

WEBS Program

Wellsville, Eudora, & Baldwin Schools
K-5 & 6-12
Social-Emotional Setting



Policy, Procedures, and Program Structure

Dear Parents, Guardians, and Caregivers:

Welcome to the WEBS Program and thank you for sharing your child with us. The WEBS Program is a therapeutic learning environment for students experiencing significant behavioral challenges and other school-related difficulties. This program was created to provide a positive school environment in which students can learn responsible behavior and appropriate social skills while making strides toward greater academic achievement.

Please read through the information in this guide. It is our goal to work together with students, families and other community agencies in the interest of promoting greater individual success of each student. We hope this guide is a helpful tool and begins the process of good communication between home and school.

If you have any questions, comments, or concerns, please feel free to contact me at any time.

Thank you!

Angela Gill

WEBS Principal/Administrator

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CURRENT WEBS PROGRAM STAFF

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Table of Contents

Program Structure.....Pages 4-9

- Program Structure
- Mission Statement
- Program Philosophy
- Student Characteristics
- Parent Involvement
- Placement Process and Referrals
- Student Enrollment
- Parent Involvement
- Social & Emotional Component
- Levels of the WEBS Program

Program Procedures.....Pages 10-12

- Staff Training
- Discipline Model
- General Considerations
- Office Referral
- Transportation
- Classroom Procedures

Program Policies.....Pages 13- 17

- Field Trips & Other Activities
- Dress Code
- Bullying
- Personal Items
- Cell Phones
- School Property
- Technology Acceptable Use
- School Dances
- Student Lockers
- Immunizations
- Medications at School
- Emergency Safety Interventions
- School Sponsored Sports
- Attendance Policy

WEBS PROGRAM STRUCTURE

The WEBS Program is an ECKCE alternative program for students in grades K-12 who have been unsuccessful in traditional academic settings due to internalizing and/or externalizing behaviors. Because WEBS is a highly restrictive environment, a reevaluation of the student should be conducted and the following criteria should be met to place a student in the program. It should also be noted that because the WEBS program is so highly restrictive, multiple strategies and alternatives must be attempted with fidelity across all settings and stakeholders in order to ensure that said student is being placed within their least restrictive environment as required by IDEA (Individuals with Disabilities Education Act).

WEBS Mission Statement

The mission of the WEBS K-12 program is to provide students with a full continuum of services in a therapeutic special education setting outside of their regular school setting who exhibit externalizing and/or internalizing behaviors. The WEBS Program will provide opportunities for continued academic, behavioral, emotional, and social growth within a trauma responsive environment. Learned skills and strategies will help students develop self-discipline, responsibility, and the skills required to become productive citizens.

WEBS staff will guide students in reflecting, identifying, and setting personal goals for success. While making increasingly positive choices, developing skills essential to being a productive member of society, as well as higher expectations and confidence in oneself. Students and Staff will focus their goals towards reintegration back into the general/special education setting at their home school.

WEBS Program Philosophy

- We believe in being a trauma responsive program that focuses on the student.
- We believe for some students, WEBS is the correct tool to help them learn and achieve increasingly positive outcomes for themselves.
- We believe some students require services, instruction, and interventions that realistically cannot be provided in the general education or resource settings.
- We believe that for some students, academic progress is not the area of greatest concern, and that prior to a child achieving their full academic potential, they must learn the skills necessary to regulate their emotional state, make positive choices and associate them with positive outcomes, as well as improve self-esteem and a general feeling of confidence.
- We believe regular attendance in school is an essential ingredient of social, emotional, academic, and behavioral improvement.
- We believe education is a never-ending process.
- We believe a safe and orderly environment is an essential component of the learning process.
- We believe in motivating, challenging, and encouraging students to pursue lifelong learning.
- We believe the WEBS Staff, Parents, and Students work collaboratively for all around success.

Typical Student Characteristics of the WEBS Program

- Designed for students that have qualified for special education services. The following are examples of students that may be referred to the WEBS program (list is not comprehensive):
 - Student exceptionality that may promote an increased degree of maladaptive behavior. That is, emotional disturbance, behavior disorder, post-traumatic stress disorder, etc.
 - The student's behavior significantly impedes the learning of themselves and/or others in the current educational setting (must have adequate supporting data).
 - Transfer student from another similar alternative program located in a school district outside of ECKCE.
 - Student's pattern of behavior during school hours is unmanageable to the degree that maintaining the current placement is likely to result in injury to self or others, or is a significant disruption to the learning process for self and others.

Parent Involvement

- Parents, guardians, or caregivers of students within the WEBS Program are key stakeholders and crucial in promoting the greatest degree of success possible for their child.
- Parents will be notified of misbehavior, office referrals, emergency safety interventions (restraints and seclusions), or any other pertinent piece of information related to the social, emotional, academic, and behavioral progress of their child by the WEBS teacher.
- Positive communication between parents and WEBS staff is crucial for student success in the WEBS program.
- Parents may be asked on rare occasions to pick up their child from school. This is typically if the student is exhibiting behavior categorized as dangerous (either to self or others) for an extended period of time (over 2-3 hours in duration).

Placement Process for Entering the WEBS K-12 Program

1. Contact behavior specialist for behavior consultation prior to seeking WEBS program placement.
2. Interventions implemented should be attempted and modified as necessary for at least 4-6 weeks prior to notifying building principal and school psychologist of possible need for WEBS placement. Notify the building principal and school psychologist of possible need for placement.
3. School psychologist completes WEBS placement referral e-form. If a student is being referred to WEBS, all of the above criteria must be met and data supporting a placement in a highly restrictive behavioral environment must be available.
4. Meeting with school staff only to review/complete eligibility form. This meeting will include a review of the data that has been gathered, and to ensure all stakeholders have exhausted every measure available for the promotion of increasingly positive student behavior.
5. WEBS staff observes a student at home school. Preferably, this should occur in the setting that the student typically exhibits the most severe behavioral characteristics.
6. If it is determined that the WEBS program is a necessary measure for student success, a WEBS placement/IEP team meeting will be held in order to: 1.) Formalize WEBS placement, 2.) Complete WEBS certification of eligibility, 3.) Plan for student transition, and 4.) Acquire school academic/health records. Any relevant information, student documentation, etc. should be transferred to WEBS staff during this meeting.
7. IEP meetings will be held in order to transition students to WEBS. Referring school - please observe the document "IEP Section Designations for WEBS New Student Intake." This document outlines responsibilities for IEP completion.
8. Student transitions to WEBS at the agreed upon date. We ask for a minimum of five school days after an IEP meeting in order to prepare for the most fluid transition possible.

Basic Criteria for WEBS Placement Referral

- Student must qualify for special education services.
- Does not qualify for life skills.
- At least 50% of the day within a special education setting at the school.
- Substantial evidence that the student's pattern of behavior in school, during school hours, is unmanageable to the degree that maintaining the current placement is likely to result in injury to self or others or is a significant disruption to the learning process for self and others.
- FBA and BIP appropriate to the severity of the problem behavior(s) have been completed and implemented with integrity across all settings and with all stakeholders, with a reasonable amount of time allowed (4–6 weeks) for the interventions to be effective. Referral team must have supporting data that shows a need for a highly restrictive behavioral environment.

** Please note: Problem behaviors sometimes escalate so quickly and the student becomes so dangerous that it is not in anyone's best interest to delay a placement. This can happen before the building team has completed a reevaluation and implemented a FBA and BIP. Under these circumstances, the building team can appeal to the special education director for an exception to this criterion. The director will determine, in consultation with the building team, if this exception is warranted. When an exception is made, a review of the student's past programming will be conducted. The purpose of this review will be to attempt to identify circumstances, if any that might have prevented the escalation of problem behavior. Information from the review will be used to identify and make any appropriate changes in building level programming, including evaluation, IEP development and behavior interventions for students with dangerous behavior. Similar information will be used to facilitate successful re-entry into a less restrictive environment.*

WEBS Placement Referral: Other Important Considerations

- Schools and IEP teams should have implemented various strategies and interventions that address the student's identified goals as related to behavioral and emotional needs in the referring school. These strategies must be documented and included with the referral.
- Areas of identified needs should be clearly defined and data of effectiveness of interventions should be specifically described. Identified areas should be aligned with IEP goals/objectives. This requires that integrity be given in the problem solving process.
- Appropriate referral to the WEBS K-12 Program includes the following components:
- Substantial data is required to indicate ineffectiveness of current and past interventions that indicate the need for WEBS placement.
 - Preferred collection methods include frequency, duration, intensity, as well as ABC (antecedent-behavior-consequence) data.
- Information from school evaluations and outside agency evaluations to identify disability(s) and specific interfering characteristics with the student's education should also be included.
- Student individualized education program, BIP, and other related documents.

Student Enrollment (Following IEP/Intake Meeting)

Following the referral process, as well as the IEP and intake meeting for the WEBS program, parents/guardians/caregivers must enroll their child in Eudora in addition to the home school. Typically, this must be done in person and at the school that corresponds with the grade that the student is currently involved. If assistance with the enrollment process is needed, following is the contact information for all three schools in Eudora:

Eudora Elementary School
801 E 10th St
Eudora, KS 66025
Phone: (785) 542-4940

Eudora Middle School
2635 Church St
Eudora, KS 66025
Phone: (785) 542-4960

Eudora High School
2203 Church St
Eudora, KS 66025
Phone: (785) 542-4980

Curriculum & Instruction

- Student schedules at the middle and high school levels will be set up per student needs with respect to the home school credit requirements for graduation.
- Student schedules at the elementary level will include core content areas of mathematics, language arts, science, and social studies.
- Students in the WEBS program will engage in social-emotional learning through the WEBS teacher as well as the WEBS social worker.
- Supplemental direct instruction will occur in the WEBS classroom to provide some reinforcement of learned concepts.
- Alternate assignments can be developed to replace an activity when appropriate based on the IEP goals and accommodations/modifications.
- Under certain circumstances for students in middle and high school WEBS programs, Edgenuity virtual learning courses will be broken up into daily/weekly lessons in order for students to maintain a balanced progression in all courses.
- Under certain circumstances, grades will be a combination of Edgenuity and classroom work for students in middle and high school.
- There may be opportunities for job skills curriculum within the community if needed. These opportunities will be set up on an individual basis.
- Curriculum is parallel with grade level curriculum within the general education setting to the greatest degree possible.
- Some students, depending on their success in the WEBS classroom setting, will be educated with their same age peers in the general education or resource setting with support provided as specified on the individualized education program after reaching the necessary level.

Social/Emotional Component

- The WEBS social worker provides the following services to students involved in the WEBS program:
 - Social skills instruction (group and individual)
 - Therapeutic sessions
 - Reinforcement of positive behaviors
 - Crisis prevention and intervention
 - Student social-emotional support
 - Assist with student de-escalation
 - Facilitation of student social groups
 - Collaborate with other service providers and outside agencies.

Levels of the WEBS Program

Level 1: This level is intended for students that need significant assistance in making positive, pro-social decisions. Level 1 is for students who exhibit severe difficulty regarding self-management as well as internal control and keeping safety of the student and staff are of utmost importance. There is more time given to demonstrate skills that the student needs in order to be successful. This level is the most restrictive.

- Incentives/Rewards: Daily positive verbal feedback, relationship based rewards with others (teachers)
- Privileges: none at this level
- Placement: Full time WEBS classroom

Level 2: This level is the first experience with a minimum of privileges. The student is beginning to take part in his/her program and discussing what goals he/she needs to work on in order to be successful. The student also helps to identify what social and academic skills they need to improve on or develop.

- Incentives/Rewards: Daily positive verbal feedback, relationship based rewards with others (teachers), snacks, pop, small toys, proud phone call home, etc.
- Privileges: Use of computer for breaks, going to the bathroom independently,
- Placement: Full time WEBS classroom

Level 3: This level is designated for those individuals that have demonstrated more self-discipline. In addition, the student is beginning to engage cooperatively with the school staff in order to successfully work on individual personal goals. Feedback is accepted as well as recommendations considered from which to learn more positive, socially acceptable behaviors. Upon reaching this level, there is an assessment in determining readiness to return to the regular education environment and the team will begin the transition plan back to general education at this point.

- Incentives/Rewards: Level 1, 2, lunch out with a teacher, get of class pass,
- Privileges: 1-2 general education classes, use of phone/computer for breaks, going to the bathroom independently, and other individual privileges determined by the team.
- Placement: WEBS classroom, with one general education class

***At Level 3, we would begin tracking data in Educlimber/Dojo.*

Level 4: This level is targeted for students who are goal oriented and often demonstrate the ability to show cooperation with staff and peers. Level 4 is also for the individual that is habitually demonstrating individual behavioral goals in context of their daily routines. This level is the least restrictive; all students being considered for dismissal are typically at this level.

- Incentives/Rewards: Level 1, 2, 3, general education PBIS system rewards
- Privileges: 3-5 general education classes, use of phone/computer for breaks, going to the bathroom independently, and other individual privileges determined by the team.
- 1. Placement: WEBS classroom, 3-5 general education classes, resource classes if needed, begin transition to home school at this level.

Level System Advancement

Advancement in the levels system and earned privileges will be dependent upon points earned, IEP objectives, social skills objectives, and personal goals. Each level will consist of expectations that the student should mostly meet. It should be noted that in order for the student to move upward in the level system, they will need to attain the following points on each level:

The % earned will then determine the level that the student is on. When the student has received the set percentage of their target behaviors for the set amount of days, the student will move to the next level.

Elementary School

Level	Number of Point Earning Days	Maximum Number of Points	% of Total Necessary to Advance to the Next Level	Number of Points Necessary to Advance
1	10	1200	70	840
2	20	2400	80	1920
3	30	3600	90	3240
4	40	4800	95	4560

Middle School/High School

Level	Number of Point Earning Days	Maximum Number of Points	% of Total Necessary to Advance to the Next Level	Number of Points Necessary to Advance
1	10	240,000	70	168,000
2	20	480,000	80	384,000
3	30	720,000	90	648,000
4	40	960,000	95	912,000

Cool-Down Areas/Refocus Room

We understand that there are times when students need to spend some time away from others in order to remain calm or to regain control when frustrated. Knowing this, there are several areas of the classroom that are designated ‘cool down’ areas. The student may choose to go to the cool down area or be asked to go by WEBS staff. While in ‘cool down’ the student will be monitored with limited interaction. If a student is asked by a staff member to go to the refocus room, the student must maintain physical and emotional control for approximately 5-10 minutes in order to rejoin the classroom, depending on the severity. Successful completion will culminate in the student accepting responsibility for his actions and making any appropriate apologies.

WEBS PROGRAM PROCEDURES

Staff Training

- WEBS staff members are trained in CPI (Crisis Prevention Institute) techniques in the event that a restraint or seclusion becomes necessary to maintain the care, welfare, safety, and security of all parties involved.
- All WEBS staff members will be trained to teach social skills through a variety of resources, such as: Boys Town Social Skills, SuperFlex, etc. Depending on student needs, certain elements of these resources will be modified or altered to best serve the individual students within the WEBS program.
- WEBS staff operating within the middle and high school grade levels are trained in Edgenuity to provide full support for virtual learning and instructional programs.
- All certified staff members in WEBS are licensed teachers with special education endorsements or certifications or are working towards this certification.

Discipline Model

- All WEBS students will follow WEBS Program discipline and building policies as their same age peers, unless otherwise noted in their IEP.
- The WEBS program utilizes a variety of resources for modifying behaviors within the classroom, as well as the professional knowledge and expertise of the WEBS staff.
- WEBS students use individualized daily point charts that reward students, in addition to building PBIS models.
- Students in middle and high school programs that refuse to complete work will not receive full credit for said class period (although there are occasionally extenuating circumstances).
- The WEBS administrator and staff have access to a school resource officer in the event of an emergency beyond what staff are able to reasonably or legally handle.
- In the event of a significant behavioral event, the WEBS administrator will consult with home administration and building administration to determine necessary consequences.

General Considerations

- **Aggressive Acts:** Fights, threats, intimidations, or causing any type of bodily harm to students or staff will not be tolerated. Repetitive name-calling falls into this category as well. It is important to keep your hands, feet, objects, etc. to yourself. Acts of aggression will be reason for immediate time in the refocus room and/or additional consequences.
- **Discipline Procedures Regarding Dangerous Behavior:** Administration will be called into the WEBS classroom in cases of extreme or dangerous behaviors. Students in the WEBS Program are held accountable to all policies within the USD 491 student handbook including consequences such as detention, short-term suspension and long-term suspension or expulsion for weapons, substance use, or dangerous acts.
- **School Resource Officer/Police Involvement:** Our school resource officer (SRO) and/or city police personnel are contacted, as needed to ensure a safe learning environment for students and staff. When acts of battery, aggression, destruction of property, disorderly conduct or other dangerous behavior occur, administrators will make the determination as to whether or not to involve law enforcement.

Transportation

- Home district will transport students outside of the Eudora School District to WEBS Program settings daily.
- High school students will not be allowed to drive to the WEBS program location, although there are special considerations for this

Classroom Procedures

- Students attending the WEBS Program from out of district will adhere to the Eudora schedule, however, in order to allot for transportation time, students from Wellsville and Baldwin City will leave at approximately 2:50.
- Attendance/tardy policies follow regular school and state policies unless otherwise noted in the individualized education program or from an outside agency.
- Students in middle and high school will follow the same bell schedule as their peers.
- WEBS classroom does not allow the following items in class (cell phones, hats, hoods or any other electronic devices unless otherwise approved by WEBS staff). Failure to follow these guidelines will result in disciplinary action.

WEBS PROGRAM POLICIES

Students in the WEBS Program will follow USD 491 school policies and procedures as referenced in the Eudora Elementary, Middle, and High School student handbooks

FIELD TRIPS & OTHER ACTIVITIES HELD OUTSIDE OF SCHOOL SETTING: Students may attend staff-supervised field trips within the community as part of our school activities, unless otherwise specified on the individualized education program. Students will be permitted to participate if they are exhibiting appropriate behavior. Students that do not participate will take part in an alternative activity within the classroom and will be supervised by staff. Permission slips must be signed prior to the field trip in order for students to participate. Students will only participate in grade level general education field trips if they currently spend at least 50% of the day in academic settings outside of WEBS.

DRESS CODE: Student dress must conform to the USD 491 dress code. Clothing that will be considered inappropriate for the classroom includes but are not limited to, clothing that is excessively short, baggy or sagging, advertises tobacco, alcohol or inappropriate behaviors or violence. Clothing containing rude or offensive sayings will not be considered classroom appropriate. Students will be asked to change clothes or turn their shirt inside out if deemed inappropriate. Refusal to do this may result in parent intervention or pick-up. Caps, hoods, bandannas, or sunglasses will not be permitted unless it is a designated hat day, purchased privilege, or approved by WEBS staff. Maintaining a positive learning environment is extremely important as it relates to student success. The rights of the students to dress and groom themselves as they please is recognized, as long as doing so does not interfere in maintaining a positive classroom climate. The school will not be held responsible for lost or stolen items.

BULLYING OR RETALIATION INCLUDING CYBERBULLYING: Students must adhere to the bullying policies of USD 491. Acts of bullying 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.

PERSONAL ITEMS: Students are to come to school prepared for learning and the activities that have been planned. Students are not to bring unnecessary equipment or materials including toys unless permitted by WEBS staff. Upon arrival, student will place book bags and outerwear in the designated area. Tablets, cell phones, MP3 players, and other electronics are not to be brought to school unless said approval has been gained from WEBS staff. If these are seen or heard by staff, they will be confiscated and returned at the end of the school day. If items are improperly or inappropriately utilized during the school year, then all personal item privileges will be lost for the remainder of the school year.

CELL PHONES/PHONE CALLS: Classroom phone use by students is limited. Arrangements for rides home, play dates, and non-school activities should be made prior to arrival at school. Only with prior approval of the teacher will a student be permitted to have a cell phone in the classroom. This will only be considered on an individual basis and only if necessary.

SCHOOL PROPERTY: Students share the responsibility for keeping our school buildings and equipment clean and in working order. If school property is lost, stolen, damaged, or destroyed, the student or legal guardian is responsible for replacing or repairing the property. If the student or legal guardians are unable to pay, a plan will be worked out with school personnel.

TECHNOLOGY, ACCEPTABLE USE: The Eudora School District provides access for students and staff to state-of-the-art computer technology. All users must share the responsibility for seeing that our computer facilities are used in an effective, efficient, ethical and lawful manner. It is a privilege to have access to these extraordinary resources; therefore, all users must agree that they will comply with these guidelines. A district-wide filter is in place. Students in grades three through twelve will be issued an Internet user ID and password. Students in grades sixth through eighth will be issued a school issued email.

- *Users will agree to use the Internet for only lawful and school related purposes.*
- *Users will only contact host sites that are considered by staff or administration to be appropriate.*
- *Users will respect the integrity of the networks: the computer systems are set up by the system administrator and are not to be altered in any way. No software, including freeware or shareware, may be installed on any district computer until cleared by the network administrator.*
- *Users will display appropriate conduct; observe the conventions of "Netiquette" as explained by staff.*
- *Users will respect the legal protection provided by copyright license to programs, books, data, articles, photography, artwork, etc.*
- *Users will adhere to printing and file saving guidelines as provided by staff.*
- *Users will access, save, or use only school appropriate language, pictures, text, or any other data on/from the Internet.*
- *Users will protect their passwords and help maintain the security of the network.*
- *Users will:*
 - *Use the equipment with care*
 - *Use only software that has been assigned by staff*
 - *Report equipment or software problems to a staff member*
 - *Leave materials, equipment, and parts in good working order*
 - *Keep all food and drinks away from the computers*
 - *Take the initiative to keep the computer clean and orderly by recycling unwanted paper, picking up personal items, etc.*
 - *Users will be responsible for reimbursing the district for vandalism or intentional destruction of district technology*

SCHOOL DANCES: Per Wellsville, Eudora, and Baldwin School District policies, students must attend middle and high school dances in their respective home districts. While attending a school dance, students must adhere to the school code of conduct. If the student fails to do this, administrative action and parent contact will follow.

STUDENT LOCKERS: Students must adhere to the USD 491 district policy concerning student lockers. WEBS staff may search any locker or desk at any time he/she believes that the locker or desk contains matter prohibited by law or school regulations from being on school property. Such searches may be made without notice to the student to whom such locker or desk has been assigned. Periodically, searches may be conducted with drug dogs. Students are prohibited from placing locks, other than the regularly issued school lock, on their lockers.

IMMUNIZATIONS: All students involved in WEBS must adhere to USD 491 immunization policies. 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 mail 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 exemptions or religious exemptions are to have the appropriate form signed yearly. Medical and religious documentation must be provided prior to the students first day of

school to have the appropriate form signed yearly. Those students with religious exemptions need to sign a form upon entry to school.

MEDICATIONS AT SCHOOL: 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 a 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 procedures 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 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. 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. Any student not following this procedure will be considered in violation of the Drug and Self-Abuse Policy.

OVER-THE-COUNTER MEDICATIONS: The health office will have stock bottles of Tylenol, Advil (or the generic equivalent) and cough drops available to the students if the permission form is signed by the parents is on file. Permission to give medications will not be accepted over the phone. If parents wish for other over-the-counter medications to be given at school the correct forms must be signed and on file in the office, these forms must be completed each year. These other medications must be in the original bottle and clearly labeled with the student's name and is to be provided by the parent.

EMERGENCY SAFETY INTERVENTIONS (RESTRAINT & SECLUSION): East Central Kansas Cooperative in Education and WEBS staff are committed to the utilization of emergency safety interventions on when a student has become an immediate danger to themselves or other people. WEBS staff will only apply restraints in said circumstances, and according to Crisis Prevention Institute training for the application of such holds. Restraint and seclusion is used only as a last measure, and are never utilized as punishment, discipline, or for the convenience of a school employee. Per the USD 491 policy handbook, a student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical conditions must be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file. Such statements shall include an explanation of the student's diagnosis, a list of reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding, the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

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 room shall be free of any condition that could be a danger to the student, well ventilated, and sufficiently lighted.

Documentation of emergency safety intervention use will be provided to the parents/guardians/caregivers within 48 hours and will include date, time, type of emergency safety intervention, length of time the emergency safety intervention was applied, school personnel who participated in the incident, events leading up to the incident, a description of the incident, and a means for which the student was able to transition back to his/her typical educational setting.

SCHOOL SPONSORED SPORTS: If a student in WEBS is interested in playing a school sport, they must do so in their home district. Students involved in school-sponsored sports must behave in a sportsmanlike manner, including compliance with the directives of coaching staff. Students unable to accomplish this will not be allowed to continue. Eligibility for school sports is determined by the KSHSAA. In order to be eligible, the student must pass at least five new subjects in the previous semester. Additionally, students must have no more than one failing grade prior to and while participating in a particular sport. If a student in WEBS is involved in a sport and they have more than one failing grade, they will not be allowed to continue participating until stipulations are met. This will be allowed once per sport, any additional occurrences will result in the student becoming ineligible for participation. For any additional information, consult the home school student handbook.

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 statutes (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.

- *8:15 till 9:00 AM = Tardy.*
- *Arriving after 9:00 AM = $\frac{1}{2}$ day absence.*
- *Leaving before 2:00 PM = $\frac{1}{2}$ 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 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).*
- *Pre-approved absences - absences from school that have been approved by a building principal prior to the occurrence.*

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

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

- Non-emergency family situations.

If a student has...

- **Five (5)** or more consecutive days absent, parents must obtain a doctor's note and submit it to the school.
- **Seven (7)** absences (excused or unexcused) in a semester, a letter of warning will be issued to parents reminding them of the school's attendance policy.
- **Nine (9)** absences (excused or unexcused) in a semester, a meeting will be held with the parents, building principals, and School Resource Officer to discuss the attendance policy and develop a proactive attendance plan.

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

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

TRUANCY POLICY: (Kansas Compulsory/Attendance Law and Reportable to SRS) In compliance with, and taken partly from KSA Supp 38-802 (1973, HB 1502) Juvenile Code and Supp 72- 1113, and KSA 72-1113 (1973, SB 26) a child is required by law to attend school. If a child is inexcusably absent, they may become truant, and truancy reports will be made by a building principal or other designated individual.

A truancy report will be filed when a student has:

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

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