

Auburn-Washburn, USD 437

Early Childhood Education



Parent Handbook

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Early Childhood Education Staff

District Wide

Contact at Farley Elementary: 339-4675

Mary Pridey, Supervisor of Early Childhood Programs
Carol Ondracek, Social Worker 408-8374
Susan Ottman, Teacher
Christine Graves, Teacher
Melissa Gilliland, Speech Language Pathologist
Kelly Kogl, Teacher for English Language Learners

Auburn Elementary: 339-4400

Kirby Richard, Teacher
Rachel Grieves, Speech and Language Pathologist

Farley Elementary: 339-4675

Troy Schneweis, Teacher
Lori Oesch, Teacher
Dana Ellis, Teacher
Traci Dultmeier, Speech and Language Pathologist

Indian Hills Elementary: 339-4500

Jennifer Harrison, Teacher
Elizabeth Reed, Speech and Language Pathologist

Contact at Shuler Education Center: 339-4000

Mimi Hinshaw, Physical Therapist
Anne Gurss, Teacher for the Visually Impaired
Gregory Pragon, Teacher for the Hearing Impaired
Shelle Werner, Occupational Therapist

Pauline Central Primary: 339-4700

Leanne Hastert, Teacher
Rachel Hundley, Teacher
Kristen Arnold, Speech and Language Pathologist
Angie Logan, Social Worker

Wanamaker Elementary: 339-4800

Raine Davis, Teacher
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1. GENERAL INFORMATION

Welcome to our school district! We are privileged to be able to meet and serve our youngest learners! We look forward to partnering with you to build a solid foundation for your child's education and to ignite a love of learning in your child that will support success for a lifetime!

The vision of the Auburn-Washburn Unified School District is to provide a safe, enjoyable, and challenging school environment where students have the opportunity to achieve their maximum individual education potential. All students receive a balanced education where traditional academics are taught, creativity and innovation are cultivated, and skills for success are developed; preparing them to assume roles as responsible citizens in a global community, the workplace, and in life.

Our purpose in early childhood education is to use developmentally appropriate practices to support children in a safe, nurturing and stimulating environment. These practices include five important characteristics:

1. We facilitate not only cognitive development but also social and emotional development, focusing on areas such as learning to take turns, learning to respect others, and feeling good about one's accomplishments.
2. We support children as they develop at their own pace and to pursue their own interests.
3. We encourage children to control their own learning by relying on discovery and exploration rather than on drill and practice or other teacher-controlled activities.
4. We provide activities matched to an individual child's current level of functioning, with the aim being for the child to participate in activities that require skills just slightly in advance of those already in the child's repertoire.
5. We have a realistic academic orientation—one that introduces basic academic skills to prepare children for Kindergarten, but without attempting to push children too far academically.

Our programs follow the Auburn-Washburn school calendar and are not in session during school breaks and in-service days. In addition, school dismisses early 12 times per year to allow teachers time to collaborate and plan for student success.

Morning classes begin at 8:45am and end at 11:30am. Afternoon classes begin at 1:00pm and end at 3:45pm except for Pauline Central. Pauline Central's morning classes begin at 8:35am and end at 11:20am. Pauline Central's afternoon classes begin at 12:50pm and end at 3:30pm. Students who arrive at school for individual or small group therapy will have times that vary from this class schedule.

Enrollment: At enrollment the following must be provided for school records:

1. Current Immunization Report
2. Proof of residency within the Auburn Washburn district boundary
3. Birth Certificate

Fees : An enrollment fee of \$25 per school year is charged for each child who attends a classroom five days per week, except peer models who pay tuition.

Attendance is important! We want your child to benefit from instruction and build relationships with their friends in preschool every day! This is the time to get your child in the habit of going to school every day. However, if your child needs to miss school due to illness or other circumstances, we ask that you call your child's teacher to excuse him/her. If your child rides the bus you also need to call transportation at 339-4050 before 7:45am. You may leave a message on voice mail at both numbers.

Parents who transport their children to school must refer to the Parent/Student Handbook from the school the child attends to read the procedures for picking up and dropping off their child. We appreciate your promptness when you pick up your child after school! You may bring your child to the building 10 minutes before actual starting time, but not before (there is no supervision available).

Severe weather is a part of life in Kansas, and we have safety plans in place.

Fire drills are conducted monthly, under the direction of the building principal. Everyone must quickly exit the building during a drill and remain at the designated areas until the "All Clear" signal is given. We ask that you do not enter the building while we are conducting a fire drill. You may join your child's class at its designated spot.

Tornado drills are conducted at least three times per year, under the direction of the building principal. The principal will assign a tornado drill area for each group of students within the tornado shelters located in each building. Everyone must report to and stay in their designated area until the "All Clear" signal is given. Parents and visitors will also be assigned an area.

Snow days are determined by the Superintendent. School closings will be announced on television stations WIBW, KSNT and KTKA and radio stations WIBW, KMAJ, KDVV, KQTP, KTOP, KTPK, KLWN and KLZR. During inclement weather, a recorded message containing school closing information can be accessed by calling 339-4000.

2. CURRICULUM

The Auburn Washburn Early Childhood program has adopted the *DLM Early Childhood Express* curriculum materials to guide instruction toward mastery of learning indicators. The DLM is a holistic, child-centered program that nurtures the children by offering carefully selected and carefully sequenced learning experiences. It provides a wealth of materials and ideas to foster the social-emotional, intellectual, and physical development of children. Lessons in the DLM Early Childhood Express are focused on language acquisition and those all-important early reading skills. At the same time, it nurtures the natural curiosity and sense of self that can serve as the foundation for a lifetime of learning. A Smart Board is available in most classrooms to enhance instruction.

The Auburn Washburn Early Childhood program has also adopted the *Handwriting Without Tears* (HWT) curriculum materials to guide instruction. The goal of HWT is to make legible and fluent handwriting an easy and automatic skill for all students. The curriculum uses multi-sensory techniques and consistent habits for letter formation to teach handwriting to all students in Early Childhood. In addition, HWT provides parents and teachers the instructional techniques and activities to help improve a child's self-confidence, pencil grip, body awareness, posture and much more.

Daily activities include:

Free choice: Children may choose from blocks, puzzles, dress-up clothes, playhouses, books, manipulatives/table toys, and arts and project materials. These are all within their reach and available throughout the day. Children are given ample time and space to imagine, explore, and play cooperatively. During this time, children also have the opportunity to work on multi-level, multi-sensory, multi-objective projects, which have been designed and presented with an emphasis on process and exploration rather than product.

Circle time: Children work on many skills during this teacher directed activity. Songs, finger plays, calendar, counting, talking and sharing, reading stories, playing games, language development activities, and sign language are all used to deliver curricular and individualized material.

Centers: This is a favorite part of many children's day. Children may choose between several different activities in the areas of gross motor, cognitive, creative fine motor, art, computer, social skills, language and self help. Many of these areas overlap so there are several skills being addressed at each center. Children are encouraged to eventually participate in each center.

Music/Language: Instruments, songs and finger plays are used to develop language and to reinforce skills.

Snack: This time is used to promote choice making, language and social interactions. Motor skills and self help skills are also addressed as children tend to their eating utensils and food. Sometimes teeth are brushed after snack time.

Book Time: The book area is used for stories. Children select and look at picture books individually or in small groups with and without adult participation. Labeling, pointing, retelling the story, finding letters and words are all skills that are worked on during this time.

Outside Play: During this time the entire class is involved in motor activities on our playground. Dramatic play may also occur outside. During inclement weather these activities are moved indoors. Children should wear shoes that are safe for running and active play - no flip-flops please.

Social Work Services: School social workers are available to work with students regarding issues such as friendships, feelings, decision making skills and appropriate behavior.

Library: Children attend story time in the elementary library. They can choose a book to bring back to the classroom. These books are available during book time.

HOME/SCHOOL COLLABORATION

Classroom procedures are in place in each room, and vary by teacher. Teachers will be happy to address questions regarding classroom procedures. For both reasons of confidentiality and staffing, when concerns arise, we request you make an appointment for a conference if you wish to speak at length with a staff member. This ensures that we may give full attention to your questions and concerns without compromising the supervision of the children.

Classroom Management: Children are praised intermittently throughout their day for making good choices, engaging in activities appropriately and participating with friends in cooperative manners. Appropriate rules for the classroom are established and reinforced on a daily basis. Each classroom teacher designs his or her management system. Teachers will generally use these and similar steps in order to address a child who is not following classroom rules:

1. Verbal reminder in positive terms (ex. Please use your inside voice).
2. Redirection- teachers model desired behavior. If needed, teachers assist child to perform appropriate behavior.
3. Giving Choices- teachers give child the option to choose between two acceptable behaviors or activities.
4. Loss of privileges; depending on the circumstances children are given time away from the other children to regain their composure. They are told that they may try again when they can be a part of the group and are able to work with others.

Concerns are addressed directly. The effectiveness of our early childhood program is dependent upon excellent communication between staff and parents. Please follow the order below.

1. Discuss problem with your child's classroom teacher.
2. Discuss problem with Supervisor of Early Childhood Services.
3. Discuss problem with the building Administrator.
4. Discuss problem with the Director of Student Services.
5. Put your concerns in writing to the attention of the Superintendent.

Communication systems can be developed with your child's teacher. Notebooks, emails, phone calls and newsletters are common ways we share what is going on at school. Please let our staff know what works for you.

Report Cards

Report cards will be sent home with students at the end of each nine (9) week session, except after the first nine (9) weeks when they are given at conferences. Parents may contact the teacher if any questions arise concerning the report. Much is to be gained by checking directly with the teacher if a problem exists.

Parents are welcome to visit your child's classroom. We recommend that arrangements are made in advance with the teacher and that visits not exceed one hour. There may be situations that require longer visits. These should be discussed with the Supervisor of Early Childhood Services and your child's teachers. Sometimes an outside service provider may need to visit and/or observe your child. When this is required, please arrange these visits with the Supervisor of Early Childhood Services.

Please do not bring toys or pets from home. We have many stimulating toys and pieces of play equipment to challenge, teach and entertain your child. There is no need to bring anything from home. If toys do appear at school, be aware that the school will not be responsible for them. If the toy is considered dangerous or distracting, school staff may keep it during the day and return it to you or your child at the end of the day.

PARTIES AND BIRTHDAYS

Celebrations are welcome!

1. You may bring treats to celebrate your child's birthday with their school friends. This should be arranged with the classroom teacher. Simple treats work best for active children.
2. No birthday invitations or valentine's cards can be brought to school and passed out unless every student in the class receives one.
3. Teachers will not provide names or addresses of other children.
4. Room parties are held on three occasions during the year: Halloween, Winter Break and Valentine's Day.

If you should decide to withdraw your child from our program, we would appreciate any advanced notice you can give us. If you are moving out of our school district our staff will work with you to forward your child's educational records to his/her receiving school. If your child is enrolled as a peer model, tuition will be assessed through the end of the last month in which your child attended school.

3. SERVICES

Preschool Screening: Diagnostic screening services are available for preschool children whose parents suspect their child may have a significant delay in developing skills. The purpose of preschool screening is to identify children with developmental delays that may interfere with their future education.

Hearing, vision and developmental skills are screened by professionals specifically trained in early childhood assessment. Upon completion of the screening, the staff and parents will review the results and assess the need for further evaluation. Contact Carol Ondracek at the Early Childhood Center, 408-8374, to schedule a preschool screening.

4. PROGRAMS

We offer several types of early childhood education in our preschool settings. This allows us to serve as many children as possible, and to meet the needs of individual learners. Classrooms may contain a mix of students who are enrolled in different programs or "slots". Not all programs are available at all attendance centers. Children attend 2, 3, 4 or 5 days a week, depending on the needs of the student. Most of the programs we offer have specific criteria that determine eligibility. These programs include:

At-risk 4-year old preschool – students must be 4 years old by August 31 of each new school year. Families must meet at least one of eight eligibility criteria such as low income, single parent, parent lacks a high school diploma, etc.

Students with a disability – students must be determined eligible for special education services through a comprehensive evaluation. Students may be ages 3-5 years. Students in this program may receive services in our classrooms, in community preschools, at home or in other community settings.

Kindergarten prep – students who have finished preschool and are not quite ready for kindergarten. Preschool teachers refer students for this program. This program is only available at Pauline Central Primary School.

Title One – students who live in the neighborhood of a school designated as being a Title One school (a certain percentage of families in that school meet socio-economic eligibility criteria). Currently this program is only available at Pauline Central Primary School.

Peer Models – students who have passed an eligibility screening. There is a fee associated with this program (see below). Peer models slots may be filled by children of district patrons, employee parents or employee grandparents.

Tuition - Peer Models only:

Tuition is due on the first day of the month for the 10-month school year (August through May), regardless of a child’s attendance. The August payment is due the first week of school. If your tuition is not paid by the end of the month your child may be dropped from enrollment. All unpaid tuition must be paid in full before any re-enrollment can be handled by the school.

Payments may be made online using the districts Pay School software (see the building secretary for access to the website), or with either cash or check made payable to “USD 437” and mark your check “Preschool”. You may also want to consider putting your payment in an envelope. We request that the payment either be mailed or hand delivered to the office at your child’s school building. If you deliver payment to the office, please make sure you hand it directly to one of the secretaries as then we are assured that your payment is properly credited. The school offices are open from 8:00am to 4:00pm on school days.

- Monthly tuition for a student enrolled 5 days per week is \$175.00. Students attending fewer than 5 days per week will be charged a prorated amount.

5. HEALTH INFORMATION

We will respond to illness or accidents at school. The school staff will take whatever appropriate emergency steps are necessary for any child involved in a life-threatening situation. This may include calling 911 and/or transporting the child to the nearest hospital or emergency facility. The school nurse will be notified, and reasonable attempts will be made concurrently to notify parents or legal guardians. At least one staff member will stay with the child until the emergency situation is resolved or the child is released to parents, the emergency contact person you have designated on your enrollment information or another responsible person. Any costs occurring as a result of care shall be borne by the parents.

If a student is injured at school. The district has student accident insurance to cover some expenses. The coverage is supplemental to any insurance parents may have on their child and pays only after the child's personal insurance coverage has responded. The district insurance has certain limits and pays the "usual and customary" charges, so it may not pay 100% of your child's bills. In the event a student does not have any insurance coverage, parents will need to provide a signed letter stating such when the claim is submitted. The Business office only sends out insurance claim form upon the request from the parents of the student, not for every student accident report. Please be aware that all claims must be reported by parents to the insurance company with 90 days of the accident. If you have questions about the insurance coverage or the procedures for filing claims, please call the Business Office at 339-4000.

Allergies

If your child is allergic to any foods, such as milk products, peanuts or peanut products, or he/she is allergic to any insect bites, we need to have this information in his/her file so we can develop a health care plan. Please be sure that the school nurse knows your wishes regarding allergic reactions and our response.

Medications

The district requires that a medication form be filled out for any prescription or non-prescription medication that needs administration. Any Prescription Medication must be in the original childproof container, clearly labeled with the child's name, physician's name and number, instructions on administration and expiration date. Please do not put any medications in your child's cubby, backpack or pockets. This could endanger any child as accidental ingestion may occur. All medication will be kept in the health room at the building. If you have any questions or need clarification, please contact the school's health room.

Nebulizers

If your child's doctor prescribes nebulizer treatments, please be sure to supply the preschool with appropriate written documentation and work with the building nurse to manage this treatment.

Illness

Colds, flu and other contagious diseases seem to occur frequently and spread easily among preschool children. To help protect your own child's health and to minimize the possibility of contagion at school, please keep your child at home if you observe any of the following symptoms:

- Nasal discharge that is green or yellow
- Complaints of ear pain
- Productive cough
- Severe sore throat
- Eyes that are pink, burning or itching or producing discharge
- Diarrhea or vomiting
- Fever

If these symptoms of possibly contagious conditions are observed in your child during the day, you will be called to pick up your child immediately.

When your child has a fever, please keep him/her at home an additional 24 hours after the temperature returns to normal, without the aid of Tylenol or other fever reducing substance. This will help to ensure that the illness has actually passed and that your child will be well enough to resume school activities.

When your child returns to school, he/she should be feeling well enough to participate in all activities, including recess. Exceptions require a note from your doctor. Please have your doctor communicate with the building nurse if the inability to participate will be lengthy.

If your family is eligible for Medicaid Services, the district may seek your permission to share information about your child with a disability with the Kansas Health Policy Authority. Your consent to share this information will allow the district to seek reimbursement for any health-related services that are claimable under the Title XIX Medicaid Program or the Title XXI State Child Health Insurance Program. These services include: Audiology, Nursing Services, Occupational Therapy, Speech/Language Therapy, and Physical Therapy as specified in your child's IEP. The district will also seek a physician's signature to validate the services listed in the IEP. This consent will not impact any entitlements or payments your family may receive from Medicaid now or in the future.

6. TRANSPORTATION

We have guidelines to ensure your child's safety on the bus. Please know that the number of students riding your child's bus may fluctuate from day to day as new students are added to the route. This may affect pick-up and drop-off times by a few minutes. We have several substitute bus drivers so you may see someone else driving the bus on a given day. Students are entitled to only one designated pick-up address and one designated drop-off address per student. The pick-up and drop-off locations may be different, but each must remain consistent. This allows us to insure accurate accountability of students on the buses and keep the buses on a more stable schedule.

Pick –Up Time: Please have your child ready and watching for the bus several minutes prior to the expected pick-up time. Drivers have schedules they must follow as closely as possible. Frequently they have other routes to cover following the preschool route. Drivers are not required to honk upon arrival.

Drop-Off Time: Please be at the drop-off location several minutes prior to the expected delivery time. It is difficult for the children on the bus to wait and it delays the remainder of the arrival times if there is no one to receive a child. When your child is dropped off at home, be certain the driver is able to see you so he/she will know you are there to receive your child. Please do not send other children to wave the bus on as the driver will not leave until he/she can see a parent or adult present. Please inform us if someone other than the usual person will be meeting your child at the bus. We must insure your child's safety and will only release him/her to others with your prior approval. Because this is so important for the safety of your child, if no one is present to meet your child, we will follow these steps to be sure we are working together to that end:

* 1st Time - The driver will contact the Transportation Office who will contact the parent by telephone to come to the designated stop.

* 2nd Time - The driver will finish the route and return the child to the Transportation Office. The parent/guardian or child care provider is now responsible to pick up the child from the Transportation Office.

* 3rd Time - The student may be considered a “child in need of care”. The police may be contacted and the student will be released to an officer. Students may lose their transportation privileges at this time. This will be left to the discretion of the School Administrator.

If your child does not need transportation for a period of time, please call us with your child’s bus number and dates and times he/she will not be riding. Transportation may be reached at 339-4050 from 6:30 AM to 5:00 PM on school days.

7. DISTRICT POLICIES

Weapons and/or dangerous materials are prohibited. The school district does not allow the possession or use of any weapon and/or dangerous material on school property, at any school activity, or any school-sponsored event. A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon or dangerous material. The building principal will deal with any violation of this policy.

Drugs are prohibited. The school district is committed to the education of every student in drug abuse awareness and zero substance abuse. The possession, use, consumption, distribution or sale of drugs and/or simulated drugs or intent to distribute or sell drugs and/or simulated drugs, is strictly prohibited. If controlled substances are found, law enforcement officials will be contacted by the building principal.

Sexual harassment is prohibited. Sexual harassment is unlawful discrimination on the basis of sex and is not acceptable in the school setting. This includes students, employees, visitors, and any other person associated with the school. Anyone who witnesses an act of sexual harassment should report the incident to the building principal.

Appropriate Dress. In selecting appropriate school clothes, students should consider cleanliness, comfort, neatness, and good grooming. Clothing that is too revealing or clothing with designs, pictures, or print which refers to drugs, alcohol, tobacco, sex, vulgarity, weapons, or gangs are prohibited. Students are not permitted to wear head coverings (such as hats, scarves, or visors) in the building. Heelys or shoes with wheels are not allowed at school.

Appropriate shorts are walking shorts or tennis shorts. Biking tights and similar tights may be worn in combination with shorts or skirts. “Sagging” of pants, shorts, etc. is not allowed. Halters, midriiffs, tank tops, and spaghetti straps may be worn only with a t-shirt underneath or over-blouse.

When this policy is violated, staff will contact parents for a change of clothing before they may attend class. The Early Childhood Supervisor will make the final decision on the appropriateness of individual

student dress and appearance. Dress and appearance which is disruptive to the learning environment will not be tolerated.

Racial harassment is prohibited. The district is committed to providing a positive and productive learning and working environment, free from discrimination, including harassment on the basis of race, color or national origin. Racial harassment is prohibited. Anyone who witnesses or experiences racial harassment should report the incident to the building principal.

Bullying behavior is not allowed. Each building has developed a plan to address bullying that includes student training, supplemental staff training and parent awareness information. The staff at the preschool will support students to treat each other respectfully, to communicate their needs, and resolve conflicts.

School Safety Hotline: To report any threat to school safety call 1-877-626-8203. These calls are toll free and anonymous.

The Family Rights and Privacy Act (FERPA) is followed in our schools. It stipulates that student records, except directory information are considered confidential. Procedures are followed to govern access to your child's records and the sharing of information about your child. In most situations, we will seek your written permission to share records. However, records of students who move from one Kansas school district to another may be shared between those districts without parental consent.

This means that information you may learn about another student in our program is also to be kept confidential. For example, if you are visiting your child and you observe a classmate who may have a noticeable disability, you should not share specific information about that child to others who do not have a need to know. For this reason, teachers will not discuss other children with you.

Directory information is not confidential. The district has specified the following as directory information: student name, address, telephone number, date of birth, student's participation in recognized school activities, dates of attendance, the most recent previous school district attended by the student, and parent name.

We are "mandatory reporters" to the Kansas Department of Social and Rehabilitation Services.

Teachers, administrators and other educational professionals are required by Kansas law to file a report with SRS or law enforcement officials if there is reason to suspect that a child has been harmed as a result of physical, mental, emotional, or sexual abuse. We do not do any investigation or make any judgments or decisions in these situations. Reporting is a request for an assessment into the condition of a child. Most of the time Kansas law provides the identity of the reporter may not be disclosed to the child's parents, or persons having legal responsibility for the child or to such persons' legal representatives.

The Auburn-Washburn district does not discriminate against any applicant, employee, or student in the admission or access to educational programs, activities, or employment on the basis of race, color, religion, creed, national origin, marital status, veteran status, gender, age or the presence of a non-job related medical condition or disability.

8. EMERGENCY SAFETY INTERVENTIONS (ESI)

The emergency safety interventions (ESI) law set forth standards for the use of restraint and seclusion to ensure that all Kansas students and staff have a safe learning environment. The standards found in the ESI statutes and regulations are required to be followed in all Kansas public school districts and accredited private schools.

Board Policy GAAF Emergency Safety Interventions

The board of education is committed to limiting the use of Emergency Safety Intervention (“ESI”), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72–8222, and amendments thereto.

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

“Emergency Safety Intervention” is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.

“Incident” means each occurrence of the use of an emergency safety intervention.

“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.

“Legitimate law enforcement purpose” means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer’s appointing authority.

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

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

“Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

“School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

“Seclusion” means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

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

Prohibited Types of Restraint

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

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

Use of Emergency Safety Interventions

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

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file.

Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

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

Each school building shall maintain written or electronic documentation regarding the training that was provided and a list of participants, which shall be made available for inspection by the state board of education upon request.

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI;

(E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

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

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,
- Whether the student had an individualized education program at the time of the incident,
- Whether the student had a section 504 plan at the time of the incident, and whether the student had a behavior intervention plan at the time of the incident.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a biannual basis. At

least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

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

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a

written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed

of the obligation to maintain confidentiality of student records and shall report the findings of fact and recommended corrective action, if any, to the board in executive session.

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

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

9. CONTACT INFORMATION

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