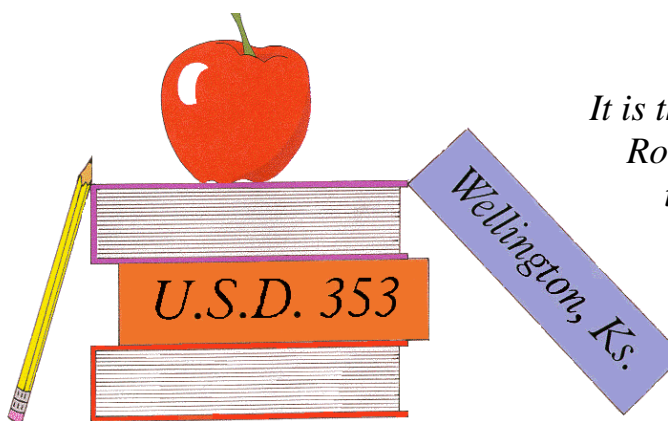


ROOSEVELT EDUCATION CENTER

PROGRAM GUIDELINES and STUDENT HANDBOOK

2014-15



*It is the mission of the
Roosevelt Education Center
to be innovative in helping
students discover success in
school, develop positive
problem solving skills, and
find value in themselves,
their school, and their community.*

Director's Welcome

Welcome to the Wellington Roosevelt Education Center (REC). My name is Zachary Lawrence, and I am the program director.

The programs housed here are specifically designed to help students who are struggling in the traditional school settings. Our focus continues to be on core academic subjects: English, Math, Social Studies, and Science. In addition, our faculty focuses on character building skills, problem solving skills, and development of transition skills, which are best described as skills needed in everyday life. Our ultimate objective is to provide an opportunity for each student to develop those skills that will not only allow greater success in school but greater opportunities throughout their lifetime.

This handbook includes the policies and procedures for the therapeutic program and the Fresh Start virtual program. These are intended as supplements to your student's base school handbooks and district policy.

As this year gets under way, there will be several forms and checklists that we will be sending home for you to complete. Because we are always trying to improve this program, these are very important in measuring student success and family satisfaction. Always feel free to give me a call with questions or concerns that you may have throughout the school year.

Zachary Lawrence
201 North B, Wellington, KS 67152
620-326-4330

“Confidence... thrives on honesty, on honor, on the sacredness of obligations, on faithful protection and on unselfish performance. Without them it cannot live.”

Franklin D. Roosevelt

“The beautiful thing about learning is that nobody can take it away from you.”

B. B. King

Roosevelt Education Center

GENERAL PROCEDURES, RULES, AND LIMITS FOR STUDENT BEHAVIOR

Program Objectives

The programs contained in the Roosevelt Education Center are created to serve students from USD #353 with special education needs who have serious emotional or behavioral problems that have put their academic progress in jeopardy, or students who have not met their academic goals in the traditional school setting.

Our purpose is to address the individual, social, and family risk factors in the student's life within the educational setting to prevent academic failure, unnecessary out of home placement, or legal adjudication. The Roosevelt Education Center focuses on the specific individual, family, and peer group risk factors that have been shown to increase the likelihood of drug abuse, delinquency, teen pregnancy, and chronic behavior problems later in life. Our programs are focused on stabilizing the student's academic success and behavior by:

- Having a low student to teacher ratio,
- Having a structured learning environment,
- Utilizing proven behavior modification strategies,
- Addressing emotional needs,
- Providing consistent feedback to the students and their families, and
- Collaborating with other community agencies who share the goal of improving the quality of life of today's youth.

Each youth and their family/caregiver(s) assists in developing an individualized treatment plan that addresses the specific reasons the youth was recommended to R.E.C. The school day is highly structured and supervised. It is our goal to instill in each student, a sense of responsibility, respect, courage, and integrity while maintaining a positive focus. Incentive programs are utilized to provide encouragement and reinforce academic success and desired behaviors. Guidelines for expected behaviors are presented in a positive manner and consistently enforced.

Application

An application to participate in the programs at Roosevelt must be completed by the student and parent/guardian. The application will include information regarding the student's academic history, social history, medical concerns, legal involvement, and goals for participating in the program. Upon acceptance into the program, a student may be evaluated to identify academic, social, and emotional needs.

Enrollment Capacity

The alternative programs have the capacity for a limited number of students. In the event that a specific program is filled to its capacity, a waiting list will be maintained.

Enrollment and Fees

All students who attend are regarded as students of their home school (i.e., Wellington High School, Wellington Middle School, Eisenhower Elementary, Lincoln Elementary, Kennedy Elementary, or Washington Elementary). Therefore, parents are to enroll the students at his/her regular school in addition to completing any necessary enrollment forms at Roosevelt. Attending youth may qualify for lunches at a free or reduced rate. All fees required at the student's regular school are to be paid at the time of enrollment.

Academic Curriculum

The goal of the R.E.C. program is to help students positively address emotional and behavioral concerns, thus allowing them to be at the same academic level as if at their home school. The focus of the academic instruction attempts to mirror, as much as possible, the curriculum their home school provides. All students are informally assessed upon arrival at R.E.C. to determine current educational strengths and deficits. Each student's curriculum is then individualized to accommodate special needs. Lesson plans are also developed to assist students in meeting IEP or 504 goals and objectives.

Participation in State and Local Assessments

REC students will participate in all state and district assessments as required by federal law, state law, and district policies. In the event that the high school student has completed coursework prior to the assessment administration window, the student continues to be required to complete all assessments in order to fulfill program requirements for diploma completion.

Community Service

A goal of REC programs is to help each student establish themselves as productive community members. Students enrolled in REC programs may participate in community service projects throughout the year. A number of projects will be offered throughout the school year and elective academic credits may be awarded per student participation and efforts.

Family Night

The REC staff recognizes that a student's family plays a critical in their academic progress. As part of the REC program, regularly scheduled Family Nights will provide an opportunity for students to invite their families into their school. This also provides some learning opportunities for students and their families in a fun and interactive setting.

Care of the Building and Property

Cooperation in keeping the building clean and in good condition is a responsibility of every student and staff member. Lack of appropriate care, which causes damage to the building or property, will result in the student being asked to correct the damage. Time spent correcting intentional damage to the Roosevelt Education Building or other school property will not take the place of class time, but will be given a higher priority than recreational or reward activities. In the event that a student displays willful damage to the school building or property, the appropriate authorities will be notified immediately and restitution will be required.

Care for Materials

It is the goal of the REC programs to provide all students with the materials needed to be successful in meeting their academic goals. Students are responsible for the care of all materials and equipment used including textbooks and computers. It is the responsibility of the student to pay for or replace materials that are lost or damaged while in their care.

Academic Honesty

The REC programs are designed for students who have developed the personal goal to be successful in school. Work presented must be original and that of the student's creation. Misrepresentation or plagiarism of other's work will result in the failure of the course and possible removal from the program.

Personal Appearance and Personal Hygiene

The Roosevelt Education Center has several programs that include students of various ages. Individuals entering the building and/or participating in any school-related activity must be dressed appropriately for the school setting. The philosophy of a dress code serves several useful functions. One's appearance is an outward display of self-esteem and appropriate dress and grooming can enhance an individual's sense of self-worth. Clothing that is gang related or clothing that has been associated with gang activities will not be allowed on school property. Violations of this dress policy will be addressed by the building administrator or designated staff.

The following standards of reasonable dress are not meant as an all-inclusive list; any questionable clothing which may cause disruption is subject to the judgment of school officials.

- Articles of clothing that advertise or depict topics or language that are not appropriate in the school setting are not allowed
- Articles of clothing that disparages, depicts negatively, or humiliates any group, individual, national origin, gender, race, religion, or disability are not allowed.
- Clothing that is provocative, excessively tight, revealing in nature, including spaghetti straps, halter tops, low cut blouses or dresses, etc are prohibited. The torso must be completely covered including while seated. Shirt straps must be at least 1 ½” wide.
- Undergarments must not be exposed.
- All tops must overlap and not allowing exposure of midriff.
- Items of clothing that are designed as sleepwear, loungewear, or pajamas including bedroom slippers are not allowed.
- No “low riders” or sagging/oversized pants are permitted. Sagging is defined as one’s pants off the hips or if one’s shirt is pulled up, underwear/boxers can be observed. Pants with oversized legs are also not acceptable. Students may wear shorts if: a) the bottom hem is above the knee, b) the shorts are hemmed at the bottom, c) the shorts are long enough to reach the ends of the fingertips when their arms are at their sides. In the event that a student demonstrates difficulties keeping his/her pants up to an appropriate level, a change of clothing or a belt may be required.
- Belts must be worn at the waist and the belt ends in the loop.
- Chains, loose hanging loops, safety pins, or hanging articles are not allowed.
- Clothing with large rips or tears may not be worn at school. Jeans cannot have holes in them above the knees.
- A student may wear a hooded sweatshirt when the weather is cold. Students are not allowed to wear the hood on their head within the school building and will lose this privilege if problems arise.
- Students must wear appropriate footwear at all times. Slippers or flip-flops are not permitted.
- Jewelry that is distracting or disruptive to the academic process will not be allowed.
- No hats, head coverings of any kind, or sunglasses are allowed in the classroom at any time.
- No gang-related attire or items will be allowed.
- Makeup that is distracting to the academic process will not be allowed
- Hair should not obscure the student’s vision or face.

- Appropriate personal hygiene must be maintained at all times. In the event that one's personal hygiene becomes distracting to the educational process, the student will be counseled on remedying the issue.

Students that arrive at REC with unacceptable clothing will be given the choice to make arrangement to have appropriate clothing brought to school, or be isolated from other students (ISS). Students refusing these options will be sent home and will be considered to have an unexcused absence until they return properly attired.

Personal Property

Personal items brought to REC are not insured by the school district and are the responsibility of each youth. Students should only bring approved academic supplies to the classroom unless otherwise approved by the classroom teacher or administration. Students are not to bring extra items unless otherwise instructed by REC staff. Youth are strongly discouraged from bringing money to school except for a school purchase to be made that day. Personal items worn or brought to REC are to be placed in the youth's personal locker and left there until the end of the day.

Food and Drink - Students may only bring food as a sack breakfast or lunch to be eaten during appropriate times unless otherwise first approved by administration. Drinks must be in clear, sealed containers. Families are strongly discouraged from bringing snacks for students during the school day, administration reserves the right to hold food or drinks brought during the day until lunch time or after school.

Electronic Devices – Students are not to bring electronic devices to school, including music and media players like iPods, headphones, CDs, video game systems, or other devices as identified by administration, without express permission by administration. Administration will prioritize permission for devices brought to school to be used for approved learning activities. If brought to school without permission, or if a permitted item becomes a distraction to the operation of the classroom or school, the device will be turned into the office and a parent will be required to pick up the item(s).

Cellular Phones

Students are not allowed to use cellular phones during school hours (8:00-3:05). **First Violation:** Students who violate this policy will have their phones confiscated and turned into the office. A parent may be required to pick up the student's phone. **Second Violation:** If a second violation occurs, the student and their parent(s) will be notified that the student will no longer be allowed to have a cellular phone in his or her possession on school grounds. **Further Violations:** Further violations including the possession of a cellular phone on school grounds will constitute defiance of authority and will result in disciplinary action(s) up to and including out-of-school suspension or expulsion.

Note: Students and legal guardian(s) must agree to this policy in writing before the student can carry a cellular phone (or similar device) on school grounds. (see Appendix D)

Searching a Student's Person, Locker or Vehicle

The Supreme Court has ruled that students attending public schools do not have an unqualified expectation of privacy. This means that a person, locker or vehicle on public school property can be searched at any time. Students suspected of bringing contraband, weapons, drugs or other banned items, or for other security or safety reasons, may be searched at any time. Items confiscated that are illegal will be turned over to the proper authorities.

Use of Personal Vehicles

Students with a valid driver's license may drive their personal vehicles. Students are expected to drive their vehicles in a courteous and safe manner. Erratic or dangerous driving, or loud music or exhaust not in compliance with city ordinances is unacceptable. Failure to follow these rules will result in a loss of driving privileges and will be considered an act of Open Defiance. Vehicles brought on to school property are subject to being searched at any time. Student parking is located on the south side of the south parking lot.

Medication and Health Services

The USD 353 Board of Education policy on the administration of medication states that school personnel are not allowed to dispense any medication (including over the counter medication) unless the following occur:

- The medication has been prescribed by a licensed physician or dentist,
- The medication is in its original container, and
- The medication is accompanied by a written order from the doctor or dentist (forms are available from the school nurse or program director).

All medication will be stored in the area designated by the director and not kept on the student's person. Medication dispensed will be logged on a daily basis.

Note: Over the counter medications such as aspirin, painkillers, cough drops, or other non-prescription medication will not be allowed on school property and may not be dispensed by school personnel without a written order from a licensed medical professional. These items may be considered contraband and could result in severe consequences for that student.

A school nurse is on call during regular program hours. In case of illness or injury, staff will contact the school nurse and /or call 911 for appropriate medical attention. If the illness or injury is serious, every effort will be made to contact parents immediately. A minor illness or injury will be reported to the parents as soon as possible.

Youth noted by a physician or school nurse to be infected with a communicable disease or condition may be required to withdraw from REC. Returning may require a written statement from a qualified physician.

Illness During School Hours

The following procedures are to be followed when any student indicates he or she is feeling ill:

- The school nurse will be contacted to determine physical illness and need for medical attention. If it is determined that the youth is ill, staff will follow the recommendations of the nurse. Traditionally, the nurse will not excuse a student to leave unless the student has either:
 - A temperature of 100 degrees or higher or
 - Is vomiting and continues to be nauseous.

Recommendations by the school nurse may include seeking outside medical attention, suggesting a parent or guardian to provide an over-the-counter medication, or arranging for the youth to return home. **A parent or guardian must be contacted before a student will be allowed to leave the building.**

In cases where warranted, the student will be allowed a 30-minute rest and if able to return to scheduled activities, there will be no consequences other than the natural consequence of needing to make up schoolwork or assignments missed. If the request for rest breaks becomes chronic, or interferes with individual or program objectives, the youth's parent may be contacted to help develop interventions to address the problem.

Therapeutic Services

Our objective is to address issues that may be contributing to the student's difficulties in the regular classroom or other special areas of need. Therapeutic efforts may vary in focus according to individual need. The focus may be on issues of problem solving, self-control, cooperating with authority figures, encouraging pro-social and responsible behavior, learning that one's actions have consequences, alcohol and drug abuse problems, developing positive goals and/or other personal issues. Guardians of students will be expected to sign consent forms for on-site services at the beginning of the school year. At times, therapy may be provided on site by licensed therapists or referrals could be made to other providers as needed. **The cost for these services is not included in the school fees.**

Attendance Policy

The State of Kansas requires students under age 18 to attend school. One of REC's priorities is for the students to be on time each day and present each day.

Excused Absences

The Program Director or designee will determine whether an absence is excused or unexcused. The school's daily attendance report will indicate what absences are excused or unexcused. A student may be excused in the event of:

- Personal illness/injury, or
- Personal /family matters that cannot be addressed outside of school time. (Examples include: Appointments with a doctor, dentist, therapist; or an appearance in court.)

Parents are asked to contact school personnel by 9:00 am to report that a student will be absent for the day. Absences will only be excused if a parent or guardian notifies REC staff in advance by calling, coming by in person, or sending a signed note. Parents/Guardians are to call the school each day the student is absent. It is also the responsibility of the parent/guardian to provide the school with verification of the reason why the student was absent from school on a specific date. **Note:** A Physician's verification does not unconditionally excuse the student's absence.

Leaving School Early: We consider school a student's first priority. A student may only leave early if a Parent/Guardian calls, comes by in person or writes a note in advance of an appointment with a doctor, therapist, social worker, or for a court related matter. All other activities are not reasons to be excused from class. Students that are unexcused will be considered truant and the truancy officer may be notified. Work is not an excusable exception.

Unexcused Absences

Absences may be considered unexcused and the student subject to consequences in the following situations:

- lack of verification from parent /guardian,
- parent /guardian did not provide verification prior to the event,
- the absence does not meet the requirements for an excused absence,
- a student misses school due to an illness and is seen around town that day, or
- a student leaves school before the school day is over but was not excused by school personnel.

Truancy

State law requires that a truancy report will be filed with the County Attorney whenever a student has:

- 3 consecutive unexcused absences in a semester
- 5 total unexcused absences in a semester
- 7 total unexcused absences in a year

Excessive Absences

A student that misses 5 total days in a semester will have their future absences classified as unexcused. The exception to this policy is a student who presents a note from a medical doctor or the student participates in an attendance hearing. An attendance hearing is composed of the student, parent/ guardian, the student's teachers, and the program director. The attendance committee will determine what actions are appropriate to help the student attend school.

Students in Transition

In the event that REC does not have school on a day that WHS, WMS, and/or an elementary school is in session, students who are taking classes in their home school are required to attend their classes. Failure to attend class in the home school will result in an unexcused absence.

Make-Up Work

A student is expected to complete all work assigned during an absence regardless of reason for absences.

Excused absences: Students will have two school days to make up all of their work unless authorized by the assigning teacher. Assignments not completed after this time are subject to being graded as (0) zero.

Unexcused absences: Students returning from unexcused absences may have the ability to make up work missed at the discretion of the classroom teacher, program director, or the director’s designee. Remedies may include the student being required to work during break or recreational time, being required to stay after school, or being required to take work home to complete. Failure to comply with requirements will result in all make-up work being graded as (0) zero.

Tardies

At 8:00 AM, all secondary level students are expected to be seated in their assigned room and:

- Have all supplies needed,
- Be appropriately dressed and groomed, and
- Be in the designated area ready to begin the day.

Failure to complete these tasks by 8:00 AM may constitute being tardy. Arrival time is documented by the REC clock. Excessive tardies will require a parent meeting to discuss solutions

Alternative Start/Transitioning Students – Students who have an alternative start time, are transitioning to his/her home school, or participating in the school to career program will have individual times they are expected in the building. Failure to be in the building at these times will constitute being tardy or unexcused.

School and Inclement Weather

It is the policy of USD #353 that, during inclement weather, an attempt will be made to hold school. In the event that school may be dismissed because of inclement weather, the following stations will be used to distribute the school closing information to the public.

KLEY/KWME.....1130AM/93.5FM	KFDI.....1070AM/101.3FM
KFH.....1330AM/98FM	KSN.....CHANNEL 3

Alcohol, Drugs, and Tobacco

Staff at REC are legally and ethically obligated to prevent or stop substance abuse in any form and to maintain REC as a substance abuse free environment. Violations of this policy include the following:

- A student who uses or has in his/her possession tobacco products. State law forbids persons under the age of 18 from possessing tobacco. It is our policy that if staff sees a student possessing or consuming tobacco, the appropriate authorities will be notified. This is the case regardless if the student is on or off school property. Students who are age 18 or older are not permitted to use or display tobacco products on school property at any time. Tobacco products include but are not limited to smoking tobacco, chewing tobacco, lighters, pipes, matches, or any type of tobacco storage container;
- A student who uses, consumes or has in possession, a substance containing alcohol,
- A student who uses, consumes or has in possession, a substance containing nicotine,
- A student who uses, consumes, has in possession any type of mood altering chemical, prescription or nonprescription medication, or substance that can cause impairment,
- A student who uses a substance to mask or interfere with court ordered drug tests or random drug tests conducted per USD 353 policy,
- A student who sells or gives away any of the above, or
- A student in possession of paraphernalia related to any of the above.

If a staff member believes that there is reasonable suspicion of alcohol, drugs, or tobacco, they may search the student's person, storage areas, belongings, or clothing. Any violation of this policy will result in the notification of the appropriate authorities.

Random Drug Testing

Students enrolled in REC programs and participating in qualifying activities are subject to random drug testing per USD 353 policy.

Students Suspected to be Under the Influence

If an REC staff member suspects a student is impaired due to illegal substances, the following procedures will take place:

- The teacher will personally escort the suspected student to the office.
- The Program Director will be contacted and will assess the suspected student.
- If the assessment determines that the student is likely to be impaired, the School Nurse will be notified to perform a clinical assessment.
- If the clinical assessment is positive:
 - Law enforcement will be notified.
 - The student may be required to take a urinalysis test at the family's expense.
 - The student may be removed from the REC program and/or face an expulsion hearing.
 - The student may be referred for chemical abuse treatment.

Refusal to participate in or cooperate with the assessments or school officials will result in an automatic assumption of guilt. Please refer to Administrative Action Plan and Step Guidelines for specific consequences.

No-Tolerance Gang Policy

REC takes the position that involvement in gang activity is counterproductive to maintaining civility and success in a school environment. References to gang activity or identification with any gang, whether by colors, labels, drawings or designs (whether on clothing, accessories, hair or skin) or manner of dress (e.g. sagging or sports apparel) are not allowed at REC. Any personal item that is perceived by the staff as causing a disturbance or interfering with the learning objectives will need to be changed, stored, or may be confiscated and returned to the parents.

Any activity, gesture, or comment (whether spoken, signed or in writing) that is determined to be gang related will result in consequences and will be counted as a major rule violation, which may cause the student to drop levels, be placed on probation, cause temporary loss of privileges, or removal from the program.

Sexual Harassment

Sexual harassment is described as any unwelcome behavior or communication either verbal or non-verbal, of a sexual nature that interferes with a student's ability to learn or a teacher's ability to teach. The term "unwelcome" indicates the action or behavior was unsolicited and non-reciprocal. Our courts have clearly and consistently affirmed that the workplace and schools must be free from sexual harassment. Any reported incidents involving students or staff of REC will be regarded as serious and will be investigated accordingly.

Visitors

State law prohibits non-students from loitering in or around any public school. Students may NOT bring guests or visitors to school without express permission from school administration. Visitors, including those affiliated with outside agencies performing assigned duties with students, are asked to sign the visitor's log at the director's office.

Tornado/Fire Drills

Fire drills are held regularly during the school year to practice prompt and orderly evacuation of the building in the event of an actual fire. When the alarm sounds, students should move as quickly as possible, without pushing or running, to the designated exits.

Tornado drills are held regularly during the school year to practice prompt and orderly movement to the shelter area of the building in the event of an actual tornado. When the alarm sounds, students should move as quickly as possible, with out pushing or running, to the designated shelter area.

Phone Use

The telephone may be used only under following conditions:

- Students may use the telephone with administrator permission only,
- The phone is to be used only under staff supervision,
- Long distance calls may not be made for any reason,
- Students will not be called from class to accept telephone calls unless there is an emergency situation that requires immediate attention,
- When a student receives a non-emergency call, information will be taken so that they can return the call between classes or after school,
- Students are not allowed out of class to make personal calls, and
- Students will conduct themselves respectfully while using the phone. Misconduct while using the phone will result in that student not being allowed to use the phone in the future.
- Unauthorized or inappropriate use of the phone will be considered Disorderly Conduct.

Bullying

The intentional physical, verbal, or psychological harassment of students or staff will not be tolerated at Roosevelt Education Center. Suspected incidents of bullying will be reported by staff and investigated by administration in accordance with district policy. Students may be subject to disciplinary action including, but not limited to, removal from the classroom, ISS, and suspension.

CLASSROOM MANAGEMENT SYSTEM FOR THE ROOSEVELT EDUCATION CENTER

Behavior Modification

REC utilizes a structured approach to behavioral modification. The program consists of a specific classroom management design utilizing a point and level system.

Note: -A student's behavior is also assessed during all school activities and classes including PE, Recess, Breakfast, and Lunch.

The Level System

One of the main objectives of the REC program is for each student to build upon their own foundation of strengths and abilities in order to become more successful in the academic setting. Another significant objective of this program is to enable each student to learn self-regulation including gaining control over his or her own behaviors and emotions. In order to obtain these objectives the REC program utilizes a level system based on evaluating six areas of behavior. It is designed to continuously evaluate a student's performance to determine the following: a) the student's current functioning within the program, b) relevant problem areas that need immediate intervention, and c) the student's progress towards reintegration to his or her home school. The six evaluated areas are:

- academic grades,
- progress on individual goals,
- classroom behavior as measured by points earned weekly,
- development of social skills,
- progress maintaining positive relationships with adults, and
- negative behavior as measured by the number of rule violations.

Each student will enter REC on Level 2. Students are evaluated at the end of each week to determine if their behavior keeps them at the same level, advances them to the next step, or moves them backwards. In order to advance, a student must consistently maintain daily points at or above the next level for two weeks. If a student consistently maintains points below their current level for one week, the student will drop one level. As a student advances through the Level Systems, privileges increase. The chart below describes the level system, required weekly points, and areas of focus.

Level	Weekly Average		Focus
Level 7	100	Green	Transition
Level 6	95 – 99	Green	Transition
Level 5	90 – 94	Green	(transition begins)
Level 4	85 – 89	Yellow	Responsibility
Level 3	80 – 84	Yellow	
Level 2	70 – 79	Red	Respect
Level 1	0 – 69	Red	Reason

The Point Sheet

- The weekly point sheet is the hub of the REC program (see appendixes A, B, & C). Students are monitored each block of the school day including breakfast, lunch, and SSR. The point sheet serves multiple purposes including an hourly, daily, and weekly measurement of each student’s progress, areas of need that warrant attention, and a record of each student’s participation in the program. Students can earn points in areas noted on their point sheet.

Note: Defacing or damaging a point sheet will result in the student receiving a Zero for the time period covered by the point sheet, a behavior referral, and a drop of 1 level.

DISCIPLINE AND CORRECTIVE PROCEDURES

At REC we utilize the Nonviolent Crisis Intervention model for assisting disruptive students. This model is composed of a sequential set of instruction components including procedures for: 1) de-escalating disruptive behavior, 2) obtaining and maintaining instructional control, 3) teaching alternative behaviors, and 4) preparing students for classroom re-entry.

Major Rule Infractions (see Infraction Definitions)

- Aggressive physical contact of any type
- Threats of violence
- Flagrant disrespect towards school personnel
- Open defiance of school personnel
- Severe profanity

Minor Infractions

- Being in an unauthorized area
- Minor profanity
- Displaying minor disrespect toward school personnel
- Not following instructions of the teacher
- Sleeping

Office Referral

An office referral consists of the following:

- An incident report completed by the referring staff,
- Fact finding and counseling with the student about the incident that precipitated the office referral,
- Once the student takes ownership of the problem, and understands the rationale for the rule, the student and administrator will discuss options for taking responsibility for actions such as making an apology and/or discovering ways to prevent future violations,
- A discipline report is completed and copies are forwarded to the student's school administrator, and
- Copies of the discipline report may be sent to the student's parents, guardian, caseworker, and/or probation officer.

Note: an office referral may also result in a loss of points, privileges, and/or levels.

In the event that a student is chronically referred to the office, they may complete a behavior contract. This contract will include:

- A specific description of the problem behavior,
- Future consequences if the behavior is not corrected, and
- Options to correct the problem

In School Suspension (ISS)

For the REC programs, ISS is defined as having the student placed out of the classroom in an isolated setting. Prior to the student being re-admitted to the classroom, the student will be required to complete all assignments and maintain a behavior level of 70 points or higher for the day. If the student fails to complete assigned work or does not earn 70 daily points, an additional day of ISS may be assigned.

Out of School Suspension (OSS)

The student is removed from the school setting. A parent or guardian will be notified before the suspension goes into effect. During this time a student is not allowed to be on school grounds or participate in extra-curricular activities.

Prior to the student being readmitted to the classroom the student may be required to complete OSS assignments that may include but are not limited to the following:

- Suspension Essay - This essay is utilized to help the student think about his/her inappropriate behavior,

- Letter of apology to the offended party or parties,
- A face-to-face apology to the offended parties, and/or
- Submit a written plan for avoiding the offending behavior/situation in the future.

Removal from the Program/Long Term Suspension/Expulsion

In the event that a student is removed from the program, three options may be utilized. Removal from the specific program indicates that the student will be removed from the program and will be referred back to the student's home school. Long-term suspension indicates that the student will be suspended from USD 353 from 11 days to 90 days. Expulsion indicates that a student is removed from USD 353 for up to one calendar year. Long-term suspensions and expulsions are enforced under Kansas Statute and USD 353 Board policy.

Other Interventions

Individual supervision may be used when there is continued or serious negative behavior and the student is not responding to other corrective procedures. This involves the student being supervised by designated staff and instructed in a separate room or area to prevent further problems or to allow peers to continue with normal activities, uninterrupted.

In the most severe cases, the program director may respond to continued negative behavior by contacting the IEP Team and/or REC Staff and home school administrators to request an evaluation of need for alternative services or placement. In the event that a student is exhibiting emotional symptoms or behaviors to the extent that it places the student at risk of self-harm or places others in danger (such as threats of physical harm), the director may ask the youth's family to cooperate with an emergency mental health screening.

When behavior threatens injury to self or others, or involves serious property damage, staff may interrupt the behavior with the use of proper de-escalation and restraint techniques to manage the problem behavior. Established restraint procedures are used to maintain the safety of the student and staff.

When problem behaviors occur at or near the end of the program day, the student may be required to remain at REC until the problem is resolved or a plan is made for resolving the problem. A part of responding to chronic refusal to complete assignments at the proper time may require the youth to complete work or activities after regular program hours.

INFRACTION DEFINITIONS

Physical contact: Physical contact involves a continuum of contact ranging from horseplay to assault with a weapon. The context and intent of the student's actions are taken into account when making a determination of the category of the offense.

- **Horseplay:** physical contact within the context of play with no harm intended to others.
- **Instigating a fight:** statements or actions, which encourage others to fight.
- **Scuffle:** engaging in physical contact with intent to harm or intimidate another person
- **Physical assault and/or battery:** engaging in or threatening a physical attack on another person. An individual strikes or attempts to strike another individual with part of their body and/or an object or weapon for the purpose of harming another person.

Threats and verbal abuse: statement or actions, which intimidate or upset another person.

Unexcused absence: an absence not approved by the program director.

Truancy: when a student is absent without permission, an excuse, or having chronic absences.

Sexual Harassment: consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or statements/communication of a sexual nature.

Lying: giving false information or information intended to mislead.

Forgery: writing or using the signature or initials of another.

Destruction of property: destroying or mutilating objects or materials belonging to school, school personnel, or other persons.

Theft: taking or concealing property that belongs to others.

Failure to comply: not carrying out reasonable requests of a school personnel or failure to follow established school rules.

Defiance of School personnel: refusal to comply with reasonable requests of school personnel

Disruptive Behaviors: conduct and/or behavior that is disruptive to the orderly education procedure of the school.

Unnecessary Items: the possession of an item, which could be used to cause a disturbance, and which is unnecessary for school activities.

Tobacco: the use, sale, and/or possession of tobacco in any of its forms or possession of items used in the consumption of these products (i.e., matches, lighters, pipes, and etc.)

Drugs and alcohol: the possession, sale, use or transmittal of or being under the influence of any illegal drugs, medications not prescribed by the student's physician, alcohol, or other intoxicant of any kind or nature (including inhalants) on or about the school property at any time or at any school activity regardless of the location. Possession of paraphernalia related to the consumption, manufacture, possession, or storage of these items. In addition, substances used to mask or

interfere with court ordered drug tests are not allowed to be carried or consumed while on USD 353 district property.

Unauthorized Area: when a student places himself or herself in an area that has been designated off limits by school personnel.

Leaving school without permission: anytime a student leaves the school grounds without securing permission from the office. This also includes leaving before a student has completed their agenda. Leaving school early will result in the student being required to serve the following day in ISS.

Obscene Language or behavior: any reference, gesture, comments, actions, jokes, drawings or other representations that:

- are sexually orientated,
- involve flatulence, burping or other bodily noises,
- involve cursing or words that mimic, suggest or sound like curse words, (Note: Words that are used to sound like inappropriate language will result in the same disciplinary consequences.)
- are disrespectful to authority figures such as school officials, law enforcement, or judges;
- are a reference to any criminal activity in the past, present or future.

Flagrant disrespect toward school personnel: when a student uses profanity, excessively loud or inappropriate tone, has physical contact, throws objects at or harasses school employees.

Weapons and explosive devices: the use, possession, or sale of a weapon, device, or object that can inflict injury or harm to another person.

Racial references: the use of racial slurs, names, or terms that may be offensive to other individuals. This includes joking and “horseplay” type references as well.

Misuse of Computer/Internet: producing, downloading or printing inappropriate information is not allowed and may result in a temporary loss of access to the computer system. Inappropriate materials include information that is sexually oriented, violent, discriminatory, racist in nature, or pertaining to the promotion of illegal drug use. Chronic misuse will result in restricting Internet access or cancellation of the student’s computer system account.

ADMINISTRATIVE ACTION PLAN

STEP 1: INFORMAL TALK (counseling)

A school official (teacher, administrator, or counselor) will talk to the student to reach an agreement regarding how the student should behave. Parents may be notified if necessary.

STEP 2: LOSS OF POINTS /LOSS OF LEVEL

School personnel will reduce a student's daily points for rule infractions and/or the student is dropped one or more levels.

STEP 3: OFFICE REFERRAL

A student will be sent to the office for major rules violation or repeated violations of the same rule in one day. The student will be given a discipline report that will be forwarded to his parents, school administrators, and if applicable, the student's caseworker or probation officer.

STEP 4: LOSS OF PRIVILEGES/DETENTION

A student will be assigned time after school or privileges will be temporarily suspended. If the student is assigned detention, the student is isolated after 3:00 p.m. and is required to complete detention activities. The amount of time will vary depending on the offense and frequency of occurrence.

STEP 5: CONFERENCE

A formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct his/her behavior. This action will be recorded in the student's file. Parents may be contacted and/or written notice will be mailed to the parent or guardian.

STEP 6: IN SCHOOL SUSPENSION (ISS)

For the WTAS program, ISS is defined as having the student placed out of the classroom and supervised.

STEP 7: OUT OF SCHOOL SUSPENSION (OSS) - Short term

Out of school suspension is defined as suspension out of the REC building.

STEP 8: REMOVAL FROM THE PROGRAM AND/OR EXPULSION.

Expulsion will be for up to a full calendar year. Expulsions are enforced under Kansas Law and USD 353 School Board policy.

Step Guidelines

BEHAVIOR	FIRST OFFENSE	REPEAT OFFENSES*
Weapons & explosive devices**	STEP 8	Zero Tolerance
Physical assault and battery**	STEP 8	Zero Tolerance
Drugs & alcohol**	STEP 8	Zero Tolerance
Precipitating a fight**	STEP 2-7	STEP 7-8
Tobacco**	STEP 2-7	STEP 6-8
Defiance of school personnel	STEP 2-6	STEP 7-8
Flagrant disrespect to school personnel	STEP 2-6	STEP 7-8
Threats/Verbal abuse**	STEP 5-7	STEP 7-8
Sexual Harassment**	STEP 5-7	STEP 8
Scuffle	STEP 2-5	STEP 4-8
Destruction of property**	STEP 2-7 (restitution)	STEP 5-8 (restitution)
Theft**	STEP 5-7 (restitution)	STEP 8 (restitution)
Disruptive Behaviors	STEP 2-6	STEP 7-8
Leaving school without permission	STEP 1-6	STEP 5-8
Horseplay	STEP 1-5	STEP 5-8
Lying	STEP 1-4	STEP 4-8
Forgery	STEP 2-5	STEP 5-8
Failure to comply	STEP 1-5	STEP 5-8
Unnecessary Items	STEP 1-4	STEP 2-7
Unauthorized Areas	STEP 1-4	STEP 2-7
Obscene Language & behavior	STEP 2-4	STEP 2-8
Unexcused absence	STEP 1-5	STEP 2-6
Truancy	STEP 2-6	STEP 2-8
Racial References	STEP 1-5	STEP 5-8
Misuse of Computer/Internet	STEP 1-5	STEP 2-6

**** A police report will be filed**

NOTE: The Warranted level of STEP is ultimately up to the discretion of the program director.

ALTERNATIVE CENTER FOR EDUCATION

SPECIFIC PROCEDURES, POLICIES AND RULES

Admission to the Alternative Center for Education (A.C.E.) Program

Admission to the ACE program is limited to special education students who are kindergarten age through 6th grade. Placement in the ACE program is contingent on the recommendations of the student's IEP team, and only after consultation with and observation by the Roosevelt director, including a functional behavior assessment and behavior intervention plan. Although referrals from outside agencies may be considered, placement is based on the student's educational needs as established through current federal IDEA laws including least restrictive environment, student need, and a written IEP.

School Hours

Each ACE student's program is individually designed by the IEP team. The ultimate goal is to establish a schedule that will find a balance between academic success and appropriate school behaviors. These times will vary dependent on each student's level of need at the time of enrollment. The operation of the ACE program runs between 8:00 a.m. to 3:05 p.m. The Roosevelt building opens to students at 7:40 a.m.

Personal Appearance and Personal Hygiene

It is the goal of the ACE program to help each student feel as positive about school as possible. Good personal appearance and hygiene is important in helping students feel good while at school as well as feeling good about themselves. Students are expected to wear clothes that are school appropriate, clean, season/weather appropriate, and age appropriate. Students are not allowed to wear boots of any kind, clothing that has objectionable content, clothing that has sayings with negative connotations, or clothing that is distracting to the educational process.

Personal Property /Toys/Unnecessary Items

Students are not allowed to bring toys, personal items, costumes, electronic devices, etc. to school unless specifically requested by their teacher. Items brought to school can be disruptive to the student's day and the student is often disappointed that the item(s) need to be put away for an adequate learning environment.

Library

Access to the home school library is seen as very important for each of our students. Library times will be established for each student. When possible, times that allow the student to be with peers in the home school will be utilized. If behaviors warrant, individual times will be established or library books will be delivered to Roosevelt for checkout.

Field Trips

A goal of the ACE program is to help each student stay as connected with their class as possible. One such way is for students to participate with class peers in field trips from their home school if the student's level of functioning allows for safe transportation and participation. If behaviors warrant, the student may be accompanied by a para-educator to assist during the field trip.

The Point Sheet

The ACE center utilizes a positive behavior modification system. A key component to that system is the daily point sheet (Appendix A). The typical areas of focus are Staying in Area, Completing Work, Appropriate Physical Choices, Appropriate Language & Tone, and Daily Personal Goal. The student's percentage of earned points is figured at the end of the day. A day above an 80% is typically considered an appropriate day. Students may earn tickets which can be used in the ACE store as a reward for positive school behaviors.

Evaluating Success and Readiness for Return to the Home School

The primary mission of the ACE program is to return youth to their regular school as soon as they can be behaviorally and academically successful. The initial step to determine readiness for this process is based on the evaluation of behaviors and academic progress at school. The point system allows for consistent progress to help determine how much progress is being made. Readiness for return to the home school is ultimately determined by the student's IEP team and should be based on the student's current level of academic and behavioral functioning and the legal requirements of receiving an education in the least restrictive educational environment.

WELLINGTON THERAPEUTIC ALTERNATIVE SCHOOL

Admission to WTAS (Wellington Therapeutic Alternative School)

Admission to WTAS is limited to students in grades 7 through 12, in USD #353 who:

- have been placed in ISS or OSS on multiple occasions,
- have been long-term suspended or expelled or are at risk of expulsion,
- have IEPs (Individual Education Plans) that indicate placement in a “alternative setting” is needed in order to be academically successful, or
- displays disruptive behaviors that are placing the student’s academic involvement at risk.

Referrals to WTAS will be made at the recommendation of the base school administrators or IEP team, and only after consultation with and observation by the Roosevelt director, including a functional behavior assessment and behavior intervention plan. Parent referrals will be considered with the approval of the student’s base school administrator.

Admission for students who have been suspended or expelled:

Once a student has been through an official expulsion hearing, the expulsion board can recommend attendance at WTAS. These students will be required to do the following:

- Follow any and all recommendations by the expulsion board.
- In addition, students who have been expelled:
 - Understand that students are still considered to be expelled while attending WTAS.
 - Therefore expelled students will not:
 - Attend school functions or sporting events,
 - Participate in sports or extra curricular activities, or
 - Be on any USD 353 property except for their attendance at WTAS,
 - Understand that placement at the WTAS program is open-ended:
 - The student will complete the WTAS program prior to returning to their home school, regardless of the length of the expulsion.
 - Determination of when a student is ready to return is generally made after the student successfully completes the WTAS program. Input from the treatment team including principal, counselor, parents, teachers, etc. weighs in the decision.
 - During attendance at WTAS, any major rule violations can result in removal from the program, the remaining expulsion time being upheld, and loss of all accumulated credits.
 - Each student’s progress is, in part, based on the progression through the WTAS point system. Student’s who are chronically on Level 1 will be placed on academic probation and may be removed from the program if their behavior is not improved per probationary guidelines.

Placement Agreement

At the time a student enters the program, the parents and student sign a Placement Agreement agreeing to abide by program policies and regulations. The placement agreement details the expected behaviors from each student. A behavior modification system utilizing a point system and levels for targeted behaviors is utilized. In this system, students are able to earn points for displaying targeted behaviors. At WTAS we attempt to maintain a positive orientation and award points for targeted behaviors rather than take away points for negative behaviors. Each week on Friday, an activity takes place for students that have earned an average of 80% or more based on the weekly point sheet. In addition, a student's points can be spent in the WTAS store if the student meets program requirements for that week.

Frequent feedback about the student's progress is provided through daily interaction with teachers, paraprofessionals, the therapeutic coordinator, and the program director. Positive behavior or areas of improvement are discussed and rewarded with points. Feedback about behavior is provided once a week or upon request to each student. A progress report will be sent twice every nine weeks to the student's parents and other guardians as deemed appropriate. In the event that a student demonstrates a considerable drop in points or level due to behavior difficulties, the parents may be contacted to discuss current concerns.

School Hours and Class Schedule

The WTAS program starts at 8:00 a.m. The Roosevelt building will open to students at 7:40 a.m. WTAS students are expected to be at school on time and ready to start the day. In the event that a student is late, he or she is expected to complete all assigned work prior to leaving for the day. Generally, students who meet program expectations and maintain at least 70 daily points will be dismissed at 3:05.

Earning School Credits

Since all students attending WTAS are enrolled in either the Middle School or High School, they can earn credits toward graduation by obtaining passing grades. Students that are expelled can continue to accumulate provisional credits toward graduation. Once the student has successfully completed the WTAS program, the credits accumulated will be put on their transcript.

Block Scheduling & Credits

WTAS makes every attempt to utilize a schedule similar to that of Wellington High School. Students in the 9th through 12th grades will earn credits at the same rate as students enrolled in Wellington High School (4.25 credits per semester). Please refer to the Wellington High School handbook for graduation requirements.

Advanced Learning System (ALS) Courses

Students enrolled in the WTAS program will participate in ALS courses as warranted by academic need for remediation and/or for high school credit.

Evaluating Success and Readiness for Return to the Home School

The primary mission of WTAS is to return youth to their regular school as soon as they can be successful. Readiness for this step is best determined by an evaluation of behaviors and academic progress. The point system allows for the measurement of attitudes and behaviors to help determine how much progress is being made. When a student is achieving academic grades of at least a “C” and has reached level 5, a meeting with the student, the parent or guardian, and WTAS staff is arranged to plan the return to regular school.

The speed at which a student is reintegrated into their home school may vary greatly, as it is tailored to the individual student’s needs. Steps towards reintegration will take place at the beginning of the next closest nine weeks for WMS students and at the closest semester for WHS student. Classes will be carefully selected to help increase the likelihood of a successful reintegration. The student may be returned to WTAS for failure to make progress either academically or behaviorally.

Reintegration to a student’s home school should be a team decision including the student, parents, teachers, the therapeutic coordinator, the program director, the building principal, as well as any other relevant provider. If the student has an Individual Education Plan, reintegration is ultimately up to the IEP team. In the event that a student is serving a long-term suspension or expulsion, reintegration will not occur until the duration of the disciplinary action has been served.

Backward Movement/Failure to Make Progress

The WTAS program is designed for those students who desire a second chance and are motivated to improve their academic success. Because only a limited number of students can be enrolled in the program, students are expected to use their time wisely. Students who are not motivated to participate according to guidelines will be removed from the program. Movement backward through the step system or temporary loss of privileges may occur in any of three ways:

- If a student is noted to consistently fall short of criteria for his or her current level,
- Excessive rule violations will result in the student dropping one or more levels depending on the violation, and/or
- The director may respond to a serious incident or situation by immediately suspending or amending any or all privilege of a student until the treatment team is able to meet and make further recommendations.

In the event that a student is at risk of removal from the program, the student will be counseled about the situation and may be placed on probation. Parents and school administrators will be notified if a student is nearing or is placed on probation. If placed on probation, the student will be required to demonstrate an immediate improvement in behaviors and participation. Failure to

correct the problem will result in removal from the program. In the event that a student is removed from the program, the student will be sent back to their home school or referred to the expulsion board. If a student is already serving a long-term suspension or expulsion, the student will then be required to serve the full term of the suspension or expulsion. Removal from the program can occur in the following situations:

- Violating the student's Application Agreement (i.e., fighting) may result in **immediate** removal from the program, or
- Failure to make progress in either academics or behavior. If a student consistently:
 - refuses to do the assigned work,
 - maintains a level 1 for a nine week period,
 - fails to make progress in addressing individual behavioral goals,
 - repeatedly demonstrates violations of the same rule(s) despite intervention efforts, or
 - demonstrates significant rule violations that warrant removal.

Evaluating the Need for Alternative Services or Placement

In the event that a youth's performance at WTAS is viewed by the program director, staff, and home school administrator as no longer showing promise of benefit from continued placement at WTAS, the following procedures are followed:

- The Program Director contacts the IEP team and/or home school administrator and presents information reflecting that:
 - The youth has deteriorated or failed to make progress to such a degree that it appears necessary to seek an alternative educational placement and/or warrants the safety and structure of a residential program on his/ her behalf, or
 - The youth and/or parents have been chronically non-compliant with the treatment plan or program rules, or
 - The student's behaviors are seriously interfering with the progress of other WTAS students.
- The WTAS staff and consultants will review the information presented and develop a plan of action to:
 - Further evaluate the youth's needs and establish conditions and limits with which the youth and parents need to comply in order for placement at WTAS to continue,
 - Seek IEP or other educational team assistance in identifying needs and designing interventions; and/or
 - If warranted, agencies such as Court Services, Community Corrections, SRS, or other involved agencies may be consulted.

ROOSEVELT EDUCATION CENTER

VIRTUAL SCHOOL PROGRAM

Program Objectives

The Roosevelt Virtual School was created to serve Wellington High School students who experience difficulty in the traditional high school environment or who have life experiences that prevent participation in a traditional school setting, are dedicated to completing graduation requirements, and are sufficiently self-motivated and organized to work in an independent environment. The program is designed to provide an alternative setting supporting the unique needs of these students.

Application to the Program

Application to the virtual school program is made through the high school counseling department at Wellington High School. Courses may not begin until the application process has been completed, including:

- Application forms completed,
- A review of high school credits and records,
- All relevant approvals have been obtained.

Acceptance into the virtual school program requires approval of WHS and Roosevelt Education Center building administrators and district administration.

Eligibility

Individuals who are eligible for the virtual school program must meet the following criteria:

- Have a life circumstance warranting an alternative placement,
- Have written permission of their legal guardian,
- Provide all requested documentation justifying the enrollment (e.g., doctor's recommendation),
- Have the approval of their building administrator,
- Apply to the program at the recommendation of their guidance counselor,
- Have met with, requested to attend and have received approval from the district-appointed advisory team, and
- Agree to follow the schedule set forth through the Plan of Study / Student Contract.

Monitoring Progress

It is a goal of the virtual school program for students to be serious and responsible in their efforts of working towards completing high school. Students will make contracts with the Fresh Start teacher and school administration for continued eligibility for the program, to be reviewed regularly. Progress will be monitored in the following areas:

- Progress towards fulfillment of the Plan of Study / Student Contract,
- Daily attendance,
- Academic honesty,
- Appropriate attitude, behavior, and participation, and
- Credits earned

Failure to make progress

Students enrolled in the virtual school program do so with the understanding that their time is extremely valuable while they working. If a student fails to make adequate progress in the virtual school program as indicated by their plan of study / student contract, they may be excused from the program and required to return to their base school. Failure to make progress is indicated by:

- Unexcused or excessive absences
- Tardies
- Failing to earn credits in the expected timeline
- Failing to use time wisely while at school
- Demonstrating a poor attitude or behaviors
- Demonstrating work or participation that is at an unsatisfactory level

Plan of Study / Student Contract

The virtual school program is designed to help students earn high school credits efficiently and in accordance with state curricular standards. Students in the program will earn credits by completing requirements outlined in a Plan of Study / Student Contract reviewed by the program teacher, building administrator, student, guardian, and applicable district staff.

School Hours and Class Schedule

The virtual school day schedule for on-site attendees will be the same as the school day schedule at Roosevelt Education Center. On-site attendees are expected to attend during all attendance days as indicated on the district calendar and subject to conditions indicated by the Roosevelt Education Center student handbook. Repeated unexcused absences or tardies may result in the student being dismissed from the virtual school program and required to enroll in their base

school. Students in good standing who have made sufficient academic progress and who have completed at least one credit successfully may be allowed to leave the school for lunch; late returns from lunch will be treated the same as a tardy / unexcused absence.

Off-site attendees are required to make adequate progress on their courses as indicated in their student curriculum contract. All off-site attendees will have a minimum number of activities to complete each day. In addition, all off-site attendees must log in and complete work on every day school is in session, at a minimum. If an off-site attendee does not log in on a day school is in session, their parent/guardian must call in and excuse them, or they will be marked as unexcused absent for that day. Off-site attendees are subject to the same truancy laws as on-site attendees.

Orientation Days

All students enrolled in the virtual school program, whether attending on-site or off-site, must attend at least two orientation sessions as indicated on the school calendar. Failure to attend these sessions, or approved make-up days, will result in dismissal from the program.

Unit and End-of-Course Tests

Off-site attendees must take end-of-unit and end-of-course tests at Roosevelt Education Center, proctored by a staff member. In addition, off-site attendees may come to the school to complete course work if they would like additional assistance. While in the building, off-site attendees must comply with all rules and standards in the school handbook and district policy. Failure to do so may result in disciplinary action.

Appendix A:

Roosevelt Education Center Daily Point Sheet

Student: _____ Daily Goal: _____ Date: _____

ACE Point Sheet

Period/Task	Staying in Area	Completing Work	Appropriate		Daily Personal Goal
			Physical Choices	Language + Tone	
1. Arrival					
2. Group					
3. Reading					
4. Language Arts					
5. Spelling					
6. Math					
7. Science					
8. Social Studies					
9. Lunch					
10. Recess					
11. _____					
12. _____					
Total					

Bonus Points:

Total

Points Lost:

Total

Possible	
Earned	

Daily Total

Appendix B:

WTAS Weekly Point Sheet

WTAS WEEKLY POINT SHEET

Student: _____ Week of: _____

	Friday 30			Monday 2			Tuesday 3			Wednesday 4			Thursday 5		
	BP	FD	CA	RO	A	BP	FD	CA	RO	A	BP	FD	CA	RO	A
Breakfast															
Period 1															
Period 2															
Period 3															
Period 4															
Period 5															
Lunch															
Period 6															
SSR/ROH/Gp															
Period 7															
Period 8															
Personal Goal															
	Total			Total			Total			Total			Total		
Point Deductions (-5)															
Unauthorized Area															
Open Defiance															
Inappropriate Language															
Disrespect															
Automatic Office Referral															
Severe Profanity (+20)															
Physical Contact (-50)															
Bonus Points RR/Drink															
Total															
Personal Goals:															
1.															
2.															
	Final Weekly Average _____														
	Student's Signature _____														
	Teacher's Signature _____														

Appendix C:

WTAS Modified Daily Point Sheet for Level One:

Student _____

Morning

Date: _____

	Being Prepared	Following Directions	Completing Assignments	Respecting Others	Attitude	Point Deductions	Total
8:00 - 8:10 Breakfast	1	2	3	4	5		
8:10 - 8:45 1st Hour	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
8:45 - 9:30 2nd Hour	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
9:30 - 10:15 3rd Hour	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
10:15-11:00 6th Hour	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
11:00 - 11:45 5th Hour	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Morning Total							

Mr. Roth 1 2 Teacher 1 2 Teacher 1 2 RR/Drink 1 2 3 4

Afternoon

	Being Prepared	Following Directions	Completing Assignments	Respecting Others	Attitude	Point Deductions	Total
11:45 - 12:05 Lunch	1	2	3	4	5		
12:05 - 12:45 6th Hour	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
12:45 - 1:00 SSR	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
1:00 - 1:45 Transitions 1	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
1:30 - 2:30 Transitions 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Total							
Afternoon Total							
Grand Total							

Appendix :



Roosevelt Education Center

201 North B
Wellington, KS, 67152
(620) 326-4330

221 S Washington
Wellington, KS 67152
(620) 326-4300

CELLULAR PHONE AGREEMENT

Cellular phones (or similar devices) are becoming increasingly popular and important in the lives of today's youth. However, with increased availability and use of cellular phones, a great deal of responsibility accompanies a cellular phone, especially in the school setting. Students attending the Roosevelt Education Center are encouraged to demonstrate responsible behaviors in many different avenues while at school. The possession and responsible use of a cellular phone is an example of an opportunity to develop a positive life skill in our program. However, when misused, cellular phones have been shown to be a significant distraction in the public school setting leading to missed academic opportunities, access to inappropriate materials, disruptions in the classroom, and conflicts between peers as well as other issues that are counterproductive in a school environment.

The staff at the Roosevelt Education Center invites opportunities for students to become more responsible in their daily lives. The REC staff also believes that prevention is the key to many of life's problems. Therefore, to encourage responsible behaviors while in the school setting and to prevent problems caused by or intensified by misused cellular phones, the following agreement is required in order for a student to possess a cellular phone on school grounds:

Cellular Phones – Students and legal guardian(s) must agree to this policy in writing before the student can carry a cellular phone (or similar device) on school grounds. *Students are not allowed to use cellular phones during school hours (8:00-3:00)* **First Violation:** *Students who violate this policy will have their phones confiscated and turned into the office. A parent will be required to pick up the student's phone.* **Second Violation:** *If a second violation occurs, the student and their parent(s) will be notified that the student will no longer be allowed to have a cellular phone in his or her possession on school grounds.* **Further Violations:** *Further violations including the possession of a cellular phone on school grounds will constitute defiance of authority and will result in disciplinary action(s) up to and including out-of-school suspension or expulsion.*

Parent/Student Agreement – We understand that students carrying a cellular phone while at school will have the phone turned off and out of sight at all times between the school hours of 8:00 am – 3:00 pm. We have also read and agree to the policy stated above.

 Parent

date

 Student

date

Emergency Safety Interventions

The Wellington USD 353 board of education is committed to limiting the use of Emergency Safety Interventions (“ESI”), such as seclusion and restraint, with all students. The Wellington USD 353 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 www.usd353.com. In addition, this policy shall be included in at least one of the following: USD 353 crisis plan, or student handbook.

Definitions

“Emergency Safety Intervention” is the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

“Seclusion” requires all three of the following conditions to be 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 the student will be prevented from leaving, the enclosed area.

“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.

“Mechanical Restraint” means any device or object used to limit a student’s movement.

“Physical Restraint” means bodily force used to substantially limit a student’s movement.

“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.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

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 by a licensed healthcare professional for treatment of a medical or psychiatric condition; and
- Use of mechanical restraint, except:
 - Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional;
 - Any device used by law enforcement officers to carry out law enforcement duties; or
 - Seatbelts and other safety equipment used to secure students during transportation.

Training

The superintendent shall ensure that all district personnel are trained annually with information about this policy. The superintendent shall ensure that designated district personnel

are trained and know the procedures involving the use of seclusion and restraint as defined by the CPI system:

- Nonviolent crisis intervention
- A continuum of prevention and de-escalation techniques.
- Use of positive behavioral intervention strategies.
- The appropriate use of physical restraint.
- Professionally accepted practices in physical management and use of physical restraint.
- Methods to explain the proposed restraint methods to students and parents/guardians.
- The appropriate use of seclusion.
- Appropriate documentation and notification procedures.

The training for school employees should be consistent with nationally-recognized training programs to ensure that school employees are trained in the proper use of seclusion and physical restraint to prevent harm to students or other. The Wellington USD 353 employs the use of the CPI system, a nationally-recognized training system.

Each school building shall maintain documentation regarding the training that was provided and a list of participants.

Documentation

The principal or designee shall provide written notification to the student's parents any time that ESI is used with a student. Such notification must be provided within two (2) school days.

In addition, 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 intervention,
- Type of intervention,
- Length of time the intervention was used, and
- School personnel who participated in or supervised the intervention.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent 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.

Local Dispute Resolution Process

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 by using patron complaint form before filing a formal complaint with the board. 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.

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, or a school administrator selected by the board. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings and recommended action 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 a report containing written findings of fact and, if necessary, appropriate corrective action. A copy of the report adopted by the board shall be provided to the parents, the school, and the state board of education.