
 - No sleeveless tops/shirts
 - No flip flops
 - No tennis shoes
 - Do NOT decorate graduation caps
- **Guests** – There is no limit as to how many guests students can invite.

Lab/Testing Protocol:

Orientation Video:

- Any student who has never used the Edgenuity program will be required to watch a short Edgenuity orientation video. The video is a short tutorial on the tools and resources that are easily accessible by students.

Notes:

- Notes are a vital part of being successful in online instruction.
- Students can take handwritten notes, electronic notes (within Edgenuity), or a combination of handwritten and electronic notes.
- Students must have notes in order to get “checks” on any activity and their cumulative exam.
- Notes are allowed on all quizzes, topic tests, and the cumulative exam.

Quizzes/Topic Tests:

- Students are allowed 2 attempts on quizzes and topic tests, provided they have notes.
- Students may ask for their percentage before submitting each quiz and topic test.

Final/Cumulative Exams:

- All cumulative exams are locked.
- All cumulative exams must be proctored.

Phones:

- Phones are not allowed while in the lab. Students must put their phone on “airplane” mode, silent mode, or give them to the lab assistant to store in a secure location.

USD 457 Virtual Academy Graduation Requirements:

- The Kansas State Department of Education rates the USD 457 Virtual Academy as an accredited online school. The following minimum amount of work is required for graduation.

- **Twenty-One (21) credits of high school work**
 - **Language Arts** = Four credits (8 classes)
 - English I S1/S2
 - English II S1/S2
 - English III S1/S2
 - Language Arts Elective (2)

 - **Social Studies** = Three credits (6 classes)
 - World History S1/S2
 - US History S1/S2
 - US Government S1
 - Social Studies Elective (1)

 - **Mathematics** = Three credits (6 classes)
 - Algebra 1 S1/S2
 - Geometry I S1/S2
 - Math Electives (2)

 - **Science** = Three credits (6 classes)
 - Biology S1/S2
 - Science Electives (4)

 - **Fine Arts** = One credit (2 classes)
 - Art Electives (2)

 - **Physical Education** = One credit (2 classes)
 - ½ credit of Health
 - ½ credit of Physical Education

 - **Electives** = Six credits (12 classes)
 - As determined by student and instructor

Kansas Qualified Admissions Policy:

To qualify for admission to any of the following five Kansas Regents Universities (KSU, WSU, Emporia State, FHSU, and Pittsburg State) a student must meet the following requirements:

1. Complete the precollege or Kansas Scholars curriculum with at least a 2.0 GPA.
2. Achieve ONE of the following: ACT score of 21 or higher or graduate in the top one-third of their class.
3. Achieve a 2.0 GPA or higher on any college credit taken in high school.

ACT Score _____ GPA _____ Rank _____ Curriculum _____

ENGLISH - 4 Credits

4 approved credits of English, one credit taken each year of high school; ½ credit may be speech

- _____ English I (1)
- _____ English II (1)
- _____ English III w/Technical Writing (1)
- _____ Any course with English III as a prerequisite

MATH - 3 Credits

3 approved credits from the following:

- _____ Algebra I (1)
- _____ Geometry (1)
- _____ Algebra II (1)
- _____ Any course with Algebra II as a prerequisite AND students must meet the ACT college readiness math benchmark (score of 22 or above).

OR

4 approved credits, with one credit taken in the graduating year (this includes 1 semester of college Algebra). Three credits selected from the following:

- _____ Algebra I
- _____ Geometry
- _____ Algebra II
- _____ Any course with Algebra II as a prerequisite

The fourth credit may be prescribed by the school district and must be designed to prepare students for college.

(Dual enrollment, concurrent enrollment, and online courses may be used to fulfill the requirement. **(Courses completed in middle school or junior high do not fulfill the requirement.)**)

SCIENCE - 3 Credits

3 approved credits from the following, one credit **must be Chemistry or Physics:**

- _____ Chemistry or AP Chemistry
- _____ Physics or AP Physics
- _____ Biology
- _____ Physical Science
- _____ Anatomy & Physiology
- _____ Environmental Science
- _____ Geology
- _____ Astronomy
- _____ Zoology
- _____ Body Systems
- _____ Technical Physics
- _____ CSI
- _____ GCCC Biology

SOCIAL STUDIES - 3 Credits

3 approved credits -

- _____ US History or AP US History
- _____ US Government or AP US Government Or GCCC Government
- _____ World History or AP European History
- _____ Social Issues or Honors Social Issues

ELECTIVES - 3 Credits

3 approved credits from the following:

- _____ English
- _____ Math
- _____ Natural Science
- _____ Social Science
- _____ Fine Arts
- _____ Computer/Information Systems
- _____ Foreign Languages
- _____ Speech
- _____ Journalism
- _____ Career and Technical Education

Emergency Safety Intervention

ESI Acknowledgement Form

Kansas regulations now require that we provide all parents with a notice of our written policies regarding Emergency Safety Interventions (“ESI”). Our district policy is available in our handbook and on our website at https://www.gckschools.com/departments/special_education/emergency_safety_intervention . In addition, we will provide a copy of the policy at any time upon request.

Please select one of the following options:

I have been informed of the district’s policy and I do **NOT** want a copy of the policy.

I have been informed of the district’s policy and I **DO** want a copy of the policy. By my signature below, I acknowledge that I have received a copy of the policy.

Date

Parent/Guardian Signature

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

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. 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 72-8222, and amendments thereto.

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

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

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

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

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

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

“Parent means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; or (6) a foster parent unless the student is a child with an exceptionality, or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

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

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed treatment 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 officers 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

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 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.

Training

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

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

Notification and Documentation

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

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used the duration of the ESI, and the school personnel who used or supervised the ESI; 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 parents to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and; the complaint process of the state board of

education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

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

Reporting Data

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

Parent right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school staff hold a meeting requested under this subsection within 10 school days of the parent 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.

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, the private school shall help facilitate such meeting.

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

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

Local Dispute Resolution Process

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

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

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

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

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

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

Approved: 7/22/13

Revised: 5/19/14; 8/31/15; 9/12/16