

Educational Service Unit 13

Panhandle

Beginnings

Day Treatment



Student Handbook

2026-2027

Carpenter Center - 116 Terry Blvd.
Gering, Nebraska 69341
Phone (308) 632-3981

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Panhandle Beginnings Day Treatment

Carpenter Center, 116 Terry Blvd., Gering, Nebraska 69341

Panhandle Beginnings Program Goals

Panhandle Beginnings (PbDTx) is a therapeutic treatment and educational setting that can provide an individualized, educational and therapeutic environment which supports social-emotional awareness, and promotes personal growth in a safe, healing environment to help youth reach their full potential. Panhandle Beginnings will provide Day Treatment services to youth Grades 3-9 who have been identified by the PbDTx multidisciplinary team to have intensive emotional and behavioral diagnoses that adversely impact the child's daily living skills and ability to participate in the general education curriculum and environment.

Panhandle Beginnings is a service in a continuum of care designed with built-in support of mental health professionals to help youth develop the social and emotional skills necessary to become successful in any academic and social situation and to facilitate movement of the acute mental health and behavioral needs to a status in which they are capable of functioning in the community with less intense support.

Through support of the educational and therapeutic program, there is a collaborative effort to ensure a youth's success. Case management and coordinated services, along with outside agencies and private practitioners, are an integral part of the delivery of services. When parents and the program staff collectively support youth in changing their cognitive, emotional, and behavioral responses, significant progress can be made. This will include, but not be limited to, the following services:

- Therapeutic Components (more information on page 21)
- Multidisciplinary biopsychosocial assessment
- Psychological diagnostic services that contribute to the diagnosis and plan of care for the youth
- Clinically appropriate assessment as necessary, to assess the youth for substance use disorders, or other specialized treatment needs
- Individual, group, and family psychotherapy and/or substance use disorder counseling services
- Crisis intervention planning, management, and aftercare
- Comprehensive treatment/recovery planning
- Consultation services as indicated in service definition
- Ancillary service referrals as indicated in service definition
- Psychoeducation including behavioral health education and/or substance use disorder prevention and education as necessary
- Psychiatric care including medication management (DT only)
- Integrated discharge planning to home community and school
- Additional services as appropriate including: recreational therapy, occupational therapy, social skills building, self-care services, and/or speech therapy
- Educational Components (more information on page 20)
- Core subject instruction
- Tutorial/homework assistance
- Recreation and physical exercise
- Specially designed instruction
- Special education related services (additional cost to schools)
- Reintegration into resident district
- Nursing Services provided by qualified school nurse
- Dietary Services, including consultation with registered dietician regarding meal planning and provision of meals

The length of stay is individualized and based on clinical criteria for admissions and continued stay. However, considering time-limited expectations within the therapeutic day treatment setting, decreasing attendance is typical. The objective is to help develop a set of skills in an intensive setting and provide youth and family the support and interventions needed to help them be successful in daily living by stabilizing the precipitating condition and relapse potential. This will be evidenced by the youth managing without professional and external support and interventions. Youth and family will have

informal support systems developed to maintain stability in a less restrictive environment. The reintegration back into the youth's community and school will be completed in a gradual process to assure success. The reintegration process will be guided by outreach personnel from Panhandle Beginnings and includes support for youth, parents, and school staff during the gradual reintegration process.

Mission Statement

Panhandle Beginnings Day Treatment, in partnership with school districts, families, and community, will provide intense, trauma focused therapeutic treatment and learning opportunities to students with significant emotional and behavioral needs, (grades third-eighth), resulting in healing, skill building, and productive community members.

Goals and Vision of the Program

Core Values of the PbDTx

PbDTx's core values are consistently taught and practiced through all school activities. The core values represent lifelong skills believed to create a successful future. The core values are:

Respectful

- Listen and follow directions
- Respect others
- Take care of our school

Responsible

- Do your best work
- Participate in class
- Tell the truth
- Take accountability

Caring

- Use kind words
- Be nice to others
- Help your peers

Cooperative

- Focus on learning by staying on task
- Complete your work
- Be quiet and calm during learning

Program Overview

PbDTx is not its own school and serves each school district and student as an extended, off site, intensive ED classroom. The school district, family, student, and PbDTx coordinate with each other to provide the least restrictive academic setting possible. Ongoing monitoring of treatment appropriateness and youth needs are communicated at monthly team meetings. PbDTx can serve as a transitional educational placement when students are exiting hospitalizations and/or residential treatment facilities. When the student has made enough progress to be able to consistently maintain safe and appropriate behavior in the classroom/school setting, a transition meeting is scheduled so that the student can return to his/her home school. There are times when PbDTx is not a good fit for the needs of the student. When this happens, a transition meeting occurs to establish the best educational placement for the student.

Placement

Panhandle Beginnings Day treatment is the most intense part of the continuum of services available to students with emotional and behavioral health needs through ESU #13. As such, all potential participants of this program must be referred through the following process and will be enrolled based on PbDTx team, youth parent/guardian, and youth resident school district representatives' recommendation.

Referral Process

1. Individual Education Program (IEP) team, judicial, or Licensed Mental Health provider referral
2. Initial diagnostic interview
3. Collection of necessary documentation/school records, etc.
4. Multidisciplinary biopsychosocial assessment
5. Facility team review of referral information
6. If determined appropriate placement, district and facility teams meet to establish goals.

PbDTx Entrance Criteria

- The individual demonstrates symptomology consistent with a DSM 5 diagnosis which significantly impairs functioning, requires and can reasonably be expected to respond to therapeutic intervention including mental health and/or substance use treatment.
- This individual is medically stable and does not require the 24 hour medical/nursing monitoring or procedures provided in inpatient services, but requires 3-5 hours of outpatient level of care up to five times a week. (This must be met to satisfy criteria for admission.)
- Evidence of and documentation indicating that prior attempts of evidence based interventions have been attempted with fidelity in a less restrictive environment, and these attempts have occurred over a period of time (i.e., 4-6 weeks for first level attempt and 4-6 weeks for second level attempt).
 - *Override to prior entry criteria-- determined by PbDTx MDT. If a student displays a significant mental health need that suggests a more restrictive environment would be the least restrictive placement, then the prior mentioned criteria will be removed.
- Unanimous PbDTx MDT and leadership Confirmation, followed by the resident school district IEP Team agreement.
- Parents/legal guardians must sign consent for treatment.

Directory of Personnel

Administrators

Jessica Broderick - Director of Special Education

jbroderick@esu13.org

(308)635-3696

Justin Ruzicka - PBDTx Coordinator

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(308) 632-3981

Teachers

Chae'lee Hill- Teacher

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(308) 632-3981

Jeff Jackson - Teacher

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(308) 632-3981

Amanda Metcalf- Special Education Consultant

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(308) 632-3981

Support Staff

Dan Fox- Outreach Family Coordinator

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(308) 632-3981

Jasmin Ramirez- Administrative Assistant

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(308) 632-3981

Behavior Techs

Andrew James

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(308) 632-3981

Fransheska Plasencio

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(308) 632-3981

Advisory Committee

An Advisory Committee has been developed with representatives that provide input on programming, procedures, and best practices. This committee is facilitated by the Program Director and Program Administrator. Representatives may include:

- School district representatives (Superintendent, Special Services Director, School Psychologist, Licensed Mental Health Practitioner, School Counselor)
- ESU #13 Administrator
- Community Member representative/s
- Consumer Representative
- Region 1 Administrator
- Judicial representative
- Private Counselor/Psychologist

Student Program Policies and Information

Student School Day

Staffing Hours

8:00 AM - 4:00 PM

Instructional Hours

9:00 AM- 2:30 PM

The school day for students begins at 9:00 a.m. and ends at 2:30 p.m. Teachers and additional PbDTx staff will be on duty from 8:00 a.m. - 4:00 p.m. to supervise, teach, and consult with students, schools, and families in a variety of environments.

School Calendar

The school calendar will follow the ESU #13 calendar as closely as possible. Some additional teacher work days are planned. Please refer to the full calendar or website for day to day activity. The calendar will be included in your materials information packet and is available from PbDTx Staff.

Attendance

Panhandle Beginnings Day Treatment School expects students to attend every meeting of the classes in which they are enrolled. Attendance is essential to success. You are expected to follow the attendance policy of your home district. Your daily attendance is reported to your school district monthly. Excessive unexcused absences will result in a meeting of the IEP team.

Attendance and Program Duration

At Panhandle Beginning Day Treatment (PBDTx), consistent attendance is essential for therapeutic and academic success. Because the program is structured to support behavioral, emotional, and educational progress, regular participation is a key factor in determining a student's readiness for transition back to their home school.

Policy Statement:

- If a student accumulates 30% or more absences within a quarter, their time in the PBDTx program may need to be reevaluated. This is to ensure the student has adequate time to engage in services, demonstrate progress, and meet transition goals.
- Example:
- In a 45-day quarter, 14 or more absences may result in a program review of placement at Panhandle Beginnings Day Treatment .

Response Process:

- Monitoring: Attendance is tracked weekly and reviewed by the program coordinator and PBDTx team.
- Notification: If a student approaches the 30% threshold, the family will be notified, and a meeting may be scheduled to address barriers to attendance.
- Review Meeting: Once the threshold is met, a formal meeting will be held with the family, home district, and PBDTx staff to discuss the impact of absences and revise the student's placement at PBDTx.
- Note: Absences will be reviewed on a case-by-case basis. The primary goal remains supporting the student in meeting therapeutic and academic objectives within a realistic and supportive timeframe.

Absences

The team will implement strategies to deal with the absences, which may include student removal from the program because of lack of continuity needed to meet designated treatment goals.

If the student needs to be absent, PbDTx encourages the student to call themselves into the office. There are cases where the student may not be able to call in; in this case, Parents/Guardians should report their children as absent for the day. The office number is (308) 632-3981. When a child is absent:

- Student or Parent/Guardian should notify the school prior to 8:45 a.m. if a student will be late or absent. This allows for daily planning and schedule changes.
- All providers of transportation services must be notified by the student or parent/guardian in the event of student absence.

Transportation

Transportation to and from the home school district to the program site is furnished by the student's home district. It is the responsibility of the student/family to notify the home school district should you decide not to use the provided transportation from time to time.

If medical, mental health, or other appointments are scheduled through the school day, it is the responsibility of the student/parents to provide transportation to meet the need.

****Since transportation is provided by the home district, the use of personal cars is discouraged. If this is necessary to build into the student's plan, please reach out to the case manager.

Student Eligibility for the Program

The PbDTx team along with the youth's school IEP team drive the decision regarding participation in the PbDTx program. The referral process will include parent consent for referral and school, treatment team and family participation in an in depth intake which will include determining enrollment, appropriate treatment goals, and planning for discharge at the initial team meeting (see enrollment criteria and referral process page).

Re-Referrals to PBDTx

Some students who are initially declined for placement in the Positive Behavior Day Treatment (PBDTx) program may continue to struggle despite additional interventions. In such cases, a re-referral may be considered, provided that new data supports the need for a more intensive level of behavioral and emotional support.

To ensure appropriate placement all re-referrals must demonstrate that:

- Additional interventions were implemented following the original denial
- Data supports a continued or increased need for intensive services

- A less restrictive setting is no longer sufficient to meet the student's needs

Payment for the Program

Your home school district pays tuition for your attendance in the PbDTx Program. This is an all-inclusive type of payment which includes academic instruction, therapeutic intervention, transportation, training in the community, and specialized related services (such as speech, occupational therapy, physical therapy) as identified in your IEP.

Necessary Supplies

PbDTx will provide educational materials, resources, and supplies needed for treatment and educational programming.

Electronic Devices and Assistive Technology

Students are encouraged not to bring items to school that are not required for educational purposes or otherwise allowed by the teacher. These items include, but are not limited to: cell phones, tablets, laser pointers, and handheld games. These items pose a risk for theft and interference of the educational process. Students are encouraged to leave all personal items, including cell phones, at home. If personal devices are brought to PbDTX (i.e. cell phones, tablets, etc.,) they will be required to be checked in and held by the Administrative Assistant, in a secure storage until the end of the day. Access to those personal devices will be given with permission from the PbDTx teacher or administrator. When any item becomes a distraction to themselves or other students, the item will be removed until the end of the school day. The device will be returned to the student at the end of the school day. If it becomes a regular disruption, the treatment team will notify the parent and the youth's home school district to address the problem as appropriate.

Media and Publicity

Newspapers, television, and other media or groups sometimes wish to take and publish pictures of students at PbDTx. Please review the "Media/Publicity Form" at the end of this handbook and return it to the school at the beginning of each school year.

School Visitation

We encourage parents and district personnel to visit our school at any time. We ask that you limit your visits to one hour. Please contact the PbDTx Administrator to schedule your visit in order to ensure that students will not be out on a field trip or involved in a special project. We are always pleased and proud to entertain visitors. Your interest and involvement is important to all of our students and staff. If you would like to have lunch with your child on any day, please let us know before 9:00 AM so we can order lunch for you.

All visitors must report in at the front office upon entrance to the building to sign a confidentiality form and to receive a visitor's badge.

School Cancellation & Closing

The safety of students and staff is always the major consideration when any severe weather problem arises during the school hours. When we are in a tornado alert, we encourage parents/guardians to seek protective shelter until the crisis is past. The staff and students have been trained in the proper procedures in the event of disasters and it is our responsibility to do what is necessary to protect the lives of the students and staff while at school.

If the weather conditions are serious and a decision is made to not have school, ESU #13 will contact radio station KNEB and ask them to announce this decision. Please tune into KNEB 94.1 FM in the morning and/or reference the "Closings" sections of their website at www.kneb.com if the weather looks bad enough to force a cancellation.

If you transport your child and weather conditions in your area are such that you decide not to take your

child to school, please notify the school by 9:00 AM. School districts that provide bus service for their district's students will follow their district school closings/cancellation decision.

If weather conditions are becoming hazardous, or may become hazardous during the school day, we will close school and bus the children to their drop sites early. Before bussing your child, we will contact you personally by phone, or, in the event you cannot be reached, the individual(s) identified on the "Student Enrollment Form." If you transport your child, you will be asked to come and pick him/her up.

Communication with Staff

Day-to-Day Communication

It is imperative that there be open lines of communication between school staff and families. If you have questions or concerns that need to be answered, please send a written note to class or call (308) 632-3981. The best time to reach school staff is between the hours of 8:00 AM and 9:00 AM or 3:00 PM and 4:00 PM. Please call at any time during the day in the event of an emergency or urgent need. Teachers may also be reached via their ESU #13 email addresses, which are provided to families at the beginning of the school year. Providing a personal cell phone number for text messages or phone calls outside of school hours is at the discretion of the individual teacher.

It is important that parents/guardians communicate via a written method (e.g. email or written note) when a change occurs in a child's environment, physical status, or mental condition. For example, when a doctor prescribes a new medication. This ensures that there is record of the change(s) or important information.

We employ a number of caring, dedicated paraprofessionals who become very close to your child, and informal communication with these individuals is encouraged. Questions or concerns regarding your child's programming, status, or behavior should be directed to his/her teacher or the PbDTx Administrator.

Student Transportation and Driving Privileges

Students enrolled in the PbDTx program are not permitted to transport themselves to or from the program while participating in PbDTx unless otherwise approved through the process outlined below. This expectation is in place to support student safety, maintain program structure, and ensure that students receive appropriate supervision during transitions to and from the school day.

Independent transportation privileges may be considered only after a student has demonstrated sustained improvement in behavioral functioning and emotional regulation to a degree that indicates readiness for increased independence.

Determination of a student's eligibility to drive themselves to and from the PbDTx facility shall be made on an individual basis by the PbDTx Coordinator in collaboration with the Special Education Director. Approval will be based on documented student progress, safety considerations, and the student's ability to independently manage behavioral and emotional expectations in a responsible manner. The PbDTx Coordinator and Special Education Director reserve the right to revoke driving privileges at any time should student performance, safety, or behavioral concerns warrant reconsideration.

Student Nutrition & Wellness

(Board Policy Adopted 6/15/21 - Article 6, Section 5.G.3.)

Wellness Policy-Students

A mission of Educational Service Unit #13 is to provide curriculum, instruction, and experiences in a health-promoting program environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following ESU #13 Wellness Policy.

Nutrition

ESU #13 Meals

All programs within ESU #13 that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs.

Staff Qualifications and Professional Development

All ESU #13 nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These ESU #13 nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the program day and throughout every ESU #13 campus ("ESU #13 campus" and "program day" are defined in the glossary). ESU #13 will make drinking water available where ESU #13 meals are served during mealtimes.

Competitive Foods and Beverages

The foods and beverages sold and served outside of the ESU #13 meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable ESU #13 meal programs that are sold to students on the ESU #13 campus during the program day, will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, ESU #13 stores and snack or food carts.

Celebrations and Rewards

ESU #13 will encourage staff to ensure that foods offered on the ESU #13 campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

Celebrations and parties. ESU #13 will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

Classroom snacks brought by parents. ESU #13 will provide or make available to parents a list of foods and beverages that meet Smart Snacks nutrition standards.

Rewards and incentives. ESU #13 will provide teachers and other relevant ESU #13 staff a list of alternative ways to reward children or other comparable resources. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the ESU #13 campus during the program day.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in ESU #13 meal programs. Students and staff will receive consistent nutrition messages throughout ESU #13, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by ESU #13 staff, teachers, parents, students and the community.

Nutrition Education

ESU #13 will teach, model, encourage and support healthy eating by all students. ESU #13 will provide nutrition education and engage in nutrition promotion that:

- is designed to provide students with the knowledge and skills necessary to promote and protect their health; and
- includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and ESU #13 gardens.

Nutrition Education Integration

PBDTx is committed to promoting healthy lifestyle habits by incorporating food and nutrition education throughout the educational program when appropriate. Nutrition concepts may be integrated across content areas and grade levels to provide students with developmentally appropriate opportunities to learn about healthy eating habits, balanced nutrition, and the impact of food choices on overall wellness. Staff will seek to reinforce nutrition education through classroom instruction, discussions, and applicable real-world learning experiences when feasible.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the ESU #13 campus during the program day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions at ESU #13. This term includes, but is not limited to the following:

- brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
- displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on ESU #13 equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, ESU #13 will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.);
- corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by ESU #13;
- advertisements in ESU #13 publications or ESU #13 mailings;
- free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As ESU #13/program nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by ESU #13 Wellness Policy.

Physical Activity

Children and adolescents should participate in physical activity every day. To the extent practicable, ESU #13 will ensure that its grounds and facilities are safe and that equipment is available to students to be active. ESU #13 will conduct necessary inspections and repairs.

Classroom Physical Activity Breaks (Elementary and Middle School) Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical program week. ESU #13 recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. ESU #13 will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks.

Other Activities that Promote Student Wellness

ESU #13 will integrate wellness activities across the entire ESU #13 settings, not just in the cafeteria, other food and beverage venues and physical activity facilities. ESU #13 will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes. All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy program environments will be coordinated with and complementary of the Wellness Policy, including but not limited to ensuring the involvement of the ESU #13 Wellness Committee.

Community Partnerships

ESU #13 will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Wellness Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the Wellness Policy and its goals.

Staff Wellness and Health Promotion

The ESU # Wellness Committee will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. Programs in ESU #13 will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. ESU #13 promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost. Professional Learning When feasible, ESU #13 will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and ESU #13 (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help ESU #13 staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing ESU #13 reform or academic improvement plans/efforts.

For more information on the ESU #13 Procurement Policy, please refer to Board Policy on our website (Article 6, Section 5.H)

Free and Reduced Meal Program

Applications can be completed to apply for free or reduced price meals based on Federal income guidelines. A new application must be completed each school year. An application is sent home in a mailing prior to the start of the school year. You may request an application anytime during the school year through the student's home district. All information provided on the Free and Reduced application will be kept confidential.

Confidentiality of Student Assistance Programs

ESU 13 is committed to protecting the privacy and dignity of all students receiving free or reduced-price meal benefits and supplemental assistance programs, including Cat Packs. Student eligibility and participation in these programs will be handled in a confidential and respectful manner in accordance with applicable federal and state privacy laws. Staff members responsible for administering these programs will take reasonable steps to ensure that student participation is not publicly identified or disclosed and that access to eligibility information is limited to personnel with a legitimate educational or programmatic need to know.

Student Accounts

A final lunch count will be taken and meals ordered from the contracted Food Service by the front office secretary at 9:00 A.M.

Lunch bills will be sent home with the student on the 1st school day of the month. Please make checks

payable to ESU #13. Lunches will be billed the month after they are consumed. Parents can pre-pay for meals if so desired. Bills that are not paid after two months will result in students not able to purchase lunch until the balance is paid. Notification of this status will come from the Administrative Assistant.

Meal Prices

- Elementary Breakfast \$2.35
- Elementary Lunch \$3.30
- MS/HS Breakfast \$2.35
- MS/HS Lunch \$3.30
- Reduced Lunch \$.40
- Adult Lunch \$4.35

Special Diets

Students requiring special diets will need to fill out paperwork through the school nurse.

Lunches

Lunch will be served daily at the PbDTx. Students will have lunch between 11:30am -12:30 pm each day. Some students may be eligible for Free or Reduced Lunch based upon Federal guidelines. If your son/daughter wishes to bring lunch, they are welcome to do so. They may bring their lunch to the PbDTx administrative assistant. A Refrigerator is available at PbDTx to accommodate lunches brought from home. PbDTx staff will provide supervision throughout the lunch period with students making independent choices on seating and peer interaction.

Snacks

Snacks are provided in the afternoon. Students who cannot be appropriate with gum will no longer be allowed to chew gum in school. Students can have a piece of fruit anytime of the day. Students who require special diet items will be allowed to send a snack from home. Other snacks sent from home will be allowed on a case by case basis.

Smart Snack Compliance

PBDTx is committed to promoting healthy food choices by ensuring that any foods or beverages marketed or promoted to students on the ESU #13 campuses during the program day meet or exceed USDA Smart Snacks in School nutrition standards, or applicable state nutrition standards when those standards are more rigorous. This practice supports the promotion of nutritious options and reinforces healthy eating habits within the school environment.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider

Student Expectations

Student Dress Code

- Students are expected to wear clothing that is appropriate for a school setting
- Clothing must be school appropriate and not distracting in nature
- Shoes must be worn at all times (unless prior permission given or unless safety protocol is being followed)
- No hats, hoods, or sunglasses
- No bandanas or hair stockings
- No clothing with swear words or inappropriate images, including anything that promotes drug or alcohol use or anything that offends, or presents a problem for other students or staff
- No sagging or revealing clothing
- No skirts or shorts that are shorter than a 2 inches above the knee
- No tight or low cut garments
- No pajamas or slippers (all footwear must have a sole suitable for walking on the street)
- No inappropriate jewelry (spiked bracelets, jewelry that consists of weapons, etc.)
- No shirts that expose midriffs or expose a bra/straps in anyway
- Fresh or open self-harming cuts and sores must be covered
- Students not dressed appropriately will be given clothing to change into if available or they will need to have a parent/guardian bring them appropriate attire before returning to the community

School Expectations

- In addition to school rules aligned with our core values, PbDTx believes it is important to outline expectations set for all students
- Raise hand or notify educators before getting out of their seat or leaving class area
- Be quiet in the hallway and during transitions
- Always walk in the hallway
- Do not go into rooms, offices, and/or hallways without permission
- Complete a therapist request form to meet with your therapist outside your scheduled time
- Only one therapist approved stuffed animal/coping tool can be brought to school (prior approval required)
- Leave backpacks in the front office
- Clean up your area and space
- Only staff are allowed to unlock and/or open doors
- Sit in assigned or approved areas only
- Abide by ESU #13 technology policy
- Turn in phones and electronic devices to PbDTx Administrative Assistant staff first thing in the morning
- Do not bring items into the school from walks or time outside without permission
- Engage in public (not private) conversations with peers (includes refraining from passing notes)
- Personal money must stay at home

Panhandle Beginnings Day Treatment Rules

PbDTx Center's rules align with the four core values. In all settings, students are expected to abide the following rules:

- **Students will be Respectful**
 - Students will listen and follow directions
 - Students will respect themselves and others
 - Students will allow others to work
 - Students will respect personal boundaries
 - Students will take care of property
- **Students will be Responsible**
 - Students will complete their school work
 - Students will participate in activities
 - Students will work on their therapy goals
 - Students will be quiet in the hallways
 - Students will stay with staff at all times
 - Students will be in class everyday
 - Students will be on-time and ready to learn
- **Students will be Caring**
 - Students will use kind words
 - Students will be nice to each other
 - Students will be helpful to staff
 - Students will be helpful to peers
 - Students will respect others' therapy
- **Students will be Cooperative**
 - Students will engage in therapy
 - Students will focus on learning
 - Students will complete their work
 - Students will stay on task
 - Students will be quiet and calm during learning
 - Students will HAVE FUN!!

Student Rights and Responsibilities

Each student has the right to:

- Be informed of the rules, schedules, and procedures
- A safe school environment conducive to learning
- An environment that is free from sexual or physical harassment, humiliation, intimidation, and corporal punishment
- Express themselves as long as it is not obscene, slanderous, or threatens property or persons
- Review their file – Students and parents/guardians may review the file by following the client request process for ESU #13
- Items may be removed for the following reasons: information that may threaten the safety of the program, information which may result in other students being harmed, and information that could be psychologically damaging

Each student has the responsibility to:

- Respect themselves, others and school property
- Follow school rules
- Attend school daily, be on time, and participate fully in all classes
- Demonstrate respect for the building, property, staff, and students
- Accept the consequences of his/her behavior and actions
- Use the education and treatment provided to become a contributing member of society
- Refrain from using, possessing, buying or selling alcohol, narcotics, tobacco products, or other dangerous drugs on school property
- Refrain from and discourage others from possessing weapons and other dangerous objects at school

Addressing Behaviors

It is the belief of PbDTx that students can and will develop healthy habits and behavior if given the opportunity to build and practice skills. PbDTx uses a tiered approach as described below.

(See Also Student Conduct page 36)

Suspension Policy

(see Board Policy on page 36 for more information)

It is the belief of PbDTx that students requiring this level of care need to be at school to work on their treatment and education needs. Suspensions are decided on a case-by-case basis in an agreement with the therapist, Program Director and PbDTx Administration.

If a student is suspended, a re-entry meeting will be called. The Program Director, PbDTx Administrator, therapist, student, and parent/guardian will need to attend in order for the student to return to school. The student will need to help develop a plan detailing how they will make repairs and enter back into the community. The student will need to agree to participate in the plan upon their return.

Regulate

If a staff notices that a student is beginning to have difficulty in the classroom they will be offered dyadic regulation time. This may be walking in the hallway, going to the gym, outside, sensory room, etc. If the student engages in this regulation without argument, they will be able to return to the classroom immediately upon the staff's approval (i.e., once they display adequate regulation). If the student resists the regulation time and their behavior escalates, a 'step' is earned (see below) or they skip to the dignity room for regulation as a non-negotiable step.

Step

Steps are earned when behavior poses a minimal disruption and there are no safety concerns for the student or others.

Examples of behaviors earning a Step are, but not limited to:

- Inappropriate language
- Inappropriate body gestures or movements
- Disrespectful behaviors
- Shoving papers or materials off desk
- Refusing to follow directions
- Being loud in the hallway
- Talking back

Completing a Step

Staff verbally indicates that a student has a step and the reason for the step.

- Example: “Jack, you have a step for being disrespectful with your words.”
 - The student will be given time to take care of the step; however, too much time can lead to more restrictive consequences.
 - When the student is ready, the student will stand up and respectfully let a staff member know that they are ready to take care of the step.
- Example: “I’m ready to take care of my step.”
 - The staff member will ask why they are in a step and what actions need to be taken.
- Example: “I have a step for calling Jane a mean name. Next time I will ask her to be quieter.”
 - If needed, the student will apologize.
- Example: “Jane, I am sorry for calling you annoying.”

Collaborative Refocus

Collaborative Refocuses are earned when behavior poses a moderate disruption and no safety concerns for the student or others. PbDTx will utilize a Collaborative Refocus form to help students that are struggling. A Collaborative Refocus form will give the student the opportunity to process and plan strategies in order to re-engage in their education and treatment.

Examples of behaviors earning a Collaborative Refocus are, but not limited to

- Walking out of class
- Ongoing cussing
- Ongoing rude comments
- Turning off lights in the classroom or gym
- Going into classrooms, school rooms, or offices without permission
- Refusal to leave classrooms, school rooms, or offices when directed
- Engaging in disruptive behaviors which impacts or hinders the education of others
- Minor bullying
- Minor threatening
- Repetitive or multiple steps (three steps) for given behavior
- Disrespect towards themselves or others
- Disruption of the learning environment
- Struggling with school rules and expectations

Students will not be able to engage in certain activities until the Collaborative Refocus is completed.

Completing Collaborative Refocus

Students will complete a Collaborative Refocus form indicating the PbDTx Core Value(s) that were dishonored. Students will indicate what repairs need to be made (i.e., cleaning up a mess, apologizing, etc.). Students can have help from the staff when completing this form. Staff must approve the Refocus form by signing off on it.

Redirect

Redirect is earned to similar behaviors as a Support; however, the main difference is the student did not become dysregulated during the behaviors. The Redirect process encourages students to gain an understanding of how their behaviors impact others as well as their own treatment.

Redirect is completed in the same manner as Support with the Redirect worksheet. This worksheet focuses on the event, what skills the student used, what behavior did the student engage in, how did the behavior impact others, how did the behavior impact treatment, and what skills could be used in the future. In some cases, apologies or community services are also completed.

Support

When a student is unable to remain safe or follow program limits causing a disruption for other students, a student may be placed on Support. Support is designed to provide additional support to students that are demonstrating an inability to keep themselves safe. When placed on Support, the student will work closely with staff on completing tasks and will need to demonstrate safe behaviors over a period of time. Based on the nature of the event/incident that would result in placing a student on Support, a student will likely have restorative justice/repairs to complete.

A support form will be completed by staff in order to communicate how the student is progressing and to document a plan of how to meet the needs of the student in crisis. The final step of Support is completing a detailed reflection of the incident that occurred and allow the student the opportunity to identify what triggered the episode of escalation.

Examples of behaviors earning a Support are, but not limited to:

- Classroom needs to be cleared out due to disruptive or unsafe behavior
- Physical aggression
- Extreme verbal aggression
- Bullying
- Continuous, repetitive taunting of others
- Threats to cause harm to others
- Destroying a classroom, school room, or office
- Leaving the building without permission
- Going to the other side of the building
- Using items as weapons
- Property destruction
- Major disruption of the school community

Completing Support

Students complete Support independently with an assigned staff either in a classroom or in a separate location within the school. Using a Support Form, staff indicate the start and end time of support and the level of intensity. Students are expected to complete community service and apologize to those impacted by their behavior.

Reconnect

Reconnect is a time to address concerning behavior through a detailed therapeutic process. The purpose is to successfully reconnect the student back to day-to-day programming. Reconnect is completed with individual staff. There is no time limit. Students will receive therapeutic activities to reflect on the specific behavior.

Reconnect is decided on a case-by-case basis in an agreement with the therapist, Program Director and Program Administrator.

Completing Reconnect

Students complete in a separate location within the school setting with an individual staff member. If needed, staff will rotate through shifts during Reconnect. Students use their time to complete social and emotional learning activities relevant to their areas of need. In some cases, academic work is also assigned. In addition to learning activities, students must apologize to others, and have a check-out conversation with staff.

Physical Behavior Management

All PbDTx staff are certified in Crisis Prevention Intervention. If at any time, a student becomes unsafe to themselves or others, PbDTx staff may use approved nonviolent physical management in order to ensure safety and security. Physical managements are only used when all lower level interventions (verbal de-escalation, proximity, time, space, options, etc.) have been exhausted. staff will only engage in physical management when it is more unsafe to not intervene.

*Anytime physical management is used, parents/guardians will be notified.

Dignity Room

Dignity rooms are used for a variety of reasons for students at PbDTx. These rooms can be used for student breaks, regulation with calming strategies, work on school work with minimal distractions, read quietly, play a game with a partner, etc. The dignity rooms can also be used for students who need a safe place to regulate their emotions. Staff will always be present with students using the dignity rooms either within the room or directly outside the door where students can be observed through the window. When in crisis sometimes students need individual time to help them calm down when in crisis and the dignity rooms are made to provide that space. Please see the below section regarding board policy on seclusion for more details.

Therapeutic Send Home

In the case that a student is not emotionally available to access treatment and education, a therapeutic send home may occur. This is decided on a case-by-case basis in an agreement with the therapist, Program Director, and Program Administrator. A therapeutic send home will be considered an excused absence.

Collaborative Problem Solving Meeting

A Collaborative Problem Solving Meeting is called when concerns arise about the student's behavior and/or performance at PbDTx. A Collaborative Problem Solving Meeting is a problem solving meeting that includes the student, parent/guardian, therapist, program administrator and/or program director, and any person that is considered to be a source of support for the student (e.g., case worker, GAL., teacher, and/or probation officer.)

Reasons for Collaborative Problem Solving Meeting

- Suspensions (which also require repairs to be completed)
- Concerns regarding absences; a student reaches 5 or 10 absences.
- Concerns regarding compliance with program and therapy

The Collaborative Problem Solving Meeting is a time for the student to take accountability for his/her behavior and actions. The student is given the opportunity to explain to all who are present, why he/she has had a Collaborative Problem Solving Meeting called. This is also the time to discuss how the student's support network and treatment team can help the student successfully complete the program. A successful Collaborative Problem Solving Meeting will involve the completion of a behavior plan or contract. Home school districts are regularly updated on Collaborative Problem Solving Meetings.

Should a student come to a Collaborative Problem Solving Meeting not prepared to openly, and in a positive way, discuss his/her issues, it may be required that a student reschedule the Collaborative

Problem Solving Meeting when he/she is ready. A student will not be allowed to return to the treatment setting until a Collaborative Problem Solving Meeting has been held. In some cases, following a Collaborative Problem Solving meeting the team will decide that PbDTx is not the appropriate placement. In these cases, the school district will be given a 30-day notice regarding discharge.

Example steps for dealing with students behaviors:

1. One redirect without escalation
 - a. If escalation occurs move to step 2 (collaborative refocus)
2. Collaborative refocus (after redirecting twice)
3. 2nd collaborative refocus (1 SODAS)
 - a. If unsuccessful move to step 4 (support form)
4. 1st support form
 - a. Will be in the ownership room for 20 minutes
 - b. SODAS (1 or 2 depending on the situation/effort, practice coping skills)
5. 2nd support Form
 - a. Will be in the ownership room for 30 minutes
 - b. SODAS (2 separate SODAS)
 - c. Accountability project (consult with PbDTx Coordinator)

*If in dignity room follow simple instructions (example setting back against the wall, following instruction and cleaning dignity room)

Destruction of Property

In the event a student destroys property at PbDTx in the form of, including but not limited to, holes in the walls, broken chairs, broken windows, damaged computers, printers, telephones, or any other item belonging to Educational Service Unit 13 or The Terry and Hazeldean Carpenter Intergenerational Center, the student will be held financially responsible for the full cost of said property. Police may be notified and charges may be pressed. At the discretion of the PbDTx team, a restitution plan may be developed in lieu of financial reimbursement.

Panhandle Beginnings Day Treatment Programming and Curriculum

Staff Training

The focus of this programming will include heavy emphasis on evidence based trauma informed practices. As appropriate behavioral strategies will be based on the components of Positive Behavior Interventions and Supports. All staff will receive training in intervention strategies focusing on special treatment procedures including de-escalation techniques and physical restraint (such as that described within the Nonviolent Crisis Intervention), to be used by educational staff as a last resort when a child is a danger to himself or others. Additional training will be provided to staff regarding evidence based practices to manage behaviors and provide support to youth within the classroom. Additionally, there will be a strong trauma informed component that is woven throughout the individual's experience within the day treatment. Specific therapeutically based training for staff working within the day treatment will include both the therapeutic and educational staff receiving comprehensive training on trauma informed practices. This training will also be provided to student families and student school district staff as part of the efforts to create a smoother transition to the student's home district as well as to build capacity within school district staff members.

Regular training for staff will occur on a weekly basis.

Educational Component Overview

All youth participating in this program will receive instruction by a certified teacher that is aligned with their curriculum in their local district. Youth enrolled in the Day Treatment Program who are verified as a student with a disability under IDEA (PL 92-142) and Nebraska Rule 51 will receive services from a provider who meets the additional requirements under Rule 51. Specially designed instruction in core areas will be provided to students at their instructional level. Methodology will be based on

evidence-based strategies for supporting positive behaviors within the classroom while addressing root causes of behavior. Positive behavior support will be a component utilized within the overarching delivery model. Primary to the goals of this methodology is structuring the environment in a manner that makes problematic behaviors irrelevant, inefficient, or ineffective while at the same time encouraging the expression of functionally equivalent replacement behaviors and acquisition of and/or improvement of skills and behaviors that help the individual attain the same goals as the problem behaviors in a more acceptable manner.

Current research indicates effectiveness of this type of a multi-tiered based program delivered to students who receive their education in restrictive settings. Indicating that these levels of intervention better meet the diverse needs of students, and that at the very least, have the potential to increase the level of positive outcomes associated with students in restrictive settings above and beyond what has previously been achieved under more traditional general education approaches. Moreover, with the expectation that if and/or when appropriate students educated within the Day School/Day Treatment settings will be exited back into less restrictive environments, one of the benefits of infusing multi-tiered principles and procedures into the delivery of services in restrictive settings is that staff will have individualized student data to inform and justify intensity/level of services while in treatment as well as exiting decisions, or conversely, help inform and justify decisions regarding maintenance or increases in the intensity of intervention efforts.

While it is understood that youth and their families may be struggling with a number of significant issues, educational services provided at Panhandle Beginnings will focus mainly on school functioning. Many youth and their families will require ongoing support from within, as well as outside the school system. To assist in the transition back to the home school, gradual reintegration may start with one or two classes in order to improve the chances of success. Regular communication and an identified point of contact for the youth and the family in the home school are also important.

Therapeutic Components

The therapeutic component will be guided by the Director of the ESU #13 Psychological and Behavioral Health Department. Therapeutic methods will be determined based on the clinical needs of youth, governed by service definitions and evidence based practices.

Given the high rate of ACE's within the population likely to be served within this level of care, therapeutic programming within Panhandle Beginnings will have a strong foundation in Trauma Informed Care (TIC). Hundreds of studies in several fields (e.g. child welfare, education, developmental psychology and psychiatry) have documented the negative effect ACEs, or adverse childhood experiences, including emotional, physical and sexual abuse, chaotic living situations (witness to domestic violence, neglect, divorce, trauma, poverty, etc.) on an individual's developing brain, altering neural systems that results in enduring emotional, behavioral, cognitive, social and physical problems. Additional studies have found that effective therapy for these conditions includes comprehensive treatment based on the fundamental principles of neurodevelopment and neurobiology with the underlying assumption that individuals' behaviors and overall state of regulation including emotional, behavioral, social motor and neurophysiological functioning are driven by neural integration. The therapeutic programming of PbDTx will be guided by a trauma informed approach that includes this methodology highlighting a developmentally sensitive, neurobiology-informed approach to clinical problem solving. Additionally, trauma informed care will be woven throughout the individual's overall experience within the day treatment and within psychoeducation provided to the families of students, as the integration of core principles of neurodevelopment and traumatology will guide the global interactions of all staff members with students in this program and will be emphasized within family education and therapeutic settings.

Day Treatment provides a medically necessary, community based, coordinated set of individualized treatment services to children/adolescents with mental health and/or co-occurring mental health and substance use disorder diagnoses whose symptoms interfere with their daily functioning in a school, work and/or home environment. The guidelines utilized within the PbDTx are based on best practice for the level of therapeutic services needed to effectively treat this population of youth.

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBiS) is an evidence-based, data-informed process that works to increase student achievement, school attendance, and academic success while decreasing challenging student behaviors. PBiS is a tiered framework for assisting school personnel in adopting and organizing behavioral interventions intended to support the success of all students. PBiS strongly emphasizes a positive, proactive approach to addressing behavioral issues and focuses on introducing, modeling, and reinforcing what students should do rather than waiting for misbehavior to occur before reacting. In PBiS, behavioral practices are combined with data to evaluate effectiveness of supports and guide programming decisions for reintegration into their resident district. PbDTx will incorporate PBiS as appropriate within the trauma informed framework of the treatment programming.

- First Tier: Universal support for all students. Components will include, but are not limited to: clear behavioral expectations, social emotional learning instruction, and frequent positive reinforcement of appropriate behavior.
- Second Tier: Targeted support. These include, but are not limited to: self-management interventions, parent training, intensive social skills training and mentorship.
- Third Tier: Individual support. All students will have Functional Behavioral assessments and individual behavior management plans will be designed.

Reintegration

Reintegration will be decided on an individual basis as a team decision. Reintegration will be planned through team meetings once youth have met their goals that were determined at the initial placement meeting. Student-centered transitions, which take into consideration the needs of the receiving school, have been shown to be the most successful type of transition and will drive the reintegration process. This process will be individualized for students and will include a strong psychoeducational and behavioral health consultation component. It may include the periodic attendance of one school district identified employee (i.e. special education teacher, Para educator, behavioral technician, etc.) with the student to day treatment. This model of staff immersion/training would allow the district staff member to access a more in-depth view of the program components, increase their understanding of intervention application and acquire an in-vivo experience of successful de-escalation, behavioral management and conflict resolution strategies. This also allows more in-depth learning with regard to the application of TIC within the educational setting. Furthermore, for those districts wishing to access IOP services, the IOP program would allow the student to attend their home school with a slightly lesser intensity of therapeutic service, provide the educational staff continued in district support during the transition and respectively taper intensity of service as needed based on student progress.

Outreach

Due to distances even within the proposed service area, travel may make it difficult or impossible for a student to receive services at Panhandle Beginnings. A portion of the educational component would be an outreach specialist that could work with a local school to design a program in the local school. This specialist would also handle reintegration into the local district.

Communication of Progress

The facility staff will meet with families weekly to discuss progress. These meetings may occur in person or through phone or secure video conferencing. As appropriate, team meetings with the district staff will occur monthly at a minimum and increase in frequency as reintegration grows near.

Fire/Safety Drills and Emergency Procedures

Fire Drill: In compliance with State Fire Marshal regulations, PbDTx will hold monthly fire drills. During these drills, students and faculty will exit the building in a quiet, orderly fashion through the door that offers the safest exit. Students should then proceed to the basketball courts on the west side of the building at a safe distance from the building. Students are to remain in this area until they receive an all-clear signal from an authorized person.

SRP Drills: PbDTx utilized the Standard Response Protocol which is a uniform, planned, and practiced response to any incident. This response will be taught and practiced at least two times a semester with

staff and students.

Tornado Drills: PbDTx will conduct tornado drills in accordance with the Carpenter Center. We will quickly and quietly proceed down to the interior hallway where all faculty and students will assume the position required for tornado safety. At the conclusion of the drill, we will quietly return to the PbDTx Classroom.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day ESU #13 receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent, or eligible student, believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If ESU #13 decides not to amend the record as requested by the parent or eligible student, ESU #13 will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by ESU #13 as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom ESU #13 has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, ESU #13 discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by ESU #13 to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Staff Qualifications

The administration shall protect the confidentiality of personal information in records regarding personnel

beyond salaries and defined directory-level information. Job application materials submitted by applicants, other than finalists, who have applied for employment, shall also be maintained as confidential records. Such confidential records information shall be released only to the extent required by law or as appropriate for the operations of ESU #13.

The following information is designated as “defined directory-level information” and may be given to parents or guardians of students served by ESU #13 upon request:

1. Whether a certificated staff member has met State qualifications and licensing criteria for the grade levels and subject areas in which the certificated staff member provides instruction,
2. Whether the certificated staff member is teaching under an emergency or provisional teaching certificate.
3. The bachelor’s degree major of the certificated staff member, along with information about other graduate certification or degrees held by the certificated staff member, and the field of discipline of the certification or degree.
4. The qualifications of a paraeducator assigned to their child.

Information pertaining to certificated staff is also available online on the Nebraska Department of Education-Teacher Certification website.

Policy of Non-Discrimination/Harassment

(ESU #13 Board Policy Adopted 06/15/21 - Article 5, Section 1)

ESU #13 does not discriminate on the basis of any protected status in its programs and activities and provides equal access to designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. Complaints or concerns involving discrimination should be addressed to:

Crystal Smith, Human Resources Manager
4215 Avenue I, Scottsbluff, NE 69361
Phone: (308) 635-3696
csmith@esu13.org

For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

ESU #13 is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination of any kind by ESU #13 employees, including co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated. All ESU #13 employees are expected to take prompt and appropriate actions to report and prevent discrimination. Employees who witness or become aware of possible discrimination must immediately report the conduct to his or her supervisor or the designated Compliance Coordinator.

Harassment

General Harassment

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to any protected status that is sufficiently serious to deny, interferes with, or limits a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment; or

- requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of any protected status may include, but is not limited to:

- a. Name-calling
- b. Teasing or taunting
- c. Insults, slurs, or derogatory names or remarks
- d. Demeaning jokes
- e. Inappropriate gestures
- f. Graffiti or inappropriate written or electronic material
- g. Visual displays, such as cartoons, posters, or electronic images
- h. Threats or intimidating or hostile conduct
- i. Physical acts of aggression, assault, or violence
- j. Criminal offenses

Sexual Harassment

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions;
- b. Requests or pressure for sexual favors;
- c. Comments about an individual's body, sexual activity, or sexual attractiveness;
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body;
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol;
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc.; or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If ESU #13 knows or reasonably should know about possible harassment, including violence, ESU #13 will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If ESU #13 determines that unlawful harassment occurred, ESU #13 will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, ESU #13 will follow this policy and grievance procedure, within the scope of its authority.

ESU #13 is committed to offering employment and educational opportunities to its employees and students in a climate free of harassment. Accordingly, unlawful harassment of any kind by ESU #13 employees, including co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated. All ESU #13 employees are expected to take prompt and appropriate actions to report and prevent harassment. Employees who witness or become aware of possible harassment must immediately report the conduct to his or her supervisor or the designated Compliance Coordinator.

Anti-retaliation

ESU #13 prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in ESU #13's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

ESU #13 will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, ESU #13 will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

ESU #13 is committed to offering employment and educational opportunities to its employees and students in a climate free of retaliation. Accordingly, unlawful retaliation of any kind by ESU #13 employees, including co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated. All ESU #13 employees are expected to take prompt and appropriate actions to report and prevent retaliation. Employees who witness or become aware of possible retaliation must immediately report the conduct to his or her supervisor or the designated Compliance Coordinator.

Grievance (Complaint) Procedures

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the Compliance Coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation ("discrimination") to the Compliance Coordinator.

If the Compliance Coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the administrator for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each ESU #13 building, on the ESU #13 website, and from the Compliance Coordinator.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

The Compliance Coordinator will review and evaluate each grievance, complaint, or report to determine if such grievance, complaint or report is covered under Title IX. If such a grievance, complaint or report is covered under Title IX, then the Compliance Coordinator will follow the Title IX Grievance Procedures. For all other grievances, complaints or reports, the Compliance Coordinator will follow the following General Grievance Procedures.

Title IX Grievance (or Complaint) Procedures

All employees are responsible for helping to prevent sexual harassment. Employees or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your supervisor or the supervisor of the offending person, the Title IX Coordinator, or the Human Resources Manager if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator or the Human Resources Manager, if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a supervisor.

4. For student reporters, contact any teacher.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator may file a formal complaint and begin the following complaint procedure.

Allegations of sexual harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee for reporting discrimination or harassment.

Response to a Formal Complaint

Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION

ESU#13 Compliance Coordinator/ Human Resources
4215 Avenue I, Scottsbluff, NE 69361
Phone: (308) 635-3696

The formal complaint must be signed by the complainant or by the Title IX Coordinator.

Complaint procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.

Upon receipt of a formal complaint, the Title IX Coordinator will follow procedures as outlined in Board Policy, Article 5, Section 1 (Non Discrimination).

For more information, please refer to Board Policy on the ESU #13 website.

Student Health and Wellness

Compliance with Nebraska Health Requirements

Nebraska State Law 79-214 (updated 2013) requires a physical examination by a physician, a physician assistant, or an advanced practice registered nurse, practicing under and in accordance with his or her respective certification act, within six months prior to the entrance of a child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade of the local school. This law also requires a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist within six months prior to the entrance of a child into the beginner grade or, in the case of a transfer from out of state, to any other grade of the local school.

State Law also requires (79-217, updated 2009) that all students, preschool through 12th grade be immunized for measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, and tetanus by immunization prior to enrollment. Every student entering 7th grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products. Records of the dates of the immunizations are required before enrollment. Students are also required to provide a record of either the

Varicella (Chicken Pox) vaccine or healthcare provider documentation of having Chicken Pox. In Nebraska, children can't attend classes in public or private school until the school has written proof of their immunizations status.

Exemptions with Immunizations

While there are exemptions to the immunization requirements, parents need to be aware that unvaccinated children are not the only ones at risk for contracting disease. When parents choose not to immunize, their decision affects every other child in the school as well as their own child. Many immunizations require multiple doses before a child builds up full immunity, and some children are not able to be vaccinated. These vulnerable children depend upon “herd immunity” for protection.

Exemptions to the vaccination requirement include:

1. A statement signed by a physician that the required immunization would be injurious to the student or members of the student's family or household. This form can be found at the Nebraska Department of Health & Human Services website:

<http://dhhs.ne.gov/Immunization/MedicalExemptionFromVaccinationRequiredForSchoolAttendance.pdf>

2. An affidavit signed by a legally authorized representative stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the student is a member. This form can be found at the Nebraska Department of Health & Human Services website: <http://dhhs.ne.gov/Immunization/Religious-Affidavit.pdf>

Provisional Enrollment

Some immunizations call for multiple doses of vaccine. For students who have not completed all doses required, state statute allows them to be provisionally enrolled in school if they have received at least one dose of each of the required vaccines prior to enrollment and continue to get the remaining shots as rapidly as is medically feasible.

This means that school staff will need to track progress toward the completion of the required immunizations. Vaccine series do not need to be restarted if the child has a documented immunization record, even if it has been a long time since the last dose, just have the child finish the series. Please note that the health office will be keeping track. If there are any questions feel free to either contact the school nurse or the Nebraska Department of Health and Human Services at (402) 471-6423

****Please Note: Students with exemptions on file may need to be excluded from school if there is an outbreak of a vaccine-preventable disease.

Communication of Medical & Health Information

In spite of the fact that there are no medical services on the PbDTx campus, students in the Panhandle Beginnings Day Treatment program will have access to the school nurse from Educational Service Unit 13. The nurse develops and maintains a regular schedule of services to programs at several locations. Nebraska State Law requires that all students be immunized. These immunization records exist at the home school district. The nurse will secure these records with your assistance.

If you have medication needs during the designated program hours, please convey that information to the PbDTX Director or Administrator and School Nurse. We ask you to complete an emergency contact form to keep on file. Please take the responsibility to keep information on the emergency form up-to-date.

ESU #13 employs a full-time school nurse to monitor the health status of both students and staff. Please inform the school nurse if your child has a health history, such as Seizure disorders, Asthma, severe allergy reaction to foods, medications, or environmental factors such as bee stings, and hearing or sight problems and of any special medication your child might require. This information is included in the “Medical/Health Information Form”.

If your child needs a special diet for school lunch, please get a written order from your healthcare provider before school begins.

During inclement weather, outside times are reduced or eliminated. Otherwise, students are expected to

go outside for portions of the regulation periods. If your child needs special arrangements for health reasons (greater than 3 days), please send a note to the child's teacher. If this is to cover an extended period of time, a doctor's permit will be required.

The school nurse can be contacted at any time if you have concerns about your child's health and wellness at (308) 635-3696.

Medications

(ESU #13 Board Policy Adopted 5/18/21- Article 6, Section 5.B)

The administration of prescription and non-prescription medication to students is to be limited to medications that must be taken while students are participating in ESU #13 programs or otherwise under the control and jurisdiction of the ESU #13. All medications administered by ESU #13 personnel shall be administered in accordance with the Medication Aide Act.

If at all possible, all prescription and non-prescription medications should be given at home outside of school hours by the parent or by other responsible parties identified by the parent. However, ESU #13 recognizes that some medication regimes necessitate the administering of medication during school hours; therefore, a safe and effective means of administering the medication is required.

1. Authorizations for Prescription Medications. Prescription medications may be administered when the following are on file with ESU #13:
 - a. Physician's Authorization: A physician's signed, dated authorization including name of the medication, dosage, administration route, time to be given and reason the student is receiving the medication.
 - b. Caretaker's Authorization: A caretaker's signed and dated authorization or permission to administer the medication during school. (Note: All references to "caretaker" in this policy shall mean a parent, foster parent, family member, or legal guardian who provides care for the student for whom medication is to be administered. The laws include a "friend" as a caretaker, but the school will not ordinarily recognize such an individual as a "caretaker" for the purposes of medication administration.)
 - c. Original Packaging: The medication is in its original packaging and is labeled as dispensed by the prescriber or pharmacist. The label must name the student and identify the medication, strength, time interval and route to be administered. If needed, the physician may be contacted for clarification and a corrected label must be obtained if orders differ from those listed on the packaging.
2. Authorizations for Non-Prescription Medications. Non-prescription medications may be administered provided that a caretaker's authorization is provided in the form established by the Administrator or Administrator's designee and the medication is in its original packaging.
3. Renewal of Authorizations. Medication authorizations must be renewed annually and updated immediately as changes occur.
4. Documentation. Accurate medication administration records are to be kept and maintained. Documentation of each dose of medication administered shall be made reflecting the student's name, the name of the medication, date, time, dosage, route, the signature and title of the person administering the medication and any unusual observations, and any refusal by the recipient to take or receive the medication. Medication documentation shall be kept confidential in accordance with the policies and practices concerning student records, provided that medication administration records shall be available to the Department of Education and the Department of Health and Human Services Regulation and Licensure for inspection and copying according to the Family Education Rights and Privacy Act (FERPA) requirements. Such medication administration records shall be maintained for not less than two years.
5. Storage. Medication shall be stored in a locked or otherwise secure area in accordance with the

manufacturer's or dispensing pharmacist's instructions or temperature, light, humidity, or other storage instructions. Only authorized personnel who are designated by the administration shall have access to the medications. The school nurse shall establish procedures for monitoring the storage and handling of medication, the medication's expiration date, and the disposal of medication.

6. Receipt and Disposal of Medications. Medication shall be delivered to ESU #13 personnel and picked up by the caretaker. When medication is received, the amount received should be documented. Medication which is either past the expiration date or not claimed by the parent a reasonable time following the student's departure from the ESU #13 program shall be destroyed. Procedures for destroying medication shall include witness and documentation.

7. Administration of Medication by ESU #13 Personnel

- a. Administration of Medication:

Administration of medication includes, but is not limited to:

- i. providing medications for another person according to the "five rights" (getting the right drug to the right recipient in the right dosage by the right route at the right time);
- ii. recording medication provision; and
- iii. observing, monitoring, reporting, and otherwise taking appropriate actions regarding desired effects, side effects, interactions, and contraindications associated with the medication.

- b. Authorized ESU #13 Personnel:

Administration of medication shall only be done by the following:

- i. Health Care Professionals (School Nurses). This means an individual who holds a current license from the Department of Health and Human Services Regulation and Licensure for whom administration of medication is included in the scope of practice. For purposes of this Policy, such individuals are referred to as "school nurses."
- ii. Medication Competent Staff. This means a staff member of ESU #13 who, by arrangement with the school in which the student is enrolled, is an employee of the school for purposes of the medication administration laws and who has been determined to be competent to administer medication in accordance with the competency assessment standards established by law. A medication competent staff member is to be subject to direction and monitoring, which involves responsibility for observing and taking appropriate action regarding any desired effects, side effects, interactions, and contraindications associated with the medication. Direction and monitoring is to be done by a recipient with capability and capacity to make an informed decision about medications, a caretaker, or the school nurse. Medication competent staff members are to promptly report any medication errors or concerns to the school nurse.

- c. Routes of Medication Administered by ESU #13 Personnel:

- i. Routine Medication via Oral, Inhalation, Topical, and Instillation Routes:
School nurses and medication competent staff may provide routine medications (meaning the frequency of administration, amount, strength, and method are specifically fixed) by the following routes:

- (1) oral, which includes any medication given by mouth including sublingual (placing under the tongue) and buccal (placing between the cheek and gum) routes and oral sprays;
- (2) inhalation, which includes inhalers, and nebulizers. Oxygen may be

given by inhalation;
(3) topical application of sprays, creams, ointments, and lotions and transdermal patches; and
(4) instillation by drops, ointments, and sprays into the eyes, ears, and nose.

ii. Administration of Medication via Additional Routes, PRN Medication, and Observing and Reporting: School nurses and medication competent staff may provide medication by additional routes ("additional routes"), provide PRN medication (PRN medication means an administration scheme in which a medication is not routine, is taken as needed, and requires assessment for need and effectiveness), or participate in observing and reporting for monitoring medications only under the following conditions:

- (1) In the case of a medication competent staff member, a determination has been made by the school nurse or by the student's physician or duly licensed health care professional that these activities can be done safely for the specified recipient by the medication competent staff member and the determination is placed in writing.
- (2) Directions for additional routes must be for recipient specific procedures and must be in writing.
- (3) Directions for PRN medication must be in writing and include parameters for provision of PRN medication.
- (4) Directions for observing and reporting for monitoring medication must be in writing and include the parameters for the observation and reporting.
- (5) ESU #13 personnel administering the medication shall comply with the written directions.

iii. Injections: School nurses will ordinarily be responsible for medication that must be provided or administered by injection. A medication competent staff member will not ordinarily administer medications by injection without specific training on injection administration. Students may be authorized to self-administer medication as hereafter provided.

- d. Refusal to Administer Medication: ESU #13 may refuse to give a medication if after a reasonable and prudent research by ESU #13 or school health care professional a decision has been made that the dosage prescribed exceeds that which is recommended in the Physician's Desk Reference, Mosby's Nursing Drug Reference, the most recent edition of the Nursing Drug Handbook, or other pharmaceutical manuals handbook; or when a drug or substance is not currently approved by the FDA. When ESU #13 personnel refuse to carry out a request to administer medication, the Administrator or Administrator's designee is to be notified and efforts are to be made to work out a suitable solution (such as changing the time of administration, the dosage, or the medication) with the parent or guardian and the physician.

Routine Illnesses

The Nebraska Department of Health & Human Services recommends that public/private schools follow these practices, in order to keep illnesses from spreading throughout the schools. Please:

1. Keep your child home if they are ill. This will help eliminate the spread of diseases/infections to other students and staff.
2. If your child has a temperature of 100 degrees or higher, please keep them home until the fever has been gone without fever-reducing medication for 24 hours.
3. If your child has vomited or has diarrhea, please do not send them to school until 24 hours have passed since the last occurrence. Children who show any of these symptoms at school, parents will be called and asked to pick up their child immediately.

Children returning to school after having any illness that has required the child to miss 5 consecutive days of school must have a permit signed by a physician to re-enter school. Absences of any length that is due to any contagious or infectious disease such as Impetigo, Ringworm, Rash, Mononucleosis, Chicken pox, etc, will require a doctor's permit to return to school. Parents will be called to pick up a child returning without a doctor's permit. This is necessary to protect other students from being exposed. If you have any questions regarding if your child will need a note from a doctor before returning to school please contact the school nurse.

Emergency Medical Aid at Panhandle Beginnings Day Treatment (Board Policy Adopted 12/15/20 - Article 6, Section 5.E.)

When a student is receiving services in a program under the control or supervision of ESU #13, ESU #13 employees are to utilize the skills within their capacity to respond to health emergencies. Employees are to render medical aid to students in need of emergency medical services or, as appropriate, arrange for the transportation of the student to the nearest facility where professional medical assistance is available.

Every effort should be made by ESU #13 employees to contact the student's parent or guardian, if time allows for such contact under emergency circumstances; but the primary interest is the health of the student. In the event that emergency circumstances do not allow the employee to contact a parent or guardian prior to the rendering of medical assistance, then the employee should contact the parent or guardian at the earliest practical time under the circumstances.

PbDTx Process for Injury and Illness

Staff who are supervising injured or ill students will be responsible for getting the proper care for the student. Office personnel can assist in obtaining the proper care. At no time are supervising personnel to leave an assigned duty station, whether it be classroom, gym, playground, etc. A messenger service will be utilized to request assistance from the office.

In the event of an injury or illness that may be serious, it is essential that the school nurse be contacted for assistance. Parents will also be informed of the situation, if possible. If parents cannot be reached, other individuals named on the emergency information card will be contacted.

If it is perceived that a student is in an emergency medical situation, an ambulance will be summoned to the scene whether the school nurse has arrived or not. The parents will be notified as quickly as possible, if such an event occurs. The school nurse may contact and act upon direction given by the child's family physician

Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions

(Board Policy Adopted 12/15/20 - Article 6, Section 5.C.)

It is the policy of ESU #13 to follow the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Emergency Protocol) and related policies of the school in which ESU #13 provides services in the school ESU #13 facilities.

Each employee who is or will be providing services to students in an accredited school, an approved school, or to children in an approved early childhood program, is to be provided with the following:

1. information about the existence of the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Emergency Protocol) established by the Nebraska Department of Education and adopted by ESU #13;
2. access to a copy of the Emergency Protocol form and either a copy of the school's signed Emergency Protocol or directions to obtain such from the school administrator;
3. information about the availability of a school nurse and, if one is not available, who at the school site where services are being provided is a designated trained nonmedical staff member for purposes of implementing the Emergency Protocol;
4. information about the whereabouts within the school building where the employee is providing services of the equipment and medication necessary to implement the Emergency Protocol in the case of any student or school staff emergency, including the location of an IM EpiPen-Jr. or adult EpiPen, or the school official who is to be contacted to obtain such information;
5. appropriate direction and instruction so that an employee who may be involved in an Emergency Protocol response provides appropriate and accurate information to the appropriate school official, in order that the school may maintain records of administration of medication by school staff as required;
6. inform and provide the employee of any written request from a parent or guardian of a minor student served by the employee, directing that such minor student not receive emergency treatment under the protocol.

Panhandle Beginnings Day Treatment Protocol

State regulation requires that our school be prepared to implement an emergency treatment plan, called a protocol, anytime a student or staff member experiences a life threatening asthma attack or systemic allergic reaction (anaphylaxis).

If you know that your child has asthma or a known allergy, it is critically important that you communicate this information to our school staff. This information is asked on the "Medical/Health Information Form". The school nurse will work with the family and treating physician to complete the appropriate Asthma and/or Anaphylaxis Action Plan. For each student with a known allergic reaction or asthma, you must provide the school with (1) written medical documentation, (2) instructions, and (3) medications as directed by a physician. For example, if your child has had a severe allergic reaction to bee stings it is imperative that your student has his/her own action plan, their own medication such as an EpiPen and the instructions on how to administer the medication. The school does have Epi-Pens on site; however, if a student has a known allergic reaction that requires the administration of an Epi-Pen that student is required to get a prescription from their physician. In the event that your student experiences a life threatening asthma attack or systemic allergic reaction, we will defer to the specific documents and medication that you have provided. If you do not have medical documents and instructions on file with the school for your student, we will defer to the regulatory protocol described below. If, for whatever reason, you do not want your student to receive the life-saving emergency treatment under the protocol, you must file your written objection with the school.

The standing protocol requires that 911 is called first. After that call is made, an Epi-Pen injection will be given and then Albuterol is provided through a nebulizer. An Epi-Pen is a small pre-filled, automatic injection device that resembles a highlighter. It is used to deliver Epinephrine. Epinephrine is a

medication that is used to bring quick relief by improving breathing and lung function. Albuterol is another medication that is used to bring quick relief by improving breathing and lung function. Albuterol is another medication that is used to bring breathing relief (commonly found in metered-dose inhalers). The nebulizer is a machine that mixes Albuterol with air to provide a fine mist (aerosol) for breathing in through a mask or mouthpiece.

Student Self-Management of Asthma, Anaphylaxis, and Diabetes

(Board Policy Adopted 12/15/20 - Article 6, Section 5.D.)

Students with asthma, anaphylaxis or diabetes will be permitted to self-manage such medical conditions while participating in programs operated by ESU #13 when the student has a self management plan established with the school in which they are enrolled that is prepared and signed in accordance with legal requirements.

Student Conduct

Panhandle Beginnings Day Treatment students will be held accountable for their home district's handbook policies. Students should receive their home district's handbook directly from the district.

Panhandle Beginnings Day Treatment students will engage in safe, responsible and respectful behavior in all treatment center settings. While students are working toward optimal regulation as part of their treatment within this program, extreme aggressiveness, excessive profanity, and inappropriate gestures are not acceptable. Students will treat staff members, other students, and visitors with respect. Students will respect the privacy, personal property, and personal space of their classmates. Students will dress appropriately. Shirts displaying drug and alcohol messages are not permitted, and undergarments should not be seen.

Suspension, Removal, More Restrictive Placement and Other Disciplinary Circumstances for Students Receiving Services from ESU #13

(Board Policy Adopted 12/15/20 - Article 6, Section 3.D.)

This policy is being adopted on the recognition that the law distinguishes verified special education students from those who are not so verified. Likewise, this policy is being developed out of the recognition that ESU #13 is a contract provider of services whether by sending personnel to the various ESU #13 area schools or whether by or through its own programs and schools providing full or partial service to students on behalf of districts with whom it is contracted. Therefore, ESU #13 has an obligation—for its part and for any children over whom it has exclusive control or for whom any school district served by contract has agreed with ESU #13 to be governed by its policies pertaining to student discipline and appropriateness of educative placement to afford all rights required under applicable laws, regulations and respective Board policies of ESU #13 and the school districts involved by contract with any student served as hereinabove enumerated—to act in a legal and consistent manner on the part of such children.

It shall also be the policy of ESU #13 by the enactment of this policy to notify the school districts it serves of ESU #13 policy pertaining to student disciplinary matters as herein enumerated and to encourage all of the school districts it serves by whatever method the Program Administrator or Program Director deems appropriate to coordinate their efforts with those of ESU #13 in assuring that all applicable statutes, regulations, and district or ESU #13 policies are complied with, and to reasonably assure that the contracts between ESU #13 and the schools served enumerate the respective responsibilities of the district and ESU #13 when policies are adhered to by the schools served and to contrast ESU #13's responsibility when such policies are not followed by the contracting districts.

1. In recognition that certain children served by contracts with ESU #13 personnel are neither verified nor certifiable as special education students who engage in conduct contrary to the policies or rules governing student conduct of any schools served or where not applicable by any rules of conduct enumerated in State Statutes or Board policies of ESU #13, such students shall be dealt with in accordance and under the procedures provided by State Statute 79-255, et. seq., as such statute may be from time to time amended.
2. As to all students who are served in programs of ESU #13 and which students are verified or certified as individuals with disabilities under any recognizable disability described by any applicable statute or regulation and as to all students who are served by any ESU #13 employee in any school which a student is verified or certified as having a disability recognized under any applicable statute or regulation, the procedure for determining the appropriate disciplinary method shall be as follows:
 - a. When any infraction of any applicable rule or regulation of student conduct or any statute declaring such conduct to be unlawful or contrary to law constitutes grounds for disciplinary action by any such statute, regulation or policy, the school district where applicable and ESU #13 may suspend the student for up to ten (10) consecutive days. If a suspension results in a cumulative total of more than ten (10) days of suspension in a school year, all due process and other procedural requirements of 92, NAC 51 shall apply. Prior to any suspension, notice of such suspension shall be sent within twenty-four (24) hours by certified or registered mail or by hand delivery to the caretaker and where applicable to the administrator or director of the school involved. If the student is eighteen (18) years of age or older, notice shall also be sent to the student.
 - b. Emergency exclusion or removal of individuals with disabilities
If, in the opinion of Program Administrator or Program Director, a student is found to present a danger to others or to their property or if he/she presents a danger of an ongoing threat to the disruption of the academic processes of others or if he/she presents a physical danger to himself, such student may be without notice excluded for the duration of the emergency situation. Within twenty-four (24) hours of the student's emergency exclusion, the Program Administrator or Program Director shall provide written notice to the parent and/or guardian and to the student if over the age of eighteen (18). The notice shall set forth the charges and the time, date, and place of the IEP meeting specifying the purpose and the participants in such meeting and request the parent and/or guardian and if appropriate the student to attend the IEP meeting. Such notice of emergency exclusion may be delivered by registered or certified mail, return receipt requested or by personal delivery by the administrator or director to the caretaker and student when applicable.

An IEP team meeting shall be convened if possible within the exclusionary period and shall be conducted in accordance with all standard procedures as established in 92, NAC 51 or other applicable rule(s).

The IEP team shall review the student's program and shall determine if the disability is a precipitating factor of the inappropriate or prohibited behavior. That decision shall be recorded on the IEP and that information shall be used, if necessary, to revise the student's IEP to reflect the need for the use of exclusion as a disciplinary tool or management strategy, to modify the educational program if required, to change the educational placement of the student if appropriate or to indicate that the disability is not a precipitating factor, and to serve as a basis for notifying the student's parent and/or guardian or reaffirming to them if they have already been so notified that the student is expected to behave in accordance with the rules established in the school district's code of conduct or where applicable in accordance with the guidelines of student conduct as set forth within the program operated by ESU #13. The parents shall be notified of the IEP team's decisions if they have not participated in the IEP team meeting, such notice to be sent by registered or certified mail or by personal delivery by the administrator or director.

The attending teacher or certified ESU #13 employees shall notify the Program Administrator or Program Director of such a person of all emergency exclusions within twenty-four (24) hours by forwarding a copy of such fact.

3. Prohibition against long-term suspension and expulsion of individuals with disabilities and requirement to follow procedural safeguards when any change in placement occurs.
ESU #13 recognizes that long-term suspensions and expulsions of individuals with disabilities as the terms long-term suspension and expulsion are defined in state statutes pertaining to non-disabled students have been defined by numerous federal court decisions to constitute a change in placement. ESU #13 also recognizes that with a change comes a legal obligation to provide certain procedural due process rights to the student before any change in placement occurs. ESU #13 further recognizes that a series of short-term suspensions may become a long-term suspension or deemed a change of placement pursuant to 92 NAC 51, and for that reason one short-term suspension shall be limited to a cumulative total of ten (10) days or less in a single school year unless additional days are authorized by state or federal law or regulation. ESU #13 further recognizes that the federal regulations pertaining to individuals with disabilities provides a hierarchy of restrictive placement such hierarchy being as follows:
 - a. a regular classroom in a regular school
 - b. a special classroom in a regular school
 - c. a special school
 - d. a homebound program
 - e. an institutional placement

When in the judgment of the IEP team the behavior of a student becomes so inappropriate, disruptive or violative of any regulation or policy pertaining to the operation of a service, school, program or other kind of educational service that the student's ongoing participation in his present placement will be inappropriate for him and violative of the rights of other participants, then an IEP meeting shall be convened to determine what manner of more restrictive placement would be reasonably calculated to provide an appropriate education for the student in question. The student, subject to any emergency removal or exclusion for the protection of himself/herself or other students, shall remain in the placement designated in the IEP at the time the behavior of such student becomes inappropriate until such time as an agreement with the caretaker, the school district, and ESU #13 can be reached about a change in placement or until the issue of the appropriate placement has been litigated through all appropriate procedures. Under no condition, solely within the control of ESU #13, shall the total cessation of educational services to any student for whom ESU #13 is responsible for being permitted to occur. In the event that due to circumstances beyond the reasonable control of ESU #13 to notify any other applicable agency or school district with which it is contracted that any litigation resulting from any cessation of service occurring contrary to the judgment of ESU #13, to withdraw the services and personnel of ESU #13, and to immediately notify such school district or other agency that as a result of such action contrary to ESU #13's policy that ESU #13 will assume no further responsibility of whatsoever nature for any consequences whether legal or otherwise occurring as a result of such cessation of such services.

4. Notwithstanding any other section of this policy, school personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than forty-five (45) days if:
 - a. the child carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or a local educational agency; or
 - b. the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a state or local educational agency.

Use of Restraints and Seclusion

(ESU #13 Board Policy Adopted 12/15/20 - Article 6, Section 3.C.)

This policy sets forth the requirements, restrictions and procedures related to the use of physical restraints and seclusions.

1. Definitions

a. *Physical Restraint.* Physical restraint means one or more persons using a physical hold to restrict a student's freedom of movement as a response to student behavior. A light touching of a student while conducting a physical escort or a touching to provide instructional assistance is not a physical restraint for purposes of this Guidance.

b. *Seclusion.* Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving as a response to student behavior.

Seclusion is distinguishable from an in-school suspension, in which other students or adults may be present. While students are required to remain in the in-school suspension area, the students are not physically prevented from leaving.

2. Physical Restraint

a. *Physical restraint may be used in the following circumstances:*

1) to prevent a student from completing an act that would result in injury to the student or others when there is a substantial risk that the student would commit the act;

i. A verbal threat by a student does not present a substantial risk that a student would commit an aggressive act unless the student also demonstrates the ability and intent to carry out the threat.

ii. Destruction of or damage to property does not present a substantial risk of personal injury unless personal injury would be caused as a result of the destructive act (for example, throwing sharp or heavy objects when others are present, or the person whose property is about to be destroyed is likely to react physically if the person's property were destroyed). (Note: If a student is about to destroy or damage property, the act of grasping the student's arm or leg solely to prevent the striking, throwing or kicking of the item is not prohibited.)

2) to move a student to a seclusion room, or to remove a student to another location because the student is creating a substantial disruption to others, in circumstances where the student is unable to be moved or removed without the use of physical restraint; and

3) in circumstances where the student's IEP or a Behavioral Plan provides for the use of physical restraint in circumstances other than the foregoing. If it is anticipated that physical restraint may need to be used with a special education student, the IEP team is to discuss and include use of physical restraint in the student's IEP if the IEP team determines use of physical restraint to be appropriate. (Note: IEPs or Behavioral Plans should not provide for such physical restraint except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective.)

b. *Physical restraint may not be used:*

1) when a known medical or psychological condition contraindicates its use; and

2) as a form of punishment.

c. Conditions

Use of physical restraint shall take into consideration the safety and security of the student.

In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the staff shall consider the potential for injury to the student, the student's privacy interests, and the educational and emotional well-being of other students in the vicinity.

If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless staff determines that such freedom appears likely to result in harm to the student or others.

d. Timeline

Physical restraint is to be used only as long as necessary to resolve the reason for which it was initiated.

e. Training

Physical restraint shall be applied only by individuals who have received systematic training that includes all the elements described below. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two (2) years.

Training with respect to physical restraint may be provided either by ESU #13 or by an external entity and shall include, but need not be limited to:

1) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;

2) a description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

3) the simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;

4) instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

5) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and

6) demonstration by participants of proficiency in administering physical restraint.

An individual may provide training to others in a particular method of physical restraint only if he or she has completed training in that technique that meets the foregoing requirements within the preceding one-year period.

3. Seclusion

Seclusion may be used in the following circumstances:

- 1) when a student's behavior is so out of control that the student's behavior creates a risk of injury to the student or others;
- 2) when a student's behavior is so out of control that the student is causing a substantial disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;
- 3) when a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and
- 4) the student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. If it is anticipated that seclusion may need to be used with a special education student, the IEP team is to discuss and include use of seclusion in the student's IEP if the IEP team determines use of seclusion to be appropriate. (Note: IEPs or Behavioral Plans should not provide for use of seclusion except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

Seclusion may not be used:

- 1) when a known medical or psychological condition contraindicates its use; and
- 2) as a form of punishment.

Conditions

Use of seclusion shall take into consideration the safety and security of the student. Enclosures used for seclusion, other than enclosures used on a temporary basis, shall:

- 1) have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
- 2) be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing);
- 3) if an enclosure used for isolated time out is fitted with a door, the door shall either be a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable;
- 4) be designed to permit visual monitoring of and communication with the student sufficient to ensure the student's safety and security. For students who do not communicate verbally, arrangements shall be made to permit the student to periodically communicate the student's needs; and
- 5) if a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.

The procedures for use of seclusion include:

- 1) An adult who is responsible for supervising the student shall remain within close proximity of the enclosure.
- 2) The adult responsible for supervising the student must periodically check on the student visually if possible.

Timeline

A student shall not be kept in seclusion for more than 20 minutes after the student ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which isolated time out would be an appropriate intervention.

Training

Orientation will be provided to staff members who are anticipated to be involved in the use of seclusion. The orientation shall cover the procedures contained in this Guidance.

4. Documentation and Evaluation

Documentation of Use of Physical Restraint or Seclusion.

A written record of each use of seclusion or physical restraint shall be prepared and maintained in the student's temporary record. The student's case manager, if any, shall also maintain a copy of each such record. Each such record shall include:

- the student's name;
- the date of the incident;
- the beginning and ending times of the incident;
- a description of any relevant events leading up to the incident;
- a description of any interventions used prior to the implementation of physical restraint or seclusion;
- a description of the incident and/or student behavior that resulted in implementation of physical restraint or seclusion;
- a log of the student's behavior during physical restraint or seclusion, including a description of the restraint technique(s) used and any other interaction between the student and staff;
- a description of any injuries (whether to students, staff, or others) or property damage;
- a description of any planned approach to dealing with the student's behavior in the future;
- a list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint or seclusion; and
- the date on which the parent or guardian was notified.

The record shall be completed by the beginning of the school day following the use of seclusion or physical restraint.

Notification of Administration

The Program Administrator or Program Director shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.

Notification of Parent or Guardian

Within 24 hours after use of seclusion or physical restraint, the Program Administrator or Program Director shall send written notice of the incident to the student's parents or guardians, unless the parent or guardian has provided ESU #13 a written waiver of this

requirement for notification. The parent or guardian shall be informed of the date of the incident, a description of the intervention (physical restraint or seclusion) used, and who at the school may be contacted for further information.

Evaluation

An evaluation shall be conducted whenever a physical restraint exceeds 15 minutes or results in physical injury, whenever a seclusion exceeds 30 minutes, or use of physical restraint or seclusion is repeated with an individual student during any three-hour period:

- A certified staff person trained in the use of physical restraint, or knowledgeable about the use of seclusion, as applicable, shall evaluate the situation.
- The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
- The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record.

Safety

Safety at ESU #13 PbDTx is a priority. In the event one of the following occurs, staff will respond as indicated:

- Student leaves campus without permission - staff will notify police to assist.
- Physical aggression by a student - staff will use a separate room and/or physical restraint (as a last resort).
- Threats to harm self or others - staff will assess the seriousness of threat and take appropriate steps to help ensure safety.
- PbDTx emergency (intruder, fire, etc.) - staff will follow emergency plans.

In all cases listed above, parents/guardians and the resident school district will be notified as soon as possible. With follow up incident documentation completed.

It is the goal of the PbDTx staff and students to maintain safety at the treatment center. As such, they may contact the local police department in safety related situations requiring emergency assistance. Parents and the involved students' home school district will be notified when police involvement is necessary.

Leaving the Grounds

If a student chooses to leave Carpenter Center grounds without permission, the following steps will be taken:

1. Local law enforcement will be called (and program administrator and director notified); the school will provide them with a description of the student, time of departure and general direction the student is traveling
2. Staff will try to intervene and encourage them to return to the treatment center
3. Staff will follow student to keep them visible
4. Parent/guardian will be notified
5. Students home school district will be notified
6. Police report will be given
7. If a youth leaves or attempts to leave the treatment center grounds and is observed to be in danger of harm to self or others, restraint may be utilized as deemed necessary to maintain the safety of the student or others

Weapons

(ESU #13 Board Policy Adopted 12/15/20 - Article 6, Section 4.E.)

The Board of ESU #13 believes weapons and other dangerous objects and look-alikes in ESU #13 facilities cause material and substantial disruption to the ESU #13 environment or present a threat to the health and safety of students, employees and visitors on the ESU #13 premises or property within the jurisdiction of the ESU #13.

Weapons and other dangerous objects and look-alikes shall be taken from students and others who bring them onto the ESU #13 property or onto property within the jurisdiction of the ESU #13 or from students who are within the control of the ESU #13. For purposes of this policy, the term “dangerous object”

includes any personal safety or security device (such as tasers, mace and pepper spray). This prohibition includes persons with a permit to carry a concealed handgun. Possession of a weapon includes, without limitation, a weapon in a person’s personal possession or control, including a weapon in a desk, locker, backpack or purse. A person who is uncertain as to what constitutes a “dangerous object” under this policy is strongly encouraged to contact the Program Administrator or the Program Director in advance of such person bringing the item onto ESU #13 property. Any person found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

Parents of students found to possess weapons or dangerous objects or look-a-likes on ESU #13 property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms to the ESU #13 or knowingly possessing firearms at the ESU #13 may be expelled for a period of not less than one year. Students bringing to the ESU #13 or possessing dangerous weapons, including firearms, will be referred to law enforcement authorities. The Program Administrator or Program Director shall have the authority to recommend this expulsion requirement be modified for students on a case-by-case basis.

Weapons under the control of law enforcement officials shall be exempt from this policy. Firearms also may be possessed by a person for the purpose of using them, with the approval of the ESU #13, in a historical reenactment, in a hunter education program, or as part of an honor guard. The Program Administrator or Program Director may allow authorized persons to display weapons or other dangerous objects or look-alikes for educational purposes. Such a display shall also be exempt from this policy.

Panhandle Beginnings Day Treatment Protocol

For purposes of the portion of this policy, the term “firearm” includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive incendiary or poison gas.

When appropriate, law enforcement may be requested for assistance.

Searches, Seizures, & Arrests

(ESU #13 Board Policy Adopted 12/15/20 - Article 6, Section 4.B.)

ESU #13 property is held in public trust by the Board. ESU #13 authorities may, without a search warrant, search students, protected student areas, or vehicles driven by students parked on ESU #13 property based on a reasonable and definable suspicion that an ESU #13 policy, rule, regulation or law has been violated.

The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and

visitors to the ESU #13 facilities. The furnishing of a locker, desk or other facility or space owned by the ESU #13 and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk or other facility.

ESU #13 authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, non-prescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on ESU #13 property or on property within the jurisdiction of the ESU #13; while on ESU #13 owned and/or operated transportation; while attending or engaged in ESU #13 activities; and while away from ESU #13 grounds if misconduct will directly affect the good order, efficient management and welfare of the ESU #13.

Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The Board believes that illegal, unauthorized or contraband materials may cause materials and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the ESU #13 premises or property within the jurisdiction of the ESU #13.

The Program Administrator or Program Directors may release a minor student into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or to remove a student from the ESU #13 premises if the officer or Program Administrator or Program Director has reason to believe that the student has violated the law.

The Program Administrator or Program Director or designee will immediately attempt to notify the parent/guardian or responsible relative of the student's release and the place to which the student is reportedly taken, except in cases of child abuse.

The appropriate program Administrator or Program Director of the school in which the student is enrolled is to be notified when items are discovered that would warrant discipline of the student under the school's student code of conduct.

Assault

If criminal charges for assault have been formally filed against any student, on the basis of alleged criminal conduct committed on ESU #13 premises or within the scope of the ESU #13 setting, the student shall be suspended, without prejudice, pending the outcome of the trial. No hearing regarding or evaluation of the alleged conduct shall be made until the criminal matter is dismissed or decided.

Anti-Bullying Policy

(ESU #13 Board Policy Adopted 12/15/20 - Article 6, Section 4.C.)

One of the missions of ESU #13 is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The Program Administrator, Program Director, and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse in areas within the control or jurisdiction of ESU #13.

Tobacco-Free School

(ESU #13 Board Policy Adopted 12/15/20 - Article 6, Section 4.F.)

The use of tobacco products is prohibited in all buildings and all vehicles owned or under the control of ESU #13. Smoking is also prohibited in any outdoor areas where others may be affected by smoke, including areas near the entry of buildings.

For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (including electronic nicotine delivery systems), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Panhandle Beginnings Day Treatment Drug & Alcohol Policy

Panhandle Beginnings Day Treatment prohibits the distribution, dispensing, manufacture, possession, use, consumption, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

Violation of this Panhandle Beginnings Day Treatment policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Based on reasonable suspicion of a student's drug or alcohol use, Panhandle Beginnings Day Treatment will administer appropriate drug or alcohol tests that may include saliva testing. This will be based on the identified students' home school district policy

Notice of Surveillance

(ESU #13 Board Policy Adopted 12/15/20 - Article 6, Section 8.F.)

ESU #13 uses video cameras to help provide for the safety and well-being of all students, faculty, staff and visitors on school premises. The highest concern is providing a safe environment that encourages learning. The video surveillance equipment is intended to enhance security and safety in classrooms, hallways, regulation rooms, parking lot and other common areas in and around ESU #13 where privacy is not expected.

Purpose

The ESU #13 Board authorizes the use of video cameras and other passive electronic measures (such as motion detectors) for the purposes of ensuring the health, welfare and safety of staff, students and visitors, safeguarding ESU #13 facilities and equipment, and maintaining student discipline and an appropriate educational and work environment.

Placement

Video cameras and similar devices are authorized to be used in Unit facilities, Unit vehicles, and other places within the control of ESU #13. The locations in which the devices will be placed and the times the devices will be in use are to be determined by the Program Administrator, Program Director, or the ESU #13 Administrator or designee consistent with the purposes set forth in the Policy. The devices shall not be placed or operational in locations in which individuals have a high expectation of privacy, such as restrooms.

Notice

Notice of the fact that video surveillance cameras are being utilized shall be given through appropriate mechanisms, such as by posting signs in the building entry and other locations and by including a notice in the student-parent and employee handbooks.

Viewing Monitors and Video Recordings

Monitors used to view video recordings are to be located and positioned such that only authorized personnel are able to see the images on the monitors. Only authorized personnel shall be allowed to view recorded video. Authorized personnel for these purposes are the Program Administrator, Program Director, the ESU #13 Administrator or designee, and the ESU #13 Technology Department personnel responsible for the technical operations of the system (for technical purposes only). In some limited circumstances, the Program Administrator, Program Director, or the ESU #13 Administrator or designee may authorize supervised viewing of surveillance cameras and recorded video by other designated staff members.

The Program Administrator, Program Director, and the ESU #13 Administrator or designee may allow law enforcement officers to view monitors and recorded video when such is consistent with school security and discipline and consistent with law.

Students shall not be permitted to view the monitors. Students shall not be permitted to view recorded video except where the individual student is the focus of the recorded video.

Use of Video Recordings

Video records may be used as a basis for student or employee disciplinary action and for making reports to law enforcement.

Video Recordings as Education Records

Video recordings which are considered to be "education records" within the scope of the Family Educational Rights and Privacy Act (FERPA) shall be maintained in accordance with FERPA and other applicable laws. A video recording may be considered an education record when a specific student is the focus of the video recording.

For example, if the video recording shows a student violating a school rule, the video recording is an education record of that student. It may be viewed on request by that student's parent (or the student if age 18 or older). The video recording may not be viewed by, nor will a copy be given to, others without the parent's written consent unless a FERPA exception exists.

In the event more than one student is a focal point of the video recording, it may be an education record of each such student. This would be the case, for example, if two students are recorded fighting. In that event, the school would allow both sets of parents an opportunity on request to view the video, but will not give a copy of the video to either set of parents without the written consent of the other student's parent.

Maintaining Video Recordings

Video recordings shall be retained for 30 days or until determined that no incident has occurred. If an incident has been recorded, the recording will be transferred and retained concurrently with the incident file. Video recordings that contain personal information shall be securely stored in the ESU #13 network data centers and, when such recordings are no longer needed or required to be maintained, shall be properly disposed of or erased.

Maintaining the Integrity of the Video Surveillance System

The ESU #13 Technology Department shall be responsible for checking the video surveillance system on a weekly basis to ensure it is operating properly. Students or staff who vandalize, damage, disable, or render inoperable surveillance cameras or equipment, or use the video surveillance system in a manner that is not consistent with the purposes set forth in this Policy, shall be subject to appropriate disciplinary

action (up to and including expulsion for a student and termination for a staff member) and referral to appropriate law enforcement authorities.

Student Welfare

Asbestos

(ESU #13 Board Policy Adopted 04/21/20 - Article 4, Section 6.C.)

In compliance with the Toxic Substances Control Act, it shall be the policy of ESU #13 to follow the Asbestos Hazard Emergency Response Act (AHERA) regulations concerning the inventory and management of asbestos containing materials within the buildings on the ESU #13 premises as follows:

1. Appoint and train a designated person who will be responsible for the management of all asbestos-related activities.
 - a. Ensure that inspections, re-inspections, periodic surveillance, and response actions are completed in accordance with regulations.
 - b. Inform workers and occupants of AHERA activities annually.
 - c. Supply proper notification of asbestos locations to short-term outside contractors/workers.
 - d. Post all required warning labels.
 - e. Notify all employees, parents/guardians, and the public in general that there is an asbestos management plan, which can be reviewed upon request.
 - f. Maintain complete up-to-date records relating to the following activities:
 - 1) All asbestos-related training.
 - 2) All renovation, remodeling or demolition that may involve asbestos.
 - 3) All asbestos abatement activities including operations and maintenance, encapsulation, encasement and removal.
 - 4) All disposal manifests and records of disposed asbestos.
 - 5) All notifications to parents/guardians, employees and students regarding the presence of asbestos.
 - 6) All art procedures, which may involve asbestos contact.
 - g. Ensure that all employees under the direction of the designated person are completely knowledgeable of the respiratory protection requirements, that they wear the appropriate respiratory equipment according to instruction, and that they maintain the equipment in a clean and operable condition.
 - h. Select and approve respirators, replacement respirator filters, prefilters, and other necessary replacement parts.
2. Ensure that all members of the maintenance and custodial staff receive training prior to conducting activities that may disturb asbestos.
3. Ensure that all maintenance employees who are hired after the implementation plan be trained within sixty (60) days after the commencement of employment.
4. Maintain a complete up-to-date copy of the management plan in the Administrative Offices.

Abuse & Neglect

(ESU #13 Board Policy Adopted 12/15/20 - Article 6, Section 3.A.)

Everyone has a responsibility to report abuse or neglect. In Nebraska, everyone is a mandatory reporter. This means physicians, medical institutions, nurses, school employees, social workers or any other person who has reasonable cause to believe that a child or vulnerable adult has been subjected to abuse or neglect, or observes such child or vulnerable adult being subjected to conditions or circumstances which reasonably would result in abuse or neglect are required by law to make a report to the Abuse and Neglect Hotline **(800-652-1999)** and/or Law Enforcement (if an emergency exists). (Nebraska Revised

**Definitions of Child or Vulnerable Adult Abuse and Child or Vulnerable Adult Neglect
(Nebraska Department of Health and Human Services):**

Physical abuse: Non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting, burning or otherwise harming a child or vulnerable adult, that is inflicted by a parent, caregiver or other person who has responsibility for the child or vulnerable adult. Such injury is considered abuse regardless of whether the caregiver intended to hurt the child or vulnerable adult.

Physical discipline, such as spanking, is not considered abuse as long as it is reasonable and causes no bodily injury to the child or vulnerable adult. Non-accidental injury that is caused by someone other than a parent, guardian, relative or other caregiver, such as a stranger, is considered a criminal act that is not addressed by child or vulnerable adult protective services.

Neglect: The failure of a parent, guardian or other caregiver to provide for a child or vulnerable adult's basic needs. Neglect may be physical, medical, educational, or emotional.

Domestic Violence: Children or vulnerable adults are exposed to domestic violence and are harmed by the experience and suffer consequences ranging from hyper-vigilance to problem with concentration and emotional regulation.

Abandonment as Neglect: In general, a child or vulnerable adult is considered to be abandoned when the parent's identity or whereabouts are unknown, the child or vulnerable adult has been left alone in circumstances where the child or vulnerable adult suffers serious harm, or the parent has failed to maintain contact with the child or vulnerable adult or provide reasonable support.

Substance Abuse as Abuse or Neglect: Prenatal exposure of a child to harm due to the mother's use of an illegal drug or other substance; manufacture of methamphetamine in the presence of a child; and selling, distributing or giving illegal drugs or alcohol to a child.

Sexual Abuse: The employment, use, persuasion, inducement, enticement or coercion of any child or vulnerable adult to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of child or vulnerable adult, or incest with child or vulnerable adult.

Emotional abuse: A behavior that harms a child or vulnerable adult's emotional development or sense of self-worth.

When utilizing the Hot Line, the following information may be requested and should be made available:

- address and age of the abused or neglected person;
- address of the person having custody of the abused or neglected person;
- nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect;
- any evidence of previous abuse or neglect including the nature and extent;
- any other information which, in the opinion of the person, may be helpful in establishing the cause of such abuse or neglect, and the identity of the perpetrator or perpetrators.

This oral report shall be followed by a written report, utilizing the ESU #13 **Abuse and Neglect Reporting Form**.

The following staff members shall also be informed of the report:

- the employee's immediate supervisor
- the Program Administrator or Program Director in which the student is enrolled

- the appropriate law enforcement agency (in the case of an emergency)

The immediate supervisor, the Program Administrator, or Program Director shall confirm that a report of suspected abuse or neglect has been made to local law enforcement or Child Protection Services.

Confidentiality of the person making the report shall be maintained to the extent practicable. The Program Administrator or Program Director is to establish and implement procedures to ensure such confidentiality.

The Program Administrator or Program Director shall provide employees information as appropriate to ensure that employees fully understand their responsibility under the law and ESU #13 procedures.

Homeless Students

(ESU #13 Board Policy Adopted 12/15/20 - Article 6, Section 2)

General Policy Statement

ESU #13 shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

Definitions

"School of Origin" shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

"Homeless children and youths" shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

"Unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.

School Stability

School Selection

ESU #13 shall presume that keeping a homeless child or youth enrolled in the child's or youth's school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, ESU #13 shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

Enrollment

Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.

Transportation

If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

Records

Any record ordinarily kept by ESU #13, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; an
3. In a manner consistent with the Federal Education Rights and Privacy Act.

Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending programs in ESU #13. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths.
2. Receive appropriate time and training in order to carry out the duties required by law and this policy.
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services.
4. Ensure that homeless children and youths:
 - a. are enrolled in school which includes attending classes and participating fully in school activities;
 - b. have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
 - c. receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports;
 - d. unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.
5. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and a form that is easily understandable.
6. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.
2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the ESU #13 program in which enrollment is sought pending final resolution of the dispute, including all available appeals. ESU #13 shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.
3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of ESU #13 after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

Service Animals

(ESU #13 Board Policy Adopted 12/15/2020 - Article 6, Section 8.E.)

Individuals with disabilities, including but not limited to students, may use a service animal on ESU #13 property subject to the conditions in this policy.

Definition

A service animal is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not considered service animals.

Individuals with disabilities, including but not limited to students, may use a service animal on ESU #13 property subject to the conditions of this policy.

The work tasks performed by a service animal must be directly related to the individual's disability.

Examples of work or tasks include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds
- Providing non-violent protection or rescue work
- Pulling a wheelchair
- Assisting an individual during a seizure
- Alerting individuals to the presence of allergens
- Retrieving items such as medicine or the telephone
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities
- Helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not considered work or tasks under the definition of a service animal.

When and Where a Service Animal is Allowed Access

Individuals with disabilities can bring their service animals in to all areas of ESU #13 where members of the public, program participants, clients, customers, patrons, or invitees are allowed. A service animal can be excluded from a facility if its presence interferes with legitimate safety requirements of the facility.

ESU #13 will ask an individual with a disability to remove a service animal if the animal is not housebroken or is out of control and the individual is not able to control it. A service animal must have a harness, leash or other tether, unless the handler is unable to use a tether because of a disability or the use of a tether would interfere with the service animal's ability to safely perform its work or tasks. In these cases, the service animal must be under the handler's control through voice commands, hand signals, or other effective means. If a service animal is excluded, the individual with a disability must still be offered the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.

Asking Questions

To determine if an animal is a service animal, ESU #13 may ask two questions:

- Is this animal required because of a disability?
- What work or task has this animal been trained to perform?

These questions may not be asked if the need for the service animal is obvious (e.g., the dog is guiding an individual who is blind or is pulling a person's wheelchair). ESU #13 may not ask about the nature or extent of an individual's disability or require documentation, such as proof that the animal has been certified, trained or licensed as a service animal, or require the animal to wear an identifying vest.

Service Animals Other Than Dogs

ESU #13 can consider whether the facility can accommodate service animals other than dogs, and will review requests on an individual basis. The animal must have been individually trained to do work or perform tasks for the benefit of the individual with a disability. The rules that apply to service dogs also apply to other animals.

Other Provisions

- ESU #13 is not responsible for the care and supervision of a service animal.
- ESU #13 cannot ask nor require an individual with a disability to pay a surcharge or deposit, even if people accompanied by pets are required to pay such fees.
- If ESU #13 normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.



FORMS

Media/Publicity Form

Reporters from local newspapers, television stations, and radio stations frequently visit schools to gather information and pictures for stories on a variety of topics (profiles on new school programs, stories about outstanding students and teachers, parent/student issues, news such as new standards and policies). My signature below represents that ESU #13 has my permission to use my child's photograph, likeness, artwork, profile, and/or story in all forms of media and all manners (these are called "use"), including, but not limited to classroom display, publications, web pages, brochures, videos, and other promotional media. I understand the circulation of the materials could be worldwide and that there will be no compensation to me or my child for this use. I waive any right to inspect or approve the finished product, including written copy that may be created in connection therewith.

Occasionally, due to family, legal, or other reasons, parents and legal guardians prefer that their children never receive publicity. We ask that those parents and legal guardians sign and return the form below. Signed forms returned to us will be kept on file at ESU #13 and referred to when members of the media visit the school. Reporters and photographers will be asked to avoid featuring any children for whom this form is on file.

Please note that this procedure cannot apply to public events or to the extracurricular programs for which children must register.

____ I GIVE permission for my child to be included in any publicity or web publications that a school classroom or regular school program may receive.

____ I do NOT want my child to be included in any publicity that a school classroom or regular school program may receive.

Name of Child _____
Parent/Guardian Signature _____
Date _____

Authorization expires at the end of each school year

(If you have questions, contact Katie Carrizales, Psychological and Behavioral Health Director at 308-635-3696)



**Panhandle Beginnings Day Treatment
INFORMED CONSENT FOR TREATMENT REFERRAL**

Date of Referral: _____ Student ID Number: _____
 Student Name: _____ Date of Birth: _____ Sex: M F Grade: _____
 Parent(s) / Guardian's Name: _____ Home Address: _____
 Phone #'s: _____(h) _____(w) _____(c)
 Best Time and Phone# to Reach Parent(s): _____
 Referred by-School: _____ Staff: _____ Ph#: _____

Current Concerns: Mark all that Apply

Mood/Anxiety Concerns:

- ☐ Self-harm threats or statements/thoughts of death and dying
- ☐ Cutting/self-mutilation
- ☐ Trauma/abuse (physical, sexual, emotional, etc)
- ☐ Sad/depressed demeanor/crying/lack of energy
- ☐ Low self-esteem/lack of self-respect
- ☐ Difficulty coping with stress/excessive worry
- ☐ Poor hygiene
- ☐ Marked weight loss/self-induced vomiting, etc.
- ☐ Frequent/sudden change in behavior/mood

Social Concerns:

- ☐ Difficulty making/lack of friends/loner/rejected
- ☐ Bullied by peers/picked on
- ☐ Limited involvement in extra-curricular activities
- ☐ Excessively quiet/withdrawn/isolated
- ☐ Poor choice of friends/follower
- ☐ Family problems (conflicts/domestic violence, supervision/support, divorce)

Behavioral Concerns:

- ☐ Bullying/verbal abuse/threats toward peers/adults
- ☐ Does not accept responsibility for behavior/blames others
- ☐ Sexual/pregnancy issues and concerns
- ☐ Lying/misrepresenting events/manipulation
- ☐ Anger management/problems with temper/fighting
- ☐ Drug/alcohol use

Classroom Concerns:

- ☐ Failing grades/worried about grades
- ☐ Absenteeism/truancy/tardy/skipping classes
- ☐ Non-compliance with classroom rules
- ☐ Does not produce class work/homework
- ☐ Low motivation
- ☐ Disruptive/"class clown"
- ☐ Highly distractible/difficulty concentrating/inattentive
- ☐ Sleeps during class repeatedly
- ☐ Too much energy/can't seem to sit still/hyperactive
- ☐ Poor organizational skills
- ☐ Lack of class participation

Other:

- ☐ I understand that my child has been referred for Therapeutic Day Treatment Services through ESU#13.
- ☐ I give permission for an ESU#13 representative to contact me regarding this referral and to provide me with the information I need to initiate Therapeutic Day Treatment Services.
- ☐ I give permission for ESU#13 to _____ obtain and or _____ release information regarding my child as part of the Therapeutic Day Treatment Services professional relationship with _____. Information to be obtained and/or released includes all pertinent information regarding the referral and intake process at the Therapeutic Day Treatment School.
- ☐ This release will terminate in 90 days from the date of signature. The legal guardian may revoke authorization at any time by notifying ESU#13 in writing.
- ☐ My authorization is freely and voluntarily given:

Parent/Guardian Signature / Date _____

School Representative Signature / Date _____

Email all Referrals to: Amber Andrews at aandrews@esu13.org



Permission Form
Emergency Release of Information and Consent for Care

Student _____

I give permission for my child to:

Yes_____ **No**_____ In the case of an emergency when I (the parent/guardian) can not be reached, I give permission for the ESU #13 staff to consent for my child to receive treatment by emergency personnel.

Yes_____ **No**_____ have personally identifiable information regarding the student's unique needs (disability, medication, etc.) shared with police or other emergency personnel in the event the child is taken into their care.

Parent/Guardian Signature _____ Date _____



**AUTHORIZATION FOR DISCLOSURE OF PROTECTED HEALTH INFORMATION AND REQUEST FOR
CONFIDENTIAL COMMUNICATION - MENTAL HEALTH AND/OR SUBSTANCE ABUSE**

☐ This release also serves as a request for information.

I, _____,
_____, (Name of Consumer)
(Date of Birth)

do hereby authorize Educational Service Unit #13 and

_____, (Name of Other Agency) (Address) (City) (State) (Zip)

_____, (Contact Person)

_____, (Phone)

_____, (Fax)

to ☐ Release ☐ Request

the following information: (Check all that apply)

£ All Clinical Records ☐ Evaluation/Assessment ☐ Progress Notes £ Drug & Alcohol Test results
☐ Treatment Plans ☐ Verbal Discussions

£ Attendance/Participation/Progress ☐ Discharge/Transfer Summary ☐ Educational Records

£ MDT/IEP

£ Other: _____

for the purpose of:

£ Treatment (internal & external) ☐ Operations (administrative) ☐ Payment (reimbursement)

£ Other (Indicates HIPAA Authorization; use only when necessary) Specify: _____

Periods of Treatment: ☐ Current treatment episode ☐ All Treatment Episodes

☐ Specific treatment episode: Begin date: _____ End date: _____

If the purpose of this disclosure is marked as "Other", whether or not "Treatment", "Payment", or "Operations" are checked, then this is a HIPAA Compliant Authorization. As such, the Center may not condition treatment, payment, enrollment, or eligibility for benefits on my signing this Authorization, and must provide me a copy. I understand that my records, or those of the individual listed above, are protected under state and federal substance abuse and mental health confidentiality regulations, including 42CFR Part 2. Information cannot be disclosed without my written consent, unless otherwise specifically provided for in the regulations. I understand and agree that this release form may be sent to the agencies and persons identified above. Copies of this form may be used in lieu of the original. I understand there is potential for information disclosed as a result of this release/authorization to be re-disclosed by the recipient, and therefore no longer protected by the HIPAA Privacy Regulations. I also understand that I may revoke this consent at any time except to the extent that action has been taken based upon it. This consent expires, and cannot be used past the indicated expiration date.

Expiration Date: _____
(month/day/year—12 month maximum)

X _____
_____, (Consumer Signature)
(Date)

_____, (Parent, Guardian, or Authorized Representative Signature)

_____, (Relationship/Authority)

_____, (Date)

_____, (Staff Member Signature)

_____, (Date)

Consent Revoked: _____
_____, (Consumer or Authorized Representative Signature) (Date)

☐ **A COPY OF THIS RELEASE WAS OFFERED TO THE CONSUMER.**

_____, **Staff Initials**

CL-123

Client Name _____

/Users/drkatiecarrazales/Downloads/ESU-13-Release-Rev.-3-9-16.doc

Acct # _____



Participation in Activities

Student _____

I give permission for my child to:

Yes _____ **No** _____ go on short trips to the library, park, bowling alley, grocery store and other community setting or various other local sites and participate in those activities that may be performed at those locations (ie. bowl, play on equipment, etc.) during the school day. Transportation will be either walking or by ESU #13 transportation vehicles.

Parent/Guardian Signature _____ Date _____



Acceptable Use of Computers and Networks Student's Agreement

In order to make sure that all members of the ESU #13 understand and agree to these rules of conduct, ESU #13 asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the ESU #13, and I understand and will abide by those guidelines and conditions for the use of the facilities of ESU #13 and access to the Internet. I further understand that any violation of the ESU #13 guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. ESU #13 disciplinary action and/or appropriate legal action will be taken

Student's Name _____

Student's Signature _____ Date: _____

This form will be retained on file by authorized faculty designee
for the duration of applicable computer/network/Internet use.

Acceptable Use of Computers and Networks Parent's Agreement

In order to make sure that all members of the ESU #13 community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by ESU #13. As the parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (email) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold ESU #13 responsible for materials acquired or sent via the network.

I agree not to hold the ESU #13, any of its employees, or any institution providing network access to ESU #13 responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized faculty designee
for duration of applicable computer/network/In



Medication Delivery Information for Parents

(Please fill out only if your student will be taking any medications at ESU #13)

Health care provider and parent permission is needed for all prescription medications that are used at school and school-sponsored activities.

- Parents/guardians are responsible for having medications delivered directly to the school in the original or pharmacy labeled container that will include the students name, healthcare provider's name, pharmacy name and phone number, name of medication, directions concerning dosage, special instructions if required, and date of prescription.
- If you are unable to deliver your child's medications when in need of a refill, you may authorize the bus driver/transportation staff to deliver medications to ESU #13.
- He or she will be responsible for safely transporting the medication/medications to ESU #13 and someone from our staff will collect what is sent and have the driver sign and date a medication delivery log. All medication/medications are counted in and locked in a secure storage unit. When your child needs a refill, someone will notify you via phone or text; please list your preference below.
- If there is a medication change you will need to obtain a physician order before we can administer the new medication. Your healthcare provider can make a copy and you can bring it to ESU #13 or they can fax it to 308-632-2729 Attention: Carol Sinner or Amber Andrews The order must contain the name of the child, diagnosis or reason they are taking the medication, date of order, name of medication, dose, and duration of order. The duration cannot exceed the current school year. It must be signed and dated by the healthcare provider and include their phone number.
- If you plan on delivering your child's medication/medications, please notify ESU #13 staff so they can anticipate your arrival and have the appropriate paperwork ready.
- ESU #13 staff will be available for medication drop off through school hours Monday-Friday from 8:00 AM to 4:00 PM.

Please indicate your preference for medication delivery: (Mark any that may apply)

Yes _____ No _____ I will be delivering my child's medication/medications.

Yes _____ No _____ The bus driver/transportation staff will be delivering my child's medication/medications.

Parent/Guardian

Signature _____ Date _____

RN and/or Program Administrators Signature _____ Date _____



Enrollment Form - Emergency Contact Information

Student Name: _____ Date of Birth: _____
Age: _____ Grade: _____ ☐ Male ☐ Female School District: _____

Who does the student live with? _____
Please notify the school immediately of any changes in contact information.

Parent/Guardian Information

Father/Guardian Name: _____ Address: _____

City: _____ State: _____ Zip: _____
Home Phone: _____ Cell Phone: _____
Place of Employment: _____ Work Phone: _____
Email Address: _____ Preferred
Contact Method: ☐ Phone ☐ Text Message ☐ Email

Mother/Guardian Name: _____ Address: _____

City: _____ State: _____ Zip: _____
Home Phone: _____ Cell Phone: _____
Place of Employment: _____ Work Phone: _____
Email Address: _____ Preferred
Contact Method: ☐ Phone ☐ Text Message ☐ Email

Emergency Contacts if Parents/Guardians Cannot Be Reached

1st Contact Name: _____ Phone: _____
Relationship to Student: _____

2nd Contact Name: _____ Phone: _____
Relationship to Student: _____

Healthcare Providers

Family Physician: _____ Phone: _____
Date of Last Exam: _____

Dentist: _____ Phone: _____
Date of Last Exam: _____

Optometrist: _____ Phone: _____
Date of Last Exam: _____
Psychiatrist/Psychologist: _____ Phone: _____
Date of Last Visit: _____



Enrollment Form - Medical/Health Information - Pg 1 of 2

Student Name: _____

Please circle either YES or NO for the following questions. If you answer “yes” to any of the following, please give more information in the space provided.

Does your child take medications or supplements regularly?	YES NO	Has your child had any new immunizations in the last year? *if YES, provide school with updated record	YES NO
Does your child have allergies?	YES NO	Does your child have anaphylaxis? *if YES, Anaphylaxis Action Plan sent home	YES NO
Does your child have asthma? *if yes, Asthma Action Plan sent home	YES NO	Does your child have diabetes? *if yes, Diabetes Action Plan sent home	YES NO
Does your child have seizures? *if yes, Seizure Action Plan sent home	YES NO	Does your child have a mental health disorder?	YES NO
Does your child have a skin disorder?	YES NO	Does your child have restrictions for physical activity?	YES NO
Does your child have a vision loss?	YES NO	Does your child have a hearing loss?	YES NO
Does your child have a history of surgeries or injuries?	YES NO	Does your child have any dietary restrictions or nutritional needs?	YES NO
Does your child have a modified diet or feeding/swallowing needs? *if YES, you will contacted by the SLP	YES NO	Does your child have a history of high blood pressure?	YES NO

Please list ALL prescription medication that your child takes, including vitamins, supplements, and over-the-counter medications.

Medication	Dose	Route	Time(s) Indication	Prescriber

Enrollment Form - Medical/Health Information - Pg 2 of 2

Please list ALL allergies that you are aware of for your child, including medication, food, environmental, and chemical.

Allergen	Reaction Treatment

Please use the space below to share any additional information and/or any other medical condition or concern that your child may have:



Enrollment Form - Medication & Emergency Treatment

Student Name: _____

Medication

If there are over-the-counter medications you wish to have given to your child, please send these medications to the school. My signature below indicates that I give permission for the school nurse or a medication-competent school staff member to administer over-the-counter medications - such as Acetaminophen, Ibuprofen, cough drops, hydrocortisone cream, triple antibiotic ointment, antifungal cream, and first aid cream - to my child as needed. I release ESU #13 and its employees from liability in case of choking, allergic reaction, side effects, and/or health risks related to the medication. *Please note: we do not provide liquid forms of medication

____ I GIVE permission for my child to be given over-the-counter medication(s) at school

____ I do NOT want my child to be given over-the-counter medication(s) at school.

Parent/Guardian Signature

Date _____



In Case of Emergency

In the event of an emergency, my signature below authorizes any qualified, competent personnel to administer emergency medical first aid and/or any other treatment essential to the health and well-being of my child (including intervention to treat suspected overdose, broken bones, or other serious injury). Additionally, I consent for my child to be transported via ambulance in the case the parent/guardian cannot be reached. Should emergency medical treatment be necessary, I authorize local emergency service providers to carry out such treatments.

*If you consent to one or two of these three items, please mark the lines below and circle which items you authorize

____ I GIVE permission for my child to receive emergency medical first aid by school personnel, be transported via ambulance if a parent/guardian cannot be reached, and be treated by emergency service providers

____ I do NOT want my child to receive emergency medical first aid by school personnel, be transported via ambulance if a parent/guardian cannot be reached, and be treated by emergency service providers

Parent/Guardian Signature

Date



Student/Parent Handbook Acknowledgement

After reading this document, I understand and agree with the contents of the Educational Service Unit 13 PbDTx Student/Parent Handbook.

Student Name _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Student Services Principal Signature _____ Date _____