EUDORA

EARLY LEARNING CENTER

Eudora Schools Early Learning Center Handbook
1310 Winchester Rd, PO Box 500
Eudora, Kansas 66025
(785) 542-4920

Greeting Parents and Guardians,

Welcome to the Early Learning Center, we are so excited to have you join or to be returning for another year. We are so grateful to have your trust so we get the opportunity to watch your child grow. Our curriculum is built on a play-based program. The goal is to help teach and guide your child to be kindergarten-ready. Every child will learn in a positive environment that helps develop a love for learning, self, and school. At the Early Learning Center, we offer high-quality care to help ensure the success of our students. We understand the importance of partnering with families to create a solid foundation for your child's academics.

Please read through the handbook and let me know if you have any questions or concerns. This will be an amazing year as we walk together on your child's academic journey.

GO CARDINALS!
Kristen Lewis
Director
kristenlewis@eudoraschools.org



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Schedules

- **AM Session: 8:05am-11:20am Monday thru Friday**
  - 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 students at 7:30am for breakfast. **Students will not be allowed in the building prior to this time.**
  - Students must be picked up promptly at 11:20am. 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: 12:00pm to 3:15pm Monday thru Friday**
  - This session is for students who will be attending kindergarten the following school year.
  - Students can be dropped off at 11:55am. **Students will not be allowed in the building prior to this time.**
  - Students must be picked up promptly at 3:15pm. 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).
  - **The half day sessions do not have class on early release days which is the second Wednesday of each month.**

- **Full Day Session: 8:05am-3:15pm Monday through Friday**
  - Students can be dropped off after 7:30am for breakfast. **Students will not be allowed in the building prior to this time.**
  - Students must be picked up promptly at 3:15pm. 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).

Application, Enrollment, and Attendance

Application process

To apply to our Eudora Early Learning Center please log on to our Early Learning Center https://elc.eudoraschools.org/ and click on the ELC experience. Next, click on "Applications". Finally, select the "PowerSchool New Student Application" page and complete the application.

Screening

As part of the district's ongoing commitment to student achievement, we utilize screening tools that help us identify student needs and appropriate interventions to best support each child's education and learning experience.

The early childhood program uses the Ages and Stages: Social Emotional Screening Questionnaire (ASQ:SE) and the Ages and Stages: 3rd Edition Questionnaire (ASQ:3). These are both parent-completed questionnaires over a child's developmental milestones. Results of the questionnaire are shared annually with families.

For our four-year-olds, the **FastBridge Screener** is used by educators to identify student needs in literacy, numeracy, and social-emotional development. This screening tool is administered three times a year, and results are shared with families during the fall, winter, and spring.

For our three-year-olds, we use **MyIGDIs**, a research-based assessment system designed to monitor early development in literacy, numeracy, and social-emotional skills.

In addition, we administer **Pro-Ladder** three times a year to assess social-emotional learning and other developmental domains for all students.

Attendance and Fees

Our early childhood program offers flexible scheduling options to accommodate the diverse needs of families, including convenient before and after-school programming. For those enrolled in the program, the standard hours from 8:05 am to 3:15 pm, Monday through Friday are available at a rate of $350.00/month in district and $700/month for out of district. We only accept cash or check; checks can be made out to "USD 491".

Parents/Guardians can drop their students off as early as 7:30 am for breakfast. Your child will be counted as absent if your child isn't in attendance by 8:15 am. For our half day students, your child will be counted as absent after 12:15pm. The school will consider excused absences for the following items: illness or death of family member, illness of child, appointments, religious observances, military families duties, and family vacation. Unexcused absences such as no calls or numerous calls will be dealt with by the director and it will be a case-by-case situation. Guardians need to call our Early Learning Center office at 785-542-4920 by 9:30 am to communicate if their child will be out due to illness or prior commitment. Attendance and punctuality are essential for student success. Consistent tardiness or unexcused absences can negatively impact a student's learning and participation. Ongoing issues with attendance may lead to further action, including possible disenrollment from the program.

In-district students extended day

Recognizing the demands of modern schedules, we extend our services until 5:30 pm for an additional $75/month for in-district, providing an extended care option for families requiring a later pickup time. This pricing structure aims to cater to the varying schedules of parents and guardians, ensuring that our early childhood program remains accessible and supportive of families' individual needs.

Out-of-district students extended day

Out-of-district students will be charged $150/month for the extended day 3:15pm to 5:30pm.

Early Release Schedule

We follow the Eudora School District's monthly Early Release schedule. On the second Wednesday of each month, students will be released at 1:15 pm, there will not be an extended school that day or half day sessions for PM. Teachers will participate in professional development during our Early Release Schedule.

Dress code, Arrival and Release Policy, Late Pick-up Fees, Late Payment Fees, and Meal Fees

Dress Code

Children are encouraged to learn through play, so we ask that each child be dressed in comfortable clothes and closed-toed shoes. As we know it is important to have a gross motor each day, we do ask that each child comes in ready to learn and play. Please have your child dress appropriately for the weather because we do try to go outside daily. All clothing items need to be preschool-appropriate.

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; 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. Traditional tribal regalia or objects of cultural significance shall not be prohibited at a public event. Dress codes shall be published in the appropriate student handbooks.

Potty Trained

The expectation is that all students attending are potty trained unless there is a medical accommodation that would require a doctor's note.

Arrival/Release & Visitors

Due to safety, any visitor must check in at the office with their license/id and obtain a visitor badge. Every person picking up must be on the pick-up approval list. For the children who are not attending the extended day, we will be releasing as a group at 3:15pm. Check with the director for the most updated information about pick up.

PTO

Eudora Early Learning Center has an active and supportive Parent Teacher Organization! Find out more about how you can get involved through parentsquare.

Car Seat Safety

School personnel are mandated reporters so guardians and authorized pick-up people must follow the state laws for car seats. For more information about car seats visit: https://www.ktsro.org/

Late Pick-up Fees

Late fees will be added to your account if you pick up after your scheduled time. Just a reminder, regular days end at 3:15 pm and the extension program ends at 5:30 pm. All children must be picked up at their scheduled times. We will be adding a late fee of $1 per minute per child for picking up late. Tuition will be charged to your account each month. Tuition will be charged the prior month, if we do not receive tuition before the 1st of the current month your child will not be able to attend until this balance is paid in full. Rates will remain the same each month regardless if your child attends. The director will set a meeting if this becomes a chronic issue.

Payment Fees

Payments are due the month before, we must receive payment by the first of the current month. Families who do not pay by the first will not be able to attend until the current bill is paid in full. Rates will remain the same each month regardless of attendance.

Meal Fees

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 extra milk purchases. We only accept cash or checks; checks can be made out to "Food Service". Applications for the free and reduced-price meals are available in the school office. Breakfast will be from 7:30 am to 8:05 am, we will serve our last breakfast at 7:50 am. During our extended day, we will have a snack available that will also be added to your child's account each day. Please feel free to have your child bring their own snack if you do not want to take advantage of the school snack.

Meal charges are not allowed except in emergencies or by special request. A low-balance warning email can be arranged through eFunds settings. 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 https://payments.efundsforschools.com/v3/districts/56282; please remember a $3.00 convenience fee will apply.

Bringing treats/invites

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

Students are welcome to bring birthday party invitations to school; however, invitations may only be distributed at school if **all children in the class are invited**. If you choose to invite only a portion of the class, we kindly ask that you distribute those invitations outside of school.

General Information

Parent Volunteers

Volunteers are welcomed and encouraged! We recognize the importance of the involvement between family, community, and the school. Interested persons will have an opportunity to learn more about volunteering at ELC during a training workshop held each fall. School volunteers work under the school staff's direction with the director's approval. School volunteers are bound by the policies, rules, and regulations of the district, serve without financial compensation, and are not covered by worker's compensation. All volunteers at ELC must complete this training and a yearly background check before volunteering.

Conferences

At the end of the 1st quarter, parent teacher conferences will be scheduled with all parents. At this time the progress reports/report cards will be discussed. If, due to an emergency, you are unable to keep your appointed conference time, a make-up conference will need to be rescheduled with your child's teacher during the following week.

Third quarter conferences will be held based on teacher recommendation and by invitation only. Parents or teachers, as needed, may call additional conferences.

Dogs

To avoid any possible harm to a child that 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. Dogs are permitted for show and tell as long as it is on a leash, fully vaccinated, and the director and teacher(s) have given prior approval.

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. The director 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. It is imperative to ensure that the office has the most current documentation.

Weekly Items To Bring In

- 2 to 3 sets of extra clothes including extra shoes.
- Place the sheet and blanket in an empty pillowcase. We will send it home every Friday for washing and return it on Monday. This is only for full day classes.

PROCEDURE FOR DETERMINING INSIDE OR OUTSIDE RECESS (Using Weather.com)

- 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
- When the weather station is not operational, weather determinations will be made using weather.com

Outdoor play is an important part of our daily routine, and we go outside in a variety of weather conditions. Please dress your child in weather-appropriate clothing each day to

ensure their comfort and safety. This includes:

- **Cool/Cold Weather:** Coat or jacket, hat, mittens or gloves, and boots as needed. Layers are encouraged.
- **Rainy Weather:** Waterproof raincoat and boots.
- **Warm/Hot Weather:** Lightweight clothing, sunhat, and closed-toe shoes (no flip-flops or sandals without heel straps).

Social Media Communication

School information can also be found on the Eudora Early Learning Center Social Media. 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.

ParentSquare

Eudora Schools uses ParentSquare for school communication. ParentSquare automatically generates an account for each user using the email address and phone number entered in PowerSchool at enrollment. ParentSquare is a unified communication platform that offers a variety of tools that allows district, school administrators and teachers to more effectively communicate and engage with families and students.

Powerschool

- Online communication site to access your child's tuition balance information, attendance, and health office visit information
- Usernames and passwords may be picked up in the office with appropriate picture identification

Emergency Crisis Information, Immunizations, and Medications

Student Release During Crisis

If the district has activated its crisis plan and enacted the Student Safety and Release procedure, parents/guardians will receive a message through the automated calling

system. 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 a 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 by the emergency phone broadcast service, ParentSquare, with announcements regarding buses and school closings.

Anyone may access information about school closings on the district website homepage (www.eudoraschools.org). 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 Early Learning Center's Safe Rooms. 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.

Health and Medical Information

Kansas state law requires all students, up to 9 years of age, entering Kansas schools for the first time, to have a health assessment (school physical or checkup) before 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 will 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 students, parents, or teachers who have concerns. 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 before starting school in the fall. Parents will be notified by phone, mail, email, or text if their student's immunizations need to be updated before 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 before 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. Students with medical or religious exemptions are to have the appropriate form signed yearly. Medical and religious documentation must be provided before the student's first day of school.

Medications

Medications should 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. The school intends to cooperate with the parents and their physician to see 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. 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 students. 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 Medications Informations

- Any child who is unable to take part in normal school activity, such as recess, due to a health condition is required to bring a physician's note stating the condition, specific restrictions, and length of activity restriction.
- 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 without fever reducing medication. 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 must

come to the director's office on the first day they return to school after treatment so the director can check them before they return to class.

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- 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 (PBIS)

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.

SOAR(Safe, Outstanding, Accountable, and Respectful) will be a big deal to your child! Each day your child will see how their choices using positive incentives 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 inappropriate language - will be recorded as majors and communicated with families. Three or more minors on the same day is also considered a major.

SOAR, 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 SOARS (receives a positive incentive)…

Ask what your child was doing when he or she SOAR'ed. 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 is not meeting behavior expectations ("not SOARing"), a minor or major incident will be documented in the school system. You will receive a notification through ParentSquare informing you that your child made an inappropriate or unacceptable choice.

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

- Hmmm...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!

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.

Consolidated Assistance Program(CAP)

Title 1 (CAP) Parent Involvement Policy

● USD 491 conducts a reading and math improvement program for its elementary students. It is known as the Consolidated Assistance Program (CAP). Strong emphasis is placed on maintaining contact and encouraging support from the parents of students involved in the program.

● Test scores, State assessments, grades, teacher recommendations and parent consent are included in the selection process of each CAP student.
● Parents will be provided with materials periodically throughout the year, which will give them ideas for doing things with their child at home. This may include a newsletter, brochures, and articles, "how to" sheets, recommended book lists and websites. The school will provide opportunities for and will actively solicit suggestions from parents for improvements to the CAP program. This will be done at the parent conferences, at open house events and through surveys.

TITLE 1 COMPLAINT PROCEDURE BY U.S.D. 491 (CAP)

When individual parents, a community group, or members of the general public suspect that U.S.D. 491 or School may be violating the Title 1 law and/or regulations, they have a right to file a complaint with the school district. Since a complaint implies a lack of cooperation between the school district and the person or group with the grievance, it is advisable to first consult with the local school administrators about the alleged violation. Only when this course of action fails to produce results, should a formal complaint be filed with U.S.D. 491.

Complaints against Title 1 programs and expenditures may be received at local, state, and national levels. For the effective conduct of the program as well as to promote community understanding and involvement, complaints will be handled in an expeditious and reasonable manner. Complaints will be translated into constructive suggestions and recommendations for improvement of Title 1 programs. The following expectations are outlined for use at U.S.D. 491 for Title 1, Public Law 97-35.

Title T1 Complaints Received by U.S.D. 491 (CAP)

● A written record containing information pertinent to both the source and nature of the complaint will be required.
● Within fifteen (15) days following receipt of complaint, a hearing concerning the complaint shall be held by a hearing committee. Recommendations of the committee shall address answering the complaint. The committee shall be appointed by the superintendent of U.S.D. 491. No less than two (2) persons shall be assigned to the committee, one being the Title 1 Coordinator, one being a parent, and the others at the direction of the superintendent.
● Minutes of a complaint hearing shall be taken and maintained at the office of the Superintendent of U.S.D. 491. A copy of such minutes, along with the committee

recommendations and administrative action, shall be filed with the Kansas State/Federal Programs Administration Section.
● If a complaint is not resolved to the mutual consent of both parties, then either party can appeal through the state level expectations.
● The issue will then be resolved according to the complaint expectations established at the state level.

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 with in 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.

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 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 director 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: o 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; o Any device used by a certified law enforcement officer to carry out law enforcement duties; or o 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 director 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. (1), (2) and (3) 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. 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 of 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 director, 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 director 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.

A. The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building director 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.

B. If the issues are not resolved informally with the building director 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.

C. 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.

D. 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.
E. 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.

ELC Suicide Prevention Plan

The ELC 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 intervention; and
            - A crisis recovery plan

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.

<u>Teachers</u>:

- 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 professionals for assessment and action

<u>The CARE Team (School Counselor, Social Worker, or Psychologist):</u>

- 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

<u>The Building Administrator:</u>

- Provide supervision and administration as needed to ensure a successful school-wide Suicide Prevention Policy and Plan
- Designate Suicide Awareness Trainors

- 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 warning signs 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 feeling 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 he/she 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 psychologist, who will contact parents.

3. **Staff Should Not**
    a. Dismiss the student's problems as trivial
    b. Judge or be critical - Jump to overly quick or easy solutions
    c. Look for "causes" of the student's problem
    d. 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 Suicde Screening and Services

Headquarters 24-Hr.
Crisis Services 785-841-2345
Children, Adolescents and Adults

Lawrence Memorial Hospital
24-Hr Services 785-749-6100
Children, Adolescents, and Adults

Bert Nash Community Mental Health
24-Hr. Emergency Services 785-843-9192
Children, Adolescents, and Adults