ST. JOSEPH
SCHOOL DISTRICT







Webster Learning Center

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Building Programs (Times, Entrance/Exit Doors)

On-site Learners School Hours:

Elementary Alternative Program (K-6): Door 2 along the side of the building on Highly St. will open at 7:25 a.m. for the arrival process. Students will be dismissed at 2:35 p.m. from door 2.

Elementary Public Day School: Door 3 located in the back parking lot will open at 7:25 a.m. for the arrival process. Students will be dismissed at 2:35 p.m. from door 3.

Secondary Public Day School: Door 4 located in the back parking lot will open at 7:25 a.m. for the arrival process. Students will be dismissed at 2:35 p.m. from door 4.

High Road (K-12): Door 4 located in the back parking lot will open at 7:15 a.m. for the arrival process. Students will be dismissed at 2:25 p.m. from door 4.

Virtual Learners:

Alternative Program (7th-12th) & Long-Term Suspension: Door 4 located in the back parking lot has a doorbell that students will push when arriving between the hours of 8:00 a.m. and 1:30 p.m. for optional instructional support in the learning lab.

Arriving Late to School:

Alternative and Public Day School Students arriving late to school should enter through door 1. An escort will be called to scan the students and walk them to class.

High Road and Virtual Students arriving late to school should enter through door 4. An escort will be called to scan the students and walk them to class.

Admission and Attendance

Admission:

All programs within Webster Learning Center are on administration referral requests through our District Problem Solving Team, IEP team decisions, or Student Services placement.

Attendance Requirements:

Regular attendance is critical to a student's success in school. Students enrolled at Webster are expected to be engaged in learning every day.

We ask that parents and/or guardians inform our office each day the student is absent and provide information for us to code the absence accordingly by 8:30a.m.

We encourage students to be on time to support learning success. When students are tardy, they could miss out on learning that is essential when mastering grade level content and/or breaks that are scheduled throughout the day.

If a student must leave school early, a parent/guardian must call our front office to give permission. We want to ensure students receive the maximum amount of learning, so we will request the student come to the office when you arrive. It is recommended that a parent/guardian come into the building to sign their child out.

Arrival Procedure

All students will go through a property check before entering the building. Staff will request handing over any of the items that are restricted from being brought to school.

Students will go through a scanning process to ensure all items have been retrieved and in staff possession.

Students enrolled at Webster Learning Center should not bring any of the following personal items to school.

- School supplies, Backpacks, Toys, Fidgets, Electronic Devices, Cellular Devices, Blankets, Pillows, Headgear, Lanyards, Food, Candy, Drinks, Water Bottles, or any other personal item.

Any of these items can become a distraction or safety concern and can hinder engagement and positive behaviors from students requiring redirection.

All items collected will be given to a teacher to lock up and be given back at the end of the day. If subsequent incidents occur, items will be left in the office for parent/guardian pick up.

Students will be requested to hang any clothing item with a hood on the coat rack to be picked up at dismissal.

If students are noncompliant our staff will contact a parent/guardian to come to school and support retrieving items. We encourage parents/guardians to keep student items with them during the school day or not allow them to get out of the car with these items.

Our intent is to find proactive solutions to support a positive learning environment through removing these distractions to support instructional engagement and a safe learning environment.

If personal items continue to be brought to school, administration will meet with parent(s)/guardian(s) to develop a plan requiring action steps with parental support to ensure personal items and materials remain at home.

Student Resources and Services

Student Supplies:

Students will be loaned the appropriate supplies to work on assignments. In the event items are broken or misused our administration and teachers may reach out to you for support on replacing the item(s).

Student Laptop:

Students' laptops will remain at school unless determined by administration a laptop is required for learning at home.

Students and parents are responsible for any damage to the school's technology issued items. In the event an item is damaged/broken/lost a parent should contact the school immediately. Our district technology department will handle any invoices that would need to be sent home. Webster will be unable to issue any new technology devices until approval provided by the district department.

School Breakfast / Lunch:

School breakfast and lunch will be provided daily. All students will be required to pay for meals, unless an approved free and reduced lunch application has been submitted and approved by nutrition services. Parents/guardians must complete a new form each year.

Group Counseling:

Scheduled Sessions- Webster has several individuals who work on the Care Team. They are available to provide educational and school-based counseling guidance to students enrolled at Webster. Students will have the opportunity to talk with a member of the Care team through our referral form request. These trained employees are available to talk and to listen to students about situations and experiences that may be affecting their ability to be successful in the instructional program.

Students enrolled at Webster will participate in small groups determined by prior and present social emotional needs. All students are expected to approach group counseling seriously and conscientiously. Small group is designed to assist the students in the following ways:

- Examining behavior and coping mechanisms
- Understanding reasons for behavior
- Changing behavior through appropriate decision-making and social skills

Our team, social workers and counselors, have developed an online request form that students and teachers should complete when needing to visit. The counseling team will review each request and meet with the student when their schedule creates an opening that permits time for the individual.

Family Learning:

We encourage our families to join our efforts with our skill building practices to reinforce a stronger support of learning for their child. We are a team and when a child has consistent skill building opportunities across home and school, positive progress can grow at a faster pace.

Our hope is that we can share our learning of how we support students learning behavior skills that will help them be successful in a small or large learning environment.

Our Boys Town sixteen basic skills are where we start, and you should receive a copy of the posters during your intake meeting that you can use at home.

Learning opportunities will be scheduled throughout the year for you to attend, however you can contact our social worker to arrange additional support and learning opportunities.

Parent/Teacher Conferences:

We find that students that have the highest improvement with developing positive behavioral skills is due to the home school connection on a frequent basis.

Our teachers are encouraged to share updates on progress on a regular basis and strategies used to encourage positive behaviors.

It takes a team effort and that is what we are here to help develop in your child. When family and school are working together there is less confusion of expectations and guidelines for children.

Teachers could reach out and schedule regular meetings to share, develop, and determine how to support your child. We are excited to support you and your child's growth.

Student Conduct

Student Expectations and Responsibilities:

For any school to be successful, the environment must be one conducive to learning. Webster has clearly defined expectations, consistent application of those expectations, and a conscientious attitude on the part of our students, staff, and community in complying with these expectations.

Teaching self-discipline is the goal of the Discipline Management System. Good discipline is not just a side issue but is one of the major purposes of education. Every student has the right to learn, and every teacher has the right to teach. If students are to develop into responsible citizens for tomorrow, each must learn the art of self-discipline.

Students will work on developing 16 Basic Behavior Skills at Webster:

- Following Instruction
- Accepting “No” for an Answer
- Listening
- Asking Permission
- Getting the Teacher’s Attention
- Disagreeing Appropriately
- Working with Others
- Asking for Help
- Appropriate Voice Tone
- Staying on Task
- Greeting Others
- Making an Apology
- Sharing Something
- Having a Conversation
- Accepting Criticism or a Consequence
- Accepting Compliments

Ask for a set of posters if ones have not been provided or you need a new set to support the Home School Connection.

Webster Building Expectations/Rules:

Students that are placed in this program should follow building and classroom expectations as well as specific program guidelines developed by administrator or staff for student success. These specific program guidelines are for the benefit of creating a positive learning environment for all students within our building of multiple programs.

- Students should remain in the assigned designated area with a supervising adult.
- Students should always follow all directions from all of our staff.
- Students should follow the restroom schedule.
    - All students will be escorted to and from the restroom during the scheduled restroom break.

Classroom Expectations:

Teachers create specific routines and procedures in their classroom to support a positive learning environment that aligns to our building goals below.

- Respect yourself
- Respect others
- Respect this place

Discipline Management

Our goal is to assist students' academic and social growth for overall academic success.

For any child to succeed specific behavioral skills are required to support them in remaining in a calm state for learning. Our team will provide opportunities for students to learn and practice these skills using Boys Town practices to build social skills, opportunities to learn during a referral, and positive parental involvement.

The Instructional / Behavioral Management Program is one that recognizes appropriate behavior through social reinforcement and the opportunity for increased privileges. Students who earn positive reward points will have the opportunity to spend their points on a variety of incentives ranging from snacks to time to enjoy an "interest" activity they select during a teacher designated time/location.

Student Management Plan:

All inappropriate behaviors are assigned to learning opportunities/consequences that reinforce appropriate decision making and impulse control. The following consequences will be used:

- Redirection / Warnings: A redirection consists of a warning, a statement of expected behavior, and the withholding of points.
- Positive Reinforcement: In moments where positive behaviors are displayed students will receive feedback with effective praise. Effective praise identifies the appropriate behavior along with the benefit/purpose for displaying the behavior. These opportunities can result in earning points.
- Parent Contact: Students will receive teacher calls when behaviors are creating distress to their and other's success. Parental support may be requested on campus to support positive behavior and continued success for the remainder of the day.
- Privileges: Students must earn privileges through positive behaviors. A student's lack of performance when following rules and expectations will result in natural consequences of them not earning privileges and incentives.
- Skill Lessons: Students will be provided with learning opportunities individually and in small groups to build positive social skills. Our hope is for each student to demonstrate behaviors that produce positive outcomes rather than negative consequences.
- Care Team: Students may be referred to or may complete a request to see a member of the Care Team (counselor, social worker, behavior interventionist) to develop a plan for students to achieve appropriate behavior.
- Administrator Referral: Students who demonstrate inappropriate behavior after receiving persistent redirections and/or had an incident infraction of a district policy may receive a discipline referral to an administrator. A student's in-person schedule could be revised due to the outcome of an administrator's referral.
- Parent/Guardian Conference: Parents/Guardians of students may be contacted to meet with an administrator and their student to help develop a plan to achieve appropriate behavior.
- Parent/Student/Administrator Re-entry Meeting: When students are demonstrating persistent behaviors resulting in removal from school a re-entry meeting will be scheduled before a student resumes their in-person schedule.

Progress Monitoring

Students will be monitored in three areas: assignment completion/academic progress, attendance, and behavior. Our team of teachers and Care Team members will meet on a regular basis to review all areas. When a student is demonstrating positive behavior daily along with being engaged in learning, administration or Care Team members will reach out to discuss transitioning back to their school of residence. Our transitions are slow and steady and individualized to meet the needs of each student.

School and Family Partnership

- Attend an initial meeting before starting the program.
- Commit to having the student arrive on time and picked up on time.
- Commit to supporting and holding their child accountable to all building expectations and procedures.
- Work cooperatively and in a positive manner with all Webster staff.
- Always be available during the day while your child is in the program and willing to come to Webster if student behavior is deteriorating needing parental support.