

Southern Lyon County USD 252

Neosho Rapids Early Childhood Education Center

240 N. Commercial Neosho Rapids, KS 66864

620-342-7761 or 620-342-7763

Olpe Early Childhood Education Center

314 W. Listerscheid Olpe KS, 66865

620-475-3278 or 620-475-3279

Early Childhood Handbook

2023-2024

INTRODUCTION

The goals of the personnel policies set forth in this handbook is to create the best possible educational climate for the students of the district. To this end, these personnel policies are designed to prevent misunderstanding by the personnel of the district about their duties and privileges. In order to further develop a climate of trust and understanding, the Board earnestly seeks the involvement of all personnel in the development of policies affecting their positions.

All personnel handbooks are to be approved by the Board and adopted, by reference, as a part of these policies and rules.

EQUAL OPPORTUNITY EMPLOYER

USD #252 is an Equal Opportunity Employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, religion, sex, age, disability or national origin. See "Discrimination Complaints".

BOARD'S RIGHTS

Except as expressly limited by state or federal law, the following rights are vested exclusively in the Board of Education: The determination and administration of Board policy; the operation and management of the school district; the direction of employees; and the carrying out of the Board's lawful rights and responsibilities.

MISSION STATEMENT

PURPOSE OF SCHOOLS

The Southern Lyon County USD #252 schools' purpose is to assure that students have a solid foundation in the core academic areas. These schools will also assure that students maintain personal wellness, develop citizenship skills and explore career and technical education opportunities. Students will develop 21st century skills and an appreciation for the fine arts.

ESSENTIAL GOALS FOR STUDENT LEARNING

To achieve the purpose of the schools the following learning goals are established; that students will:

- A. Demonstrate competency in (1) reading, (2) mathematics, (3) science, (4) social science, and (5) oral, written and digital communication.
- B. Demonstrate practices to maintain personal wellness.
- C. Demonstrate good citizenship skills while interacting with the school community.
- D. Explore career opportunities and develop college/career readiness skills.
- E. Demonstrate an appreciation of fine arts.
- F. Utilize technology to 21st century learning skills.
- G. Demonstrate financial literacy.

RECOMMENDED INSTRUCTIONAL TECHNIQUES

To accomplish the above purpose and essential goals for student learning, teachers will:

- A. Implement Board approved curriculum, and ensure students are mastering learning targets.
- B. Provide motivational instruction, to ensure students are engaged in the learning process.
- C. Utilize higher order questioning to develop critical thinking skills.
- D. Implement instructional opportunities through field trips and use of community resources.
- E. Communicate the progress of student learning with parents and students.



ACCEPTANCE OF ACCOUNTABILITY

To achieve the purpose and goals of this district, the teachers and administrators of Southern Lyon County will accept responsibility for the education and development of the students, with the aid and support of the Superintendent and the Board of Education. The student, with the aid of their parents or guardians will be accountable for taking advantage of opportunities and experiences in education provided by the Southern Lyon County School District.

Dear Parents,

What a great privilege it is to have your child in our Early Childhood Education Centers. Coming to school is a major event in a child's life. Our staff will provide a secure and happy environment in which your child can learn and grow socially, emotionally, and intellectually. Each day we provide individual time with your child, as well as encourage him/her to interact with his/her peers. We stress cooperative play during work time and group activities.

Your child's program will be developed around four areas of growth: cognitive (intellectual), physical (small and large muscle development), social, and emotional. It will have a balance between freedom and guidance, individual and group activities, and active and inactive experiences. There will be creative experiences to help the children express themselves and to have a chance to experiment with new ideas and materials.

Throughout the year our goal is to provide your child with rich experiences that will prepare him/her for Kindergarten. Our main goal is to nurture a sense of curiosity and interest in your child that will follow him/her throughout their entire life. Just like us, children learn the most through their personal initiative. We expand on their initiative by guiding their activities throughout the daily routine.

You will receive a report on your child four times a year. The report will be explained to you during in-school conferences that will be conducted in October and February.

We are so glad that you are a part of our Early Childhood Education Centers and look forward to having you and your child come play, learn, and grow with us!

*Sincerely,
Laura Evins
Early Childhood Coordinator*

The Importance of Early Childhood Education

Early Childhood Education is a vital foundation for strong schools and a strong economy. It prepares tomorrow's workforce for global competition, while ensuring that children of today enter school ready to succeed. Studies show that children entering kindergarten with skills they need to succeed are more likely to graduate high school and become productive workers.

USD #252 Southern Lyon County Early Childhood Education Centers provide a positive learning environment in which children may experience developmentally appropriate academics, social and emotional growth. Three and four-year-old children will explore learning through hands-on activities in an atmosphere where independence is encouraged to build each child's self-confidence.

Vision

All preschool children in Southern Lyon County will be school ready by Kindergarten.

Mission

Southern Lyon County Early Childhood Education Centers provide safe, affordable, and developmentally appropriate education and care for preschool aged children and their families to support a child's social, emotional, physical, and cognitive development.

Guiding Principles

We believe a collaborative structure is an efficient, effective method for serving families and children participating in the services provided by the Southern Lyon County Early Childhood Education Centers. Therefore, we will develop the community and provider partnerships to implement and sustain an innovative, comprehensive culture and program.

We believe open and honest communication will ensure trust and success with the ongoing collaborative structure and partnership. Therefore, we will commit to monitor progress, address challenges and celebrate successes with ongoing communication, including a consistent meeting schedule with staff, families, and community members.

We believe continuous quality improvement is essential with the ongoing development of the services provided to children and families. Therefore, we will develop a system to administer the appropriate and required screenings and assessments to track the growth and development of the children.

We believe hiring and retaining high-quality professional staff will promote a successful learning experience for children and families. Therefore, we will provide quality early childhood professional development education and experiences as needed for the development of the personnel.

We believe parents and caregivers are ongoing partners in the success of their children's care and learning experiences. Therefore, we will engage parents in ongoing activities and opportunities to learn and provide support for their children. Along with parent partnerships, our early childhood programs have ongoing relationships with Head Start, Department of Children and Families, Emporia State University, Parents as Teachers, Flint Hills Special Education Cooperative, and area mental health agencies.

We believe sustainability is critical for our long-term success in providing early childhood education and supportive services for children and families. Therefore, we will be proactive in our commitment to maximize resources, create efficiencies, demonstrate value, build community investment, and implement a blended funding and service system.

Parent Involvement

Parent involvement is a critical component in fostering a child's educational success. Research indicates that parents who are engaged in their child's education are likely to achieve high levels of academic success. USD #252 Southern Lyon County School teachers and staff are committed to partnering with parents to promote all children's success.

There are many ways to be involved in your child's preschool experience. These are just some of the ways that you can help and let your child know that you believe school is important:

- ❖ Attend Parent-Teacher Conferences. This is your opportunity to meet individually with your child's teacher to review their growth, progress, and any areas of concern. Conferences will be held twice per year
- ❖ Participate in home visits
- ❖ Read school notes and newsletters
- ❖ Read to your child every day
- ❖ Ask open-ended questions that allow your child to tell you in their own words, not just answer yes or no
- ❖ Listen to your child's stories about school and their new friends
- ❖ Volunteer in the Center
- ❖ Let your child see you being supportive of the teachers and school
- ❖ Keep the lines of communication open
- ❖ Attend school functions when possible
- ❖ Attend parent activity nights
- ❖ Participate in screenings and surveys

Family Engagement

There are many opportunities for family engagement throughout the school year. We encourage and highly recommend parents, caregivers, family members, and students to participate and enjoy these fun activities. Family engagement activities are planned to provide fun, interactive, hands-on learning activities for families in our community. Partners in our community also attend to provide resources for our families (Parents as Teacher, Lions Club, Sheriff's Department Car Seat Safety Lane, Lyon County Extension Office). Activities include: (3) family engagement evening events, (3) Parent Club Meetings, (1) story time home visit, parent teacher conferences, grandparents day, classroom parties, field day, spring walk, park day, fundraisers, granola for grown-ups, and farm day.

All activities are free to children ages 0-5 years of age and their family. Activities occur during the evening and school day.

- Family Engagement Evening Events: Fall, Winter, and Spring
 - Evening activities for 1.5 hours focusing on fun, literacy/math, science/art, and games.
- Parent Club Meetings: Fall, Winter, and Spring
 - Evening meetings for 1 hour for all childcare and preschool parents/caregivers to discuss preschool and childcare related topics, learn new ideas with guest speakers, and engage with other families in our community.
- Parent Teacher Conferences: ages birth - age 5: October and February

Kindergarten Readiness

Kindergarten readiness includes the knowledge, skills, and behaviors that enable children to participate and succeed in school. In our classrooms, children start developing skills for kindergarten at an early age. In the infant toddler classroom, your child is learning to communicate and get his/her needs met along with finding out how to manage their needs away from home. As your child grows in our classrooms, he/she will learn how to interact with others, share, and develop relationships. These are all important steps in kindergarten readiness. As they enter preschool, your child will begin to acquire academic skills such as letter, number, color, and shape recognition. Some may even start to learn sounds and recognize words in print. This is what we refer to as kindergarten readiness skills. All children learn at different rates and the learning process will be unique for each child.

Family engagement is an essential part of kindergarten readiness. Family and school must communicate together to make learning and school a positive experience. At school, teachers will communicate with you about your child's behavior, learning styles, and strengths and weaknesses. We will also plan a variety of family engagement activities that are centered around kindergarten readiness. Teachers also collaborate with each other to prepare each child for the next grade level/classroom, whether it be infant to toddler, toddler to preschool, or preschool to Kindergarten. **Activities include:** parent teacher conferences, ASQs, home visits, family engagement nights, parent clubs, round up, open enrollment, parent orientation, open house, kindergarten transition activities, and ramp up for children starting kindergarten each year.

Keeping Open Communication

Communication between home and school is extremely important in order to ensure the success of your child. Please feel free to discuss any concerns you have with your child's teacher. Unfortunately, your child's teacher may not be able to freely speak with you about concerns at drop-off or pick-up times; we instead encourage you to ask the teacher to arrange a special meeting or phone conference, at a time that is convenient for all parties involved.

Assessments

During the school year, you and/or your child will be asked to participate in several assessments that monitor developmental milestones. These include Ages and Stages Questionnaires for ages birth to Kindergarten, DECA (Devereux Early Childhood Assessment) for ages birth to Preschool, ECI for infants and toddlers - Early Language, and myIGDI assessments for preschoolers (assessing math and literacy). All assessments help early childhood educators and families screen for developmental delays, measure progress toward milestones, and learn how to provide activities that will enhance learning of the children in our care.

What You Should Expect From Your Child Through The Year

The First Day

Many children quickly adapt to the preschool routine and are eager to start the year. However, it is perfectly normal for some children to take several days or even weeks to become comfortable away from their families. The teacher realizes this and will do all he/she can to make this separation a pleasant one for all concerned.

1. Tell your child what is going to happen. For instance, say "you are going to stay at school while I go to work (stay home, school, etc.)". Reassure your child as often as necessary that you will be back to pick him/her up.
2. When you bring your child into the room, plan to stay no more than 5 minutes. When it's almost time to go, tell your child that you will be leaving in one minute. **Do not sneak away!** Though it may be easier for you to leave while your child is out of sight, it is not easier for your child. A smile, a cheerful goodbye kiss, and a reassuring word that you will be back are all that is needed. In our experience, children are nearly always quick to get involved in play or activities as soon as parents are gone. Please also be very brief at departure times also. This is a time of testing boundaries when two different authority figures are present (the parent and the provider/teacher). All children will test to see if the rules still apply. Please respect and be supportive of this request.

The First Few Weeks

Your child may come home very tired and irritable the first few weeks. Provide a nap or quiet activity. It's a new experience, very stimulating and tiring. Your normally lively outgoing child may be very quiet at school, may sit on the sidelines. Don't push...let him/her absorb it all at his/her own pace.

Throughout The Year

Your child may suddenly not want to go to school. Do not jump to hasty conclusions: look for the reason. Talk it over with him/her and the teacher. Additionally, your child will not always bring home a

finished product as evidence of what he/she learned; many of the things children learn will be carried inside them in the form of happy new attitudes and ideas!

Open Door Policy

We have an open door policy for all parents. While your child is in our care, you can be assured that the door is always open to you. Please feel free to drop in and check on your child at any time. Although, please keep in mind that a child adjusting to new surroundings may want to leave with you if you pop in for a visit. We would appreciate your taking into consideration our schedule when dropping in or calling, and to please knock before entering. Also, remember that visitors usually cause children to react in an excited manner that does not normally occur when we are alone with the children.

REMOTE LEARNING

Remote learning is reserved for those students who have exceptional circumstances that do not allow them to attend school on campus. These circumstances may include extended illnesses as verified by a medical professional, extended injury/medical procedures or other circumstances deemed necessary by the administration. *These circumstances do not include reasons such as a single sick day, appointments, family vacations, transportation or car trouble, etc.*

All requests for remote learning must be approved by the administration.

CACFP Household Contacts Policy to Verify Attendance & Enrollment of Participants

Staff members including but not limited to the directors and coordinator will make sure current and accurate enrollment forms are completed upon initial enrollment to any applicable CACFP program. All enrollment information will be shared with the Authorized Representative in a timely manner for review. If further clarification is required or discrepancies are found then staff members will contact the household via preferred method as indicated by parent/guardian on the enrollment forms. If parent/guardian cannot be reached by preferred method, letters will be sent requesting clarification and a follow up time frame of 30-days will be used in wait of response from the household. Staff members will work with the Authorized Representative to determine the appropriate actions based on findings. If findings arise, all forms of contacts as preferred from the household along with copies of letters will be kept on file with the original enrollment for the current fiscal and program year. These procedures will be completed annually after every enrollment, or the addition of new students throughout the year.

Early Childhood Education Centers Options

0-5 Year-Old

Daycare 7:15 a.m. - 5:30 p.m.

3-Year-Old Preschool

The 3-year-old Preschool Program is offered at Olpe and Neosho Rapids Elementary Schools. Classes are 5 days a week, 3.5 hours a day: **8am-11:30am.**

4-Year-Old Preschool

The 4-year-old Preschool Program is offered at Olpe and Neosho Rapids Elementary Schools. Classes are 5 days a week, 3.5 hours a day: **12pm-3:35pm.**

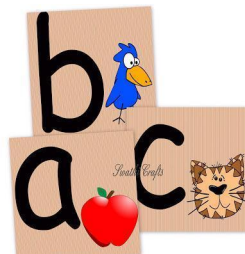
Sample of 3-Year-Old and 4-Year-Old Preschool Daily Schedule

3-Year-Old 8am-11:30am	4-Year-Old 12pm-3:35pm
Arrival/Wash hands/ Breakfast 7:50-8:15	Arrival/ Wash hands/ Lunch 11:50-12:15
Morning Greeting/Choose Helpers 8:15-8:30	Sign in/Journals/Table toys/ 12:15-12:25
LiteracySmall Groups 8:30-9:00	Afternoon Greeting 12:25-12:40
Math/ Small Groups 9:00-9:30	Literacy 12:40-1:00
Story/Music 9:30-9:45	Gross Motor 1:00-1:30
Gross Motor/ Library (alt. Mon/Tues) 9:45-10:15	Story/Music 1:30-1:50
Snack 10:15-10:30	Math/Small Groups 1:50-2:10
Centers 10:30-11:10	Snack 2:10-2:25
Lunch 11:10-11:30	Learning Centers 2:25-3:10
Dismissal 11:30	Library (alternate Mon/Tues) 3:00-3:20
	Dismissal 3:25

Sample of 3-Year-Old and Schedule

4-Year-Old Daycare Daily

2.5 to 3-Year-Old	4-Year-Old
Arrival/Wash hands/Breakfast	Arrival/ Wash hands/ Breakfast



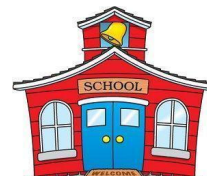
7:15-8:00	7:15-8:00
Transition to Preschool Room/Daycare Room 8:00/11:30	Free Choice Play 8:00-9:00
Free Choice Play/Brush Teeth 11:30-12:30	Story 9:00-9:30
Story 12:30-12:45	Outdoor/ Gross Motor Play 9:30-10:00
Prepare for Rest Time 12:45-1:00	Wash Hands/Snack 10:00-10:30
Rest 1:00-2:30	Fine Motor 10:30-11:00
Clean Up Cots/Wash Hands 2:30-2:45	Small Groups 11:00-11:30
Snack 2:45-3:00	Free Choice Play/Brush Teeth 11:30-12:00
Free Choice 3:00-3:20	Transition to Preschool Room/Daycare Room 12:00/3:25
Small Groups 3:20-4:00	Small Groups 3:20-4:00
Outdoor/Gross Motor Play 4:00-4:30	Outdoor/Gross Motor Play 4:00-4:30
Snack 4:30-4:45	Snack 4:30-4:45
Games, Puzzles, Books 4:45-5:30	Games, Puzzles, Books 4:45-5:30

Child Drop-Off/Pick-Up Procedures for Preschool & Daycare

Child Drop-Off/Release Procedures for Preschool & Daycare

Please escort your child into and out of the center daily. We keep a Sign-In and Sign-Out Sheet that needs to be filled out each day. Coats, backpacks, etc. should be placed in the child’s cubby. Please do not leave your car running with no one in it or let your children play around the other vehicles at any time.

The daycare room doors will open at 7:15 a.m. Breakfast will be served by 7:50 a.m. Upon entering, please assist your child with handwashing. Please be punctual when bringing your child to school. If your child attends preschool **only** he/she



may arrive at 7:50 a.m. for breakfast. In the afternoon session, if your child attends preschool **only** he/she may arrive at 11:50 for lunch.

Late arrival for Daycare: Please call ahead of time if you know your child is going to have a late arrival/early departure at preschool or daycare. If possible, avoid picking up your child during nap time, as not to wake other children sleeping.

Child Pick-Up/Release Procedures for Preschool & Daycare

Each Center will notify you of the Drop-Off and Pick-Up location. Please be punctual when picking your child up. Children will only be allowed to leave with persons who are (1) listed on the Child Pick-Up Authorization Form filled out at registration, or (2) who are authorized through written permission by the parent.

If an unknown adult is picking up a child, we will be checking for photo ID and will only release your child to an adult that is listed on your emergency card, unless prior arrangements have been approved by the Office.

USD #252 Southern Lyon County Schools request that a copy of the Judge's order establishing custody be on file to prevent a non-custodial parent from accessing their child. The child information card that the enrolling parent signs states "persons other than parent..." It is not within your (preschool program) legal right to withhold a child from a parent; unless there has been court action which limits one parent's right to the child". **Identification will be required from individuals picking up a child with whom the staff is unfamiliar.** We appreciate all of your help and cooperation!

Late Fees

The success of this program depends on the prompt payment of daycare. Payment will reserve a slot for your child. All Fees must be paid on time. If you do not make payments by the due date, your child will not be allowed to attend daycare the following day, your child may attend preschool but childcare will not be available until payment has been received. If payment is not received, the slot will no longer be reserved for your child.

Parents who are late picking up their child will be charged \$5.00 for every 5 minutes late (\$1.00 per minute). This fee will be added to your payment. If you know you are going to be late for a specific reason, please contact the office.

Two Week Notice

Please let the daycare director know if your family is moving or if you would like to end childcare with our center. A two weeks notice is greatly appreciated.

Enrollment Requirements

Enrollment for preschool is a three-step process.

- ❖ **Step 1** – Download and complete the District’s Registration Forms at www.usd252.org. For assistance call one of the Elementary Schools (Olpe Elementary School 620-475-3277 or Neosho Rapids Elementary School 620-342-7783). Once the Registration Forms are completed, a seat in the preschool program will be reserved for your child. Out-of-District Student Applications will be accepted; priority will be given to In-District Students.

- ❖ **Step 2** - Preschool Registration Packet – download, complete, and print.

- ❖ **Step 3** - At the March/April Round-Up Meeting you and your child will visit the classroom and meet your child’s teacher. At that time you must bring the following pieces of information to complete the registration process.
 - Your child’s Original Birth Certificate. *If you do not have a birth certificate, you may obtain proof from the Kansas State Department of Health and Environment Vital Statistics, Curtis State Office Building, 1000 SW Jackson, Topeka, KS 66612 or <http://www.kdheks.gov>.*
 - Your child’s Immunization Records.

A physical exam is required for all children enrolled in the program. The program provides the appropriate health forms at the time of each child’s acceptance. A physician must complete the form. Each child’s records must be complete.

Fees

Our Early Childhood Centers are funded through the Children Initiative Fund. Our Grant funds are being reduced. In order to work towards sustainability, an Enrollment Fee will be collected each Semester.

Enrollment Fee		1st Semester	2nd Semester
Early Childhood		\$75.00	75.00

Estimated Early Childhood Education Center Fees

Child Care Fees	1 week	2 Weeks	4 Weeks
Daycare (Infant 0-18 months) **Includes formula and baby food	\$165	\$330	\$660
Daycare (Toddler 18 months & Walking-2.5y) **Includes milk, juice, meals, and snacks	\$150	\$300	\$600
Daycare (Full Day School Year 2.5y – 3y old)	\$130	\$260	\$520
Daycare School Year (3 - 4 year old)*	\$110	\$220	\$440
After School Daycare (Kinder-SA)	\$35	\$70	\$140

Daycare (Full Day Summer 3y – School Age)	\$120	\$240	\$480
MEAL FEES	Daily/1 week	2 weeks	4 weeks
Breakfast	\$1.60/\$8	\$16	\$32
Lunch	\$2.80/\$14	\$28	\$56
Snack	\$.50/\$2.50	\$5	\$10

Estimated Reduced Fees

	daily/1 week	2 Weeks	4 Weeks
Reduced Breakfast	\$.30/\$1.50	\$3	\$6
Reduced Lunch	\$.40/\$2	\$4	\$8
Reduced Snack	\$.15/\$.75	\$1.50	\$3

Important information regarding fees/payments:

- Advance payment of fees (first two weeks) will be collected at Enrollment in August.
- Weeks designated for cleaning and repairs - no fees assessed.
- Holidays falling within a normal week will be assessed.
- Sick, vacation, absent, and inclement weather days of the child will acquire fees for day(s) absent.
 - In the event of unplanned closures such as snow days, closure due to power outage, etc - Child care fees will be prorated if child care is closed for 3 or more days during the week. This will be a credit to each child’s billing plan.
- Drop-in slots are not available.
- Payment will reserve a slot for your child. The success of this program depends on the prompt payment of daycare. **All Fees must be paid on time. If you do not make payments by the due date, your child will not be allowed to attend daycare and the slot will no longer be reserved for your child.**
- All units will need to continue to pay for their child’s spot through the summer in order to hold the spot for the new school year with the exception of the 4 year olds that are entering kindergarten in the fall who do not require daycare. Should you choose to not pay for your spot, there is a possibility that you could lose your spot for the upcoming school year.

- Due to the nature of our program, in order to maintain staffing, cleaning, and maintenance needs, our centers depend on our consistent revenue. This policy is consistent with child care facilities both locally and statewide.
- School Year - School Age Daycare: Daycare is only available during the school year for Kindergarten to age 12 in our after school program/21st Century from **3:30-5:30pm**. School Age child care for ages Kindergarten to age 12 is **not** available during no school days during the school year due to the nature of our program. School age childcare is available daily during the summer months from 7:15am to 5:30pm.

Meal and snack Fees are TBD at this time

Estimated After School Program Fees: Kindergarten - School Age

3:25-5:30 p.m.	Weekly	2 Weeks	4 Weeks
After School Program	\$35	\$70	\$140
After School Snack	\$2.50	\$5	\$10
After School Milk	\$2.50	\$5	\$10

***Parents who are late picking up their child will be charged \$5.00 for every 5 minutes late. This fee will be added to your payment. If you know you are going to be late for a specific reason, please contact the school office.*

Meals & Snacks

Meals and snacks are planned according to the USDA Child & Adult Care Food Program guidelines. If your child will be arriving after the scheduled mealtime, due to an appointment or other circumstance, please make sure that he/she is fed prior to arrival. Family style breakfast and lunch will be provided each day along with one afternoon snack. Our CACFP meal patterns ensure that the children in our care have access to healthy, balanced meals throughout the day. Meals and snacks served in preschool and child care include a variety of fruit and vegetables, whole grains, protein, and less added sugars and saturated fats.

Meals: It is recommended that your child eat the school meal with his/her peers to participate in the healthy and balanced, family style meal that is provided. Meal fees are a separate fee. If you would like to send a lunch with your child there are a few guidelines to follow:

- Please write your child’s name on his/her lunch box.
- Lunch boxes will be stored in book bags or cubbies. Don’t forget the ice pack.
- All food needs to be ready to eat and easy to open for your child.
- Please provide food options that support our Child & Adult Care Food Program guidelines.
 - Food options need to include the following: 1 grain, 1 fruit, 1 vegetable, and 1 protein.

- Please avoid sending sugary drinks and snacks with your child's lunch, this includes drinks, cookies, candy, etc.
- Allergies - If a classroom has allergy restrictions this may affect meals brought from home. Classroom teachers will communicate any changes to these guidelines.

Snacks: Each classroom will be eligible to participate in an afternoon snack that is provided by the school district.

- Morning Snack - Parents are able to provide the classroom with a community snack option for the morning snack. Each classroom will need to follow the snack options that are established by our center/classrooms.

Please note, meal fees are a separate fee from child care fees and enrollment, please make sure your family fills out the free/reduced meal application to determine eligibility, families are encouraged to fill out the application even if they don't think they will qualify.

Resource: My Plate suggestions www.MyPlate.gov from USDA.

OBLIGATION/Meal FEE COLLECTION PROCEDURES

Breakfast/Lunch Fees:

- Parents are asked to prepay for their child's meals.
- The Point of Sale person will remind students when their accounts are getting low
- When a balance of \$0.00 is reached, the Point of Sale person will inform the building Secretary.
- The Building Secretary sends a note home with students, will email parents (documentation) and attempt a courtesy phone call to remind of balance.
 - At negative \$25.00 the Principal will email (documentation) and call parents.
 - Payment needs to be made or an alternative meal will be provided.
 - Alternative meals(cereal/cheese sandwich and milk) will be assessed for full pay students. (\$ Breakfast, \$ Lunch) Students on a reduced rate will be assessed the full reduced rate. (.30 Breakfast, .40 Lunch)
 - A payment plan can be established to help offset financial burden.
- Once outstanding fees of \$100.00 per student of \$200.00 per family is reached, the following will take place.
 - The Building Principal will notify the District Office.
 - The District Office will send a letter to the parents/guardians outlining the next steps in the process.
 - The Office will notify the Collection Agency for collections and possible legal action for all outstanding obligations and/or fees.

Items to Bring: Infants and Toddler (6 weeks to 30 months)

Infant and Toddler Items
2 changes of clothing, onesies, and socks Breast Milk if you are breastfeeding, bottle as needed; Pacifier if needed Ongoing supply of diapers and wipes, kleenex Baby - 1 light weight blanket for crib if you would like one from home. Toddler: Blanket and pillow for rest time cot.
Optional items: Lysol wipes, favorite toddler snacks to share with class

Formula, baby food, meals, and snacks are included in the fees for our infant toddler program. We also have cups, bottles, blankets, bibs, etc. available to each child in the unit if you would prefer to use them from home.

Cloth Diapers - If you choose to utilize cloth diapers in childcare please communicate with your child care staff. All cloth diapers will need to be sent to the center in a clean bag. A separate dirty bag will be used for soiled cloth diapers. Soiled diapers are not to be rinsed out at the center under KDHE regulations.

Items to Bring: Preschool/Daycare (2.5 years to School Age)

Preschool Items to Bring (3yo and 4yo)	Childcare Items to Bring (2.5 - School Age)
Large Backpack, 1 change of clothing, kleenex, one package of baby wipes, dixie cups, toothbrush and toothpaste, pull ups as needed. **Please see the school supply list.**	1 change of clothing, kleenex, one package of baby wipes, pull ups or diapers as needed, dixie cups, toothbrush and toothpaste, crayons, markers, glue sticks, and liquid glue.
Optional items: play dough, clorox wipes, paper plates, zip lock bags (gal. and sandwich size), ongoing supply of kleenex and wipes.	

Donations

From time to time a list of items that could be donated will be made available. Anyone who would like to donate any of these things can bring them to the preschool/daycare. They will be greatly appreciated.

Clothing at School

The activities at the center can be messy. 😊 Although we do use smocks and roll up sleeves, we cannot guarantee that children's clothing will not get stained or soiled. We assume that you will send your child in clothes that allow your child to participate fully in our play-based program and that you understand that clothes may get stained or soiled.

Part of each day is spent outdoors, weather permitting. Please dress your child accordingly. Appropriate and safe footwear is required for outdoor play. If your child wants to wear other shoes to school, please make sure that he/she has a pair of sneakers to change into for outdoor play. During the cold weather please make sure your child has a warm coat, a hat, and mittens or gloves.

Each child should have a complete set of extra clothing to be kept at the center including underwear and socks. All clothing and coats/jackets should be clearly labeled with your child's name (socks too, please). We cannot be responsible for lost articles.

PJ days - Please make sure your child has an under his/her zip-up sleeper jammies.

Dresses - Please make sure your child has appropriate undergarments underneath, such as shorts.

Rest Time and Safe Sleep Policy

Rest time is a normal part of every child care routine. Each child is provided with a cot, cot sheet, and a blanket and pillow from home. Children are encouraged to sleep but not required to do so. If your child is unable to fall asleep they will be provided with alternative quiet activities during rest time. Rest time is generally from 12:30-2:30pm.

In order to reduce the risk of SIDS our center has an established policy regarding infant sleep practices and USD 252 Southern Lyon County Child Care Centers adhere strictly to this policy for the health and safety of the Infants in our care.

1. Children younger than six months of age at the time of enrollment **must be under direct visual supervision at all times**, including while napping, during the first six weeks they are in care.
2. As is required by "*Programs serving infants must place infants on their backs for sleeping, unless the child's health care professional orders otherwise in writing.*" Blankets, "loveys" or any other items are not permitted in cribs. Only sleeping sacks and pacifiers without anything attached to them (such as loveys, clips, etc.) are permitted in cribs.
3. After being placed on their back, an infant who can easily turn from back to front and front to back may remain in the position they are in once asleep.
4. No child under twelve months of age shall be placed in a crib containing pillows, comforters, stuffed animals, or other soft, padded materials. Devices such as wedges or infant positioners will not be used.
5. We will ensure that crib slats are no more than 2-3/8 inches apart and that cribs have firm, properly fitted mattresses with clean coverings and no places to trap small heads.

6. All staff working in the infant toddler classroom will complete initial safe sleep training as provided by the EC Director or Coordinator.

Toys from Home

We ask that children's toys stay at home, unless they are brought in for a pre-arranged sharing at group time or special activities. Toys from home are difficult to share at other times, and we cannot be responsible if they become lost or broken. We realize that this is sometimes very hard --leaving a toy in the car during the day is a tactic that sometimes works if you can't leave the house without that special something. Comfort toys for naps are the only exception, and will be kept in the child's cubby, unless needed at "difficult" times.

Biting

Biting is a common and upsetting experience in early childhood settings. It has a huge impact on everyone - your family and our staff.

Young children bite for a variety of reasons and researchers tell us that it is a normal stage of development. We know that it frequently occurs in early childhood settings because of the age of children and the additional demands placed on them in group childcare settings, such as our child care center. No early childhood environment is immune and it occurs even with talented and dedicated educators and a high quality curriculum.

Young children use biting to explore and learn, communicate with others, get control of their world and release tension. Although biting may be part of normal development, it is not regarded as acceptable behavior.

We have strategies to address biting and take the following steps:

- Anticipate and intervene where possible by observing and analyzing the play environment of the classroom.
- Comfort and give lots of attention to the bitten child.
- Do not punish biting behaviors.
- Let the child know that biting is unacceptable.
 - As soon as possible following the biting incident, acknowledge positive behavior unrelated to the biting incident
- Teach and reinforce replacement behaviors instead of biting.
- Keep all parents informed, protect confidentiality.
- Ongoing communication is kept with parents and staff on classroom and home strategies being used to address and curb biting behaviors.

When we have episodes of biting, it can be very stressful for everyone. We will do everything possible to ensure the safety of all children in our care. We encourage parents to work with us cooperatively to guide children in our care safely through this early period of development.

Personal Hygiene: Toilet-Trained

Toilet-training is a skill that must be learned like other developmental tasks. It normally occurs between the ages of 2 and 3½. Parents must allow for individual differences. Due to health regulations, it is strongly suggested that a child is toilet-trained before attending preschool.

A toilet-trained child is one who:

- 1) Will go willingly to the bathroom alone willingly;
- 2) Can tell an adult when he/she needs to use the bathroom;
- 3) Who has infrequent daytime accidents’;
- 4) Has bowel control;
- 5) Is able to clean himself/herself up after using the bathroom

Toilet-training should begin at home. If you would like assistance, we have a handout that outlines signs of readiness and how toilet-training is handled here. Once the child has started toilet-training, we will be happy to continue while the child is in our care. The staff asks that results have been consistent at home prior to bringing your child in training pants/underwear. We understand that children of this age may have accidents; in the event your child has a bathroom accident, we will assist your child with changing into dry clothes. If additional cleanup is needed, parents will be called. Please supply pull-ups, extra underwear, wipes and a few changes of clothes while the child is learning. Open communication and feedback between the parent and provider is very important at this time.

Breastfeeding Friendly Childcare Setting

USD 252 Southern Lyon County supports and welcomes breastfeeding and breastfeeding mothers/parent/employees in our early childhood programs and schools. Breastfeeding has been shown to be the superior form of infant nutrition, providing a multitude of health benefits to both mother and infant.

- Breastfeeding mothers, including employees, shall be provided a private and sanitary place to breastfeed their babies or express milk. This area provides an electrical outlet, comfortable chair, and nearby access to running water.
- A refrigerator and/or freezer space will be made available for storage of expressed breast milk. Breastfeeding mothers and employees may store their expressed breast milk in the center refrigerator or staff refrigerator. Breastfeeding mothers should provide their own containers, clearly labeled with name and date.
- We welcome mothers/parents to visit and breastfeed their babies while in care and do allow direct breastfeeding in the classroom.
- Staff shall be trained in handling human milk. All childcare staff will be trained on proper storage and handling of human milk, as well as to support breastfeeding mothers. Professional development will be ongoing for all staff in our centers.
- Breastfeeding employees shall be provided a schedule for breastfeeding or pumping to provide breast milk for their children. The time allowed shall not exceed the normal time allowed for lunch and breaks.
- Sensitivity will be shown to breastfeeding mothers/families and their babies in order to provide ongoing support to mothers/parents/families. Fathers are included in discussions about breastfeeding.

- Breastfeeding promotional information will be displayed and shared with families. USD 252 supports and provides accurate information to breastfeeding mothers and family members.

Birthdays

Children may bring a **healthy snack**, low sugar.....such as fruit, yogurt, or cheese (please no cookies or cupcakes) for their class on their birthday. Please let the teacher know in advance when you plan to serve refreshments. In lieu of favors or treat bags consider making the birthday a special occasion for the child. Allow your child to select a book, puzzle or other special gift to be presented to the classroom to commemorate his/her birthday. The teacher will allow the child to unwrap this special gift for the class, and, if appropriate, it will be marked with his/her name and the date. Teachers should be consulted for ideas for this gift. (**This is entirely optional.) Invitations to parties that occur outside of school should only be handed out at school if everyone in the class is invited.

Snacks and Holidays

We love enjoying and celebrating all the special things in your kiddos life. Things such as holiday parties, birthdays, and special occasions can be so fun! To best fuel our brains and bodies on these days it is super important to enjoy healthy snacks. We have included a list here to help when shopping. We thank you for your support in keeping the kiddos healthy!

Ideas: *Fruit *Vegetables, Yogurt, Cheese sticks, Cheese its, *Fruit snacks*Popcorn *Raisins, Yogurt covered raisins *Jello *Pudding, Muffins, Granola bars, Nutri grain bars, *Pretzels, *Teddy grahams, *Alphabet cookies, *Veggie straws, *Apple straws *Chips and salsa, *Apple sauce, *Animal crackers, Crackers and cheese (*Indicates a dairy free option)

Phone Numbers

Both centers have their own phone lines.

- Neosho Rapids Early Childhood Center is 620-342-7761 or 620-342-7763.
- Olpe Early Childhood Center is 620-475-3278 or 620-475-3279.

You may use these phone numbers for any of your early childhood needs, such as:

- Calling your child in sick or absent from daycare/school.
- Questions about your bill.
- To talk to the Daycare Director or EC Coordinator.
- To talk to your child's teacher or daycare teacher.
- If you are going to be picking your child up early/late.
- If someone else is picking up your child.
- If you would like to update any of your child's information.

Please know that you might need to leave a message for your child's teacher or daycare teacher if they are teaching.

Parental Volunteers

Throughout the year there are several opportunities for you to participate in your child's classroom. However, **we ask that you plan to volunteer AFTER the first few weeks of school.** This will allow your child time to adjust to a new environment and become comfortable with their classroom teachers. We strongly encourage you to volunteer in the room. This is a wonderful way to support and encourage your child in his/her education. When participating in school programs we do require you to follow school policies:

1. Use appropriate touch.
2. Use positive praise.
3. As a chaperon or classroom visitor you are a role model. Please dress in a manner appropriate to a school setting.
4. Smoking and drinking alcohol are strictly forbidden when attending any school function, both on school grounds and on field trips.
5. All discipline problems should be referred immediately to the classroom teacher.

Active Play

USD 252 Southern Lyon County recognizes the importance of physical activity for young children. Implementation of appropriate physical activity practices supports the health and development of children in care, as well as assisting in establishing positive lifestyle habits for the future.

Our center encourages all children to participate in a variety of fun, daily physical activities that are appropriate for their age. In order to promote physical activity and provide all children with numerous opportunities for physical activity throughout the day USD 252 Southern Lyon County Early Childhood Programs will:

Daily Outdoor Play:

- ❖ Encourage a least restrictive, safe environment for infants and toddlers at all times.
- ❖ Provide a designated safe outdoor area for infants and toddlers (ages 6 weeks-2.5 years months) for daily outdoor play.
 - Provide a wide variety of play materials (both indoor and outdoor) that promote physical activity for infants and toddlers (tummy time, balls, climbing and balancing, wheeled toys).
- ❖ Provide children ages 2.5 years to age 12 with at least 60-90 minutes of outdoor active play opportunities across 2 to 3 separate occasions.
- ❖ Indoor space is available for all activities, including running. Increase indoor active play time so the total amount of active play remains the same, if weather limits outdoor time.
- ❖ Outdoor spaces include an open grassy area and a track path for wheeled toys.



- ❖ Provide a wide variety of fixed play equipment to meet the needs of all children (slides, climbing equipment, etc)
- ❖ Provide a wide variety of portable play equipment for all children to use at the same time (trikes, balls, play trucks/vehicles, shovels/buckets, diggers, chalk, bubbles, etc).
- ❖ Please bring your child ready to play and have fun each day. Your child will participate in both indoor and outdoor play. Therefore, play clothes and shoes (which can get dirty) must allow for free and safe movement during play. For safety, we encourage closed toed shoes. For example: In winter please provide a warm coat, hat, and mittens. In spring and fall, provide a jacket or sweater. In summer, provide light clothing, swimsuit, towel, hat and sunscreen. Please label all outer garments with your child's name. It is our expectation that children will go outside EVERYDAY if weather permits.

Role of Staff in Physical Activity:

- ❖ Staff will encourage children to be physically active indoors and outdoors at appropriate times.
- ❖ Staff will lead two or more structured activities that promote moderate to vigorous activity each day.
- ❖ Staff will join children in active play.
- ❖ Staff will be provided training opportunities on physical activity and playground safety annually.

Screen Time

- ❖ No screen time for children under the age of 2.
- ❖ Screen time for children 2 and older is limited to 30 minutes per week of non-educational (television, movies, video games, tablets, computers)
- ❖ Screen time for children 2 and older is limited to 1 hour per day of high-quality educational videos. Staff will support children during screen time by talking to them about what they are seeing and how it applies to the world around them.
 - Source: Zero to Three
<https://www.zerotothree.org/resources/1630-screen-time-recommendations-for-children-under-six>

When Should a Child Stay Home From School?

In order to prevent the spread of communicable disease, before returning to school:

- ❖ **Students must be fever free for 24 hours without use of fever reducing medications.**
 - **Students with a fever of 100 will be sent home.**
 - **A courtesy call will be given at 99 degrees.**
 - **Medication cannot be dispensed at school for the possibility of a fever.**
- ❖ Students must be free of continuous coughing.
- ❖ A child may be sent home
 - If an illness prevents the child from participating comfortably in facility activities.
 - The illness results in greater care needed than staff can provide.
 - The child has any of the following conditions and poses a risk of spread of harmful illness to others while in child care:

- A **fever** of 100 degrees.
 - Students will be sent home for **vomiting**.
 - Students will be sent home for **diarrhea**.
- ❖ Students must remain at home until 24 hours **after the last episode of fever, vomiting, and diarrhea**.
 - ❖ Students must remain home for 24 hours after taking the first dose of antibiotic for an infection.
 - ❖ A doctor's note may need to be obtained on an as needed basis.
 - ❖ All early childhood classrooms (childcare and preschool) will follow KDHE illness policy for exclusions in addition to information listed above.

Medication at School

Students requiring the continuous availability of emergency medications must submit a completed medication form signed by the child's doctor or other healthcare professional and parent. Parents must fill out the short term or long term medication form for child care licensing. The prescription medication must be left on site in the original container and packaging, clearly marked with the child's name, the expiration date, and a photograph of the child. All medication should be picked up by the parent at the end of the school year.

Emergency Care

If the child is seriously injured while at school, the parents will be notified immediately. If they cannot be reached and the child needs emergency medical care, the child will be taken to the hospital emergency room. The authorization for emergency medical care form will be taken along at this time. The adult who accompanies the child to the emergency room will stay with the child until a parent or guardian comes to assume responsibility. Please keep your child's enrollment information up to date on phone numbers, emergency numbers, and other pertinent information so that you can be reached if necessary.

Tobacco Policy

USD 252 is committed to providing safe and healthy environments for the children in our care. Tobacco use is a major cause of preventable disease such as heart disease, cancer, asthma, bronchitis, and other respiratory problems. The residual contaminants from tobacco smoke (known as "thirdhand smoke") can linger on carpets, upholstery, clothing, and other fabrics/surfaces long after the tobacco product has been extinguished. Infants and children, whose bodies are still developing, are especially susceptible to the adverse health effects of exposure of tobacco smoke.

E-cigarettes closely resemble the act of smoking, they produce a vapor of undetermined and potentially harmful substances and typically contain tobacco. USD 252 Southern Lyon County Early Childhood

Programs believes smoking and the use of e-cigarettes, also known as vaping, in the childcare environment is detrimental to the public health and welfare of the children in our care.

1. There will be no cigarette or other tobacco product use in any area of the child care facility or on its grounds (including playground and parking areas). Field trips, walks, and all other off site activities and functions will also be free of cigarettes and tobacco products (this includes vaping).
2. There will be no cigarette or other tobacco use in any vehicle owned and operated by USD 252 Southern Lyon County used in transporting children.
3. All employees, parents, volunteers, contractors, and vendors will be notified of this policy, and signs will be posted on the property.
4. All employees, parents, volunteers, contractors, and vendors will be asked to work together to support this policy. Violators will be asked to stop tobacco product use on USD 252 property; if an individual continues to violate this policy they will be asked to leave the premises.
5. Staff who use tobacco products off-site shall take appropriate measures such as thorough hand washing to reduce thirdhand smoke exposure to children in care.

Tobacco Use - The use of tobacco products by any person, in any form, is prohibited in any school building, owned, leased or rented by the district that is used for pupil attendance purposes, or in any school vehicle. Provisions by the building Administrator may be made for smoking outside of the district's buildings and re-admittance into the building, where a given activity or event is taking place involving the general public. *(Excerpt taken from the USD 252 staff handbook, page 11)*

Transportation

Parents must provide transportation both to and from school for their child. There is no busing available at this time. Children should be with a parent/guardian until the teacher gathers the children from the designated location. Parents are also responsible for picking up their children from the designated location on time.

Emergency Procedures

In the event of an emergency building closure or evacuation, students will be taken to a designated safe area.

Building Closures

If USD #252 Southern Lyon County Schools are closed due to weather conditions or building problems, all Early Childhood Education Centers will also be closed. If weather conditions are bad in your area, the school closures are reported by 7:30 a.m. on Radio and TV stations KVOE 101.7 & 1400 Radio; WIBW Channel 13; and by ShoutPoint. Messages will also be sent via Bright Wheel.

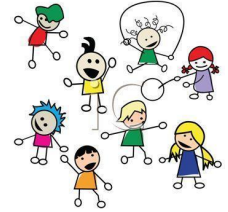
Bright Wheel

We utilize a complete preschool and childcare management software called Bright Wheel that integrates automatic billing and payments, real-time communication, classroom management, and so much more. Upon enrollment of childcare or preschool you will receive information on how to set up

your child's Bright Wheel account through an app on your smartphone. Staff and caregivers utilize this system daily for communication, pictures, and important updates.

EMERGENCY/INFORMATIONAL CONTACT SERVICE

The school district uses an automated communication software program to notify parents of school closings, upcoming events, etc. Parents will be asked to provide phone numbers and/or email addresses that can be used to notify them of events. Participation in the notification program is voluntary.



Discipline Policy

It is Southern Lyon County Early Childhood program's policy and a licensing requirement, not to use physical punishment such as hitting or shaking, grabbing, pushing, pinching, threats, sarcasm, prolonged isolation, denial of meals, or derogatory remarks about the child or the family. Every staff member and volunteer has read and is familiar with the discipline policy and signs they agree to follow all early childhood discipline methods, expectations, and policies. Kansas Department of Health and Environment (KDHE) Child Care Policies K.A.R. 28-4-132.

The staff shall use positive methods of discipline that encourage self-control, self-direction, and self-esteem. Techniques used are:

1. Redirect the child to another activity.
2. Encourage the child to verbalize his/her feelings.
3. Use positive statements that tell the child what they are to do.
4. Time out or an individualized consequence may need to be implemented when positive methods of discipline are not working.

Each program has age-appropriate rules that children will be asked to follow. If disruptive behavior occurs and is ongoing, a conference with parents will be requested. If additional conferences are needed, it will be determined whether or not the school is able to meet the needs of the child and still serve the interests of the other children enrolled in the school.

Behavior Management Policy

As human beings, we are all faced with the job of learning to live comfortably with others and with ourselves. We must develop and maintain deep feelings of self-respect. To live comfortably with others, each of us must somehow come to recognize where his/her rights end and another's begin. This is a hard concept for three and four year olds to grasp. We work very hard to set up a safe environment for children, and spend a lot of our daily time teaching children how to express their feelings verbally when upset.

When discipline problems arise, our staff is trained in how to handle problems with children; we also try to avoid them by following these guidelines:

1. Know which activities need special attention and which situations most easily get out of hand.

2. Know what children are like both as individuals and at different ages. Plan activities to meet those needs.
3. Arrange the environment with many choices of play equipment and supplies for cooperative play.
4. Give children time and opportunity to solve problems for themselves.
5. Offer help and positive suggestions when needed.

We can expect some discipline problems to occur. When behavior gets out of bounds, feelings run high and action needs to be immediate. For these times we:

1. Accept the child's feelings. We say, "I know you are "angry" or "disappointed" or "excited".
2. Set limits for the child. "I know you are angry but I cannot let you hurt_____."
3. Find an outlet for his/her anger or excitement. "You can pound on this clay or hammer on this board".
4. Redirect the child to another activity, or hold the child on our lap until he/she regains control.
5. Ask ourselves why the problem happened. Is the child tired/hungry/upset/needing adult attention?
6. Help the child through an understanding of the cause of the problem.

Children can experience very intense feelings such as anger, sorrow, or excitement. Sometimes these feelings are so strong that children can no longer control their behavior. They may kick, scream, hit, or sob uncontrollably in an effort to express their emotions.

When this happens, the teacher will be patient, supportive, and firm in an effort to help the child regain control. In these situations, the teacher usually implements a time-out procedure: Time out or "break time" means just what the name implies, children take time out from the busy classroom to regain their composure privately. This can be a quiet, comfortable, and safe space within the classroom with options for a sensory break, quiet activities, or extra time with an adult.

What Families Can Do

1. Encourage your child to participate in all aspects of the program in a positive and joyful manner.
2. Send your child to school healthy, fed, rested, and dressed appropriately so he/she can become maximally involved.
3. Keep informed about what is happening at school by reading the bulletin board, weekly newsletters, and attending parent meetings throughout the year.
4. We have an open-door policy. You are welcome to visit and volunteer in the classroom. Your involvement in your child's education now will affect how successful they are in the rest of their school years. Stay involved!

Emergency Safety Intervention - ESI

An emergency safety intervention is the use of seclusion or physical restraint when a student presents a reasonable and immediate danger of physical harm to such student or others, with the present ability to effect

such physical harm. Violent action that is destructive of property may necessitate the use of an ESI. Less restrictive alternatives to emergency safety intervention, such as positive behavior interventions, must have been deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any emergency safety intervention. The use of an emergency safety intervention must stop as soon as the immediate danger of physical harm ceases to exist.

Safety for students and staff is always the number one concern. It is important to remember that behavior is learned and that every behavior serves a purpose. There may be times when a student's behavior escalates to the point where the student's actions present immediate potential for causing harm to persons or property. However, it is often possible to avoid such situations if proper prevention and de-escalation strategies are utilized. When the focus is on preventing or de-escalating a verbal or physical outburst, early and calm intervention is key. There are training programs available that teach participants to recognize behavioral escalation levels and utilize effective, research-based responses. When students are provided appropriate support, the potential for problem behavior is minimized.

DEFINITIONS (See K.A.R. 91-42-1)

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

"Seclusion" requires all three of the following conditions to be met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.

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

"Mechanical Restraint" means any device or object used to limit a student's movement.

"Physical Restraint" means bodily force used to substantially limit a student's movement.

"Physical Escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

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

PROHIBITED TYPES OF RESTRAINT

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;
- Using chemical restraint, except as prescribed by a licensed healthcare professional for treatment of a medical or psychiatric condition; and
- Use of mechanical restraint, *except*:
 - Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional;
 - Any device used by law enforcement officers to carry out law enforcement duties; or

- Seatbelts and other safety equipment used to secure students during transportation.

ESI in Early Childhood:

If a student attends an early childhood program that is bound by a public school district’s policies, an accredited private school’s policies, or the Kansas State Board of Education’s regulations, then emergency safety intervention law applies to this learning environment.

TRAINING

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the employee’s position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position. Each school building shall maintain documentation regarding the training that was provided and a list of participants.

Early Childhood Staff Training:

1. All EC staff will be trained on the discipline policy prior to working in a classroom.
2. All EC staff will take ESI and de-escalation modules upon hire.
3. All EC staff will review behavior policy quarterly during the school year - January, March, June, and September.

Reporting Protocol in Early Childhood:

1. The use of ESI must be reported immediately to the EC Coordinator or the Childcare Director.
2. Parent/Caregiver must be contacted about ESI the day of the intervention by the EC Coordinator or the Childcare Director. If the parent is not reachable the child’s emergency contact will be contacted.
3. Parent/Caregiver must be provided with ESI documentation within 24 hours of the intervention.
4. EC Coordinator or Childhood Director provides documentation to the building principal for state reporting.

Parent Notification:

Same-Day Notification When an emergency safety intervention is used with a student, the school must notify the parent the same day that the emergency safety intervention was used. A parent may designate a preferred method of contact to receive the same-day notification required by this subsection. If there is difficulty contacting the parent, the school must attempt to contact the parent using at least two methods of contact, one of which must be the preferred method of contact if a method was designated by the parent. If the school could not contact the parent, the same-day notification requirement will be deemed satisfied if the school attempts at least two methods of contact. A parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Parent Notification: Documentation and Information

No later than the school day following the use of an emergency safety intervention, the school shall provide more detail about the incident to the parent. This documentation must include the following: (A) The events leading up to the incident; (B) student behaviors that necessitated the emergency safety intervention; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of emergency safety intervention used, the duration of the emergency safety intervention and the school personnel who used or supervised the emergency safety intervention; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future use of emergency safety interventions; and (G) email and phone information for the parent to contact the school to schedule the emergency safety intervention meeting. Schools may group incidents together when documenting the items in (A) through (C) if the triggering issue necessitating the emergency safety interventions is the same.

In addition to the documentation of the incident, the school must provide the parent with information about emergency safety interventions in general. After the first incident, the school must provide the information in printed form. If the parent requests, the information may be sent via electronic mail. For subsequent incidents, the school may provide the additional information by giving the parent a full and direct website address where the information can be found. The information must include: 7 Guidance Document on Kansas Emergency Safety Interventions Regulations 5/21/19 (A) a copy of the standards of when emergency safety interventions can be used; (B) a flyer on the parent's rights; (C) information on the parent's right to file a complaint through the local dispute resolution process and the complaint process of the state board of education; and (D) information that will assist the parent in navigating the complaint process, including contact information for the parent training and information center and protection and advocacy system.

Parent Notification: Meeting Requirements

A parent has a right to request a meeting with the school after each incident where an emergency safety incident was used with their child. This meeting is to discuss and debrief the incident. The parent may request the meeting verbally, in writing, or by electronic means. The school must hold the meeting within 10 days of the parent's request. The meeting may occur after 10 days only if the parent is unable to attend within that time period. The focus of the meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future. The parent will decide if the student should be invited to the meeting. There are specific meeting requirements outlined below for students with an IEP or Section 504 Plan. However, KSDE recommends that districts focus on preventing the need for using emergency safety interventions with students. Districts are required to review their emergency safety intervention data. Even if a parent does not request a meeting, school staff can discuss the incident and discuss proactive ways to reduce the need to use emergency safety interventions.

REPORTING DATA

District administration shall report ESI data to the state department of education as required.

LOCAL DISPUTE RESOLUTION PROCESS

The Board of Education encourages parents to attempt to resolve issues relating to the use of ESI informally via a written request to the building principal and/or the superintendent before filing a formal complaint with the board. In the event that the complaint is resolved informally, the

administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the Board of Education and provide a copy to the state department of education. If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the Board of Education by providing a copy of the complaint to the clerk of the board and the superintendent.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the Board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings and recommended action to the Board in executive session.

The board clerk and superintendent must complete any such investigation within thirty (30) days of receipt of the formal written complaint. On or before the 30th day after receipt of the written complaint, the Board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the Board shall only be provided to the parents, the school, and the state department of education.

Confidentiality Policy

Any information provided to the staff is kept confidential and used for school purposes only. Parents will have access to files and records of their own children but will not have access to information about any other children. If a parent/guardian or family member has a concern about a child other than their own, it should only be discussed with the teacher, staff, and administration.

Grievance Policy

Concerns related to your child please communicate to your teacher. If you need further assistance, please contact your Early Childhood Coordinator, Laura Evins at 620-475-3277 or 620-342-7783 or the child care director.

Jenika Ndegwa, Director: Neosho Rapids Early Childhood Center is 620-342-7761 or 620-342-7763.
Aimee Farr, Director: Olpe Early Childhood Center is 620-475-3278 or 620-475-3279.

Should the situation need further attention, contact your Building Principals.
Julianna Schmid at Olpe Elementary School 620-475-3277
Lewis Whitson at Neosho Rapids Elementary School 620-342-7783.

Child Abuse Reporting

All staff are mandated by law per Kansas Statute 38-2223 to report to the Department for Children and Families if they “suspect that a child has been harmed as a result of physical, mental or emotional abuse or neglect or sexual abuse”.

Handbook, Contract, and Other Forms Revisions

The Early Childhood Education Centers and USD #252 reserves the right to make changes to the Policies and Procedures Handbook, contract and other forms as deemed necessary and appropriate. All parents will be notified in writing of the changes and when the changes will take effect.

For more information please refer to the Elementary Student Handbook online at <http://www.usd252.org> or call an elementary school or early childhood office.

Family Child Care Contract

Thank you for choosing our center and staff to care for your child. We look forward to working as a team in the early years of your child’s development. Early childhood staff and teachers strive to provide age appropriate play and learning activities on a daily basis. Open communication is key in the education of your child. Staff, teachers, and families will work together to make each child’s first school experience a positive and fun adventure!

The EC Handbook covers a variety of information including: parent involvement, class schedules, fees, late fees, closures, potty training, meals/snacks, illness policy, class supplies, etc. We encourage all families to read the handbook to become familiar with early childhood practices and policies. Handbooks can be accessed on our district webpage, by email, or by request for a paper copy.

“I will read the early childhood handbook and acknowledge the guidelines set forth by USD 252 Southern Lyon County early childhood programs.”

By signing this form, I agree that I have read, acknowledged, and will abide by the guidelines set forth in the EC Handbook.

Child’s Name

Parent/Guardian Signature

Provider Signature

_____ **Do you need a hard copy of the handbook ___yes ___no**
Date