

Hilltop Learning Center Family Handbook 2024-25

Welcome to Hilltop!

We are so glad you have chosen Blue Valley for your child's early education. This handbook is intended to answer many of the questions you have as you begin your experience in Blue Valley. Keep it handy throughout the year and be sure to let us know how we can improve future editions. This handbook is available electronically at www.bluevalleyk12.org/hlc.

Hilltop Learning Center
7700 W. 143rd St.
Overland Park, KS 66223
Office Hours 8:00 – 4:00
913-624-2900

Kendall Burr, Principal
Kelly Keltner, Building Receptionist
Kerri Baranowski, School Nurse
Becky Weedmark, Administrative Assistant
Maggie Booton, School Psychologist
Emily Waters, School Psychologist
DeLynn Jenkins, School Social Worker
Katie Simer, Student Services Consultant

My Child's Teacher _____

Classroom Phone Number _____

Classroom Team Members. _____



EARLY CHILDHOOD EDUCATION
TOGETHER WE WILL HELP THEM GROW

CONTENTS

Program Overview.....	1
reimagining learning changing the world	2
Program Partners	5
Absences.....	6
Arrival/Dismissal	6
Celebrations	7
Bus Service.....	7
Calendar.....	7
Class Assignments	8
Communication.....	8
Clothing for School.....	10
Outdoor Play	10
Safety and Security.....	11
School Closing	12
Snack	12
Map of Car Line	16
Appendix A – Arrival and Dismissal procedures.....	17
Appendix B – Preferred Snack List.....	19
Appendix C – Board Policy regarding Emergency Safety Interventions	21

PROGRAM INFORMATION

PROGRAM OVERVIEW

There are 29 total early childhood classrooms in the Blue Valley School District. Sixteen of those are at Hilltop Learning Center. *Most* of the classrooms are referred to as “Reverse Mainstream Classrooms” meaning that about half of the students in the classroom have an Individualized Education Plan (IEP), and about half of the children are typically developing peers who enroll from the community and model appropriate play, language, and other skills.

When the kids are together in the classroom, we function as one community. We do not identify which students are receiving special education and which students are peers. This can make it confusing – even to families who participate in our program – to know how our program works.

We generally serve three groups of children in each classroom, as detailed below:

The infographic consists of three rounded rectangular boxes on a light blue background. The first box is green and titled 'Children with Individualized Education Plans (IEPs)'. The second box is blue and titled 'Peers'. The third box is yellow and titled 'Children who are being evaluated to determine their eligibility for an IEP'. Each box contains a list of bullet points.

- Children with Individualized Education Plans (IEPs)**
 - Are eligible for Special Education Services
 - Typically demonstrate a need for intervention in more than one area of development
 - May be eligible to receive district-provided transportation (busing)
- Peers**
 - Must meet peer eligibility criteria
 - independent with toileting
 - not eligible for any special education service
 - age (at least 3, not kindergarten eligible)
 - demonstrates age appropriate skills
 - Not eligible to receive district-provided transportation
- Children who are being evaluated to determine their eligibility for an IEP**
 - May eventually have either an IEP or enroll as a peer
 - May be eligible for district-provided transportation

All students receive a high-quality early childhood program that is developmentally appropriate – meaning appropriate to age and to each individual child.

CLASSROOM STAFF

Each classroom is staffed with a certified early childhood special education teacher. Additionally, there is a speech language pathologist and an occupational therapist assigned to each group of three classrooms. These professionals spend a full day in each room, engaging in all of the activities and routines of the day to ensure that specific intervention is carried out within classroom routines.

Two paraeducators are also typically assigned to each classroom, assisting the teacher and therapists throughout the day. Other professionals may be in classrooms, depending upon the needs of individual children.

REIMAGINING LEARNING | CHANGING THE WORLD

MEANINGFUL EDUCATIONAL OPPORTUNITIES



We use the Kansas Early Learning Standards as the foundation of our educational program. These standards are based upon the Kansas College and Career Readiness Standards used by our K-12 partners. The Standards can be found at the [Kansas State Department of Education website](https://www.ksde.gov/standards).

District early childhood staff members have created a scope and sequence based upon the Standards, as well as Unit Guides to align the standards to our ten common themes (below). Our staff will utilize district-developed activity plans that they may adapt to respond to the needs and interests within each classroom.

EARLY CHILDHOOD THEMES

All About Me • Construction • Fall • Food
Traditional Tales • Winter • Community Helpers
Transportation • Spring • Outdoors

Each theme is anchored with high-quality trade (commonly available) books, meaning that repeated reading and literacy activities form the basis for instruction. Early math, science, and social studies concepts are woven into instructional activities throughout the day.

Research supports that learning through play and meaningful, functional activities leads to students who are prepared to participate in the kindergarten setting. The classroom day consists of large and small group activities, with a significant portion of the day dedicated to play centers. We have done our work well when your kids tell you that they “just played” all day. Behind the play is a carefully created system of environmental and instructional supports.

FOSTERING PERSONAL GROWTH

Independence, participation in routines, and positive social interactions are important goals for preschool-aged children. Development of these skills and others that are collectively considered Executive Function skills is supported in a number of ways. Direct instruction, including the use of a published social skills curriculum – Second Step – supports this work.



You will receive regular updates related to the specific social skill being taught each week.

Our social skills curriculum is part of our larger, program-wide system of positive behavior interventions and supports. We base our work on a Pyramid Model, starting with a premise that the base of the pyramid is an Effective Workforce – that’s our teachers, therapists, paraeducators, office staff... and you. An effective workforce assumes caring adults who understand about child development, including individual differences.



Tier One describes universal supports that are important for all children, every day: Nurturing and Responsive Relationships, and High-Quality Supportive Environments. Our staff members have been involved in specific professional learning over time to ensure that these foundations are in place.

Tier Two involves Targeted Social Emotional Supports, recognizing that even in effective settings, sometimes kids need specific supports to solve problems or practice skills. You may hear your child talk about the “solutions” he or she is being taught to use when they have a “problem.” These solutions come from the Pyramid Framework, and are available at <https://challengingbehavior.cbcs.usf.edu/Implementation/family.html>

Finally, some children will need intensive supports and instruction in order to have positive interactions and participation. **Tier Three** involves using a systematic approach to assessing persistent challenging behaviors and addressing them in ways that promote safe and healthy social emotional development.

UNIVERSAL PRACTICES FOR PROMOTING SOCIAL EMOTIONAL DEVELOPMENT

Five practices have been identified as standard practice in our classrooms that are supported by research in promoting positive behaviors. You can expect that your child will experience the following on a daily basis:

1. We use a much higher rate of **positive, specific feedback** than corrective feedback. We believe in telling students what **TO** do, rather than what **NOT** to do. We call attention to positive behaviors with specific language that teaches kids that those are expected behaviors at school.
2. We use **schedules** so that kids know what is coming in their day, and we make them visual.
3. We have **routines** that allow students to participate confidently as well as learn to react flexibly to change.
4. We **teach** the specific behaviors we want to see for each routine.
5. We provide explicit, developmentally appropriate **social skill instruction** in skills such as taking turns, sharing, and following another child's lead.

PROGRAM-WIDE EXPECTATIONS

We use three common behavior expectations across all early childhood settings. Specific rules that apply to each routine of the day and area of the building are tied to these expectations.



More information will be provided throughout the year for you to use to implement the practices from the Pyramid Model at home. Information can be accessed at any time by visiting <http://www.challengingbehavior.org/>

PROGRAM PARTNERS

PARENTS AS TEACHERS (PAT)

From the second floor of Hilltop Learning Center, the Blue Valley Parents as Teachers program is a free voluntary program that serves Blue Valley families **prenatally to 36 months**. Parents as Teachers provides home visits, group connections, playgroups, and a resource center for enrolled families. In addition, they provide screenings for hearing, vision, language, dental, nutrition, motor, intellectual, and social development.

Parents as Teachers staff partner with our early childhood staff to provide supports, including smooth transitions for children and families.

For more information, call the Parents as Teachers office at 913-624-2800 or visit them on the web at www.bluevalleyk12.org/parentsasteachers .

PTA (PARENT – TEACHER ASSOCIATION)

The Blue Valley Early Childhood PTA (BVEC-PTA) is designed to assist families with children birth to five years of age in meeting their learning and growth potential. In addition, the BVEC-PTA serves as the parent group for Hilltop Learning Center.

Your PTA membership and participation is an important way to support the work of our program!

Members of the PTA pay a nominal fee per family (\$25.00) which brings access to the following benefits:

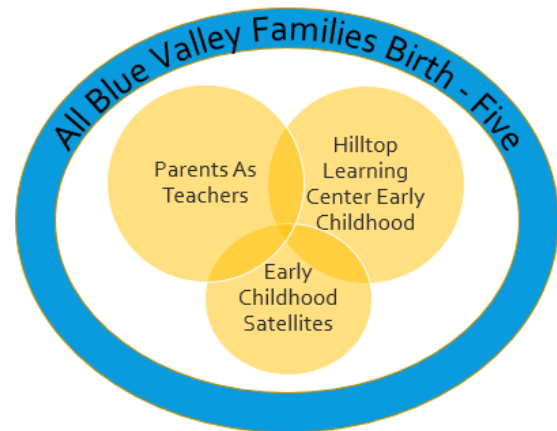
- PTA events
- Monthly newsletter
- Parents as Teachers Resource Library
- Opportunities for input on future activities
- Opportunities for involvement in PTA-sponsored activities to support our school
- Membership in the National Parent-Teacher Association.

PTA meetings are open to all – it's okay to attend and then join.



The PTA is always looking for volunteers! You may choose to help for a single event, as your child's room parent, or in a PTA board position. No previous PTA experience is necessary, just a desire to pitch in!

For more information, see the BVEC PTA website at www.bvecpta.com or email bvearlychildhoodpta@gmail.com



DETAILS

ABSENCES

It is important that your child attend school each day to have a consistent educational program. Of course, illness or other family events can cause absences.

Please let us know if your child will be absent in one of these convenient ways:

- Using the attendance tab in ParentVue
- Sending an email to AttendanceHLC@bluevalleyk12.org
- Calling 913-624-2900



For your child’s safety, if we have not heard from you within about an hour of school starting, we will attempt to contact you.

If your child is ill, please let us know the nature of the illness and the child’s expected return to school. *A child who is ill, especially one who has a fever, severe cold, vomiting, or diarrhea, should be kept home until they are free of symptoms (particularly free of fever without the use of fever-reducing medication) for 24 hours.*

Thank you for making sure your contact information is up to date. If your child is ill or injured at school, we will use information you provided in ParentVue contact you and may ask you to pick your child up from school.

We thank you for your help in keeping our students and staff safe and healthy.

ARRIVAL/DISMISSAL

Your child’s safety is our most important priority when it comes to arrival and dismissal procedures. A secondary priority is protecting your child’s instructional day. Please see [Appendix A](#) for complete arrival and dismissal procedures. Share these procedures with all adults who may be responsible for bringing or picking up your child.

	Arrival	Dismissal
AM	8:40 - 8:50	11:20 - 11:30
PM	12:40 -12:50	3:20 - 3:30

For your child’s safety, please note that only cars with a Hilltop-issued car tag will be allowed to use the car line. If you or your caregiver forgets your sign, simply park and come to the office so that we can verify we are sending your child home with someone you authorize. Thank you for letting us know in advance if your child’s pick up arrangements will change.

ALL Children MUST be seated and buckled in age-appropriate child safety seats

CELEBRATIONS

BIRTHDAYS

A birthday is a special day in the life of a child! We will recognize your child at school and celebrate him or her in a special way. If you choose to send a birthday snack to celebrate, please arrange this in advance with your teacher. Items should be single-serve (no whole cakes, please), and comply with our [Nut-Safer Guidelines](#).



We are not able to distribute invitations for birthday or other parties. Please contact your child's PTA room parent for contact information if you would like to send electronic invitations.

CLASS PARTIES

We love to celebrate all kinds of events at Hilltop! As always, we'll share the fun virtually with you with photos or video via SeeSaw – no volunteers required. We do hope you'll consider serving as a room parent – you'll be able to do everything you need from the comfort of your home! Watch for a signup!

BUS SERVICE

For our students with Individualized Education Plans, bus transportation may be available as a special education service. Bussing is provided by Durham School Services as a contracted service through Blue Valley and can take place between locations within the district boundaries.



Questions about transportation should be directed to Kendall Burr or Lisa Hugg (transportation@bluevalleyk12.org). DO NOT contact Durham directly.

Bus service is not available for peer students. Transportation for peer students is the responsibility of the family. Your classroom teacher may be able to assist in connecting you with families who may be interested in carpool arrangements.

CALENDAR

Hilltop Learning Center follows the Blue Valley School District calendar, with the notable exception being that we do not hold classes on Fridays.

The district calendar can be accessed from the Blue Valley home page www.bluevalleyk12.org or by [clicking here](#).

CLASS ASSIGNMENTS

Younger students are placed in the AM sections, older students in the PM sections. To the greatest degree possible, children are placed in classrooms with other students who will attend their same Blue Valley neighborhood school for kindergarten.

COMMUNICATION



Regular communication between families and teaching staff is critical to providing an excellent education for your child.

We will work to communicate with you about what is happening at school and invite you to share with us about your child's life at home. Staff members are accessible through email, phone calls, and personal visits.

During arrival and dismissal times, all staff will be focused on a safe, efficient and positive start and end to the day. Our paraeducators are asked to only communicate with you in general terms so that your teacher (or therapists) can be your primary communication link.

You can expect class updates at least weekly from your child's teacher via **SeeSaw**. This can be accessed from a computer or device, and you can choose how you would like to receive updates. You can also expect regular communication from the building and the district. **Email is a primary mode of communication, so it is essential that your email address(es) remain up to date in the school office.** If you do not have access to email, just let the principal know.

Family-Teacher conferences take place in October and February. Many families appreciate the convenience of zoom conferences, while others may choose to request an in-person conference. Please note that childcare is not available for meetings or conferences. Watch for communication from the school and your child's teacher when it is time to choose a conference appointment.

MASS COMMUNICATION TOOL

Blue Valley utilizes a mass communication service for building and district-wide communication, as well as alerts. Your email address(es) and phone number(s) you provided in ParentVue are used automatically, so be sure to keep these up to date.

If you believe you are missing these mass communications, please reach out to the school office so we can help you.

Pro Tip: Worried about missing important emails? Consider creating a designated email account to use for school and other important communications. If you change email addresses from the one used in ParentVue, but sure to update it in online registration or by sending an email to our registrar, Becky Weedmark (rsweedmark@bluevalleyk12.org)

Text alerts will be used sparingly but will be sent to draw attention to time-sensitive or emergency information.

SOCIAL MEDIA

Follow us on Facebook and Instagram!

Information will be shared in the weekly newsletter.



CLOTHING FOR SCHOOL

In order to help your child participate fully in the learning day, we ask you to follow a few simple guidelines:

- Shoes – Your child should wear shoes that allow him or her to run, jump, climb and ride bikes/trikes safely. Best are soft-soled, closed toe sneakers. Flip-flops, croc-style shoes, and sandals limit your child’s safe participation.
- Clothing – Preschool is messy, and preschoolers are learning to be independent. Clothing choices that are washable and allow for maximum independence with bathroom-related dressing are best. Please be sure to keep a change of clothing at school that is appropriate to the season.
- Outdoor clothing – Assume that your child will play outside every day. Appropriate coats, hats, mittens, etc. that are easy for your child to manage will ensure that your child can comfortably participate in outdoor play.



OUTDOOR PLAY

Outdoor play is an important part of our daily activity. Far more than just recess, outdoor play allows children to build large and small motor skills, develop important social skills, and practice new learning in a different environment. We will play outdoors each day, weather permitting. Our covered playgrounds even allow us to go outside in light rain, although we do not go out when there is threat of lightning in the area.

Cold temperatures don’t deter us, so please be sure to send warm outdoor clothing with your child. We use wind chill as guide to determine if it is appropriate to play outside, using the following district guidelines:

Windchill above 20°	Outdoor play as scheduled
Windchill between 10° and 20°	Limited outdoor play
Windchill below 10°	No outdoor play

In warmer months, we take full advantage of our shady areas to stay cool on the playgrounds. Outdoor play may be limited if the [Kansas City SkyCast](#) indicates unsafe air quality. Our playgrounds are open to the public each weekend during the school year as well as over school breaks.

SAFETY AND SECURITY

The safety of our students is a responsibility that we take seriously. Plans and procedures have been created to ensure that we keep kids safe during the time they are at school.

BUILDING ACCESS

Hilltop, like all Blue Valley schools, is a secure building. All visitors must come to the main reception desk and pass through the office to access the building. All staff, families, and visitors must wear their district or building issued badge or sticker while in the building. Exterior doors as well as any doors connecting us to the Conference Center are only accessible to those with a properly coded badge or key. Playgrounds are gated during school hours and must be accessed through the building when the gates are closed.

A government-issued ID (driver license, passport, etc.) is required to enter the school. Only those individuals with an ID and a legitimate purpose for entering the school will be admitted past the lobby area.



EMERGENCY PLANS



We work with our district safety and security staff to develop response plans in the event of a number of emergency situations. We practice these plans throughout the year. In the event that an emergency situation takes place, you will be notified via the district mass communication tool. Depending upon the situation you may receive notifications via email, phone or text, so it is important that this information remains up to date in our system. Any phone or email updates should be directed to the office, rather than your child's individual teacher.

If there is dangerous weather during arrival or dismissal times, we may choose to keep the children inside of the building until the weather passes.

If a building evacuation should become necessary, students will be transported to another Blue Valley school or other safe location, and you will be notified. Students will only be released to a parent or other adult listed as having permission to pick up the student.

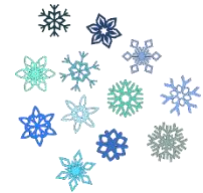
It is essential that you have at least one emergency contact besides a parent listed in ParentVue. If we are not able to reach you in an emergency and we have no other contact on file, we will be required to contact local authorities for assistance.

SCHOOL CLOSING

INCLEMENT WEATHER

If school is closed due to inclement weather, families will be notified in a number of ways:

- Blue Valley website - An announcement will be posted on the [homepage](#)
- Social media - Follow [@bvschools](#) on Twitter or like [Blue Valley Schools](#) on Facebook.
- Text messaging
- Email
- Media outlets - Listen to any of these local media outlets: WDAF-TV (Ch. 4), KCTV (Ch. 5), KMBC-TV (Ch. 9), KSHB-TV (Ch. 41), as well as KCUR, KFKF, KMBZ and WDAF radio stations.
- Weather line - Call Blue Valley's weather line for weather related school closing information at (913) 239-4600.



If severe weather continues and classes are canceled the following day, families will be notified in the same manner as the day before. Otherwise, families should assume classes will be in session. We do not expect to have the option of “virtual” snow days this year.

Inclement weather days are built into the district calendar and the district will make an official announcement about the last day of school after spring break.

In the event of a Late Start, NO AM CLASSES will be held. PM classes will have a typical schedule.

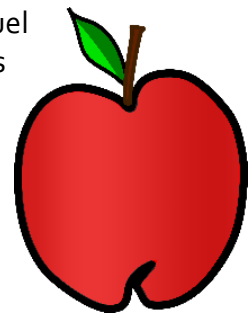
EMERGENCY CLOSURES OR DELAYS

There could be other reasons Hilltop would be closed or have a delayed start, for example a water main break. For these building-specific announcements, we will use email and text messaging through our mass communication tool to let you know.

SNACK

Snack time is an important part of the preschool day. Besides offering a little fuel to make it through the day, we use snack as a natural opportunity to teach skills from our curriculum including social, language, math, science, and cognitive skills.

To support our instructional program, you will be asked to contribute snack for your child’s class per instructions from your teacher. Each family is expected to contribute as appropriate to your family circumstances. If this is a hardship for you, please let your teacher or the principal know, and we will privately make an alternate arrangement.



If your child has specific dietary needs or allergies, we will work with you to accommodate those needs.

Hilltop observes the [Nut-Safer Guidelines](#) issued by the district. All snacks brought into the school (with the exception of pre-arranged individual snacks) must be listed within the guidelines. An updated list can be found by clicking the link above, or by visiting the school website.

NUTRITION CONSIDERATIONS

We are grateful for our families' voluntary participation in providing snacks for our program. In addition to ensuring safe snacks by following the Nut-Safer guidelines, we also ask your help to consider the nutritional content of the snacks you send to school. We want to partner with you to teach our children that food is the fuel we need to have healthy minds and bodies, rather than just a treat.

Please consider sending fresh fruits and vegetables as frequently as possible.

Communicate with your child's teacher in advance to ensure the availability of safe storage on a given day. A recommended snack list (from items on the Nut-Safer list) is provided below as well as a copy at the back of the handbook – so that you can remove from the booklet and keep handy. It is also available on the school website so that you can save a copy to a device – helpful to reference when you're at the grocery store!

Early Childhood Recommended Snack List

Adapted from the Blue Valley “Branded List of Permitted Food Items”
 All items subject to change. Most updated list can always be found at
www.bluevalleyk12.org/hlc

Item	Specific Brands
Fresh Fruits or Vegetables	
Cut broccoli, baby carrots, snow peas, pepper strips, cut cauliflower, grape tomatoes etc.	<i>No specific brands, but please send washed and cut/ready to serve. Organic or conventional is fine. A variety is great!</i>
Apple slices, “cuties” or other mandarin oranges, grapes (cut for AM classrooms), pear slices, bananas, cut pineapple, blueberries, strawberries etc.	<i>No specific brands, but please send washed and cut/ready to serve. Organic or conventional is fine. A variety is great!</i>
Dried and Canned Fruit	
Raisins (NOT yogurt covered)	Best Choice, Sunmaid Organic
Craisins	Ocean Spray
Prunes (dried plums)	Sunsweet
Canned Fruit (choose varieties packed in 100% juice)	Del Monte (individual containers)
Applesauce (choose NATURAL varieties)	Best Choice, Mott’s, Musselman’s, Kirkland’s Organic, Simple Nature
Applesauce on the Go (choose 100% Fruit varieties)	Materne GoGo Squeeze, Motts
Cereal	
Heart to Heart (Honey Toasted, Warm Cinnamon Oat)	Kashi
Graham Crunch	Cascadian Farms
Kix: Honey or Original	General Mills
Mini Wheats: Original	Kellogg’s
Cheerios (regular or multi-grain, not flavored)	General Mills
Chex (Rice)	General Mills
Dairy Products	
Cottage Cheese (fat-free, low fat, Old Fashioned)	Anderson Erickson, Good Culture
Mozzarella Snacking Cheese	BelGioioso
Skinny Cow – Cheese Wedges	Laughing Cow
String Cheese	Crystal Farms, Frigo, Sargento
Stringles	Organic Valley

Yogurts	
Yogurt – Light & Fit	Dannon
Yogurt Blends, Fruit on the Bottom, YoBaby, YoToddler, YoKids	Stoneyfield
Yogurt Tubes: Simply Gogurt	Yoplait
Crackers	
Crunch Master: Original, Multi Grain	Crunch Master
Triscuits: Original	Nabisco
Wheat Thins: Original	Nabisco
Goldfish (Whole Grain Cheddar)	Pepperidge Farms
Cheez-It (Whole Grain)	Sunshine
Cheddar Bunnies (Whole Wheat)	Annie’s Homegrown
Popcorn	
Skinny Pop	Skinny Pop
Miscellaneous Foods	
Beef Jerky: Original	Jack’s, Slim Jim
Salsa	Pace, Tostito’s, Taco Bell, Ortega
Peanut Butter Substitutes	Wowbutter, Sunbutter
Popped Rice Snacks: Apple Cinnamon, White Cheddar, Ranch	Quaker
Approved Brands – Healthy Options (whole grain, low sugar, free of dyes and preservatives) from these brands are approved	
Don’t Go Nuts, Enjoy Life Foods, Home Free, Lucy’s, Safely Delicious, Mama Resch’s, Surf Sweets, MadeGood Foods	
<i>Any other items must be in their original packaging, must contain an ingredient label, and must clearly state on the label, “Made in a Nut-Free Facility,” or “No Nuts”</i>	

Foods that are brought to school that are NOT on the nut-safer list will be returned to your family.

MAP OF CAR LINE

- Use the route that corresponds with your building-issued car tag/teacher name.
- Cars are not to enter the red area.
- There will be cars and buses in the blue and yellow areas – please use caution.



Please note that there is **NO Passing** in any lane along our campus. This is particularly true along the green route adjacent to the Family Parking. Thank you for waiting patiently for traffic to move.

Arrival and Dismissal Car Loop Procedures 2024-25

Arrival

Cars will use the entrance designated by the color of the school-provided car tag. Cars and buses may use the same loop. Staff will be on duty during the times listed. Process:

- Put your car in park and turn it off
- Exit your car safely
- Help your child out of the car and wait immediately next to the car with your child
- A staff member will come to accompany your child into the building
- Return to your car and prepare to drive as a group out of the unloading area

	Arrival	Dismissal
AM	8:40 - 8:50	11:20 - 11:30
PM	12:40 - 12:50	3:20 - 3:30

Please use extreme caution and stay alert to avoid other traffic on our campus. If you arrive outside of the listed times, park in the family parking area and use the main entrance to sign your child in or pick your child up.

Dismissal

Use the same route according to the color on your child’s school-issued car tag. Park along the loading area, exit your car, stand immediately next to your car, and hold the car tag so it is clearly visible. A staff member will bring your child to you, and you will assist your child to get into the car. Thank you for exiting efficiently and safely, staying alert to other traffic on our campus. Our dismissal works more smoothly if you use the car line, but if you need to walk up, *please bring your car tag with you.*

All children *must* be buckled into an age-appropriate child safety seat. We are required to notify law enforcement when we observe students who are properly buckled into their age-appropriate seat.

If you do not have your sign, please park in the family parking area and come into the building with your ID. Students will only be released to a parent or individual on your contact list with an appropriate government-issued ID.

More Tips for a Safe and Efficient Process

- Our highest priorities are the safety of your children and the integrity of our school day.
- Please ensure that you have a child safety seat appropriate for your child's age and size. **We are required to report a child in a car without an appropriate safety seat.** 3-year-olds must be correctly buckled in an approved seat with a five-point harness, while 4- and 5-year-olds may ride in a booster seat. For more information, see http://www.kansasboosterseat.org/download/booster_flyer.pdf
- So that you can safely assist your child, please place the child safety seat in **the back seat on the passenger side** when possible.
- In the car loop, parents must **remain single file and not pass any other cars** to proceed to an open loading station (unless directed by a staff member).
- **Please wait for the cars ahead of you** to load and pull away, even if your car is loaded.
- Please park and arrange to meet your child's teacher if your child is struggling with the transition to or from school. If this is an ongoing concern, your child's teacher is happy to help you develop a plan to ease the transition time.
- **Do not pass other cars**, particularly along the green route adjacent to the family parking lot.
- In the car loop, our staff members are focused on their safety duties. If you wish to visit with your child's teacher, please use SeeSaw to schedule a mutually agreeable time.
- Thank you for giving right-of-way to our school buses.

BASIC CAR SEAT SAFETY

Be sure to buckle up the right way on every ride!



All children must use a car seat, booster seat or seat belt.

- My child always rides in a back seat and never in front of an airbag.
- Everyone in my car buckles up on every ride using the right car seat, booster seat or seat belt for each person's age and size.
- My child's car seat has all of its parts, labels and instructions and has never been in a crash.
- I follow the instructions for my car and my car seat so that my child is buckled in right and tight.
- My child's car seat has never been in a crash.
- I never leave my child alone in a car.



Use our online [Ultimate Car Seat Guide](http://www.safekids.org/ultimate-car-seat-guide) for information on all your car seat needs.
www.safekids.org/ultimate-car-seat-guide

*Thank you in advance for your patience, positive attitude and good will for your fellow families!
This will go a long way toward a smooth experience for all and will help your child to have a good feeling about school.*

APPENDIX B – PREFERRED SNACK LIST

Early Childhood Recommended Snack List

Adapted from the Blue Valley “Branded List of Permitted Food Items”

All items subject to change. Most updated list can always be found at

www.bluevalleyk12.org/hlc

Item	Specific Brands
Fresh Fruits or Vegetables	
Cut broccoli, baby carrots, snow peas, pepper strips, cut cauliflower, grape tomatoes etc.	<i>No specific brands, but please send washed and cut/ready to serve. Organic or conventional is fine. A variety is great!</i>
Apple slices, “cuties” or other mandarin oranges, grapes (cut for AM classrooms), pear slices, bananas, cut pineapple, blueberries, strawberries etc.	<i>No specific brands, but please send washed and cut/ready to serve. Organic or conventional is fine. A variety is great!</i>
Dried and Canned Fruit	
Raisins (NOT yogurt covered)	Best Choice, Sunmaid Organic
Craisins	Ocean Spray
Prunes (dried plums)	Sunsweet
Canned Fruit (choose varieties packed in 100% juice)	Del Monte (individual containers)
Applesauce (choose NATURAL varieties)	Best Choice, Mott’s, Musselman’s, Kirkland’s Organic, Simple Nature
Applesauce on the Go (choose 100% Fruit varieties)	Materne GoGo Squeeze, Motts
Cereal	
Heart to Heart (Honey Toasted, Warm Cinnamon Oat)	Kashi
Graham Crunch	Cascadian Farms
Kix: Honey or Original	General Mills
Mini Wheats: Original	Kellogg’s
Cheerios (regular or multi-grain, not flavored)	General Mills
Chex (Rice)	General Mills
Dairy Products	
Cottage Cheese (fat-free, low fat, Old Fashioned)	Anderson Erickson, Good Culture
Mozzarella Snacking Cheese	BelGioioso
Skinny Cow – Cheese Wedges	Laughing Cow
String Cheese	Crystal Farms, Frigo, Sargento
Stringles	Organic Valley

✂ Clip this page and keep it handy when planning snacks to send to school

Yogurts	
Yogurt – Light & Fit	Dannon
Yogurt Blends, Fruit on the Bottom, YoBaby, YoToddler, YoKids	Stoneyfield
Yogurt Tubes: Simply Gogurt	Yoplait
Crackers	
Crunch Master: Original, Multi Grain	Crunch Master
Triscuits: Original	Nabisco
Wheat Thins: Original	Nabisco
Goldfish (Whole Grain Cheddar)	Pepperidge Farms
Cheez-It (Whole Grain)	Sunshine
Cheddar Bunnies (Whole Wheat)	Annie’s Homegrown
Popcorn	
Skinny Pop	Skinny Pop
Miscellaneous Foods	
Beef Jerky: Original	Jack’s, Slim Jim
Salsa	Pace, Tostito’s, Taco Bell, Ortega
Peanut Butter Substitutes	Wowbutter, Sunbutter
Popped Rice Snacks: Apple Cinnamon, White Cheddar, Ranch	Quaker
Approved Brands – Healthy Options (whole grain, low sugar, free of dyes and preservatives) from these brands are approved	
Don’t Go Nuts, Enjoy Life Foods, Home Free, Lucy’s, Safely Delicious, Mama Resch’s, Surf Sweets, MadeGood Foods	
<i>Any other items must be in their original packaging, must contain an ingredient label, and must clearly state on the label, “Made in a Nut-Free Facility,” or “No Nuts”</i>	

APPENDIX C – BOARD POLICY REGARDING EMERGENCY SAFETY INTERVENTIONS

Emergency Safety Interventions (ESI)

Emergency Safety Interventions (ESI) refers to the use of seclusion or physical restraint. District personnel may use seclusion and/or physical restraint only when less restrictive alternatives were determined by a school employee to be inappropriate or ineffective, and when a student's behavior presents an immediate danger to self or others. Violent actions that are destructive of property may necessitate the use of ESI. The use of ESI shall stop as soon as the immediate danger of physical harm ceases to exist.

ESI Restrictions

1. Use of ESI for purposes of discipline, punishment or for the convenience of a school employee, is prohibited.
2. A student shall not be subjected to an ESI if the school has received appropriate documentation from the student's licensed health care provider, stating the student has a medical condition that could put him/her in mental or physical danger because of an ESI. The written statement shall include the student's specific medical diagnosis, a list of reasons why ESI would be dangerous based on the diagnosis, and any suggested alternatives to ESI. A student may still be subject to an ESI if not using the ESI would result in significant physical harm to the student or others.

Campus Police Officers and School Resource Officers shall be exempt from the requirements of ESI when engaged in an activity with a legitimate law enforcement purpose. School security officers are not exempt from ESI requirements.

Seclusion

"Seclusion" occurs when a student is (1) placed in an enclosed area by school personnel; (2) purposefully isolated from adults and peers; and (3) prevented from leaving, or reasonably believes he or she will be prevented from exiting. All three conditions must be present for seclusion to occur. Use of "Time Out" where a student is temporarily removed from a learning activity without being secluded when used as part of a behavioral intervention is not considered an ESI.

Seclusion Restrictions

1. During seclusion, a school employee shall be able to see and hear the student at all times.
2. All seclusion rooms equipped with a locking door shall be designed to automatically disengage when the school employee moves away from the seclusion room.
3. A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent, including well-ventilated and sufficiently lighted.

Restraint

"Physical restraint" occurs when bodily force is used to substantially limit a student's movement, except that consensual, solicited or unintentional contact to provide comfort, assistance or instruction shall not be deemed physical restraint. The use of "Physical Escort" or 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 is not considered an ESI.

Restraints Restrictions

1. The use of prone physical restraint, supine physical restraint, physical restraint that obstructs

the airway of a student, or any physical restraint that impacts a student's primary mode of communication is prohibited.

2. The use of chemical restraint, except as prescribed treatments for the student's medical or psychiatric condition by a person appropriately licensed to issue such treatments, is prohibited.
3. The use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a certified law enforcement officer in carrying out law enforcement duties, and seat belts or other safety equipment when used to secure students during transportation, is prohibited.

School Documentation of Incidence

1. Each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following: a) date and time of ESI; b) type of ESI, c) length of time the ESI was used; d) school personnel who participated in or supervised the ESI; and e) whether the student had an IEP, 504 plan, or behavior intervention plan at the time of the incident.
2. All documentation shall be provided to the building principal, or principal's designee who will maintain the documentation and review the data at least quarterly.
3. The principal or designee will submit the documentation on the final day of the fall and spring semester of each school year to the Superintendent or his/her designee.
4. The District designee will report incidents of using ESI to the Kansas State Department of Education ("KSDE") as required.

Parent Notification and Documentation

1. The principal or designee shall notify the parent the same day as the incident. The same-day notification requirement is satisfied if the school attempts at least two methods of contacting the parents (i.e. phone and text, or phone and email).
2. A parent may designate a preferred method of contact to receive notification.
3. A parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.
4. Documentation of ESI shall be completed and provided to the parent within one (1) school day of the incident. The documentation will include: a) events leading up to the incident; b) student behaviors that necessitated the ESI; c) steps taken to transition the student back to the educational setting; d) the date and time of the incident, type of ESI used, 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 if the triggering issue necessitating the ESI's is the same.
5. Upon the first ESI each year, parents will be provided a printed copy, or upon written request, an email copy of: a) the ESI policy which indicates when ESI can be used; b) flyer of parent rights; c) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy), d) the complaint process of the state board of education; and e) 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 second or subsequent incident, the parent shall be provided with a full and direct website address containing all such information.

6. If the school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint or mechanical restraint, including handcuffs, on a student, the school shall notify the parent the same day using the parents preferred method of contact. The school is not required to provide written documentation to the parent, nor document this law enforcement action as an ESI.

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.

The student may be invited to attend the meeting at the discretion of the parent.

The school shall hold this meeting within ten (10) school days of receiving the parent's request. The time for calling the meeting can be extended beyond the 10-day limit if the parent is unable to attend within that time period.

1. The focus of any such meeting shall be to discuss proactive ways to prevent the need for ESI and to reduce incidents in the future.
2. For a student with an IEP, the IEP Team shall also discuss the incident and consider whether to conduct a functional behavior assessment and/or whether a behavior intervention plan is needed, or existing plan needs to be modified.
3. For a student with a Section 504 Plan, the 504 Team shall also discuss the incident and consider whether to conduct a functional behavior assessment and/or whether a behavior intervention plan is needed, or existing plan needs to be modified. The Team should also discuss and consider if there is a need for a special education evaluation.
4. If the student with an IEP or Section 504 Plan is placed in a private school by the parent, the meeting shall include the parent and the private school. If a formal team meeting is held, the private school will help facilitate the meeting.
5. For a student without a Section 504 Plan or IEP, the school staff and parent shall discuss the incident and consider the appropriateness of a referral for special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the parent, a school administrator, at least one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator.

Nothing in this section shall prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if the student would benefit by the measures.

ESI Complaint Investigation Procedures

1. If a parent believes that an ESI was used in violation of state law or board policy, the parent may file a written complaint within thirty (30) calendar days of notification of the disputed ESI. The "Request of Investigation of Emergency Safety Invention (ESI)" shall be accessible on the Blue Valley District website.
2. The Board of Education has delegated to the Superintendent or his/her designee the authority to receive parental written complaints regarding the use of ESI.
3. Upon receipt of a complaint, the Superintendent or his/her designee will investigate the complaint and develop a written report which will include findings of fact, conclusions relevant to the requirements of this policy or regulations of the KSDE; and, if necessary, corrective actions to remedy an instance of noncompliance.

4. The written report will be submitted to the parents, the school, the Board of Education, and to the KSDE within thirty (30) calendar days from the date the complaint is received in the Superintendent's office.
5. A parent may file a request for administrative review by the Kansas State Board of Education within thirty (30) calendar days from the date a final decision is issued pursuant to the local dispute resolution process.

Annual Staff Training

Staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques.

1. The District designee will schedule school personnel ESI training programs consistent with nationally-recognized training programs on the use of emergency safety interventions.
2. Training will be designed to meet the needs of personnel as appropriate to their duties and potential need for use of ESI procedures. Staff members deemed most likely to need to restrain a student will be provided a greater intensity of training.
3. The District designee will maintain written or electronic documentation of training provided and lists of participants in each ESI training program. This documentation will be made available for inspection by the state board of education upon request.

Appointment of Designee

The Superintendent shall appoint a District staff member to implement the requirements of this policy for using Emergency Safety Interventions (ESI).

Board ESI Policy Notice

Board Policy 3522 is published on the District's website, on each school's website, and the entire Board ESI Policy must be available in each school's student handbook, code of conduct, or school safety plan. Parents will be notified of the online availability of this policy annually during enrollment.

B.O.E. Adopted 12 Aug 2013

B.O.E. Amended 08 Sep 2014

B.O.E. Amended 10 Aug 2015

B.O.E. Amended 08 Aug 2016

LEGAL REFERENCE: K.A.R.91-42-1 through 91-42-7.

Notes:

