Eudora Elementary School
Student Handbook

801 E. 10th Street * P.O. Box 602 * Eudora, KS 66025 * 785-542-4940

2026-2027

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 **S**afe,
Outstanding,
Accountable and
Respectful.
To ask myself at the end of the day,
"Did I **S.O.A.R.** today?"

GENERAL SCHOOL INFORMATION

Welcome to Eudora Elementary School, where children preschool through fifth grade attend school. You will find our teachers and students to be friendly, helpful, and willing to help you get acquainted. We know your child will have an enjoyable and successful school year. If you have any questions or concerns about any part of the school program, please call our office at 542-4940 or check our website at www.eudoraschools.org.

SOCIAL MEDIA COMMUNICATIONS

School information can also be found on the Eudora Facebook Page or the EES X Account. 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. We encourage positive and productive feedback from fellow stakeholders. 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.

PARENT SQUARE

Every teacher will be using this communication tool with parents, sharing about class events, behaviors, and other information.

BUILDING HOURS

- 7:30 a.m. – 4:00 p.m
- Doors open at 7:30 a.m.
- **There will be no student supervision prior to 7:30 a.m. Doors remain locked.**
- **Children will not be let into the building unless they have a scheduled activity or there is inclement weather.**

SCHOOL HOURS

- Kindergarten – Fifth Grade: 8:00 a.m. – 3:10 p.m.
- Children must go directly to their rooms at 7:55 a.m.
- Children should be directed to the appropriate waiting area before classes begin. Children should stay in their assigned area unless they have permission to leave for an important reason.

EARLY WEDNESDAY DISMISSAL

- 2nd Wednesday of the month
- Released at 1:15 p.m.
- Students arriving after 9:00 a.m. or leaving before noon will be counted 1⁄2 day absent

DISMISSAL FROM SCHOOL (REGULAR DAY)

- Buses start dismissal at approximately 3:00 p.m. Walkers and Car Riders will be dismissed at 3:10.
- Please contact the school (office staff and teacher) by 2:30 p.m. if your child will not observe their normal routine after school, after this time we can not guarantee we would be able to communicate to everyone of the change.
- Be sure to check our website for calendar activities (www.eudoraschools.org)
- Students will be dismissed by family numbers being communicated in the building in order of the EES issued placard numbers seen in the car line. Staff will have cars pull up to numbered cones, where students will then load their vehicle. All car riders will exit through the FRONT of the building in the west side loop of EES.

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.

VISITORS

We encourage parents to visit Eudora Elementary School as long as it does not interrupt the education process. There are many opportunities for volunteers to come into our building with a predetermined purpose. To ensure safety:

- Individuals on school grounds beyond the office area **must check in at the office and obtain a visitor badge.**
- Visitors who disrupt or interfere with the normal educational routine will be asked to leave.
- Visitors must check in with the office even if the activity is outdoors

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 EES during a training workshop held each fall. School volunteers work under the school staff's direction with the principal's approval. School volunteers are bound by the policies, rules and regulations of the district, serve without financial compensation and are not covered by workers compensation. All volunteers at EES must complete this training and a yearly background check prior to volunteering.

PTO

Eudora Elementary School has an active and supportive Parent Teacher Organization! Find out more about how you can get involved on our EES Website.

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. We welcome any guardians to attend and participate.

TELEPHONE USAGE

Students will not be allowed to use the phone or be called from class except in an emergency. The teacher will give permission first and then the student must ask the office personnel for permission to use the phone.

- Calling for homework or to make arrangements to stay with a friend is not an emergency.
- Arrangements for transportation or where your child goes after school should be made prior to arrival at school.
- If an emergency or change of plans occurs please call the office. Please call at least an hour prior to dismissal. If our office is not contacted at least an hour prior to dismissal, students will follow their usual routine.
- Cell phones and Personal Technology Devices should never be seen or heard at school. If seen or heard, they will be kept in the office for parental pick up. (CP/PTDs are defined as any device designed for personal communication, digital information transfer, or electronic gaming/play.)

EUDORA ELEMENTARY SCHOOL 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.
- 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, smart watches, cameras, iPods, and electronic games or toys of any kind) should not be brought to school. If any of these items are brought, it will be taken to the office for parents to pick up.

HOMEWORK

Purposeful homework is appropriate for all students. Homework assignments will be made according to the needs, age, and ability of the individual student and is intended to help students improve their basic skills and/or complete daily assignments.

- We expect students to do their own homework assignments.
- Any unfinished work during the school day will be homework and due the following day.
- Even if your child has completed the daily assignments, nightly homework is needed to practice spelling and vocabulary words, learn math facts, or practice fluency (reading aloud).
- Students will be required to make up assignments that are missed in their absence.
- Parents/guardians are strongly encouraged to contact the school to pick up missed assignments.

POWERSCHOOL

- Online communication site to access your child's grades and attendance
- Usernames and passwords may be picked up in the office with appropriate picture identification.

USD 491 INTERNET SAFETY POLICY

It is the policy of USD 491 to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or "Internet Filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

INAPPROPRIATE NETWORK USAGE

To the extent practical, steps shall be taken to promote the safety and security of users of the USD 491 online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

EDUCATION, SUPERVISION AND MONITORING

It shall be the responsibility of all members of the USD 491 staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.
Expectations for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Director or designated representatives.
The Director of Curriculum and Instruction or designated representatives will provide age appropriate training for students who use the USD 491 Internet facilities. The training provided will be designed to promote the USD 491 commitment to:

- The standards and acceptable use of Internet services as set forth in the USD 491 Internet Safety Policy; b. Student safety with regard to:
    - safety on the Internet
    - appropriate behavior while online, on social networking Web sites, and in chat rooms; and
    - cyberbullying awareness and response.

- Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA")

The student will acknowledge that he/she has read the Internet Safety Policy, understood it and will follow the provisions of the District's acceptable use policies. Eudora USD 491 Internet Safety Policy Version 1.0

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. Treats must be store bought and 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.

MOVIES

Teachers may occasionally show a feature length video during the school day. Videos will be directly related to the curriculum, and must adhere to the following guidelines:

- Legally obtained and privately owned videos used in the classroom for curriculum support require principal approval at least two weeks in advance of viewing.
- District owned videos obtained through the library media specialist may be used in the classroom for curriculum support in the course of face-to-face instruction.
- Principal approval must be given for any video or parts of a video rated:
    - Above G for elementary students (i.e. PG, no PG-13 permitted)
    - Above PG for middle school students (i.e. PG-13, no R permitted)
    - Above PG-13 for high school students (i.e. R)

      And require the following: ·
        - Parental notification with the opportunity to opt out.
        - Alternative activity for students whose parents have chosen to opt out.
        - Justification for curriculum enhancement.
        - Consideration of community standard (Does language, violence, or other objectionable material make this media an inadvisable choice for the classroom?)
- Any video shown for entertainment, recess, rewards, or events by teachers, the PTO, Booster Clubs, after school programs, teams, or clubs must have public performance rights purchased with the video or secured from a movie licensing agency, and be approved by the principal. This applies to both school hours and non-school hours.
- Principal request forms, and parental notification opt out forms are available.

REPLACEMENT OR REPAIR OF SCHOOL PROPERTY

The board shall seek restitution according to law for loss and damage sustained by the district. The principal shall notify the superintendent of any loss of, or damage to, district property. The superintendent or designate shall investigate the incident. The cost involved in repairing the damage and/or replacing equipment will be determined after consultation with appropriate personnel. When a juvenile is involved, the superintendent or designate shall contact the parents and explain their legal responsibility. The parents shall be notified in writing of the dollar amount of loss or damage. Routine expectations will be followed for any necessary follow-up to secure restitution from the responsible party. Restitution payments shall be made by juveniles or their parents to the business office, and accounts shall be kept. Persons of legal age shall be held responsible for their own payments. If necessary, provisions may be made for installment payments.

LOST/DAMAGED LIBRARY BOOKS

Any lost or damaged library book will be billed to the parent. The cost involved will include the cost to repair or replace the library book. These non-refundable fees are due promptly to the EES office upon receipt of the bill.

STUDENT PLACEMENT AND PARENT REQUESTS

Because we cannot grant every parent request for a particular teacher, we do not take requests when making class assignments.

BEFORE AND AFTER SCHOOL

Students are not to arrive at school before 7:30 a.m. or stay after 3:10 unless participating in a school-related activity. If plans for getting home after school should change please email or call the office. **Children without notes, emails, or calls will be expected to do what is on the current student after school plan sheet on file in the EES office.**

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 and office have been notified prior.

LOST AND FOUND

Unclaimed items found at EES will be turned into the lost and found. Lost and Found is located outside the rainforest pod. Small items like glasses, jewelry, etc. can be found in the office. You can help by clearly labeling all items of wearing apparel that will be removed at school. Items such as overshoes, tennis shoes, notebooks, caps, and coats should be marked. **Any articles in the lost and found box for an extended period of time will be considered abandoned and will be donated to charity.**

CONFERENCES

At the end of the 1st quarter, conferences will be scheduled with all parents. At this time the progress reports 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. One formal conference per year will be held based on teacher recommendation and by invitation only. Parents or teachers, as needed, may call additional conferences.

PROGRESS REPORTS/GRADE CARDS

- Progress reports and grade cards will be available online via Powerschool. A paper copy can be requested by contacting the EES Office at the end of each quarter.
- Attendance and behavior reports via Educlimber will be digitally sent home at the end of each quarter.

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 AM till 9:00 AM = Tardy
- Arriving after 9:00 AM = 1⁄2 day absence
- Leaving before 2:00 PM = 1⁄2 day absence
- At school less than 2 hours during a school day = 1 full day absence

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 Eudora Elementary 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.

Whenever your child is absent from school, please call the office before 9:00 am on the day of the absence. If your child is not in attendance and the school has not received notification by 9:00 am, the absence will be recorded as unexcused. For the safety of the child, an attempt will be made to contact the parent/guardian.

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).

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.
- 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.

Fourteen (14) absences (excused or unexcused) in a semester, a meeting may 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 14th absence at any point for the year, 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 at school at or after 8:00 am. Parents need to walk their child into the office if it is after 8:00am.
- Tardy is defined as a student not in their seat at 8:00 am
- 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.

TRANSPORTATION-BUS INFORMATION Don't Lose Your Riding Privilege - Follow These Rules

1. Observe the same conduct as in the classroom.
2. Be courteous; do not use obscene or unacceptable language, gestures, remarks, or signs.
3. Do not eat or drink on the bus.
4. Help keep the bus clean at all times.
5. Glass containers of any kind are not permitted on the bus.
6. The use or possession of cigarettes, chewing tobacco, controlled substances, illegal drugs, weapons, flame producing devices,or alcohol is strictly prohibited.
7. Remain seated at all times when the bus is in motion
8. Do not extend your head, hands, arms, or other objects out of the bus. Do not throw items of any kind inside the bus or out the windows.
9. Do not vandalize or be destructive to the bus. Vandalism will be charged to the offending student if such is known.
10. Do not fight, scuffle, or engage in horseplay on the bus or at the bus stop. Keep your hands to yourself at all times.
11. Do not delay in loading or unloading. The bus cannot wait for stragglers, as schedules must be kept.

12. When crossing the roadway at a bus stop, be sure to cross ten (10) feet in front of the bus and wait for the driver to signal you to **cross**.

13. Snakes, mice, insects, and other items likely to cause commotion are not permitted on the bus or at the bus stop.

14. Emergency exits are to be used only in the event of an emergency. Do not use the back door, windows, **or roof** hatches unless necessary.

15. Occasional riders must have written permission from their parent(s) or guardian to be transported by bus to a friend's house. regular rider must have written permission to get off the bus at a location other than the rider's house.

16. Cooperate with the driver at all times. He/She is authorized to assign seats when necessary.

17. Under no circumstances should a student chase a ball or loose school papers near or underneath a bus. Tell the driver if an item has gotten away' he/she will assist in a safe retrieval, if possible.

This list should not be construed as all-inclusive. Common sense and pride should be applied to all situations. The driver has the authority to suspend or implement rules as necessary.

PROCEDURE FOR TEMPORARY TRANSPORTATION CHANGE

Students are picked up and dropped off at their place of residence, unless special arrangements are made with the Transportation Director's office. We are most willing to accommodate a request for a different drop-off point, however we must have an ADVANCE WRITTEN REQUEST in order to do so.

We hope this will not cause any unnecessary hardships on anyone however; it is imperative that we know who rides our buses on a given day, where they are dropped off, and whether they have permission to get off at a location other than home.

PROCEDURE FOR DEALING WITH BUS MISBEHAVIOR

A form will be used to communicate with parents or guardians when their student is misbehaving. The form must be signed by the parent or guardian and returned to the driver before transportation service can be resumed. We are charged with the responsibility of safely transporting our students. Disruptive behavior by students that may be distracting to the driver will not be tolerated..

The consequences of misbehavior are as follows:

The receipt of the first misconduct notice generally serves as a warning. Parents and students are urged to take corrective action to ensure that misbehavior does not reoccur.

The receipt of a second misconduct notice will result in the loss of bus service for one (1) day. Every effort will be made to meet with the student to discuss the misbehavior.

The receipt of a third notice will result in the loss of bus service for a period of five (5) days. A meeting with the student will be conducted whenever possible.

The receipt of a fourth misconduct notice will result in the suspension of bus service for the remainder of the semester, or thirty (30) days, whichever is longer. The parents may request a hearing **on** the matter, which may include the superintendent,

principal, director of transportation, driver, student, and the parents.

Serious misconduct will be grounds for immediate dismissal from the bus without regard for the number of previous notices.

WALKING/BIKING TO AND FROM SCHOOL

Parents/guardians are responsible for seeing that their children have a safe route to and from school.

- Students who walk/bike to school along 10th street must use the sidewalk.
- Students will not be allowed to walk through the bus lanes.
- Students should stay on sidewalks/walking paths and not cut through yards or other personal property.
- Any conflicts (fighting, abusive language, harassing, excessive teasing, etc.) between students occurring on EES grounds before or after school that interferes with being able to go to or from school safely, should be reported to an administrator immediately.
- If a complaint against another student is going to be made, the student that was harassed, hit, or otherwise abused must make it.
- An administrator will then meet with the students involved to gather the facts and make a determination as to the appropriate consequences.
- Conflicts occurring off school grounds should be reported to the police department.

All bicycles must be parked at the back of EES in the provided bicycle racks. Bicycles must remain parked during school hours. USD#491 and EES are not responsible for lost or stolen bicycles.

We ask that <u>EVERYONE</u> remember to use the crosswalk when crossing the street to the parking lot.
We encourage parents with more than one child at EES to arrange a single meeting place for the pick up of all children.

PLAYGROUND EXPECTATIONS

- Good sportsmanship is expected.
- All students should stay on the assigned playground.
- Keep body and play equipment away from the building; you must have permission to go into the building.
- Bats, baseballs and footballs are not to be used at recess and should not be brought to school.
- The swings and play equipment are to be used safely.
- Ice sliding and snowball throwing are **NOT** permitted.
- Stay on a hard surface when the field is muddy.
- 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 Weather.com)**
- If the temperature or wind-chill (RealFeel) is BELOW 20 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

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 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, unless approved by the administration.
- 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:

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. 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 Parent Square . 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 through Parent Square 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 Eudora Schools Facebook page and through Parent Square.

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.

- In Kindergarten, 1st & 2nd grades - a child may purchase one (1) extra milk.
- In grades 3rd-5th, a child may purchase up to two (2) extra milks.
- Food, straws, or milk cartons may not be taken from the lunchroom.

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. Meal prices are available on the school's website as well as printed on the lunch menus.

As part of our teaching students about healthy food choices, we would appreciate parents who come to eat meals with their students to either eat a school lunch or to pack their own home-made lunch. We discourage parents from bringing in fast-food for lunch.

BREAKFAST EXPECTATIONS

- All students are to come into the cafeteria and have a seat at the tables without the cones. At 7:30 - breakfast eaters are sent to their discovery areas to put their backpacks away and come straight back to eat. At 7:30 - bells rings – **students not eating breakfast go to their discovery areas.**
- Students should not be waiting on friends in the hallway, in the breakfast line or saving seats for others.
- Students should not be running in the hallway to the cafeteria or in the cafeteria.

SECOND CHANCE BREAKFAST

This Second Chance Breakfast will be made available starting at 8:00 until 8:10. This breakfast will consist of milk, juice or fresh fruit, and some sort of main item such as a granola bar.

CAFETERIA EXPECTATIONS

- Students, Staff and Guests will follow directions, instructions and expectations of lunchroom supervisors, and this includes eating with their own child only (not other friends) and at the guest tables only
- 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.
- Parents are allowed to eat with their children and will use the designated tables for visitors. If a parent is requesting a school lunch, it must be called into the school by 8:30am. If outside restaurant food is brought in, parent(s) and child will be seated outside of the commons at a table in the hallway or one of the empty tables in the commons.

LUNCH SCHEDULE – Please check the Schedules section of our website!

HEALTH & MEDICAL INFORMATION

HEALTH

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) 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 3rd 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 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 health office will have a limited supply of Tylenol and cough drops available to the students for special circumstances. 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 must come to the Nurses office the first day they are back to school after being treated to have a nurse check them before returning to class.
- 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.

What is a Minor?

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

SOAR cards will be a big deal to your child! Each day your child will keep track of his or her SOAR cards 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.

When your child gets a SOAR card…

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 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:

- 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!

STUDENT AMBASSADOR PROGRAM

Students in fifth grade have the ability to apply for our Student Ambassador Program. Students in this program act as the liaison between teachers and teachers. This group represents our student population and helps determine our areas of focus and direction to prepare and support our students within the PBIS Program. Within this leadership role, they are given the opportunity to express their voice and lead our school to continued growth and success both academically and behaviorally.

EES Behavior Definitions and Consequence Matrix

School Expectations	Classroom	Library, Gym & Auditorium	Restrooms	Commons Lunchroom	Hallways	Activities Transportation	Playground	Pod
Be Safe	Hands, feet & objects to self use walking feet	Hands, feet & objects to self Stay seated and quiet, Stay in line	Hands, feet & objects to self Wash hands for 20 seconds before drying One person per sink Keep water in sink	Hands, feet & objects to self Sit on your bottom facing table Use utensils appropriately Eat your food only, no trading	Hands, feet & objects to self Stay to the right	Hands, feet & objects to self Stay seated and quiet Water only (no food or candy)	Hands, feet & objects to self Take turns Stay on the playground Stop and wait if you see a vehicle Line up quickly and quietly	Hands, feet & objects to self Walking feet Inside voices

Be Outstanding	Do your best be kind & helpful share with others	Do your best Be helpful	Pick up after yourself and others	Eat first, then talk quietly Clean up after yourself	Be kind to others Walk quietly	Be kind to others	Be a good sport Share with others Include others	Be a good sport Take turns and share Include others
Be Accountable	Be honest finish work on time Be responsible & prepared with materials	Be honest Be responsible & prepared with materials Clean up after yourself	Use restroom quickly & quietly Report problems to adult Use 2 paper towels	Follow directions Stay seated at table Raise hand to ask permission to get up Return tray and silverware	Control your voice and body Clean up after yourself	Control your voice & body Clean up after yourself Report problems to adult	Control your body Clean up after yourself Report problems to adult Line up quickly and quietly	Control your voice and body Clean up after yourself Report problems to adult LIne up quickly and quietly
Be Respectful	Raise hand to talk follow directions listen with focus	Raise hand to talk Follow directions Listen with focus Take care of materials Hold doors open for peers	Report issues in the bathroom to teacher	Voices off in line Listen with attention Say "please" and "thank-you"	Follow directions Walk quietly Keep hands to self	Follow directions Wait quietly in line Silent in food line (please & thank you's only) Keep areas clean	Follow directions when the whistle blows Respect personal space	Follow directions when recess ends Respect personal space

Behavior Violation	Minor	Major	Possible Consequences (K-2)	Possible Consequences (3-5)
Inappropriate Language	Student uses word in casual conversation with peers (not directed)	Student uses word toward an adult or peer in an angry manner (directed)	**K-2** If not directed, process with student. Second time ,process and parent contact. If directed, office managed, apology letter, with parent contact.	**3-5** If not directed, process with student. Second time ,process and parent contact. If directed, office managed, apology letter, with parent contact.
Physical Contact or Aggression	Physical contact such as horseplay, pushing or shoving in line	Aggressive contact with intent to harm, possibly causing injury to one or both parties.	**K-2** Break from activity.Timeout from peers. Loss of privilege. Teach/ practice appropriate conflict resolution and or relationship skills. Apology--make ammends with other student (victim of aggression or physical contact). Buddy classroom- could be used for time away from peers.Parent contact for repeat offenses.	**3-5** Break from activity.Timeout from peers. Loss of privilege. Teach/ practice appropriate conflict resolution and or relationship skills. Apology--make ammends with other student (victim of aggression or physical contact).Buddy classroom- could be used for time away from peers.Parent contact for repeat offenses.
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	**K-2** Model, reteach, practice appropriate behavior. Reflection time. Written apology.	**3-5** Timely conference with student. Self reflection time--plan for making ammends. Recommunicate intended message in a more appropriate tone of voice and respectful manner, along with apology to those affected. Loss of privilage, Removal from peers or classroom--buddy classroom. If removal from the classroom is required the student must ask permission to re-join class before returning *Repeat offenses--principal conference & parent contact
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	***AVOID POWER STRUGGLES:*** Using a calm and neutral tone of voice, set the expectation and walk away. Offer choice ex."you may do this or this" (both of "this" being something you need done). State the expectation and consequence then give timeline and set timer for student to begin complying, and walk away. **K-2** Loss of privileges. complete tasks during recess. Loss of unstructured or free time. Reflection. Repeated offense or extended offense: Removal from classroom.	**AVOID POWER STRUGGLES:** Using a calm and neutral tone of voice, set the expectation and walk away. Offer choice ex."you may do this or this" (both of "this" being something you need done). State the expectation and consequence then give timeline and set timer for student to begin complying, and walk away. **3-5** Loss of priveliges. complete tasks during recess. Loss of unstructured or free time. Reflection. Zero grade entered for assignment refusal. Written statement from student listing reason for refusal and accpetance of consequence for refusal, ex.failing grade of assignment, to be taken home and signed by parent. Repeated offenses or extended offense: Removal from classroom.
Disruption/tantrum	Continuous failure to respond to request with short, small interruptions	Duration of disruption becomes harmful to not only self but others. Admin called.	**K-2** Removal from activity or peers. Time in calm down spot- to gain control. Removal from classroom to buddy classroom. Reflect.	**3-5** Removal from activity or peers. Time in calm down spot- to gain control. Removal from classroom to buddy classroom. Reflect.
Property Misuse	Student engages in low intensity misuse of property	Student uses property in a way which is not intended to be used and damages property	**K-2** Loss of privilege to use property being misused. Clean up or repair if needed	**3-5** Lose privlege. Look up value of property misused, record value and make plan for retribution of that value if replacement or repair is needed. Clean or replace/ repair damaged property. Parent contact.
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	**K-2** E-mail to parent. First offense: warning and cover-up/alternate outfit issued from office.Teacher Discretion. Repeat offenders- parent contact.	**3-5** Cover up 1st time, if it happens again, the student could:turn shirt inside out, or call home. Teacher Discretion. Repeat offenders- parent contact.
Technology Violation	Student has personal technology out/ or on during school hours	Student continues to have personal technology out/or on during school hours. Student engages in inappropriate use of technology	**K-2** Loss of privilege and/or device. Parent contact.	**3-5** Loss of privilege and/or device. Parent contact.
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	**K-2** Removal from preferred activity. Redo work at recess or unstructrued given time. Parent contact. Reflection.	**3-5** Removal from preferred activity. Redo work at recess or unstructrued given time. Parent contact. Reflection.
Teasing	Making fun of or provoking someone in a playful or mocking way	Repeadedly making fun of or provoking someone in a playful or mocking way	**K-2** Verbal apology. Written apology. Loss of privilege. Watch for continued teasing which may require bullying report.	**3-5** Verbal/written apology. Loss of privlege.Watch for continued teasing which may require bullying report. Reflection.
Harassment/Bullying	(major only)	Student delivers disrespectful messages, verbal or non-verbal, to another person, that causes that person to feel threatened or uncomfortable- sexual harassment of exposing self/ depantsing another student	**K-2** Parent contact. Follow bullying protocol.	**3-5** Conference with teacher, conference & apology with teacher and bullied student. Parent conference. Refer to bully protocol. Handled through administration and or counseling team. Detention.
Forgery/Theft	Taking something that doesn't belong to them without asking and does not plan to give it back. (Small/less valuable items)	Taking something that doesn't belong to them without asking and does not plan to give it back. (Big/ more valuable items)	**K-2** Process with student. Parent Contact. Return/replace item with apology. If major: confernece with SRO, office visit.	**3-5** Process with student. Parent Contact. Return/replace item with apology. If major: confernece with SRO, office visit.
	*These are consequences to be used AFTER pbis interventions have been tried and failed. For PBIS interventions to try....visit pbisworld.com Be sure you are on the home tab. Click on specific behavior observed for a menu of strategies and interventions to try.	ALWAYS REFER TO THE SOAR MATRIX. STUDENTS MUST REFLECT USING THE SOAR MATRIX	*Buddy classroom to be used when a student needs to be removed from a classroom for time to reflect or calm down. Could be used as final opportunity for student to change behavior before call to office is needed.	

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.

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 students 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.

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.

DETENTION EXPECTATIONS
In the event your child must serve a detention, every effort will be made to let you know in advance. **If transportation is impossible on that day, you will be given 24 hours to make the necessary arrangements, and the child will stay after school the next day.**

Detention is from 3:15 p.m. to 3:45 p.m. It is your responsibility to let your child know how they are to get home after detention. No detention will be served if school is dismissed before 3:15 p.m. Students will not be allowed to participate in any school-sponsored extracurricular activities following a detention (Cardinal Marathon Club, Science Club, ASA, etc.).

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.

AFTER SCHOOL PROGRAMS After School Academics (ASA)

If funding is available, with this program, the children have the opportunity to receive help with their assignments. Teachers will notify parents and either recommend or require their child to attend. Shuttle buses will provide transportation for students partaking in this program. After School Academics will not be held on Fridays, early release days, or during inclement weather.

QUEST PROGRAM

The Quest Program, at West Resource Center, is offered to students K-5 most days that school is in session (excluding early release and holidays) from 3:15-5:20 with shuttle bus service available. The program is designed to provide fun and meaningful learning opportunities that will enhance the school day with group based, creatively centered, and socially focused activities.

ADDITIONAL CLASSES AND SPECIAL SERVICES AT EES

- **Physical Education** All students participate in physical education. To be excused from PE requires a note from your doctor. If your child has a temporary health problem which you feel might prove injurious if s(he) participates in certain activities, send a note to the physical education teacher or school nurse. If the P.E. teachers have any questions, they may then contact the parents. For safety reasons, tennis or athletic shoes are to be worn in gym classes. P.E. grades will be affected by failure to follow this rule. Wear clothes that you can be active in on P. E. days please. Skirts and dresses are discouraged. To ensure safety, sandals, flip-flops, crocs, jellies, etc. are not considered appropriate.
- **Technology** Eudora Elementary School recognizes the importance of technology. Students will utilize the computer lab multiple times a week. All students will have access to the Internet, using it for research, learning the keyboard, and taking Kansas Assessments.
- **Art** Each student gets the opportunity to enjoy creating in art class. Learning about famous artists and styles of art are important along with getting to express oneself with creating art. All art supplies are provided by the school for art class.
- **Music** Every student gets to participate in music. Each grade level performs a concert once a year, in which students are required to participate. In class, we sing songs from around the world, learn about composers, play instruments, create our own music, and many other exciting things!
- **Library Media Center** The library media center services all Eudora Elementary students, staff, and parents. All classes attend scheduled library lessons as well as weekly checkout. Library materials are checked out for seven days. Students and guardians will receive notices of overdue materials. Parents/students are responsible for the replacement cost of lost or damaged items.
- **Spanish** Fifth graders at EES get a regular opportunity to learn Spanish. Spanish class provides opportunities to learn about the cultures of Spanish speaking countries and learn basic vocabulary, greetings, phrases, numbers, and more.
- **Elementary School Counselor** The counselor will consult with the students, teachers, administration and the parents of Eudora Elementary School. She will be available for individual and group counseling and will be conducting classroom guidance activities. She will be working with all the students in their education, vocational, and personal-social growth. We invite your comments and suggestions throughout the year as you become acquainted with this program.
- **School Psychologist** A school psychologist is available to conduct initial evaluations and re-evaluations for special education. (S)he is also available to assist teachers and parents with strategies and interventions regarding the academic and social-emotional needs of students.

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 1 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.

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

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

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