

Eudora Early Childhood Student Handbook

1310 Winchester Rd. * P.O. Box 500 * Eudora, KS 66025 * 785-542-4920

2021-2022

Home Of The Cardinals



~ Our Pledge To Do Good ~

I pledge to be a good person, to be kind,
To keep my mind open and be understanding of others.

To be good to my body.

To be **Safe**,

Outstanding,

Accountable and

Respectful.

To ask myself at the end of the day,

“Did I **S.O.A.R.** today?”

SCHOOL HOURS

- AM Session: 8:00-10:40 Monday to Friday
 - This session is for all students who will be attending kindergarten the following school year.
 - Doors will open for breakfast at 7:30am. **Students will NOT be allowed in the building prior to this time.**
 - **Students must be picked up promptly at 10:40am. Our school resource officer will be contacted if a student is not picked up within five minutes of this time. If issues continue, a report will be made to the Kansas Department of Children and Families (DCF).**
- PM Session: 12:00 to 2:40 Monday to Thursday
 - This session is for three-year old students and younger four-year olds who will NOT be going to kindergarten the following school year.
 - Doors will open for lunch at 11:30pm. **Students will NOT be allowed in the building prior to this time.**
 - **Students must be picked up promptly at 2:40pm. Our school resource officer will be contacted if a student is not picked up within five minutes of this time. If issues continue, a report will be made to the Kansas Department of Children and Families (DCF).**

ADDRESS VERIFICATION

The Eudora Early Childhood Program is available for in-district students. At the start of each school year, you may be asked to provide a driver's license or utility bill to verify your residence within the Eudora school district.

OUT OF DISTRICT - EARLY CHILDHOOD

Our primary goal for the Early Childhood Program within the Eudora School District will be to provide services to residents of Eudora. However, there will be some caveats that would allow us to accept Out of District students into this program. Regardless of residency, all children will be screened for qualifying factors before being accepted into the program.

- If an early childhood student has a sibling who attends one of Eudora's Schools and the family is in good standing, that child may be accepted into the Early Childhood Program.
- If a current staff member living out of the district chooses to have their preschool child attend the Early Childhood Program, this may be an acceptable option.

As with all Out of District students, preschool age students admitted into the Early Childhood Program will be required to pay the Out of District fees before being considered for enrollment. At the end of each semester, a review will be done on each student to determine if enrollment will remain accepted. This review includes factors such as attendance, behavior, and student performance to name a few.

The administration team will review all students who initiate an interest in attending the Early Childhood Program as an Out of District student. Additionally, the administration team will review all Out of District students to determine continued acceptance into the Eudora Schools.

EARLY WEDNESDAY DISMISSAL

The second Wednesday of each month is designated as an early dismissal day. There will be no school on early release days. This day is designated as a screening day for new students. During the afternoon, while students are not at school, teachers will be participating in professional development that is relevant to our schools and the students served.

SOCIAL MEDIA COMMUNICATIONS

School information can also be found on the [Eudora Facebook Page](#). At Eudora Schools, we are proud to embrace the power of social media as a tool to communicate and engage with our parents, students, and community. Negative behavior or attacks on any student or employee, by a student, employee, parent, or any other member of the public is disruptive to our district's positive learning environment and will not be tolerated.

CLASS DOJO

All of our classroom teachers will be using the Class Dojo program this year. This program allows a stronger and more consistent means of communication between the classroom teacher and parents. Part of this communication will be able to share both positive behaviors as well as behaviors that need attention. In addition to this, teachers will be able to communicate with parents about any events or other things happening in their classrooms. Teachers will be working with families to get set up with this program.

SITE COUNCIL

The purpose of the Site Council is to provide advice and council to the school. Members are the liaison between the school and the community. The Site Council operates in an advisory capacity only. Administration selects members to serve on the Council. Membership represents the demographics of the student population.

GUARDIANSHIP

To ensure the safety of students, please share with the office any copies of legal papers pertaining to the custody or guardianship of a student.

EUDORA EARLY CHILDHOOD EXPECTATIONS

- Follow Directions.
- Keep hands, feet and all objects to yourself.
- Be respectful of everyone.
- Be responsible for yourself and your environment.

HALLWAY EXPECTATIONS

- Follow directions.
- Keep hands, feet, and objects to yourself.
- Be respectful of everyone and responsible for yourself and your environment.
- Students and classes are to be quiet in the halls.
- Walk on the right side of halls at all times.
- Go directly out of the building when school is dismissed

GENERAL RULES

- Follow directions and instructions of **ALL** Staff.
- Clothes are not playthings; never grab or pull on them.
- Sticks are not to be used in any manner at any time.
- Rocks or dirt or other objects should never be thrown.
- No hats or hoods are to be worn inside the building except for special circumstances as determined by the office.
- Pocket knives or other potentially dangerous items should never be brought to school (See "Weapons" section).
- Electronic devices (cell phones, cameras, iPods, and electronic games or toys of any kind) should not be brought to school.

INVITATIONS

Neither children nor adults may distribute invitations at school for private parties or events.

BRINGING TREATS

Parents should contact their child's teacher to schedule a time to bring celebration treats to school. Parents are responsible for sending any appropriate tableware if required with the treats. Be sure to check with the teacher regarding any food allergies.

PARENT VOLUNTEERS

All parent volunteers must complete an annual training and pass a background check prior to spending time in the classroom. Please contact Mr. Seth Heide at EES for training options. Volunteers will NOT be allowed in the classrooms or around children until the above items have been successfully completed.

DOGS

To avoid any possible harm to a child, which might be caused by a dog, owners are asked to keep their dogs away from school during school hours. The school will ask the City of Eudora to remove dogs present on the school grounds. It is ok to have a dog for show and tell as long as it is on a leash, fully vaccinated, and the teacher has been notified prior.

QUALIFYING FOR OUR EARLY CHILDHOOD PROGRAM

There are three categories in which students would qualify for the Eudora Early Childhood Program; Special Education, At-Risk, or Peer. The Special Education and At-Risk qualifications are supported through federal regulations and/or grants to offset the financial cost of those programs. Those who qualify as a peer however will be required to pay \$70 per month. This fee is not eligible for any fee assistance waivers. **The fee for each month is due the last Friday of the month.** An invoice will be sent home with students the Monday before the due date. ***If this payment is not made, the student will be removed from the program. A student who has been placed on the waiting list will then fill that student's spot.***

ATTENDANCE POLICY

Regular attendance is necessary for success in school. Students are expected to attend school from the scheduled starting time until dismissal every day that school is in session. It is a parental/guardian responsibility under Kansas statute (72-1113) to require the regular attendance "of any child who has reached the age of seven and is under the age of eighteen years," (72-111(c)) "Any child who is under the age of seven years, but who is enrolled in school, is subject to the compulsory attendance requirements of this section unless the child is exempted by statute"

Your student's attendance will be tracked and your child may be referred to the Student Attendance Team to address any attendance concerns.

- 8:00 till 8:05 AM = Tardy (for AM session)
12:00 till 12:05 PM = Tardy (for PM session)
- Arriving after 8:05 AM = ½ day absence (for AM session)
Arriving after 12:05 PM = ½ day absence (for PM session)
- Leaving before 10:00 AM = ½ day absence (for AM session)
Leaving before 1:45 PM = ½ day absence (for PM session)

Regular school attendance is expected of all students and is a necessary factor in achieving success. Parents must be aware of student absences and reduce unnecessary loss of class time. It is the objective of the administration and staff to provide each student with a maximum opportunity to receive a superior formal education. While we are aware that all learning is not confined to the classroom, the educational opportunities are severely limited for the individual student when that student is absent from the classroom environment.

Excused absences will be given for the following reasons:

- Religious activities and/or religious holidays.

- Sickness, injury, or other medical condition.
- Family funeral.
- Legal reason (documentation must be provided).
- Extraordinary family circumstances (excused at the discretion of a principal).
- Pre-approved absences - absences from school which have been approved by a building principal prior to the occurrence.

An unexcused absence is not covered by the aforementioned definition. Examples of an unexcused absence may include, but may not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional.
- Truancy.
- Family vacations (unless prior approval has been granted).
- Undocumented absences.
- Non-emergency family situations.

If a child has...

Five (5) or more consecutive days absent, parents must obtain a doctor's note and submit it to the school.

Seven (7) absences (excused or unexcused) in a semester, a letter of warning will be issued to parents reminding them of the school's attendance policy.

Nine (9) absences (excused or unexcused) in a semester, a meeting will be held with the parents, building principals, and School Resource Officer to discuss the attendance policy and develop a proactive attendance plan.

Any additional absence, after the ninth absence in a semester, will only be excused with a note from a doctor, dentist, funeral program of an immediate family member, religious holiday, or documentation for a legal reason. Students must turn in documentation within two (2) days after an absence. Documentation brought in after two (2) days will not be accepted and absence will be counted as unexcused.

If attendance does not improve, agencies including the Kansas Department of Children and Families and Douglas County Attorney may be contacted. Ultimately, retention may be considered if the student, due to poor attendance, is unable to meet academic expectations.

Truancy Policy: (Kansas Compulsory/Attendance Law and Reportable to SRS)

In compliance with, and taken partly from KSA Supp 38-802 (1973, HB 1502) Juvenile Code and Supp 72-1113, and KSA 72-1113 (1973, SB 26) a child is required by law to attend school.

If a child is inexcusably absent, they may become truant, and truancy reports will be made by a building principal or other designated individual. A truancy report will be filed when a student has:

- 3 Consecutive Unexcused Absences; or
- 5 Unexcused absences in a Semester; or
- 7 Unexcused absences in a School Year.

TARDIES:

- Students are to check into the office when arriving to school at or after 8:15 a.m. for AM sessions and 12:15 p.m. for PM sessions
- Tardy is defined as a student not in their seat at 8:15 a.m. or 12:15 p.m.
- Tardies are excused for medical appointments, illness, or any other justified request approved by an administrator
- A parent phone call to inform the office of a tardy situation alone does not excuse the tardy, unless it meets the above criteria
- Consequences for tardies during a Quarter Grading Period

- 3 unexcused tardies = Informative Letter to Parents sent by mail
- 4 unexcused tardies = Letter to Parents sent by mail and a 30 min. Detention
- 5 or more unexcused tardies = A 30 min. Detention and a Detention for every additional tardy until the end of the quarter
- 10 unexcused tardies in a semester will result in a DCF report being filed and a meeting with parents and school office staff

THE EXTENDED DAY PROGRAM

The Eudora Extended Day Program is available to families who have a child who has been evaluated and are eligible for our Early Childhood Program. Being eligible for the Extended Day Program will offer a full-day experience (which includes the morning or afternoon Early Childhood Program) at an additional cost of \$215 per month. This fee is not eligible for any fee assistance waivers.

The fee for each month is due the last Friday of the month. An invoice will be sent home with students the Monday before the due date. ***If this payment is not made, the student will be removed from the program. A student who has been placed on the waiting list will then fill that student's spot.***

Students who attend the morning Early Childhood Program, which is 8:00-10:40, would be eligible for the Extended Day Program, which is then 10:40 to 4:00. This would be for students who are eligible for kindergarten during the 2020/2021 school year.

Students who attend the afternoon Early Childhood Program, which is 12:00-2:40, would be eligible for the Extended Day Program, which is 7:30-11:30. At the conclusion of the Early Childhood Program (2:40) these students would again join the Extended Day Program.

Both breakfast and lunch would be made available to students who are eligible for both programs. **The Extended Day Program is NOT available on Friday.**

Applying for the Extended Day Program

Extended Day Programs slots are limited; here's how you can request a slot for your child:

1. Complete the Extended Day Program application form.
2. Provide \$210 initial fee. This payment will be for your child's first month's fees for this program, but is non-refundable.
3. Both steps must be completed prior to consideration of your child meeting eligibility. Once this is done, you will be notified whether or not you received a slot within five to seven business days.

PLAYGROUND EXPECTATIONS

- Good sportsmanship is expected.
- All students should stay on the assigned playground.
- The swings and play equipment are to be used safely.
- Ice sliding and snowball throwing are **NOT** permitted. **NO EXCEPTIONS!**
- **It is an expectation that students will arrive at school daily with the proper outerwear for recess.**
- Food, gum, and candy are not allowed at recess.

*** If student fails to follow rules, the consequences given will most likely be the loss of recess time ***

- **PROCEDURE FOR DETERMINING INSIDE OR OUTSIDE RECESS (Using EES Weather Station) –**
<http://bit.ly/1HTTkKT>
- If the temperature or wind-chill (RealFeel) is BELOW 25 degrees – we will **NOT** have outdoor recess
- If the temperature is such that an Excessive Heat Warning/Advisory is issued – we will **NOT** have outdoor recess

- If it is raining, lightning, or snowing – we will **NOT** have outdoor recess
- If the playground is ice covered – we will **NOT** have outdoor recess
- If the playground has accumulated snow that has not been removed – we will **NOT** have outdoor recess
- If the playground is wet – we **WILL** have outdoor recess

DRESS CODE

Neatness, decency, and good taste are guidelines of the district dress code. Students must dress in a manner that is not obscene; offensive; or substantially or materially disruptive to the learning environment. Apparel that is sexually suggestive; promotes violence, illegal activities, drugs, alcohol, and/or tobacco-vape products; or is determined to be gang related is prohibited. Student apparel and grooming must also meet requirements of any courses which are part of the approved curriculum in which they are enrolled.

The administration, faculty, and staff of EC and EES reserve the right to enforce reasonable dress guidelines to ensure a safe and orderly educational environment. Guidelines cannot take into account every possibility, so the cooperation of students and parents is requested and appreciated. Students should consider the following guidelines with respect to attire:

- Full head coverings are not to be worn in the building from 8:00 AM until school ends.
- Clothing with references to alcohol, drugs, or gangs is prohibited.
- Clothing with offensive language or symbols is prohibited.
- Clothing which promotes or conveys hate messages is prohibited.
- Clothing that may endanger the student or others, including visible chains and spikes, are prohibited.
- Clothing that is distracting so that it interferes with the teaching and learning process are prohibited.
- Flip flops are not to be worn.
- Clothing that does not properly cover the human form is not appropriate for the school environment and includes:

Students wearing inappropriate clothing shall be sent to the office. If the inappropriate attire can be substituted with a T-shirt and/or sweat pants, the office will provide the student with such clothing in exchange for the inappropriate attire. The student will receive his/her own attire back with the return of the substituted clothing. Each apparel offense after the first incident will result in a detention and points from the behavior code. Any clothing or jewelry that disrupts or impedes the educational environment will be addressed on an individual basis.

In the interest of maintaining a safe environment, as well as promoting conduct which does not substantially disrupt, impede or interfere with the operation of the school, any articles of clothing, jewelry or other body ornaments which are perceived as gang-related attire by the school administration, shall not be worn at school or at school activities. Gang related graffiti, writing, and symbols are not tolerated.

EMERGENCY/CRISIS INFORMATION

STUDENT RELEASE IN TIME OF CRISIS

If the district has activated its crisis plan and enacts the Student Safety and Release procedure, parents will receive a message through the automated calling system (Blackboard Connect). This message will include information about where and when students may be picked up and other critical details. Regardless of the circumstances, students will be released only to parent/guardian or a previously identified emergency contact person; all adults will be required to provide a driver's license or other form of photo ID.

EMERGENCY INFORMATION

It is very important that the school office be given the name, address, and phone number of at least one person we could call if we cannot reach the parents. In case of injury or illness, children should not have to wait in the clinic because no one is available to pick them up.

EMERGENCY SCHOOL CLOSING AND SEVERE WEATHER EXPECTATIONS

During weather emergencies, parents and guardians of current USD 491 students will be contacted with the emergency phone broadcast service, Blackboard Connect, with announcements regarding buses and school closings.

Anyone may access information about school closings on the district website homepage (www.eudoraschools.org), as well as on the local and area television and radio stations (KLWN 1320 and WIBW 580). Those enrolled in the news listserv will receive an email alert as soon as the decision is made. To sign up for the news listserv, enter your preferred email address in the box on the front page of the Website, and follow the instructions to complete your registration.

Decisions to call off school due to bad weather or to dismiss during the day because of bad weather will be made by the superintendent of schools. Every effort will be made to notify parents in advance when this situation occurs.

FIRE, TORNADO, INTRUDER, ETC DRILLS

Drills are conducted frequently during the year to prepare students in case of an actual emergency. Children will practice all routes and routines in case of an actual event. Exit routes will be displayed in all rooms. In the event of severe weather requiring a “take cover” situation, all students will be housed in the EES Safe Room. Parents are strongly urged to wait until after the severe weather threat has passed before attempting to pick up children from school. Drill expectations are posted in each classroom.

BREAKFAST AND LUNCH INFORMATION

SCHOOL MEAL PROGRAM

A meal program that meets the USDA dietary requirements for your child will be made available. This means that lunch provides one-third of the daily nutritional requirements; breakfast provides one-fourth. All students participating in the school meal program will receive a student ID number. Meal account money can be used for breakfast, lunch, or for extra milk purchases. Applications for the free and reduced price meals are available in the school office.

Meal charges are not allowed except in emergencies or by special request. A low balance email will be sent to the email provided, when your child’s meal account has 2 meals or less remaining in their account. If no email is provided, a printed notice will be sent home with your child as a reminder that money must be put on the account. If no money is sent, students will need to bring a sack lunch from home. In the event personal EMERGENCIES arise, parents should contact the school and indicate the need for assistance with school meals for their child. Parents may view lunch account information by visiting fs.eudoraschools.org; please remember a \$2.00 convenience fee will apply.

CAFETERIA EXPECTATIONS

- Students, Staff and Guests will follow directions, instructions and expectations of lunchroom supervisors
- Stay in line and keep hands, feet, and objects to self.
- Be respectful of everyone and responsible for yourself and your environment.
- Use good manners at all times in the lunchroom.
- DO NOT play with your food!
- Pick up all the trash and food that you drop!
- Eat your own food only.
- Ask permission to leave the lunch table.
- Use your inside voice for quiet conversation.
- Walk at all times.
- Glass containers are not permitted in the lunchroom
- No gum in the lunchroom.

HEALTH & MEDICAL INFORMATION

HEALTH

Kansas state law requires all students, up to 9 years of age, entering Kansas schools for the first time, have a health assessment (school physical or checkup) prior to entering school. Health assessments contain health history provided by the

parent/guardian and the results of a physical exam performed by a licensed physician or local Health Department. Health assessments must be recent (within 12 months of the enrollment date) and received no later than 90 days after notification of this policy. If physicals are not turned in to the school nurse within 90 days following notification, action may be taken to exclude the child from school. Yearly physical exams are encouraged.

USD #491 will offer only emergency first aid to students. If illness or injury is severe, the parents will be called. If we are unable to reach the parents, the emergency contact procedure indicated on the student's enrollment form would be followed. Hearing screenings are done every 3 years. Vision screenings are done annually through 2nd grade and then every two years. Dental screening, cleaning, & other dental services information will be provided to parents yearly. Dental hygiene is very important to growing teeth and yearly checkups are encouraged. Screenings will also be completed on high-risk students and any student, parents or teachers have a concern about. Parents will be notified of all referrals. If you do not want your student participating in vision, hearing, or dental screenings at school you must submit a written request to the school nurse at the start of the school year. If your student has a vision, hearing or dental evaluation completed by a physician or specialist, please have a copy sent to the school nurse so that information can be added to their health file.

IMMUNIZATIONS

Kansas State Law requires all students to have up-to-date immunization records prior to starting school in the fall. Parents will be notified by phone, mail, email, or text if their student's immunizations need to be updated prior to the beginning of the next school year. Students without up-to-date immunizations by September 30th of each year will be excluded until immunizations are up-to-date in the health office. Any boosters that are due after the school year has started will be due within 30 days after they expire or the student will be excluded from school until an up-to-date immunization record is received. Students new to the district must show proof of up-to-date immunization status prior to enrolling. Students transferring in from another state will be given 30 days to complete immunizations required in Kansas that were not required by the state in which they are transferring from. Students with medical or religious exemptions are to have the appropriate form signed YEARLY. Medical and religious documentation must be provided PRIOR to the students 1st day of school.

MEDICATIONS

It is desirable for medications to be administered in the home. However, it is recognized that some students are able to attend school regularly because of the effective use of medication in the treatment of chronic illness or disabilities. It is also recognized that in many short-term illnesses, medications may need to be continued after a student returns to school. It is the school's intent to cooperate with the parents and their physician in seeing that the student receives the correct medication and dosage at the proper time.

If a student must take medication more than three times a day or at a specific time of day, he/she is eligible to take the medication at school. These expectations are to protect the student and to eliminate unnecessary medication administrations at school. In order to promote the safety and well being of students, all prescription and non-prescription drugs must be kept in the nurse's office under lock and key. Before medication can be given or taken at school the following procedure must be followed: prescription medications must be in the original container and clearly labeled with the student's name and dosage information and the medication administration form/signed physician's order must be completed and signed by both the parent and the physician. If dosages or times change a written notice from the physician is needed.

OVER THE COUNTER MEDICATIONS

Parents will be asked to provide all over the counter medication for their student. Permission for these medications must be on file yearly. This may be done during online enrollment or the form may be acquired from the school nurse. The medication dosage and instructions on the container need to be age appropriate for the student. Over the counter medications **must** be in the original bottle and clearly labeled with the student's name.

OTHER MEDICAL INFORMATION

- Any child who is unable to take part in normal school activity, such as Physical Education or recess, due to a health condition is required to bring a physician's note stating the condition, specific restrictions, and length of activity restriction.
- Dental hygiene is very important to growing teeth and yearly checkups are encouraged. A yearly screening will be done, please see above.
- Anytime a child displays signs and/or symptoms of a contagious disease, identification and diagnosis from a physician will be requested before the child may return to school. Some of these symptoms may include an unexplained rash, severe cough, or sore throat.
- **It is required that children who are sent home or kept home from school with a fever of 100.0 F or greater remain home 24 hours after their temperature has returned to normal. Persistent diarrhea &/or vomiting should also be resolved for 24 hours before sending your student back to school. This includes scheduled evening activities within that time frame.**
- Head Lice (not a communicable disease): Parents will be notified if Head Lice is found on their student at school. Students are allowed to return to school after treatment with an anti-parasitic shampoo or professional treatment.
- Students requiring epi-pens for severe allergic reactions will be required to supply their own. The school will not have stock epi-pens on hand. The school does not stock any prescription medication.
- In the event of a contagious or communicable disease, a note will be sent home as per KDHE guidelines.

SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT (PBS)

Positive Behavior Support is a systemic approach for implementing proactive schoolwide discipline and is an initiative of all schools in USD #491.

Essential elements include:

1. Building a culture within the school that will be a foundation for both social and academic success.
2. Focus on early identification and prevention of problem behavior
3. Direct teaching and modeling of appropriate social and behavioral skills to all students
4. Using a continuum of practices to promote positive behavior
5. Using data for decision making and problem solving to support social, emotional and behavioral growth.

What is a Minor?

- A disciplinary issue that is handled in the classroom (for example tardy, inappropriate language, disrespect)

What is a Major?

- A disciplinary issue that requires an office referral (for example fighting, cheating, bullying...)

SOAR cards and Class Dojo points will be a big deal to your child! Each day your child will keep track of his or her SOAR cards/Class Dojo points and minors. Seeing how their choices affect their day teaches your child the valuable skill of self-regulation - including how to "turn it around" if a poor choice is made. Very poor choices - such as hitting, bullying, or stealing - will be recorded as majors and communicated with families. Three or more minors in the same day is also considered a major.

SOAR cards/Class Dojo points, minors, and majors are a natural source of daily conversations with your child! Your interest and follow-up questions will help your child continue to learn how to regulate his or her choices and behavior at school and in life!

When your child gets a SOAR card/Class Dojo points...

Ask what your child was doing when he or she SOAR'ed or received Class Dojo points. Then follow up with any of these types of responses:

- I'm so proud of you!
- What a great choice you made!
- It sounds like you were setting a good example.
- Wow, it sounds like you were very helpful.
- That shows you were really working hard/paying attention/doing your best.

When your child gets a minor or major...

It's a great chance to reflect and learn! Calmly ask what your child was doing when he or she got a minor or major. Then help guide your child's learning by following up with these types of responses:

- Hmm...that doesn't really sound like the (kind/helpful/cooperative/respectful/etc.) kid I know you are.
- Was something bothering you (angry/frustrated/bored/tired/hungry/nervous/etc.) when you made that choice?
- What could you do differently next time?
- Always remember that you can turn your day around, no matter what - look for ways to SOAR with good choices.
- Tomorrow will be a better day!

Preschool Behavior Definitions & Possible Consequences

Behavior Violation	Minor	Major	Possible Consequences
Inappropriate Language	Student uses word in casual conversation with peers	Student uses word toward an adult or peer in an angry manner	Reminder that the language is inappropriate and model and reteach another way to express feelings.
Physical Aggression	Horseplay causing a disruption	Aggressive contact, possibly causing injury to one or both parties.	Take a break from activity and be around other children to reset bodies and get in control. Reteach rule hands, feet, mouth to ourselves.
Disrespect	Student refuses to follow directions, talks back and/or delivers socially rude interactions	Repeatedly refuses to follow directions, talks back, and/or delivers socially rude interactions	Reteach how to be respectful and model what that looks like. Talk with student about what they should be doing and making better choices.
Defiance/Non-Compliance	Student engages in brief or low intensity failure to respond to an adult and/or peers.	Repeatedly refuses to follow directions, talks back, and/or delivers socially rude interactions	Take a Break spot in the classroom. Conference with student when the student has calmed down with reminder of what is expected. Teacher tries to learn what is causing behavior to occur to reduce re-occurrence.
Disruption/tantrum	Student disrupts the class again after given a verbal correction	Student disrupts the class a third time	Reminder of classroom rules to use listening ears. Reward students who are not disrupting.

Property Misuse	Student engages in low intensity misuse of property	Student uses property in a way which is not intended to be used or damages property	Take a break. Conference with the teacher and reteach why this is not ok. Learning opportunities and providing natural consequences of cleaning up mess while the rest of class does something fun.
Dress Code Violations	Student wears clothing that does not comply with the student handbook	Repeatedly wears clothing that does not comply with the student handbook	Email parent regarding why the item is not appropriate and reminder that they will be called and asked to bring different clothing next time.
Technology Violation	Student has personal technology out/ or on during school hours	Student engages in inappropriate use of technology	Teacher takes technology and returns it to parents upon pick up with a reminder not to have it out during school.
Tardy	Student is not in the classroom at the bell	Student is tardy 3+ in a quarter	Notify the office and email office that they came in late.
Lying/Cheating	Student delivers a message that is not true and/or deliberately violates a rule	Student copies or plagiarizes another person's work or allows another person to plagiarize his or her work	Reminder the importance of being honest. Reteach honesty. Notify parents. 2nd offense-take a break, notify parents through email or communication book.
Teasing			Pre-K-Reminder to use kind words and reteach what being a good friend means.
Harassment/ Bullying	(major only)	Student delivers disrespectful messages, verbal or non-verbal, to another person, that causes that person to feel threatened or uncomfortable	Pre-K-notify parents, conference with student, reteach expectations
Forgery/Theft	(major only)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name on a document requiring a signature	Pre-K-notify parents, reteach, conference with student

GUIDE TO GOOD CONDUCT

A school is known by the quality of the people involved with its students, faculty, administration, supportive staff, and board of education. A good measure of this quality lies in the goals set by and for the school by members of these groups. Likewise, a good measure of an individual lies in the personal goals of achievement and conduct that will compile a school record needed for future education or employment.

During the 2020-2021 school year, Eudora Schools will be committed to developing high quality, fair and clear principles for our community of learners based on Social, Emotional and Character Development (SECD) principles that are created by students, staff, families and stakeholders. A strong connection exists between Social, Emotional and Character Development (SECD), school behavior, and academic performance. Social and emotional factors relative to student success promote a healthy school. Social, Emotional and Character Development (SECD) provides a foundation for our community of learners, which positively impacts

student's feelings of connectedness, and creates a sense of autonomy about their schooling and other aspects of their lives. These principles will be expected to be modeled by all staff and taught to all our students. Students will gain a sense of competence that encompasses academic, emotional and physical safety for each child to succeed and be college and career ready.

JURISDICTION OF SCHOOL OFFICIALS

School officials may discipline students for misconduct as defined in this Code of Conduct, which occurs in and around school property, libraries or activities or using school provided equipment.

While misconduct, which occurs outside the school environment, is generally addressed by local law enforcement, school officials may discipline students for such conduct when the conduct impacts the school environment, educational objectives and the greater interests of the school district. Accordingly, school officials may discipline students for conduct occurring:

- While on or about school premises;
- While on school buses to and from school, on school-sponsored field trips, and while attending or participating in extracurricular activities;
- While engaged in school related activities on or off premises;
- While on school property, but during non-school hours; and/or
- While off school premises if the misconduct is directed toward school personnel;
- When the misconduct is facilitated by school district provided technology and/or other devices;

SEARCH AND SEIZURE ON SCHOOL PREMISES

Purpose and Objective

To maintain order and discipline in the schools, school officials are empowered to conduct searches of student and school property. Accordingly, students who bring contraband on to school property or to school-related activities may be searched in order to secure the school environment so learning can take place, and to protect students, staff and visitors from any potentially harmful effects stemming from the contraband. The Administration may utilize reasonable suspicion searches, metal detectors and canines as necessary to carry out and further the objectives of this policy. A student's failure to submit to searches and seizures as provided in this policy will be considered grounds for disciplinary action up to and including expulsion.

FORMS of SCHOOL DISCIPLINE

Administrative and teaching personnel may take actions regarding student behavior which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions given by building administration may also include in-school suspensions during the day. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures; a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended out of school or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

BULLYING

Acts of bullying or retaliation, which include cyberbullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

BULLYING is the persistent use over time by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, targeted at a student that:

- causes physical or emotional harm to the student or damage to the student's property;
- places the student in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the student
- infringes on the rights of the student at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Certain forms of bullying may involve criminal acts, which should be promptly reported to local law enforcement.

CYBERBULLYING is bullying through the use of technology or any electronic devices, such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, blogs, mobile phones, pagers, online games and websites.

RETALIATION is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

REPORTING

A student who believes he or she has been bullied should report it to school officials without delay. Forms for the reporting of bullying shall be available in each school office, or on the school district website. Reported incidents will be investigated by school personnel according to district guidelines and the Bullying Assessment Flow Chart.

It takes all of us working together to respond to bullying

Learn more and find support at www.thebridgeeudora.org

Here's what parents can do:

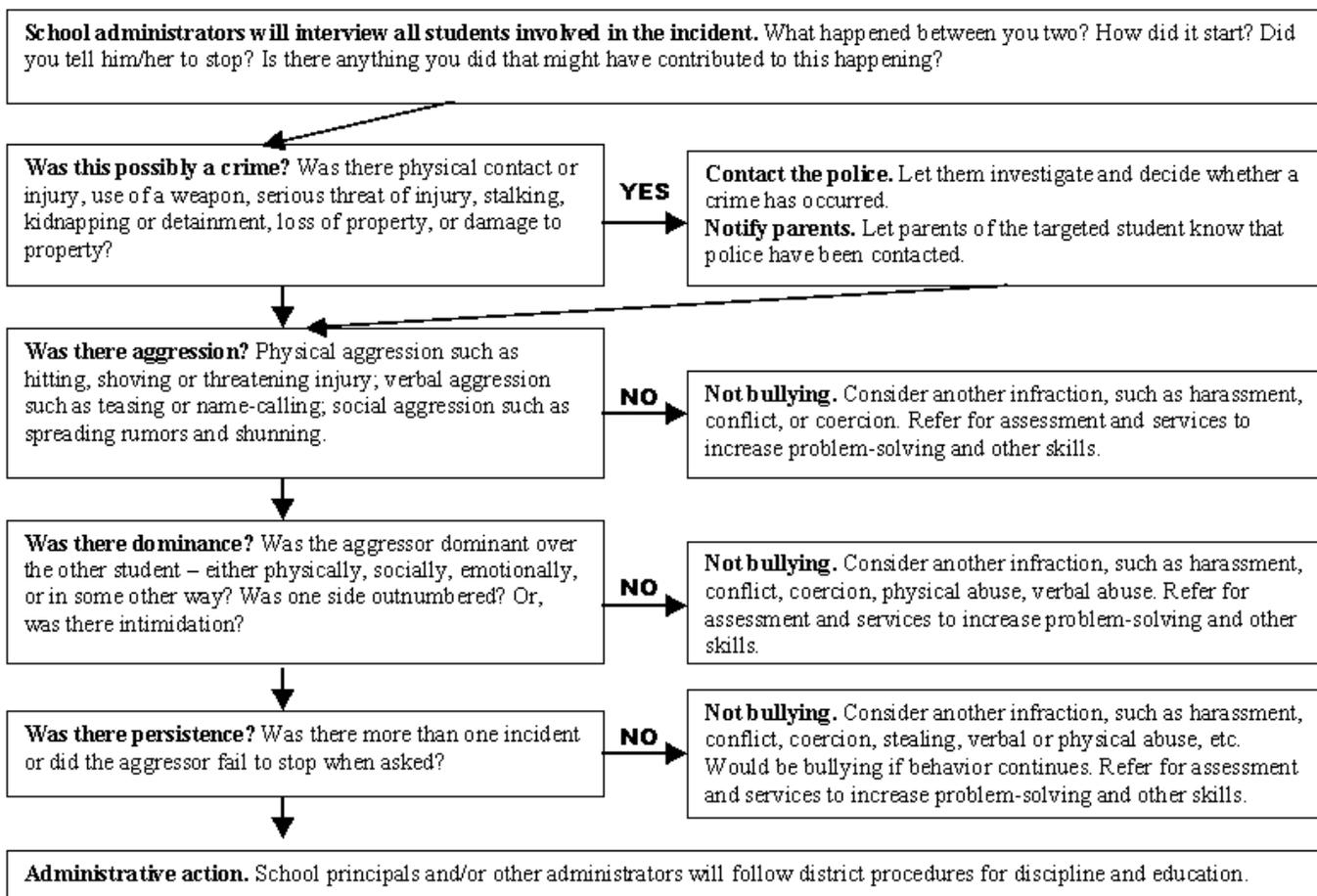
1. If you suspect your child is bullying, appropriate consequences are important. Monitor their behavior and seek additional services to help your child build appropriate self-awareness and social skills. *We can help.*
2. If your child is being bullied, prompt reporting is critical. You also can consider seeking additional services to help your child build useful skills and feel empowered. *We can help.*
3. If your child witnesses bullying, talk about the power of standing up for others by being an up-stander, rather than just a bystander. Stress the importance of reporting bullying to a trusted adult.

Here's what students can do:

1. If you are bullying, that's not okay. Students who bully will receive consequences and be monitored. You can learn better skills so that your needs are met and you can be a true leader.
2. If you feel you're being bullied, tell the bully to stop and then walk away from the situation. Let an adult know right away – it's not okay to suffer in silence. *We want to listen and help you build confidence and learn skills that can make you feel more in control at school.*
3. If you witness bullying, tell the bully that what they're doing is not cool. Stand up for others – be an up-stander, not a bystander. Report what you see to an adult. *We'll all work together to make a difference.*

Here's what we'll do at school:

1. Any school staff member will respond immediately when witnessing aggression or bullying. They'll let the aggressor know it's unacceptable and refer the aggressor for discipline and services.
2. A staff member will respond immediately to the student being bullied, referring that student for services to help build skills and reduce feelings of isolation.
3. As part of the monitoring and follow-up process, a staff member will ask witnesses to report if bullying occurs again.
4. Below is a copy of the flow chart that school administrators follow when a bullying incident is reported.



IN SCHOOL SUSPENSION/OUT OF SCHOOL SUSPENSION (ISS/OSS)

ISS will be used as a disciplinary measure for behavior issues. In ISS students are isolated in a designated area to allow time to complete work and reflect on their actions. In addition, students receiving ISS will not be allowed to participate in any extracurricular activities during their suspension.

OSS will be used as a disciplinary measure for behavior issues. The length of OSS will be determined by offense. In addition, students receiving OSS will not be allowed to participate in any extracurricular activities during their suspension.

TOBACCO/WEAPONS

TOBACCO PRODUCTS AND SMOKING RELATED ITEMS

Tobacco products, including vaping, electronic cigarettes or other potential nicotine delivery methods, as well as any "smoking-related" items are not to be brought by students to EES. This includes matches, lighters, holders, containers, etc. that relate to the act of smoking. If any of these items are found, they will be taken from the student and returned, upon request only, to the student's parent/guardian. If a student uses tobacco or related items or brings "related" items to school a second time, a "1-Day ISS" will be given for the first offense and a 3-day, In-School Suspension (ISS) for repeated offenses. **IT IS AGAINST SCHOOL POLICY FOR ANY PERSON TO USE TOBACCO AND/OR ALCOHOL PRODUCTS AT ANY SCHOOL ACTIVITY OR ON SCHOOL PROPERTY.**

WEAPONS

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon on the school grounds at a school activity, function or event. This policy shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

Possession of a firearm shall result in expulsion from school for a period of one year (186 school days), except that the superintendent may recommend that this expulsion requirement be modified on a case-by-case basis under the provision of JDC (Probation). Students violating this policy shall be referred to the appropriate law enforcement agency(ies).

As used in this policy, the term "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or silencer: or any destructive device.

As used in this policy, the term "destructive device" means any explosive, incendiary or poison gas: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other device similar to any of these devices.

SPECIAL EDUCATION

Federal and state laws guarantee "a free and appropriate public education" to all children with disabilities, regardless of the severity. These laws apply to all children who have visual, auditory, health or physical impairments, speech and/or language disabilities, emotional and/or behavior disorders, students who require individual and/or small group instructional setting (IRR) and those who have an intellectual disability (ID). The law also requires that, "to the maximum extent appropriate, handicapped children...are educated with children who are not handicapped." The East Central Kansas Cooperative in Education provides special education for students ages 3-21 with special needs in the Baldwin, Eudora, and Wellsville School Districts. The ECK Cooperative employs school psychologists, speech-language pathologists, occupational and physical therapists, school social workers, as well as a number of special education teachers trained to work with various exceptionalities. The Cooperative also serves children with high intellectual ability by providing enrichment and accelerated activities to augment the school's curriculum. If you have questions or concerns

about your child's needs and live in the Baldwin, Eudora, or Wellsville School Districts, contact the East Central Kansas Cooperative in Education at 1-785-594-2737 or your school administrator.

NOTICE TO PARENTS OF STUDENTS WITH DISABILITIES

Students' files maintained by the East Central Kansas Cooperative in Education are considered to be confidential. Safeguards and expectations to govern access of pupil records to all parties have been established within the schools and the Cooperative office. These expectations are consistent with the intent of the Family Education Rights and Privacy Act (FERPA) as amended and the Individuals and Disabilities Education Act (IDEA). Special education files are maintained at the Cooperative office by the director of the Cooperative and in each of the schools of participating districts by building administrators. A list of the types and locations of educational records collected, used and maintained by the Cooperative as well as the officials responsible is available to parents or eligible students upon request.

Records shall be released without prior consent only to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is to school officials with legitimate educational interests. 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 Cooperative discloses education records without consent to officials of another school district in which a student intends or seeks to enroll.

Under regulations of IDEA, parents or eligible students have the right to: a) inspect and review the student's record; b) request an amendment of the student's education records; c) refuse to consent to disclosure of personally identifiable information, except to the extent that federal laws authorized the Kansas State Board of Education or the U.S. Department of Education concerning alleged failures to comply with state and federal confidentiality requirements; and d) obtain a copy of the Cooperative's confidentiality policies and expectations. Policies are in English but may be translated if needed. Contact the Cooperative Office at 785-594-2737 for further information.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT – ANNUAL NOTIFICATION

To: From: Subject:

Parent(s), Guardian(s), and/or "Eligible Student"

Superintendent of Schools, Eudora Unified School District 491 Expectations in Educational Record Management (Annual Notice)

Under the provisions of the Family Educational Rights and Privacy Act (FERPA) parents of students and eligible students (those who are/or older) are afforded various rights with regard to educational records which are kept and maintained by U.S.D. #491. 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 student's or your own, if an eligible student, 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 student's or your own, if an eligible student, educational records to other persons, with certain limited exceptions. Disclosure of information from your educational records to other 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 student record 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 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 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 USD#491 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 USD#491 policies for complying with FERPA. A copy may be obtained from the building principal or the superintendent's office.

Directory information:

For purposes of FERPA, USD #491 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., full-time or part-time), photographs, and video recordings.

You have a right to refuse to permit the designation of any or all of the above information as directory information. If your refuse, you must file written notification to this effect with USD #491 Superintendent's Office, 1310 Winchester Rd., Box 500, Eudora, KS 66025 on or before August 15th of each school year. If a refusal is not filed, USD #491 assumes you have no objection to the release of the directory information designated.

Eudora Unified School District No. 491 Is An Equal Employment/Educational Opportunity Agency Eudora Unified School District No. 491 does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the District's compliance with Title VI, Title IX, or Section 502 may be directed to the Superintendent of Schools, who can be reached at (785) 542-4910, 1002 Elm, Eudora, Kansas 66025, or to the Assistant Secretary for Civil Rights, U.S. Department of Education.

The Eudora Elementary School Staff and Site Council support this handbook.

The items in this handbook are subject to change by the U.S.D. No. 491 Board of Education and Administration without specific notification. The Board of Education of U.S.D. No. 491 generally meets the second Thursday of each month at 6:30 p.m. at the West Central Office.

EUDORA BOARD POLICY GAAF: EMERGENCY SAFETY INTERVENTIONS

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

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. 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; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.
- “Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.
- “Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.
- “School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.
- “School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.
- “Seclusion” means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.
- “Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

PROHIBITED TYPES OF RESTRAINTS

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 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

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 conditions 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 statements shall include an explanation of the student's diagnosis, a list of 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 hear and see 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 a 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 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 to 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. mail 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 (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 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 has 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 a meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection with 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

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

For a student with a section 504 plan, such student's Section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such a 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 a 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 complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

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

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

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.

Sexual Harassment (for further policy language, refer to district policy JGEC)

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates and is prohibited by Title IX from engaging in such discrimination. Discrimination on the basis of sex, including sexual harassment, will not be tolerated in the school district. Discrimination on the basis of sex of employees or students of the district by board members, administrators, licensed and classified personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events within the United States. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee, or third party (visitor, vendor, etc.) to sexually harass any student, employee, or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

DRUG FREE SCHOOLS AND COMMUNITIES ACT

The unlawful possession, use or distribution of illicit drugs or alcohol by students or school employees on school premises or part of any school activity is prohibited. This policy is in accordance with the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 103 St. 1928.

STUDENT CONDUCT

Policy JCDA-Behavior Code Narcotics, Alcoholic Beverages, Drugs and Controlled Substances A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, and controlled substance or alcoholic beverage of any kind.

- On the grounds at any time;
- On school grounds at any other time when the school is being used by any school personnel or school group; or

- Off the school grounds at a school activity, function, or event.

Use of a drug authorized by a medical prescription from a registered physician and non-prescription shall not be considered a violation of this rule. Violation of any provision of this behavior code may result in suspension and/or expulsion.

REPEATED SCHOOL VIOLATIONS

A student shall not fail to comply with a reasonable request from school personnel during any period of time when he/she is properly under the authority of school personnel.

OTHER

The administrator of each school shall develop such rules and regulations consistent with policies of the Board, which may be necessary to govern the conduct of the students under his/her supervision. Such rules shall be reviewed by the Board and adopted by reference.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT – ANNUAL NOTIFICATION

To: From: Subject:

Parent(s), Guardian(s), and/or “Eligible Student”

Superintendent of Schools, Eudora Unified School District 491 Expectations in Educational Record Management (Annual Notice)

Under the provisions of the Family Educational Rights and Privacy Act (FERPA) parents of students and eligible students (those who are/or older) are afforded various rights with regard to educational records which are kept and maintained by U.S.D. #491. 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 student’s or your own, if an eligible student, 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 student’s or your own, if an eligible student, educational records to other persons, with certain limited exceptions. Disclosure of information from your educational records to other 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 student record 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 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 students 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 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 USD#491 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 USD#491 policies for complying with FERPA. A copy may be obtained from the building principal or the superintendent's office.

Directory information:

For purposes of FERPA, USD #491 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., full-time or part-time), photographs, and video recordings.

You have a right to refuse to permit the designation of any or all of the above information as directory information. If your refuse, you must file written notification to this effect with USD #491 Superintendent's Office, 1310 Winchester Rd., Box 500, Eudora, KS 66025 on or before August 15th of each school year. If a refusal is not filed, USD #491 assumes you have no objection to the release of the directory information designated.

Eudora Unified School District No. 491 Is An Equal Employment/Educational Opportunity Agency Eudora Unified School District No. 491 does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the District's compliance with Title VI, Title IX, or Section 502 may be directed to the Superintendent of Schools, who can be reached at (785) 542-4910, 1002 Elm, Eudora, Kansas 66025, or to the Assistant Secretary for Civil Rights, U.S. Department of Education.

The Eudora Elementary School Staff and Site Council support this handbook.

The items in this handbook are subject to change by the U.S.D. No. 491 Board of Education and Administration without specific notification. The Board of Education of U.S.D. No. 491 generally meets the second Thursday of each month at 6:30 p.m. at the West Central Office.

EUDORA BOARD POLICY GAAF: EMERGENCY SAFETY INTERVENTIONS

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

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school's code of conduct, school safety plan, or student handbook. 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; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.
- “Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.
- “Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.
- “School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.
- “School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.
- “Seclusion” means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.
- “Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

PROHIBITED TYPES OF RESTRAINTS

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 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

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 a 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 statements shall include an explanation of the student's diagnosis, a list of 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 hear and see 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 a 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 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 to 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. mail 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 (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 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 incidents, 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 has 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 a meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

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

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

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

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional 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 complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

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

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

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.

EES Suicide Prevention Plan

The EES suicide prevention, awareness, response, and recovery plans were created in accordance with the Jason Flatt Act. The provisions of this bill relevant to suicide awareness and prevention are:

- The board of education of each school district shall provide suicide awareness and prevention programming to ALL school staff and shall notify the parents or legal guardians of students enrolled in such school district that the training materials provided under such programming are available to such parents or legal guardians.
 - Such programming should include a minimum:
 - At least one hour of training each calendar year based on programs approved by the State Board of Education. Such training may be satisfied through independent self-review of suicide prevention training materials; and
 - A building crisis plan developed for each school building. Such plan shall include:
 - Steps for recognizing suicide ideation;
 - Appropriate methods of interventions; and
 - A crisis recovery plan

On or before January 1st, 2017, the State Board of Education shall adopt rules and regulations necessary to implement the provisions of this section.

INTRODUCTION

One of the most important components of suicide prevention is awareness. All staff within the Eudora schools play an important role in suicide prevention by recognizing students when they are experiencing emotional difficulties. Understanding signs, symptoms and behaviors that indicate emotional turmoil is a critical first step. Consultation with and referrals to district mental health staff (school counselor, school social worker, and school psychologist) are initial interventions in accessing support when concerns for emotional and mental well-being arise. District mental health staff can assist with school intervention services and/or assist students and families with referrals to outside agencies.

AWARENESS AND PREVENTION

Scope of Youth Suicide:

In the state of Kansas, Suicide is the 2nd leading cause of death among persons aged 10-14 as well as persons aged 15-34. In 2014 in the state of Kansas, the following suicide rates were recorded:

- 454 reported suicides
- 15.7 suicides per 100,000 population
- 78.6% of all deaths by suicide are male
- 1 person dies by suicide every 20 hours in KS

Risk Factors for Youth Suicide:

- A key risk factor for all age groups is an undiagnosed, untreated, or ineffectively treated mental disorder.
- 9 out of 10 persons who die by suicide have a treatable mental health condition at the time of their death.

Identifying Risk Factors in Youth:

Identifying these warning signs in teens are a vital component to suicide awareness and prevention:

Warning Signs:

Talking About:

- Killing themselves
- Having no reason to live
- Being a burden to others
- Feeling trapped
- Unbearable pain

Behavior Changes:

- Increasing use of alcohol and/or drugs
- Looking for a way to end their lives, such as searching online for means or materials
- Acting recklessly
- Self-destructive behavior
- Withdrawing from activities
- Isolating themselves from family and friends
- Sleeping too much or too little
- Visiting or calling people to say goodbye
- Giving away prized possessions
- Increasing aggressive behaviors
- Extreme passivity
- Declining grades
- Promiscuity

Mood Changes:

- Depression
- Loss of interest
- Rage
- Irritability
- Humiliation
- Anxiety
- Rejection
- Pessimism
- Pressure to achieve

Diagnosable Disorders:

- 90% of suicidal ideations had a diagnosable disorder, and over 96% of those who made non-lethal suicide attempts had at least one diagnosable disorder.
- Depressive disorders are the most common.

PERSONNEL RESPONSIBILITIES

All School Personnel:

- Participate in the awareness training as needed in order to provide support and referral information to a student at risk of suicide
- Develop awareness of at-risk symptoms, and report them appropriately
- Know the suicide awareness and prevention policy and procedures

Teachers:

- One of the biggest roles that teaching staff can play in suicide awareness and prevention is being a trusted adult:
 - Foster the emotional well-being of all students. Create a classroom environment of connectedness in the school community. Make students aware that adults and peers care about their well being as well as their learning.
 - Promote healthy behaviors in class, such as how to cope with difficult situations, how to increase resiliency, how to best seek help when needed.
 - Be a person students can come to with problems. When they come to a teacher with suicidal thoughts, the teacher should report it to appropriate mental health personnel.
- When a student displays suicidal behaviors or warning signs, report immediately to appropriate school personnel.
- Know the suicide awareness and prevention policy and procedures
 - Make this information available to substitute teachers and other persons as needed - Refer students to appropriate building professional for assessment and action

The CARE Team (School Counselor, Social Worker, or Psychologist):

- Maintain up-to-date knowledge of suicide prevention, intervention, assessment, and building procedures
- Provide suicide prevention information for building staff, students, and parents as needed
- Respond to referrals in an immediate and appropriate manner
- Contact parents
- Notify building administrator or designee
- Communicate with mental health support team as needed
- Contact appropriate resources

The Building Administrator:

- Provide supervision and administration as needed to ensure a successful school-wide Suicide Prevention Policy and Plan
- Designate Suicide Awareness Trainers
- With CARE team, develop building plan
- Ensure in-service is held yearly in the building
- Refer at-risk student to CARE team member as needed for assessment and action
- Ensure that parents have been contacted and documented
- Follow up that the student at-risk has received appropriate attention from professional school and community resources

APPROPRIATE ACTION

Remember, one of the biggest roles USD 491 employees plays in suicide prevention is to know the warning signs, and report to a member of the CARE team when you see warning signs:

- **F - Feelings** - Expressing hopelessness about the future
- **A - Actions** - Displaying severe/overwhelming pain or distress
- **C - Changes** - Showing worrisome behavioral cues or changes in behavior (withdrawal from friends, changes in social activities, anger, hostility, changes in sleep)
- **T - Threats** - Talking about/writing about/making plans for suicide
- **S - Situations** - Experiencing stressful situations involving loss, stress, humiliations, trouble

If a student displays they are an IMMEDIATE RISK for suicidal behavior:

- Supervise the student constantly, or make sure the student is in a secure environment supervised by a caring adult, until he or she can be seen by mental health contact.
- Escort students to see the mental health contact.
- Provide any additional information to the mental health contact who is evaluating the student, so that you can help in the assessment process. That person will notify the student's parents.
- A student is an IMMEDIATE RISK if he/she is:
 - Talking about wanting to die or kill oneself
 - Looking for a way to kill oneself, such as searching online or obtaining a gun
 - Talking about feelings hopeless or having no reason to live

In the event that a student attempts, is reported to be at risk, or expresses a desire to complete a suicide, the staff should:

1. Secure student's safety

- a. **DO NOT LEAVE STUDENT ALONE NOR ALLOW STUDENT TO LEAVE SCHOOL UNACCOMPANIED.**
- b. Notify the building mental health team member - school counselor, social worker, or psychologist
- c. If necessary, and no counselor or administrator is available, contact the school resource officer, or local law enforcement.

2. Staff Should

- a. Remain calm and avoid panic - Treat the concern as real, be patient and LISTEN - Be supportive, letting the student know s/he is doing the right thing in sharing the suicidal concern
- b. Talk in a calm, non-accusatory manner.
- c. Let the student know you care: focus on the concern for the student's well being, convey the student has value, and that you can empathize with their stress
- d. Let students know you **cannot keep their concern confidential**, and that you need to talk with appropriate school personnel. It's important you communicate this to them, as well as focusing on that you want to assist them in getting help because you care about them.
- e. Refer to a school counselor, social worker or psychologist, who will contact parents.

3. Staff Should Not - Dismiss the student's problems as trivial

- a. Judge or be critical - Jump to overly quick or easy solutions
- b. Look for "causes" of the student's problem
- c. Be abrupt and hurried

4. The Mental Health Team Member Will

- a. Notify parent (complete “Emergency Conference With Parents” form)
- b. Contact building administrator/designee
- c. Ensure student safety by not leaving student alone
- d. Contact school resource officer or police department if warranted in the situation
- e. Document contacts with student/parent and all referral efforts

COMMUNITY RESOURCES FOR SUICIDE SCREENING AND SERVICES

Headquarters	Bert Nash Community Mental Health	Lawrence Memorial Hospital
24-Hr. Crisis Services	24-Hr. Emergency Services	24-Hr Services
785-841-2345	785-843-9192	785-749-6100
Children, Adolescents and Adults	Children, Adolescents, and Adults	Children, Adolescents, and Adults