

Santa Fe Trail Preschool

Scranton Attendance Center

2023-2024 Student Handbook

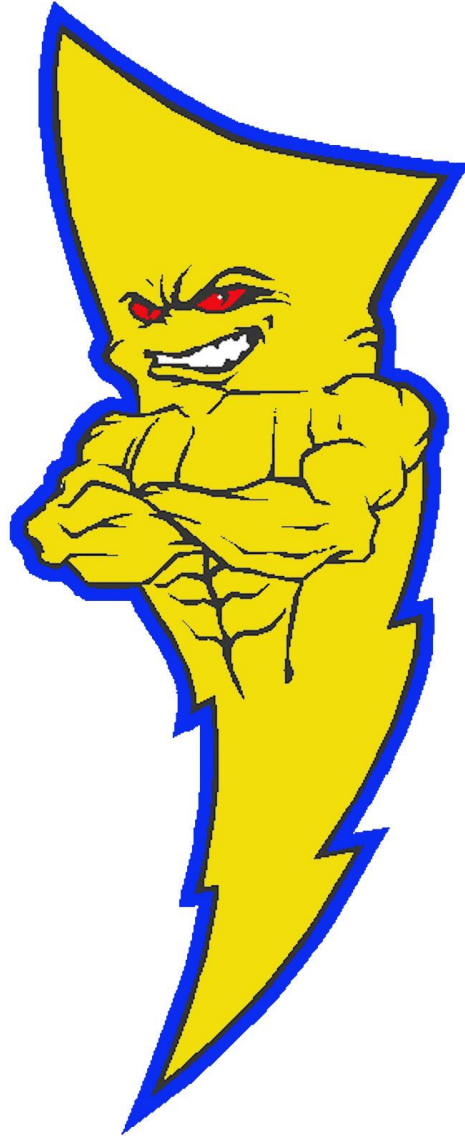


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Preschool Information

Scranton Attendance Center
104 S Burlingame
Scranton, KS 66537
800-836-9525 Ext 4
www.usd434.org

Santa Fe Trail Preschool is a Universal Early Childhood School serving both 3 and 4 year old special and general education students. We partner with Three Lakes Educational Cooperative to provide high quality early childhood education for Santa Fe Trail students.

Vision Statement: Inspiring and Empowering every Charger, every day.

Staff Information

SAC Office Manager

Kaitlyn Ball kball@usd434.us

Teachers

Dana Workman – dworkman@usd434.us

Donna Prettyman- dprettyman@usd434.us

Julie Flory- jflory@usd434.us

Rebecca Parkhill - rparkhill@usd434.us

Related Services

Amy Potter (edit upon new hire)- Speech and Language apotter@three-lakes.org

Tammy Miller- Occupational Therapist tmiller@three-lakes.org

Kelly Courtney- Physical Therapist kcourtney@three-lakes.org

Brooke Markey- Autism Specialist bmarkey@three-lakes.org

Amy Redmon- School Psychologist aredmon@three-lakes.org

Jessica Collins- Certified Occupational Therapy Assistant jcollins@three-lakes.org

Adrian Proctor- Physical Therapy Assistant aproctor@three-lakes.org

Jordyn Schwinn- Teacher Mentor jschwinn@three-lakes.org

Administration

Julie Flory- Lead Teacher jflory@usd434.us

Janine Henry- Early Childhood Coordinator jhenry@three-lakes.org

Faith Flory-Superintendent fflory@usd434.us

Carrie Mugridge-Executive Director of Learning Services cmugridge@usd434.us

Custodians

Greg Sheets

Doug Lester

Preschool Schedule
Scranton Attendance Center
TENTATIVE SCHEDULE

SAC Arrival and Dismissal Procedures

AM Classes 8:00-11:00

Arrival

- Morning preschool starts at 8:00
- Doors open at 7:15 for siblings of shuttle riders or route riders
- All other students can arrive at 7:45

Dismissal

- Walkers and car riders are dismissed out the south doors
- You may park in the south parking lot
- You may park in the car line behind the buses south of the building and walk to classroom doors

PM Classes 12:15-3:15

Arrival

- Afternoon preschool starts at 12:15.
- Doors open at 12:10

Dismissal

- Walkers and car riders are dismissed out the south doors
- You may park in the south parking lot
- You may park in the car line behind the buses south of the building and walk to classroom doors

Please call the office with any transportation changes by 10:00 and 2:00.

Preschool Bus Procedures

Scranton Attendance Center

Santa Fe Trail provides bussing to Scranton Attendance Center for the following:

Shuttles: Bussing is available at your home town attendance center for shuttle services to Scranton.

Routes: Students that have older siblings (K-12) riding route buses can ride to their home attendance center for shuttle services to Scranton.

Licensed Day Care: Students that attend a licensed day care center are eligible for door to door bussing.

Event	Where	Arrival	Departure
Shuttle Buses AM	From: OAC/CAC	7:30 a.m.	7:40 a.m.
SAC Shuttle Buses mid-day	OAC Front Door CAC South Side of School	Drop-off 11:15 a.m. Pick-up 11:55 a.m.	12:00 p.m.
SAC Shuttle Buses PM	To: OAC/CAC	3:25 p.m.	

Parents requesting transportation changes for the day must call the school office by 10:00 a.m. or 2:00 p.m.

Transportation Handbook: For more information about bus procedures and policies please review the USD 434 transportation handbook at this link

<https://www.usd434.org/vnews/display.v/ART/5f2b054313d1f> (this will be updated upon completion from Transportation director

Director of Transportation

Robby Madden- rmadden@usd434.us

Preschool Enrollment Process

Scranton Attendance Center

Step 1: Well Child Screenings:

A Well Child Screening is the first step in the enrollment process. These are offered throughout each school year. Screenings are held on Friday mornings. Please contact the SAC office to sign up.

If your student has not received a Preschool Well Child screening they are not eligible to enroll. Please call the preschool office in August at 800-836-9525 EXT: 4

Step 2: Preschool Student Information Form:

Please complete the student information form if you are interested in sending your child to preschool. This is a preliminary step to start the process and does not guarantee anything at this time. We will have formal enrollment during the summer. We need this information to prepare for class placements and sizes based on our funding and student demographics. Thank you for your attention to this Task!

[STUDENT INFORMATION FORM](#)

Step 3: Power School Online Summer Enrollment:

Returning PreK-12 Students, click here to enroll: <https://usd434.powerschool.com/public>

Once you have logged in, ensure all your students are listed across the top left of the screen. Locate the "Form" tab along the left side of the screen.

New Students, click here to get started! <https://ecollect.accelaschool.com/usd434>

Once you complete this step you will receive an email with your login information.

Summer online enrollment dates will be sent via school messenger when available. In person enrollment dates will also be available. Enrollment process will be 100% electronic and completed on computers. You will need to have a valid email address created and access to that email account. We will have staff available to assist with the process as necessary. **All required paperwork must be turned into the office before your child attends school. This includes an official birth certificate, immunization records, and doctor's physical.**

If you experience any issues with your PowerSchool Parent Portal access please send an email to sfthelpdesk@usd434.us and someone will assist you.

Enrollment Fees:

\$100/Year- 3 and 4 year olds that do not qualify for Free and Reduced lunch

\$50/Year- 3 and 4 year olds that qualify for reduced lunch

No Fee- 3 and 4 year olds that qualify for free lunch

Toilet Training

One of the main preschool readiness skills is fostering student independence. Toilet training is a skill that must be mastered like other developmental tasks and normally occurs between the ages of 2-3. Due to health regulations we highly encourage that your child be toilet trained before attending preschool. Special circumstances will be considered.

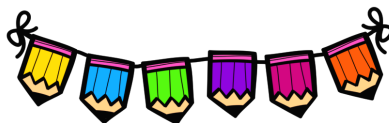
Preschool Supply List

Scranton Attendance Center



2023-2024 School Supply List

- Complete change of clothes (pants, shirt, underwear, socks) in a ziplock bag with your child's name on the bag
- 1 Regular size backpack (no wheels)
- 1 Watercolor paint sets (Prang or Crayola)
- 2 Containers of Clorox wipes
- 1 Box of Crayola Classic Colors Washable Markers
- 1 Box of 24 Crayola Crayons
- 1 6-count package of Play-Doh Brand
- 4 Large glue sticks
- 2 Bottle of Elmer's glue
- 1 Box of Kleenex
- 1 Package of large googly eyes
- 1 Box of quart or gallon ziplock bags
- 1 Bag of pom poms
- 1 Bag brown paper bags



Parent Information

Scranton Attendance Center

Attendance

Our goal is to have all children attend preschool regularly in order to prepare them for formal schooling. We are dedicated to providing preschool to all USD 434 students but are limited to only 4 teachers at this time. If we have to instill a waitlist due to class sizes we will evaluate your child's attendance and make determination of their general education placement. Establishing a good attendance routine early in the educational career is imperative to your child's academic success. Special Education Attendance- The IDEA Federal mandate requires that your child attend school regularly to maintain their individualized education plan (IEP).

School Visitors

USD 434 is committed to having a partnership with families and providing a welcoming environment. However we do ask that you provide prior notification if a family member has a need to visit the school or classroom.

Classroom Parties

Due to small classrooms, age of our students, and limited time we do not have large all day parties and therefore will not be asking for parent volunteers. We do have small celebrations on holidays and birthdays to provide special activities for our students. This allows us to keep regular routines during our day. This is very important to our young chargers. You will have more opportunities to be a parent party volunteer during K-12 school.

School Parking and Traffic

Our school is closed to through traffic on S. Burlingame Road during the hours of 7:00-8:00 and 3:00-4:00 due to bussing. Our gates will be closed to indicate this. Please DO NOT drive through the closed gates or park on Burlingame Road. You may park in the south parking lot.

Scranton Police will be patrolling the closed road during these hours.

Conferences

Parents are encouraged to be a full partner in the education of their children. Parent teacher conferences are held twice a year and classroom teachers will send you an invitation for a scheduled meeting time. We thank you for your cooperation and partnership. The dates of conferences can be found on the district calendar.

Drills

All safety drills are routinely practiced according to state law requirements. Our school also follows all district crisis plans in the event of an emergency.

Communication

Scranton Attendance Center

SeeSaw App

SeeSaw is a teacher application that can be downloaded on mobile devices for interactive learning and communication between classroom and families. All classroom teachers will provide families with a QR code once the school year begins.

School Messenger

School Messenger is a system to deliver text messages and emails to families for important school events, updates, and emergencies. Please see the link below for more information and/or scan the QR code to sign up for texts.

<https://www.usd434.org/vnews/display.v/ART/5b688ce5bb12d>

**Opt-In from
your mobile
phone now!**



**Just send
“Y” or “Yes”
to 67587**

Monthly Newsletters

Each classroom teacher and school administrator will send out a monthly newsletter with important dates, classroom activities, parent education, and more.

Social Media

Santa Fe Trail hosts a Scranton Preschool Facebook page where we showcase student achievements and share special announcements. Please follow us @

<https://www.facebook.com/ScrantonPreschool>

USD 434 Website

Santa Fe Trail hosts all district and school information on their official website. Please use this website for further information.








<https://www.usd434.org>

Health and Wellness

Scranton Attendance Center

Santa Fe Trail Preschool follows all district guidelines for health and wellness. Illnesses are easily spread in our communal setting and we rely on family partnerships to mitigate the spread of disease. Please use the following chart as a guide on when to keep your child at home.

District Nurse: Kim Kesl kkesl@usd434.us

I NEED TO STAY HOME IF...						
I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL
						
Temperature of 100 or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Itchy head, active head lice	Redness, itching and/or "crusty" drainage from eye.	Hospital stay and/or ER visit

I AM READY TO GO BACK TO SCHOOL WHEN I AM...						
Fever free for 24 hours without the use of fever reducing medication i.e. Tylenol, Motrin	Free from vomiting for at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash, itching, or fever. I have been evaluated by my doctor if needed	Treated with appropriate lice treatment at home and proof is provided by the county health office	Evaluated by my doctor and have a note to return to school	Released by my medical provider to return to school

Please call the preschool front office when your child is absent. 800-836-9525 Ext: 4

Toilet Training

One of the main preschool readiness skills is fostering student independence. Toilet training is a skill that must be mastered like other developmental tasks and normally occurs between the ages of 2-3. Due to health regulations we highly encourage that your child be toilet trained before attending preschool. Special circumstances will be considered.

USD 434 District and BOE Information

Scranton Attendance Center

USD 434 BOE Goals

<https://www.usd434.org/vnews/display.v/SEC/Board%20of%20Education%7CGoals>

USD 434 BOE Policies

<https://www.usd434.org/vnews/display.v/SEC/District%7CPolicies>

USD 434 Board of Education Members

Tanner Black- Board President- Carbondale Representative
Justin Ramsdell- Board Vice President- Carbondale Representative
Stephenie Ganger-Board Member- Scranton Representative
Michelle Schmale- Board Member- Scranton Representative
Jason Supple- Board Member- Overbrook Representative
Kylie Hastings- Board Member- Overbrook Representative
Madison Sowers- Board Member- At Large Representative

USD 434 District Administrative Office

Faith Flory- Superintendent of Schools
Dr. Carrie Mugridge- Executive Director of Learning Services
Amy Hill- Board Clerk
Kaylee Boyd- Business Manager
Rhonda Fulton- Accounts Payable
Andy Lohmeyer- Senior Support Specialist of Technology
Robby Madden- Director of Transportation
Maggie Mead- District Social Worker

Emergency Safety Interventions

Scranton Attendance Center

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. 72-6146, 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” means 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. 72-3122(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 Restraint and Seclusion

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 a 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 a 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 a 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. The documentation shall 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 a 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 investigators may be a board member, a school administrator selected by the board, or a board attorney. Such investigators shall be informed of the obligation to maintain confidentiality of student records and shall report the findings of fact and recommend 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.