

GC Achieve Therapeutic Education Program

Student Handbook

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We help families stay together.



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TEP Mission

To provide an integrated model of education and mental health treatment in which significant the emotional and behavioral needs of primary and secondary students are met.

School Hours

The school day starts at 8:20 a.m. and ends at 3:39 p.m. Drop off and pick up doors are staffed starting at 7:45 a.m. and ending at 4:00 p.m. Students attending the TEP program will follow the same school calendar as Garden City USD #457 Public Schools

TEP Objectives

- Provide student mental health services
- Provide family support
- Establish trusting relationships
- Provide successful experiences
- Build upon existing academic skills
- Promote self-governance

Considering the TEP for your student?

A TEP student exhibits behaviors that are considered concerning given the setting and circumstances in which they occur. Access to TEP services occurs when a referral team (including members of the student's home-school, TEP district staff, and Compass Behavioral Health Treatment Team) has determined that the student's behavior, even with adequate educational interventions provided in the student's home-building, interferes with their learning or the learning of others.

The referral committee will determine that the student would benefit from the structure and social-emotional support offered in the TEP setting. The academic curriculum delivered in this program is consistent with grade level state standards, but does move at a slower pace due to student receiving mental health services half of the school day along with academics. Students should not be considered for this program if staff has not first appropriately adapted the general education curriculum and implemented positive behavioral support strategies in a general education setting.

A student being considered for the TEP must be actively involved with Compass Behavioral Health and be receiving Children's Services, such as Case Management and Attendant Care.

Characteristics of the TEP

- All day access to trained mental health staff
- Participation in 3 “group” sessions with trained mental health staff throughout the school day to work on social-emotional needs
- An atmosphere that assists the student in developing coping strategies for situations they find frustrating.
- Teaching students to persevere through non-preferred activities and/or learn to negotiate appropriately for choices he/she finds more tolerable.
- Individually designed behavioral goals.
- A Behavior Intervention Plan (BIP) to ensure that the educational demands and staff expectations are consistent and clearly communicated to the student.
- A flexible and accommodating program staff trained to engage with students who are resisting expectations and behaving in an unsafe or counterproductive manner.
- The TEP staff work to foster a trusting relationship with students, parents, and building staff.
- Use of behavioral technology program that allows staff to collect individualized data to monitor progress towards TEP and individual goals

Questions to ask when considering the TEP as a potential placement:

- Has the student been referred to the home-school’s Student Assistance Team (SAT)? Was an Individualized Learning Plan (ILP) and Behavior Intervention Plan (BIP) or Behavior Contract developed?
- If the student is in special education, has the IEP team met to adjust services and supports to help the student be successful in their home-school? Has a Functional Behavioral Assessment been completed? Is there a Behavior Intervention Plan included in the student’s IEP?
- Has the plan been implemented with fidelity across environments?
- Does the student have a positive social network in the current environment?
- Has a multidisciplinary team (SAT, IEP team, etc.) been involved to address behaviors and seek solutions over the past month or longer?
- Has the student received Attendant Care through Compass Behavioral Health at the home-school?

Referral Process

A student who is being considered for the TEP must be actively involved with outside agency Compass Behavioral Health and be receiving Children's Services, such as Attendant Care and Case Management.

A TEP referral for a student can be initiated by the school, parent, or Compass Behavioral Health. Each one of these entities will play an integral role in the student's consideration for placement into the program. A referral packet for each of the entities must be completed and turn in to the TEP Program Manager and Special Education Director.

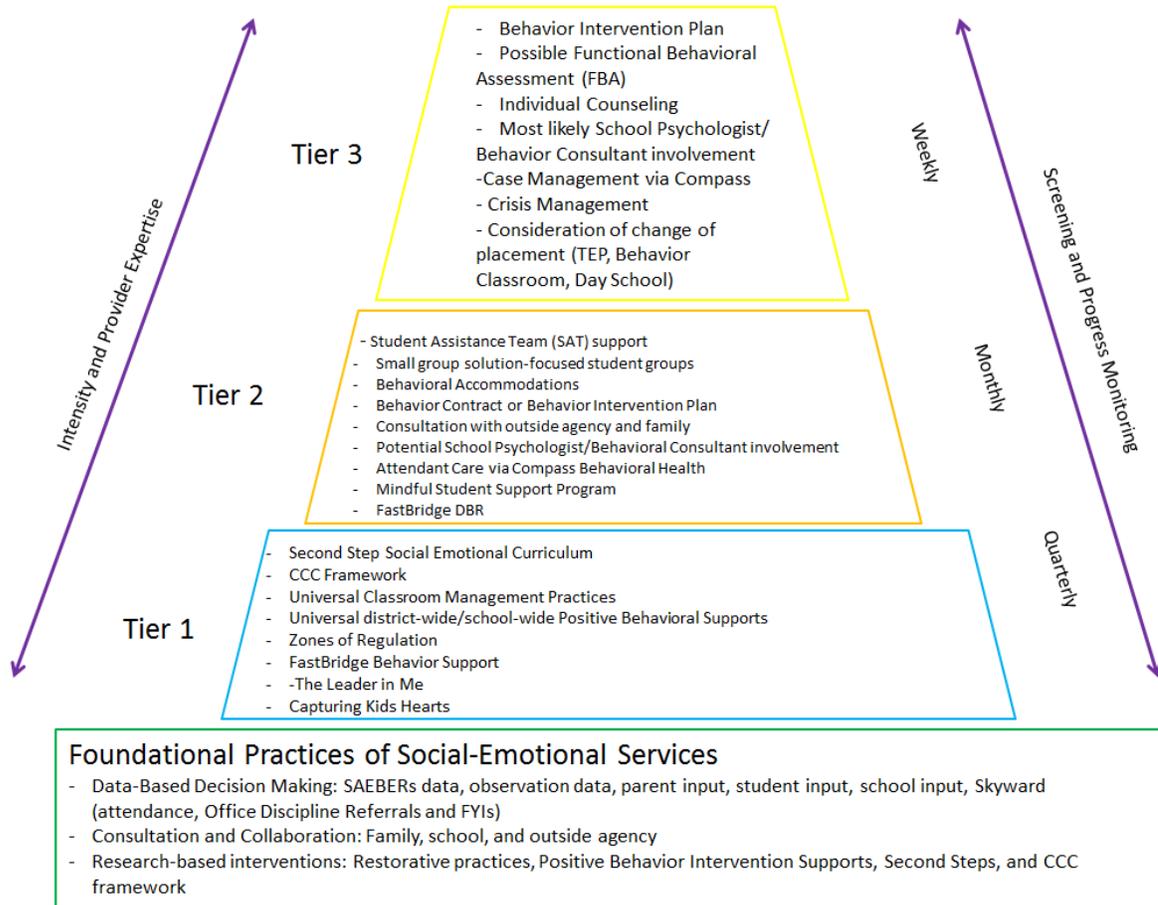
Once all required paperwork has been submitted a referral meeting including TEP staff, Compass staff, and relevant students home building staff will meet to review the student's referral information. After information is reviewed, the referral team (TEP district staff, Compass Staff, and Special Education Director) will make the final determination as to whether the TEP is an appropriate placement for the student.

Referral committee will review and discuss a wide range of information such as the following:

- Attendance records
- Office Discipline Referrals
- Tier 3 Intervention Data
- Tier 2 Intervention Data
- Behavior Intervention Plan
- Classroom academic data
- Family support
- Outside agency support
- Observation information
- Current support plans (ILP or IEP)

Response to Intervention (RTI)

Home-schools should work through a Response To Intervention (RTI) framework prior to considering the TEP as a potential placement for a student. Below provides a visual representation of appropriate interventions based on a RTI framework.



Daily Progress Monitoring

Power Points

The worksheet will have three domain goals and one to two individual goals all students are expected to maintain significant progress in order to be considered ready for transition back to their home school. A staff member will rate the student by a point system regularly throughout the day on each of the following domain goals. Data from daily power points will be inputted into data system at the end of each day.

1). Student is engaged in learning and completes all assigned tasks and classroom production expectations.

2). Student complies with all rules and requests respectfully and takes responsibility for their actions in all school settings.

3). Student is able to manage emotions and get needs met appropriately and safely in all school settings.

The mission of this program is to equip students with the skills needed in order to be successful in their home-school. To do this, the TEP relies on the student's home-school to provide insight into what area(s) need to be addressed through the TEP placement in order for the student to be successful in his or her home-school. To do this, the student's home-school will assist the referral committee in developing an individualized goal that will be monitored during the student's time at the TEP. Throughout the student's placement at the TEP, the home-school will be sent progress reports regarding progress made toward these goals.

Also on the power point throughout the day zones of regulation will be included as a way to demonstrate how their zone affects their behavior. Power points are a proven method to aid the student in monitoring their own behavior.

The points that the students earn effect what level they are on within each domain. Students will be notified of their current level on each goal one time per week.

Level System

The Level System offers structure, control and an avenue for measurement of student progress; In addition it allows students to take responsibility for their behavior and consequences. It provides students a structured way in which they can succeed as well as an objective way to reintegrate students back to sending schools.

Home notes are completed daily, copied, sent home for parent's signature and returned the next day. **Students receive points only if the home note is signed and returned.** The home note allows parents/guardians to see how the student is performing daily on their objectives. The sheet also provides a means for daily communication between home and school. This partnership is essential for the improvement of the child.

Level 1 Requirements: Score 74% or below

Student will:

- Be escorted to and from all areas of the school by a staff member
- Go to the restroom and get a drink during break times with permission and escort
- No electronic devices.

The student must maintain this level for two weeks before moving up to the next level.

Level 2 Requirements: Score 75%-81% (Students will begin at Level 2)

Student will:

- Be escorted to and from all areas of the school by a staff member
- Go to the restroom and/or get a drink during break times with permission and an escort
- No electronic devices.

The student must maintain this level for two weeks before moving up to the next level.

Level 3 Requirements: Score 82%-88%

Student will:

- Go without an escort to other areas of the school with permission
- Go to the restroom and/or get a drink during break times with permission and without an escort
- No electronic devices.

The student must maintain this level for two weeks before moving up to the next level.

Level 4 Requirements: Score 89%-94%

Student will:

- Go without an escort to other areas of the school with permission
- Go to the restroom and/or get a drink during break times with permission and without an escort
- Work in an area in the classroom of their choice when work is not computer-based.
- Listen to music during lunch and breakfast with **own Electronic Device**.

The student must maintain this level for two weeks before moving up to the next level.

Level 5 Requirements: Score 95%-100%

Student will:

- Go without an escort to other areas of the school with permission
- Go to the restroom and/or get a drink during break times with permission and without an escort
- Work in an area in the classroom of their choice when work is not computer-based.
- Listen to music during lunch and breakfast with **own Electronic Device**.
- Assist peers and teachers with duties and school work.
- If level is maintained for four weeks then transition discussion will take place if it has not already begun

Transition Process

In keeping with the short-term nature of placement at TEP, the process of transitioning back to the sending school starts at the time of the student's admission. It begins with the understanding that the goal is to get the student's behavior to a manageable level. If the student is on an IEP, a transition plan is developed at the change of placement IEP team meeting, which identifies benchmarks relative to the behavioral expectations as identified in the referral form. The TEP mental health staff develops a corresponding mental health treatment plan. If the student is not on an IEP, the team develops a mental health

treatment plan and a behavior plan to include the goals to be worked on to determine progress for transitioning back to the home building. The treatment plan and behavior plan include a means of documenting the student's progress toward achieving the goals. Communication between the sending school, parents, and TEP staff includes daily contacts, quarterly student reviews, and wrap-around meetings.

Typical Transition Process:

To allow a student opportunity to adjust to a transition, it is best to allow the child a few weeks before judging a transition successful or not. This could look differently for each student.

A recommended procedure would be:

- 1: Observation by sending school's teacher in TEP classroom before initiating a partial day schedule.
- 2: Student's behavioral management plan, transitions with student.
- 3: The sending teacher and TEP Director are assigned as the transition facilitators.
- 4: Sending school is responsible for contacting transportation and making any adjustments to their bussing.
- 5: Compass will provide support during the whole first day of the transition as determined by transition team.
- 6: Compass will provide support following the first day as needed for the student.
- 7: If transition is not successful, the transition will be extended or slowed down.

Compass Family Support Services

Family Night

To support the treatment process, families are encouraged to attend Family Night, which occurs at least once every semester. Family Night activities commonly include the following:

- Dinner
- Parent support meetings that involve discussion of topics related to child behavior and development
- Supervised recreation for children
- A family activity-

In-Home Service

Families are required to participate in family sessions that are provided by parent support worker, qualified mental health professionals (QMHP) and/or case managers. Family sessions are held in the family's home at least once a month to provide assistance where needed by the family. In-home visits may be prearranged, or in response to a crisis.

Family session goals are:

- Review child's goals
- Assistance with TEP student in improving family relationships to reduce problems with family members

- Improving TEP student school success and
- Reduction of the possibility of out-of-home placement.

Expectations of family members attending family sessions

- All appointments are to be kept
- All parents/guardians living in the home must be present or the appointment will be rescheduled
- Full effort is given to achieve specific objectives in the IEP and Case Plan
- Family members are not to be abused, physically nor verbally
- No family member is to be under the influence of alcohol or illicit drugs

At-Home Service

- Emotional support and encouragement
- Assistance in obtaining community resources
- Support maneuvering the mental health system
- Guidance on family interaction
- Parenting skills
- Behavioral plan for TEP student

Attendant Care

Attendant care may be requested on behalf of a student's family through their case manager or target case manager. Attendant care is provided to support, supervise, and cue students in the classroom by a Compass Behavioral Health Mental Health Assistant. Attendant care services are goal-oriented and enable the student to accomplish tasks or engage in activities that they would normally do themselves if they did not have a mental illness.

Compass Haven House

- The Compass operated Haven House may be offered to the parents of a child in crisis as a temporary placement. It is intended to prevent further problems and potential harm to themselves or others while in a crisis. The Haven House is not a disciplinary placement but intended for crisis stabilization.

TEP Rules and Regulations

Building Security

Garden City Public Schools endeavors to provide a suitable environment conducive to the general health, safety, and welfare of each student in school attendance. Students may be asked to walk through a metal detector daily upon entering the facility.

Attendance

Students are expected to attend school. **The student's parent/guardian must contact the school (805-8632) and transportation (276-5310) as soon as possible if the student will be absent.** The absence will be considered unexcused if the student's whereabouts are unknown to the staff or if parent/guardian fails to contact the school. If the student arrives after 9:00 a.m. and the school has not been notified, then he/she will be considered absent for the day. Excessive (3 in a row; 5 in a semester, or 7 in a year) unexcused absences are reported to the truancy officer.

Tardies are closely monitored and result in the following actions:

- 0-7 unexcused tardies result in written notice to parents/guardians
- 8 or more unexcused tardies result in a truancy referral

Parents/guardians are expected to notify TEP staff of a student's doctor appointment at least one day prior to the visit. It is essential that parents/guardians inform TEP staff on the outcomes of medicine checks appointments.

Breakfast and Lunch

The breakfast/lunch program is a closed program, thus no student is allowed to leave the building during breakfast or lunchtime. Breakfast and lunch are eaten in a designated area. Students are expected to keep the eating area and school clear of trash.

USD 457 participates in the federal lunch program. Free and reduced lunch forms are available. Students who do not qualify for free or reduced meals must pay for meals in advance or provide a sack lunch. Food is not to be charged to a student's account. Students who bring their lunches must keep them in the appointed area until lunchtime.

Transportation

If the student qualifies for transportation through Special Education, the school district provides the student's transportation.

If a student is found to need close bus supervision, the driver will notify the Director of Transportation and a meeting will be set up to discuss transportation modifications.

All students attending the TEP can qualify for transportation even those not in special education if the team feels that it is a safety concern.

Weather

Students are to follow the inclement weather orders of USD #457.

Visitors and Guests

Parents/Guardians of enrolled students must make arrangements one day in advance with the TEP director/TEP Principal to visit the school. Upon arrival at the school, all visitors must sign in with the office staff and/or TEP Director/TEP Principal.

Dress Code

Students are expected to arrive clean and dressed in a manner that shows respect for school and self. Student's nails are to be trimmed short. Students are to take care of all hygiene needs at home. Clothes worn are to be clean, fit properly and without severe wear, cuts, graffiti, gang-related symbols, sexually related content, or alcohol/tobacco advertisements.

If the belly button can be seen with arms fully extended upwards, the shirt/top is too short. If the fingertips touch skin with the arms fully extended downwards, pants, jumpers, dresses and shorts are too short.

Note: The expectations will be applied fairly and equally regardless of gender, the decision of the TEP Administrator will be final in all disputes concerning students' dress. Students who come to school in clothing that does not meet the dress standards will be offered the opportunity to wear clothing provided by the school. If the student refuses to comply with staff, they will be held accountable for their negative behaviors with consequences.

Disruptive Items

USD #457 administration and TEP staff are not responsible for valuables that students bring to school. **Backpacks, electronic devices, toys, hats, necklaces, sunglasses, cell phones, and any other item that TEP staff deem disruptive are not permitted at school. Alcohol, tobacco, illegal drugs, weapons and dangerous items are prohibited.** TEP staff will take items that disrupt the education of students or others. These items will be returned to the student at the end of the school year or at their transition time.

MEDICATION AT SCHOOL

If it becomes necessary for a student to take any form of medication at school (over the counter or prescription), a medication consent form must be signed by both the parent and the prescribing doctor and be on file in the nurse's office. All medication will be kept in locked storage and dispensed through the nurse's office or by other designated personnel. Medication must be in its original container and labeled according to requirements listed on the "Permission for Medication Administration at School" form. The medication form is valid for the current school year only.

ILLNESS AT SCHOOL

Any student going home ill must check out through the nurse's office.

Telephone Use

The TEP phone is a business phone. Students will not be called from classes to accept telephone calls unless it is an emergency situation. Permission from the teacher, TEP Director, or TEP Principal must be given before a student can use the telephone during school. Messages are taken for non-emergency situations.

Fire, Tornado, and Crisis Drill

These are regularly scheduled drills throughout the school year. Each student should become familiar with the exit procedures for each classroom. There are emergency exit routes posted by each doorway.

Computer Use

The computers in this school are to be used to enhance the educational opportunities of the students in Garden City School. It is important that staff and students are aware of the law and local policies governing computer use and ethics.

Please take care of equipment. Users will be charged for equipment that has been damaged due to abuse. Users who abuse or willfully misuse hardware or software may face disciplinary action. If you encounter any damaged equipment, please report it to a staff member immediately.

Computer use is a privilege. Violations of these policies may result in suspension or termination of computer use privileges. Violations of policy will be dealt with as follows:

1. Conference with administration, faculty, and parents. Possibility of suspension of computer privileges, ISS, OSS, or other disciplinary action.
2. Payment for any damage and/or replacement costs.
3. Possible legal action (as defined below).

Violation of computer ethics is defined per Kansas Statute 21-3755.

1. Willfully and without authorization gaining or **attempting to gain access** to and/or damaging, modifying, altering, destroying, copying, disclosing, or taking possession of a computer, computer system, computer network or any other property.
2. Using a computer, computer system, computer network or any other property for the purpose of devising or executing a scheme or artifice with the intent to defraud or for the purpose of obtaining money, property, services, or any other thing of value by means of false or fraudulent pretense or representation; or
3. Willfully exceeding the limits of authorization and/or damaging, altering, destroying, copying, disclosing or taking possession of a computer, computer system, computer network or any other property.

TEP INTERNET POLICY

1. Any student may get Internet accounts as long as they follow the District's Internet Use Policy.
2. Any staff member that has an Internet account may supervise the students.
3. If anyone comes across an inappropriate site, they will report it to the teacher.
4. Teachers/staff will supervise the students who are using the Internet within 6 feet of the computers. The teachers will be aware of what sites the students are using.

Academic Curriculum

The focus of the TEP is to assist students in acquiring social, emotional, academic, vocational and independent living skills. The curriculum for academic skills is that of USD #457.

Academic Honesty (Elementary)

Any student that is caught cheating on any school assignment will receive a failing grade for that assignment. The teacher will inform parents/guardian, counselor and/or administrators of anyone cheating. Further incidents of cheating in the same class or different classes or in the same year or different years can result in disciplinary action.

Graduation Credits

For high school students, graduation credits are given in conjunction with the GC Achieve requirements.

Sexual Harassment

Sexual Harassment, Harassment, Gang, and Drug Free Schools – (See Principal or Counselor)

Time-Out Policy

The purpose of a time-out room is to help the student regain control. A student who is not under instructional control and/or is in danger of hurting himself/herself, others, or personal property will be directed or physically assisted to a time-out room. The time-out room door may be closed, but never locked. Students will be monitored by staff while in the time-out room.

Peace Room Policy

The purpose of a peace room is to help the student regain control. A student will fill out a slip stating why they need to use the peace room and what skill they will be practicing while in the room. They will then practice that skill with the materials in the room for no more than 10 minutes before returning to class. If the student needs more than 10 minutes a Compass staff person will assist them at that point to help regulate them and get them back to class.

CPI Restraint Policy

CPI is a system by which staff help students manage their own behavior, first verbally and then physically. In most instances, students' behavior is redirected using nonphysical means. The intent of using physical restraint is the final means of redirecting a student's behavior when it is such that the child is a danger to himself/herself, others.

Physical restraints will be in accordance with Kansas State Department of Education rules and regulations.

Behavior Expectation

All students attending TEP are expected to conduct themselves in a manner that is safe. A student who becomes a danger or is destructive to property may be physically restrained and/or removed to an area that has been deemed safe. All parents are expected to support TEP staff in this endeavor. The assistance of a Police Officer may be called if the TEP staffs are unsuccessful in their attempts of de-escalation with a student. In this case, parents/guardian will be notified immediately.

Discipline and Consequences

Discipline

As part of the leveling system, each student will be monitored and expected to follow the rules of the TEP. Major rules violations, listed below, will be documented on each student's daily power point. The TEP utilized a combination of behavior correction techniques that focus on improving student behavior with the goal of optimizing time spent in school. When determining what constitutes a "Major Rule Violation," the TEP will follow the leveled behavior policy put in place by our district's board of education.

LEVEL 1: Productive Personal Environment – Behaviors that occur in the classroom and affect only the misbehaving student. (Consequences are not progressive, the student and the consequences start each new day.)

- Minimum – Look in vicinity of the misbehavior
- Maximum – Detention with the classroom teacher.

LEVEL 2: Productive Classroom Environment – Behaviors that occur in the classroom and interfere with the learning of others.

- Minimum – Verbal correction
- Maximum – In school suspension for that period

- 2-1 Failure to follow reasonable request of teacher
- 2-2 Talking out
- 2-3 Horseplay
- 2-4 Disturbing another in any way
- 2-5 Being out of seat without permission
- 2-6 Showing disrespect/defiance
- 2-7 Improper use of equipment

2-8 Computer misuse

Note: This list is not exclusive and other actions may fall in this category at the discretion of administration.

LEVEL 3: Orderly Environment – Behaviors that occur that are not intended to cause physical or mental harm to another individual, but do negatively affect an orderly environment.

- Minimum – Looking in direction
- Maximum – Out of school suspension

- 3-1 Disruptive behaviors in school environment
- 3-2 Disruptive behaviors at a school activity
- 3-3 Disruptive behaviors before and after school on school property
- 3-4 Gang related activity
- 3-5 Being in the hallway without a pass
- 3-6 Gambling
- 3-7 Solicitation (selling unauthorized items at school)
- 3-8 Inappropriate literature
- 3-9 Filing false emergency report
- 3-10 Unauthorized use, destruction or defacement of property
- 3-11 Tobacco (possession or use of)
- 3-12 Inappropriate display of affection (PDA)
- 3-13 Dress Code, ID or Cell phone violation
- 3-14 Computer misuse

Note: This list is not exclusive and other actions may fall in this category at the discretion of administration.

LEVEL 4: Safe Environment – Behaviors that are intended to cause another individual physical or mental harm and/or are illegal.

- Minimum – Out of school suspension
- Maximum – Expulsion for 186 days

- 4-1 Gang related activity and affiliation
- 4-2 Weapons (possession or use of)
- 4-3 Theft
- 4-4 Fighting physical, aggression with anger, or intent to harm
(2 referrals could result in a long-term hearing)
- 4-5 Intimidation and threats
- 4-6 Extortion
- 4-7 Gross disrespect toward adult (cursing, name calling, gestures, etc.)
- 4-8 Defiance
- 4-9 Alcohol/drugs, drug paraphernalia (possession, sale or use of)
- 4-10 Sexual Harassment of any kind
- 4-11 Arson

- 4-12 Explosive devices (threat, possession or use of)
- 4-13 Use of a camera to invade privacy of others

Note: This list is not exclusive and other actions may fall in this category at the discretion of administration.

ESI District Policy

SAFETY INTERVENTIONS

- Seclusion and physical restraint shall be used only when student conduct meets the definition of necessitating an ESI. USD 457 board of education policy is followed when an Emergency Safety Intervention is necessary and is listed below.

GAAF Emergency Safety Interventions

GAAF

The board of education is committed to limiting the use of Emergency Safety Intervention (“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.

GAAF Emergency Safety Interventions

GAAF-2

“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 Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, *except*:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical 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 written statement shall include an explanation of the student's diagnosis, a list of any 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 see and hear 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.

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 used 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 into 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) email 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 subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

GAAF Emergency Safety Interventions

GAAF-4

The parent shall be provided the following information after the first and each subsequent incident each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI.
- Whether the student had an individualized education program at the time of the incident.
- Whether the student had 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.

GAAF Emergency Safety Interventions

GAAF-5

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 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 plan 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 investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the

obligation to maintain confidentiality of student records and shall report the findings of fact and recommended 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 department 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.

If desired, 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.

Head Lice Information

Kansas Administrative Regulation 28-1-6 states each student infested with lice shall be excluded from school until treatment with an antiparasitic drug.

Many parents have the impression that only persons who are unclean become infested with lice. In the case of head lice, this is NOT true. Frequent bathing and shampooing will neither prevent nor eliminate head lice.

The head louse is an insect which lives on the human head. The female lays eggs called nits which are stuck to the hair very tightly. The eggs hatch in approximately one week, therefore it is necessary to remove all nits to prevent continuous infestation or re-infestation when the nit hatches. The most common symptom of pediculosis (head lice) is itching. (Head lice shampoos are affective only on live lice and do not destroy the nits.)

Head Lice CANNOT fly or jump. Studies have shown that transmission at school is rare and no more likely to occur than in any other social setting such as community group settings, Movie Theater, shopping centers, etc. Animals are not involved in head louse transmissions. Head lice are usually transmitted through household contact by sharing beds and living space; through sharing combs, brushes, hair extensions, and other grooming aids; through sharing hats, caps, or coats.

It shall be the responsibility of the parent to purchase head lice shampoo and follow directions for treatment, remove nits, and make arrangements to have student checked by the school nurse for authorization for re-admittance to school. If student is not readmitted within three calendar days, the absence then shall be unexcused and the district shall be guided by the provisions of Policy JB (student attendance).

If you suspect your child has head lice please see your school nurse for examination and additional information.

Approved: 7/22/13

Revised: 5/19/14; 8/31/15; 9/12/16; 5/10/19; 5/27/20

TEP Schedule 2022-2023

Littles

7:45 – 8:15	Breakfast
8:20 – 8:50	Group
8:55 – 10:30	Class
10:35-11:35	Long Group
11:40-12:00	Lunch
12:00 - 2:30	Class
2:35 – 3:05	Group
3:10 – 3:40	Class

Middles Littles

7:45 – 8:15	Breakfast
8:20 – 8:50	Group
8:55 – 10:30	Class
10:35-11:35	Long Group
11:40-12:00	Lunch
12:00 - 2:30	Class
2:35 – 3:05	Group
3:10 – 3:40	Class

Bigs/Middles

7:45 – 8:15	Breakfast
8:20 – 8:50	Class
8:55- 9:25	Group
9:30- 11:35	Class
11:40 – 12:00	Lunch
12:00– 1:00	Long Group
1:05- 3:05	Class
3:10 -3:40	Group

*** All students will dismiss at 3:40**

Behavior Intervention Plan Example

Below is a suggested Behavior Intervention Plan template for referring schools to use.

Behavioral Intervention Plan			
Student Information:	Name:	Date:	School:
Target Behavior:			
Hypothesized Function of Behavior:			
Student Strengths:			
Replacement Behavior:			
Baseline Data:			
Method for Teaching Replacement Behavior: <i>(How will the behavior be taught and who will be teaching it?)</i>	<input type="checkbox"/> Direct instruction, by: _____ <input type="checkbox"/> Anger management, by: _____ <input type="checkbox"/> Role playing, by: _____ <input type="checkbox"/> Behavior contract, by: _____ <input type="checkbox"/> Decision-making lesson, by: _____ <input type="checkbox"/> Providing cues, by: _____ <input type="checkbox"/> Modeling, by: _____ <input type="checkbox"/> Stress management, by: _____ <input type="checkbox"/> Use of mentors, by: _____ <input type="checkbox"/> Social Story, by: _____ <input type="checkbox"/> Other: _____		
Accommodations, Interventions, and who is responsible:	Accommodations to assist the student in displaying the replacement behavior:		
	<input type="checkbox"/> Clear concise directions <input type="checkbox"/> Frequent redirections/prompts <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Teacher/Staff Proximity <input type="checkbox"/> Review rules and expectations <input type="checkbox"/> Provide cooling off period <input type="checkbox"/> Avoid power struggles <input type="checkbox"/> Provide highly-structured setting <input type="checkbox"/> Other: _____ <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Self-Correction <input type="checkbox"/> Self-Reinforcement		
Positive Behavioral Strategies: <i>(Proactive strategies to prevent the target behavior from occurring)</i>	1).		
	2).		
	3).		
Consequences/Responses:			
Positive Consequences for Desired Behavior:			

Response for Undesired Behavior:	
<p>Crisis Plan: If behaviors require emergency procedures, Student's teachers are to follow the standard school guidelines for dealing with the behavior. In the event that Student displays any behaviors that pose a perceived threat on himself or anyone else, he will be subject to actions just as any other student at USD 457.</p>	
Data to be collected:	
<p>Target Behavior: <i>(How will data on the target behavior be collected during implementation?)</i></p>	
<p>Replacement Behavior: <i>(How will data on the replacement behavior be collected during implementation?)</i></p>	
<p>Treatment Integrity: <i>(How will the intervention be monitored to ensure it is implemented as designed?)</i></p>	