

De Soto #73 School District

Early Childhood Center

*Nancy Schmitz
Director*

Dear Parents,

We are looking forward to a great year with your child at Little Dragons Preschool! The following information will be beneficial to you now, and throughout the year. Please read through the booklet and keep it as a reference.

Our staff is committed to the importance of parent involvement in a student's education. We firmly believe that your child receives the best possible education when we work as a team.

We will be keeping in close contact with you all year long through conversations at school, meetings, notes, SeeSaw, telephone calls, weekly newsletters and monthly calendars. Any time you have anything you would like to discuss with us, please call the school and leave a message. We will return your call as soon as possible.

Thank you for your cooperation and support!

Sincerely,

Little Dragons Early Childhood Staff

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Early Childhood Education Philosophy

The De Soto Early Childhood education program provides a special opportunity to open a door to a child's future and a curriculum experience based on interests and individual needs. We believe children who are provided an enriched learning environment become empowered to make choices, contribute and learn based on their individual strengths. Early childhood education programs promote cognitive, social, physical and representational development. This early age is the most important period in the growth of a human being. The quality of early experiences lays the foundation for how children perceive themselves as engaged learners, as confident and competent individuals and as caring members of the community and the world. Through education children are able to build a strong foundation, which increases the likelihood that they will later become productive citizens.

De Soto School District Early Childhood Education Goals Project Construct Curriculum

- I. Students will demonstrate developmental growth in the sociomoral domain.
- II. Students will demonstrate developmental growth in the cognitive domain.
- III. Students will demonstrate developmental growth in the representational domain.
- IV. Students will demonstrate developmental growth in the physical domain.

Who We Are

We are a local community public school program under the administration of the De Soto School District #73. We are a fully accredited program through the Missouri Accreditation of Programs for Children and Youth. Our program follows the Project Construct Curriculum and is closely aligned with the Missouri Early Learning Standards. We offer an inclusive preschool experience where typically developing children and children with special needs can grow and learn from each other.

There is much research and literature supporting the benefits of inclusionary programs for both the special needs and typically developing child. Placing all children, regardless of strength or need, into classrooms together promotes a sense of community and belonging. Children with special needs can find a diverse and stimulating environment in which to grow and learn. They will have access to effective peer models and will have the opportunity to develop many more friendships. Children who are developing typically will have the opportunity to develop respect and understanding for others with diverse characteristics. They will gain a better understanding that even though someone may have limitations they can still have meaningful accomplishments in their lives.

De Soto School District Early Childhood Education Learner Objectives Project Construct Curriculum

- I. Students will demonstrate developmental growth in the sociomoral domain.
 - A. Develop positive social relationships
 - 1. Build relationships of mutual trust and respect with adults
 - 2. Build relationships with peers
 - 3. Consider the perspective of others
 - 4. Negotiate and apply rules
 - B. Display positive dispositions
 - 1. Be curious
 - 2. Take initiative
 - 3. Be confident
 - 4. Be creative
- II. Students will demonstrate developmental growth in the cognitive domain.
 - A. Develop logic-mathematical knowledge
 - 1. Construct classificatory relationships
 - 2. Construct numerical relationships
 - 3. Construct spatial and temporal relationships

- B. Develop conventional knowledge
 - 1. Know personal information
 - 2. Know about the community
 - 3. Know conventional notations, manners and customs

- C. Develop physical knowledge
 - 1. Act on objects and observe reactions
 - 2. Act on objects to produce desired effects

III. Students will demonstrate developmental growth in the representational domain.

- A. Increase symbolic recognition
 - 1. Represent ideas and feelings through pretend play
 - 2. Represent ideas and feelings through movement
 - 3. Represent ideas and feelings through music
 - 4. Represent ideas and feelings through art and construction

- B. Increase language development
 - 1. Use language for a variety of functions
 - 2. Expand and refine the form and organization of language
 - 3. Construct meaning from language
 - 4. Represent ideas and feelings through language

IV. Students will demonstrate developmental growth in the physical domain.

- A. Develop small and large motor skills for personally meaningful purposes
- B. Develop healthy and safe habits for daily practices

Learning Goals

The De Soto Early Childhood Center has based the curriculum for the preschool program on the Project Construct Education Goals, which were outlined previously in this manual, and the alignment of these goals to the Missouri Pre-Kindergarten and Show-Me Standards. The following is a brief overview of the skills development we will be fostering and exploring in school, as well as some of the experiences that can be provided at home, to continue to increase each child's individual growth potential throughout these very critical early learning years.

I. Children will demonstrate developmental growth in the sociomoral domain.

The first learning goal that we will address is building positive social relationships with adults and peers. We will give children many and varied opportunities to consider the perspectives of others, adapt to different environments and situations and to negotiate and apply rules to everyday life. Children will spend time working cooperatively with their peers in such activities as class meetings, playing organized group games and attempting to resolve conflicts with adult assistance. Children will also be encouraged to show their creative sides and to develop confidence and initiative in such experiences as acting out songs or stories and joining a play activity already in progress. Children will also be given the opportunity to accept responsibility for their own behavior and choices.

At home, children can be given many opportunities to develop social skills by being encouraged to make choices, follow a consistent schedule or routine, helping with chores and caring for their own belongings. Talking with children about similarities and differences between themselves and others is a good way to foster understanding and empathy for others of different backgrounds and ability levels.

II. Children will demonstrate developmental growth in the cognitive domain.

The second learning goal addresses children's development of general knowledge and problem solving skills. This area includes science and math concepts as well as personal information. At school, children will be provided opportunities to explore shapes and dimensions, such as building with blocks and experimenting with other media. Investigating positions, locations and body awareness will also be encouraged through such activities as obstacle courses and taking objects apart and putting them back together. Experimenting with objects and materials to gather information and observe reactions will be offered to children, such as playing in water with items that will sink or float or using magnets to discover which objects can stick together and why.

At home, children can be encouraged to tell or point to pictures of things that go together, such as animals, clothes or foods. Practicing counting objects, going about the home pointing out items of the same colors and talking about which items are big/little, long/short, heavy/light, etc, are also good general knowledge activities to do with children.

III. Children will demonstrate developmental growth in the representational domain.

Addressed in the third learning goal are concepts relating to language development and different ways in which children can show or tell their own ideas, including the expression of their imaginations. We will continuously encourage and support children's efforts to develop good listening and speaking abilities, through asking for what they want or need, participating in structured activities by following directions and answering questions asked of them. Children will be given opportunities to read along with and talk about age appropriate books, poems and plays, using a variety of props or through music, movement and pretend play for the purpose of understanding and participation. Opportunities for expression of ideas through drawing, painting and writing will be provided for children at their own individual ability levels.

At home, children can be given many opportunities to develop language by regular book reading times, listening to music and singing familiar songs, finger plays and by the expectation that they must in some way ask for items they want or for help with a particular task. Other means of self expression through drawing or writing can be encouraged through the use of painting with water on outdoor surfaces, sidewalk chalk, alphabet letters on the refrigerator or making letters or shapes with Play-Doh. Many local libraries offer regular story times, as well.

IV. Children will demonstrate developmental growth in the physical domain.

The fourth learning goal that we will address incorporates healthy and safe habits and the development of small and large motor skills. Teaching children to be safe includes practicing emergency skills, such as fire or tornado drills, as well as teaching children to be careful around water, stoves, cars, etc and to ask for help when they need it. Discussions about strangers and recognizing trusted adults will also take place. Healthy behaviors are stressed as well, such as hand washing, covering noses when sneezing and keeping our hands and feet to ourselves. Daily opportunities to use large and small motor skills with purpose and coordination will be provided by riding on movement toys, climbing on playground equipment, throwing and kicking balls, coloring and painting, using small tools, jumping, rocking and fastening clothing. We will also focus on children's abilities to function in their environments through responses to sensory input. Such activities might include identifying hidden objects in a "feely" bag through touch, tolerating finger paint, smelling and tasting a variety of flavors and identifying objects by the sounds they make.

At home, children can be provided with a variety of motor activities for large and small muscle development through play with different sized balls, dancing to music, pretending to be different kinds of animals, playing with a variety of building blocks and blowing and popping bubbles. Participating in a variety of sensory experiences can be fun such as writing or drawing with smelly markers, swinging at the park, turning out the lights, pointing to items using flashlights and jumping on a trampoline or into a pool.

Parents As Teachers

As many of you are aware our building also houses the district Parents As Teachers program. Aleen Davis is the Director and her office is in the front of the building. She can be reached at 586-1008.

New Student Orientation Process

An Orientation/Open House Evening or Virtual Event is scheduled at the start of each school year for parents. Parents have the opportunity to meet their child's assigned teacher as well as the Director, Special Education Process Coordinator, Secretary, Nurse, therapists and other staff. Paperwork and forms are finalized and parents have the opportunity to ask questions.

New students are registered in the spring for the following school year. When new students are enrolled, their parents are given a Parent Handbook, including necessary forms and a tour of the building. They have the opportunity to meet their child's teacher, as well. It is strongly encouraged for new students to make a visit with their parents prior to the first day of attendance to meet their teacher, see their classroom and meet some of their new classmates. This is done in an effort to assist children in becoming familiar with their new surroundings and to ease the transition process to the school environment.

School Hours

AM session is from 8:25 am to 11:25 am and PM session is from 12:25 pm to 3:25 pm. The full day classes start at 8:10 am and end at 3:10 pm.

The office is closed from 11:30 am-12:30 pm. If you need admittance to the building during this time, please make arrangements with your child's teacher. Please reach out to your child's teacher if you need help during this time.

Tuition/Fees

For families that pay tuition, the amount per month is established by calculating expenses for running a quality program for our students.

Please see Ms. Abby Miller for tuition prices and to fill out the necessary forms to see about our sliding scale tuition prices based on income. We encourage all parents to fill out a Free/Reduced tuition application at any time during the school year.

Payment

Tuition payment is due the first Thursday of the month. Arrangements for a different schedule of tuition payment must be established with the De Soto School District bookkeeper. Payment information is located by the Office door.

Late payment

If there is a time when it is difficult for the family to make payment, special arrangements must be made with the District bookkeeper. Partial payment will need to be made by the second week of the month, 50% payment will need to be made by the third week and by the end of the month tuition is to be paid in full. Failure to pay tuition could result in dismissal from the program.

In these difficult economic times a family may find that their income has changed in the course of the year. If this occurs the tuition rate may be able to be adjusted based on the sliding scale. Please discuss this possibility with the Director.

Children enrolled in the special education program are provided services as indicated in their Individual Education Programs (IEP) at no cost to the family. Attendance schedules for children with IEPs are determined by their teams according to the unique needs of each child.

Arrival and Dismissal Policies

Parents of our half day PreK and our Full day PreK classes will drop off and pick up their students by driving around to the back of the building and meeting a staff member. In order to facilitate this process, it is imperative you are on time for drop off. If you are late, you will have to park and come inside to sign your child in. When the session ends, pick up will work the same way. Again, please be prompt when picking up your child. Please see our late/tardy policy for more details. Please speak to your child's teacher about any procedure questions.

Sign In/Sign Out

- At drop off outside, your child's teacher or other staff member may ask you to sign your child in and out. Please have your child ready to exit your vehicle. Your child will then line up and go inside the building. The same protocol will be followed when picking your child up. You will need to sign your child out and make sure they are **properly buckled into an age appropriate car seat.**
- No before or after care is provided and we have no staff available to supervise children who are not picked up on time. Please see our late/tardy policy for more details.
- We receive the right to ask for ID for any person picking up a child.

Car Safety

We ask that parents follow the following safety procedures as part of the drop off and pick up routine.

- As you drive to school and home please keep your child secure in their car seat/booster seat.
- If there is any doubt about the child's safety we will not allow the child to be placed in the car.
- We will not release a child to a parent if we believe the parent is under the influence of drugs or alcohol and we reserve the right to notify the police of the situation.

Listed below are some general guidelines to follow for child car seats and booster seats. We ask that each parent read these recommendations and use the appropriate child restraint.

Approximate Age of Child	Approximate Size of Child	Type of Child Restraint Seat
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Birth to One Year	Birth to 20 pounds and/or under 26 inches tall	Rear-Facing Infant Restraint
One to Four Years	20-40 Pounds and 26 to 40 inches Tall	Forward Facing Child Restraint - 5 Point Harness
Four to Eight Years	40 to 80 pounds and 40 to 57 (4'9") inches tall	Booster Seat

Late/Tardy Policy

When your child is late to school, the instructional process is interrupted. We understand that emergencies arrive and we ask that you notify our secretary if you are going to be late. Three or more late arrivals or pick ups will warrant a conference with your child's teacher and our director.

If you need to enter our building, please come to the main entrance **ONLY**. For the safety of our students and staff, the doors remain locked at all times. These doors are always unlocked from the inside and have a release bar for emergency exits. Please ring the doorbell anytime you need to come into the building. You will be asked to sign in as a visitor and wear a nametag. We take security very seriously and ask that you always carry a photo ID.

Inside Play Areas are for enrolled children only.

Safety and liability

Often, parents who arrive early to drop off or pick up their child(ren) enrolled in the Little Dragons program, or for other purposes, allow younger children to play on equipment in the indoor play areas. Unfortunately, as much as we enjoy seeing children play and have fun, this is a safety and liability issue. Staff members are often in classrooms during these times and not able to supervise and monitor the play area. Much of the equipment in this area is not designed for toddler or school age children and some equipment is specifically for use by trained therapists. If you have any questions or concerns please see the building secretary and she will communicate your thoughts to the building director. Thank you for your cooperation in this matter.

We follow the De Soto School District schedule for holiday or snow school closings. De Soto Schools list school closings on television and radio stations. The District provides School Reach Calling to keep families informed of closings, special events, etc. Little Dragons operates on the De Soto School District calendar. In the event your home school district does not have school due to weather, and De Soto does, your district transportation will not run their routes. If you desire to bring your child to school on those days you may. However, please do not put yourself or your child in danger. Your child will not be counted absent if your district is out due to inclement weather.

General Information

Forms

In accordance with the Missouri Department of Health, all forms (child's health and enrollment forms, permission blanks, medication permission forms, etc.) must be completed and will be kept on file for review by the Child Care Specialist for the Department. Health forms and immunizations must be current or the child will not be permitted to attend school.

Sensitive Issues

Divorce or separation is a difficult time in a family's life. Both parents are important in a child's life and, if needed, the teacher can schedule two separate conferences or send separate newsletters to encourage involvement of both parents. Please note, however, that De Soto School District cannot deny a non-custodial parent access to his/her child unless we have a copy of a current court order that denies such access or information.

Notification of Student Information Changes

It is essential that we have current addresses and phone numbers for all students. It is the responsibility of the parent to notify the school of any changes in the information provided on the enrollment form. Please put new information in writing and give it to the teacher as soon as the changes occur.

Items to be Provided by Parents

Your child will need a bookbag or backpack of some type. It should be large enough to accommodate a two-pocket folder and a complete change of clothes. Also each child should have a two-pocket folder in which to carry important papers and notes. For those of you who have children not yet potty trained, we also appreciate a periodic container of wet wipes and a supply of diapers. Your child's teacher will give you an additional general supply list.

Clothing

Please dress your child in comfortable clothing that you would not mind getting wet, painted or dirty. We spend time in many appropriate childhood experiences and often these activities involve paint, sand, shaving cream, water, etc. Shoes should be safe for running, climbing, riding toys, etc. Sneakers or other full shoes are best and are the safest for busy activities. Flip flops and skinny sandals with slick bottoms can be a bit dangerous.

Please make sure that your child is dressed appropriately for the weather each day. The classes go outside everyday for outdoor physical development unless the weather is inclement, too cold or too hot. If your child has a tendency to sunburn, please supply sunscreen and sunscreen use permission.

Clothing should be free of complicated fastening for easy manageability for staff and children. Please keep a seasonal change of clothes in your child's book bag in case of accidents, or other messes.

If your child is not yet potty trained, please send at least 2 diapers per day in your child's backpack. Or, if you prefer, you may send a full box for us to store in the changing areas and we will let you know when we are starting to run low. For sanitary reasons, and ease and quickness of changing, we do not use cloth diapers. Please send disposable diapers or pull ups styled with tear away tabs.

Field Trips

Field trips are not covered by tuition. We have one fundraiser in the fall and one fundraiser in the spring to cover those expenses. The bus for our 3-4's is equipped with a child restraint system in each seat, as required by law, and there are no extra available seats. Children and siblings who are not students at Little Dragons are not allowed to ride the bus due to insurance regulations.

Book Orders

Students will receive a book order form from Scholastic Books once a month. Ordering is optional. The children do enjoy these books and they are geared to each age level. Teachers earn bonus points that allow them to purchase books for their classroom.

Toys

Please do not send items from home with your child unless previously arranged with your child's teacher for a specific purpose. Toys sometimes get lost or broken at school and we cannot be responsible for the items.

Holiday/Birthday Parties

We will have several building holiday parties and you will be notified of these in advance. If you wish to celebrate your child's birthday at school, please talk with the teacher to arrange a time. All treats for parties must be store bought. If your family does not celebrate any of the above holidays or birthday please speak with your child's teacher so other arrangements can be made for your child during these times. Teachers will inform parents of events where Parent attendance is encouraged

Snacks/Meals

A free snack will be served to every child during their class time. A snack menu is posted on the parent board and will be sent home with children who ride a bus.

If your child has food allergies, please inform the nurse and your child's teacher. **Also, please review the snack choices offered and make sure the teacher is aware of days a food your child is allergic to is being offered.** If you desire, you may send snacks from home.

A free breakfast is served in the classrooms for all students who arrive between 8:20 and no later than 8:30. **If your child arrives after 8:30 breakfast will no longer be available.**

Lunch can be served to students in the Little Dragons preschool, either to those who qualify for Free and Reduced meals and at a minimal price for those who do not qualify. Please circle the lunch choices for the days your child will be eating and return the form to the teacher so we can have an ample amount of food prepared. We can not accommodate serving lunches that have been brought from home.

Visitors

College and high school students periodically visit to observe our program and fulfill the requirements of a college class. This is an important opportunity to assist in instructing future teachers. Children are not identified to the visitors nor are they discussed with anyone who is not employed by our Early Childhood Center. Visitors do not have access to any student's file or personal information.

Illness/Accident/Absence Procedures

Illnesses

Please carefully review the De Soto School District Health Services Department Policies memorandum in this booklet covering medication administration, illness, etc. that is included here. You will also find the De Soto School District form covering Permission for Administration of Medication.

Accidents

Our school nurse will treat any minor accidents, such as a scraped knee, and she will send a note home to explain.

For some accidents parents will be notified immediately by the school nurse. Parents will make arrangements for medical care for their child. If parents cannot be reached, the information provided by parents on the emergency medical care form will be followed. Parents need to make sure they have a plan in place in the event their child becomes sick or has an accident and must be picked up from school.

In the case of a more serious accident the nurse or teacher will make every attempt to contact parents. If the parent cannot be reached, attempts will be made to contact the person(s) authorized to take the child from school as provided by parents on the enrollment form. If a situation requires emergency action, 911 will be called.

Absences

If your child is going to be absent from school, please call the office (636 586-1040 ext 1) and leave a message with the secretary, or our voice mail, and the information will be given to your child's teacher. If your child has a contagious illness, please give us that information also. **If your child rides a bus to school, call the bus garage for your school district to let them know they do not need to come by your house that day on their route.**

Child Abuse or Neglect Reporting

State law mandates the entire Little Dragons staff to report any suspected case of child abuse, sexual abuse or neglect. The Director and the nurse may be notified when a staff member suspects abuse. The Child Abuse Hotline will then be contacted. Abuse is any physical injury, sexual abuse or emotional abuse inflicted on a child. Neglect is failure to provide the proper or necessary support in education, nutrition, medical, surgical or any other care necessary for the child's well being.

Disaster and Crisis Plan

Every staff member in the building has written instructions outlining what steps to follow in the event a drill or actual disaster should occur. These steps are reviewed by classroom staff prior to each drill to ensure that they are reminded of each step which needs to occur with children when the drill begins. The instructions are to be kept at easy access in classrooms for staff to refer to if needed during the drill. A set of these instructions are available for you to review at your request. Just let our secretary or your child's teacher know that you wish to look at the disaster plan and we will make sure one is available to you.

It is of the utmost importance to us to make sure that all children in our care are safe at all times, especially in the event of a disaster. We have specific plans in place for any type of disaster which could conceivably occur including tornado, fire, earthquake or intruder.

Disaster Drills

A variety of drills are conducted monthly or quarterly throughout each school year. Please let the teacher know if your child is sensitive to loud noises, such as alarms. For drills in which children are either evacuated or moved to another area in the building, teachers are to take their list of students along with them to be checked to make sure they have every child assigned to them. Teachers are also instructed to take along their own small first aid kits in case of any minor injuries. The building nurse will be available to us as needed. A set of walkie-talkies are available for four key staff members in the building to communicate needs in different parts of the center in the case of an emergency. Maps of the building and emergency exit plans are posted throughout the building.

Fire Drill

We conduct a fire drill each month. One is held during the morning session and one in the afternoon session. All classroom staff and therapy area staff are expected to participate. Children are informed and steps are reviewed with them prior to each time the alarm is sounded. Several persons in the building monitor the evacuation from the building and give instructions to staff after each drill in order to improve our response times and process. Fire extinguishers and alarms are checked by the fire department regularly.

Earthquake, Tornado and Intruder Drill

We conduct drills for earthquakes, tornados and intruders every quarter. Again, we make sure to hold the drills in both the morning and afternoon sessions. Children are informed of the drills beforehand and steps are reviewed with them prior to each drill. We attempt to explain to the children what each situation, earthquake, tornado and intruder, refers to and how important it is to do exactly what their teacher says so that they can be safe. Each of these drills is sounded through the intercom system by someone in the office. Several persons are assigned to monitor the drills to report back to staff the effectiveness of each drill or to communicate regarding any concerns which might exist.

Parent Communication

Questions/Ideas

Parents are encouraged to ask questions and share ideas with their child's teacher. A positive relationship and open communication is imperative for your child's security and happiness. You are also welcome to contact the Director with any questions or ideas. Your input is very valuable.

Bulletin Boards

Two informational bulletin boards are available to parents to review. One contains posted notices, Parent As Teachers, meeting information and other general information. The other board contains curriculum information, calendar of events and theme, letter, number and shape of the week.

Newsletters

Classroom teachers send home weekly newsletters containing information about classroom areas of study, happenings in the classroom and upcoming events.

Homework

A Visual Communication Log that is filled out by each student goes home two to three times a week and parents have the opportunity to respond with "happenings at home". This creates a home and school "Bridge". It provides conversation starters for home and school based on what the child did in each setting.

Parent Conferences and Progress Reports

Conferences will be held in October and a Progress Report will be sent in February to discuss your child's progress. A Portfolio of the child's work and progress is sent home in May. Children who attend the program with an Individual Education Program (IEP) will continue to receive their quarterly progress notes as part of the IEP.

Early Childhood Event Nights

During the year the ECC will hold evening events with fun activities/snacks for the children and informational sessions/conversation for the parents. All parents and children who attend Little Dragons are invited and encouraged to participate on these evenings. We will have good discussions and we need your involvement. A flier will be coming home before each event to provide information on the topic and activity. We are excited to hold these fun evenings.

Volunteers

If you would like to volunteer at school, please let us know. If you have an area of expertise, culture, or other talent that you would like to share with us, that would be great! If you are a working mom or dad but would still like to help we have projects that you may help with by doing something at home in the evenings. The children love it when family members visit school. Remember, grandparents, aunts, uncles, etc. could volunteer too.

Any regular volunteers will need to have a background check and sign a confidentiality agreement. At no time is a volunteer to be left alone with a child or group of children.

We also like to celebrate our diversities. If you have special customs, music, foods or wardrobe, etc. that you would like to share with us, please let us know. We would love to have you visit!

Resolving Differences / Access to School Information

Unresolved Situations

Parents should make every effort to resolve concerns with their child's program with the assigned teacher. If issues are still unresolved, parents should address these concerns to the Director, Mrs. Schmitz. She can be reached at the ECC building at 586-1040. All unresolved issues at the building level may be presented to the Superintendent, Dr. Isaacson (586-1000), or the Board of Education at their regularly scheduled meetings. The Board Secretary may be contacted at the Central Administration office (586-1000) regarding procedures to be placed on the board agenda.

Access to School Information

In accordance with Missouri Department of Health and The Family Educational Rights and Privacy Act, posted in the back of this manual, parents have access to the following materials: child abuse and neglect policies, De Soto School District Board Policy and Procedures, student developmental records and student's files, including IEP files. The main office keeps files for employee Family Care Registry and houses all student developmental records and files. The secretary is in charge of student files and monitors access. Only specified school district personnel have access to files. Those persons with file access are posted in the file area. Please make requests to the Director to review these files.

Behavior Management Policies and Procedures **Purpose of Behavior Management**

- *Provide a safe learning environment for all students
- *Help students develop responsibility and self-regulation of behaviors
- *Create a caring community of learners

Behavior Management Steps and Guidelines for Staff

- *Teachers set clear, consistent and fair limits for children's behavior, using words and pictures as needed
- *Teachers hold children accountable to standards of acceptable behavior
- *Teachers engage children in establishing rules
- *Teachers redirect children in more acceptable behavior and assist them in learning better choices of behavior for the future
- *Teachers frequently remind children of rules prior to activities
- *Teachers listen and acknowledge children's feelings

Behavior Management Steps and Guidelines for Children

- *Students help establish classroom rules
- *Students are held accountable for demonstrating acceptable behavior
- *Students function as a part of a caring community of learners

Behavior Management Techniques Used By Staff

- *Positive approaches to dealing with behavior will be used at all times
- *Teachers establish personal relationships with children
- *Teachers adapt responses to the needs of the individual
- *Teachers continually observe children's interactions
- *Teachers will prompt children to make good choices in their behavior
- *Teachers are alert to signs of stressful situations for children and use effective strategies to reduce stress
- *Teachers foster children's communication attempts and collaboration with peers

Students will work together to establish classroom rules and possible solutions to problems that may arise. In careful planning of our environment and daily schedule we attempt to minimize discipline problems. If a child is, however, having a difficult time, he/she may need to spend some time away from the situation (in another part of the room or building, take a walk, talk to an adult, etc) and think about the problem and to calm down. The child may return to the group when he/she is ready. A recommended amount of time is one minute per year of age, however, there is no restriction placed on the child. If difficulties continue, the child may need to be assisted in managing his/her own behavior through structured and individualized techniques designed by his/her teacher and parent.

Spanking and Corporal Punishment

Spanking or any form of physical punishment is not allowed under De Soto School District Policy. We also ask that parents not spank their children at the De Soto Early Childhood Center.

Classroom Activities and Routines

Large Group Time - Teachers use this time to introduce the day's activities
Magic e-mail - introducing the students to the theme for the week,
work in journals, art projects, etc.

Circle Time - Students sit on the floor in a circle and do calendar activities,
group work on the theme (shape, color, letter and sound) of the week.
Literacy and language activities are also emphasized at this time.

Center Time - Students work in adult lead small group activities focusing on
the weekly theme. The groups are focused in science, math and
communication arts. This station teaching allows for much teacher
student interaction.

Free Choice Time - Students have the opportunity to select and explore
individual areas of study such as math, science, art/painting, dramatic
play, reading/book, music, manipulative, construction, cooking/
housekeeping, and sensory activities. The children are encouraged to
use the materials in different ways and to explore actively.

Language Classroom Time - Students are instructed in a whole group setting
and further investigate the weekly theme through a language
experience. This is done through an activity or a story time.

Indoor/Outdoor Play - Students participate in activities in the large gross
motor area or outside playground. These areas and equipment are
designed to provide opportunities for overall physical development.

Early Childhood Staff and Administration

The Director of the De Soto Early Childhood Program is Nancy Schmitz. Nancy has her Bachelor's Degree in Communication Sciences and Disorders with an emphasis on Education of the Hearing Impaired from Southwest Missouri State University, currently MSU. She has her Master's Degree in Education in Special Education from the University of Missouri - St. Louis. She is also a certified In-District Autism Consultant (IDAC). She has been in education as a paraprofessional, a speech implementer and administrator for more than 20 years.

Teacher Information

Mindy Glidewell is a Missouri state certified teacher who has been teaching for over 10 years. She holds a Bachelor's Degree from Missouri Baptist University. Her paraprofessional is Loni Beth Price.

Kim Graham is a Missouri state certified teacher who has been teaching for over 10 years. She holds a Bachelor's Degree from Missouri Baptist University. Her paraprofessional is ?????.

Laurie Minicky is a Missouri state certified teacher who has been teaching and/or working as a parent educator for over 23 years. She received a Bachelor's Degree from Southeast Missouri State University and her Master's Degree from Webster University. Sandra Eakins is her paraprofessional.

Tammie Keefe is a Missouri state certified teacher and holds a Bachelor's Degree from the University of Missouri, St. Louis. She has been teaching for more than 20 years. Her paraprofessional is Tonya Cupp.

Laurie Micka is a Missouri state certified teacher who has been teaching for over 30 years. She attended Southeast Missouri State for her Bachelor's degree and teaching certification. Her paraprofessional is ?????.

April Hendricks is a Missouri state certified teacher and holds a Bachelor's Degree from Missouri Baptist University. Her paraprofessional is Brittany Benson.

Rebecca Snead is a Missouri state certified teacher who taught for over 10 years. She earned her certification from Fontbonne University and Her Masters Degree from Southwest Baptist University. Her paraprofessional is Jeffrey Tidwell.

Rachel Strode is a Missouri state certified teacher and holds a Bachelor's Degree from Missouri Baptist University. Her paraprofessional is Shannon Sancoucie

Michelle Mullins is certified in Missouri to teach early childhood, elementary, and elementary education. She has been teaching for over 15 years. Her paraprofessional is Holly Eberhart.

Susan Niswonger is certified in Missouri to teach early childhood, elementary, and special education and holds a Bachelor Degree from Missouri Baptist University. Her Paraprofessional is Krystin Keath.

Early Childhood Center Therapy and Support Staff

Occupational Therapist -Marlee Langendoerfer

Physical Therapist - Shelly Schlueter

Speech and Language Therapist - Olivia Richardson

ABA/Diagnostician - Julie Leftwich/Kelley Bunch

Nurse - Charlene Maggard

Secretary -Abby Miller

Cafeteria and Cook - Suzy Jennings

Building Maintenance Staff -Bobby McKee, Tina Germanceri

Parents As Teachers - Aleen Davis

Missouri Family Care Safety Registry

Missouri's Family Care Safety Registry was established by law to protect children, elderly adults, and all physically or mentally disabled people in this state and to promote family and community safety. All employees at the Early Childhood Center have been background screened and have been certified by the Family Care Safety Registry through the Missouri Department of Health. This screening ensures that the applicant has no criminal history or child abuse and/or neglect reports. A copy of each employee's registration is available for review in the ECC office.



De Soto School District #73 Health Services Department

Vineland Elementary -650 Vineland School Rd, De Soto, MO 63020 Phone: (636)586-1010 Fax:

(636)586-1019

Athena Elementary-3775 Athena School Rd, De Soto, MO 63020 Phone: (636)586-1020 Fax: (636)

586-1029 Junior High-731 AMVETS Dr., De Soto, MO 63020 Phone: (636)586-1030 Fax: (636)586-1039

High School-815 Amvets Dr., De Soto, MO 63020 Phone: (636)586-1050 Fax: (636)586-1059

Early Childhood Center-1812 Rock Rd., De Soto, MO 63020 Phone: (636)586-1040 Fax: (636)586-3320

Parent/Guardian,

The following information is a reminder of several of the De Soto School Districts' policies as they pertain to the Health Services Department.

Medication Administration

The following criteria must be met before medication can be administered to a student. All medication, prescription and over-the-counter must:

- Be in the original container or package
- Be marked with the child's name
- Be accompanied by a permission slip signed only by parent or guardian and include the child's name, name of medication, dose needed, time to be given, parent/guardian signature, and date. (Permission slip enclosed in folder)
- Must not be expired (Please check expiration dates prior to sending medication)
- Current prescription labels must accompany inhalers. Inhalers will not be accepted without the prescription label.

Medications not meeting this criteria will not be given. Medications that are expired or are above the recommended dosage will also not be given. All medications must be kept in the nurses' office and may not be kept on the student. **In the event that the student is missing doses of medication that is given prior to their arrival at school, please contact me to make alternative arrangements for the medication. Arrangements can be made for that student to take the medication at school after their arrival or the parent/guardian may leave additional medication, to be kept in the nurses' office and given only with parent/guardian confirmation that the morning dose of medication was missed.**

Head Lice

De Soto School District has a no nit policy. Students found to have head lice will be sent home and will not be allowed to return until they are cleared by the school nurse. Please refer to the student handbook for the complete policy.

Emergency Forms

Please fill out the form and return it to the main office as soon as possible. State law requires that these forms be kept on each student in the event of illness or emergency. These forms are used as authorization to transport your student in the event of an emergency when a parent, guardian, or contact cannot be reached. Please update the main office with any changes in this information so that the most current information is available for your child.

Bathroom Accidents (Kindergarten and 1st Grade Students)

Please send an additional change of clothing with your child, to be kept in the child's backpack, in the event of a bathroom accident. The school has an extremely limited supply of clothing.

Dress Code

Please refer to the board approved handbook regarding appropriate dress. Students are not allowed to wear clothing that could cause a distraction, i.e. hair dye (natural colors are acceptable), spaghetti strapped or muscle shirts, halter tops or halter dresses, short shorts, or short skirts. Students are not allowed to wear flip-flops and are encouraged not to wear shoes that could pose a safety risk when playing on the mulched playground areas and equipment. Parents of students not wearing appropriate dress will be notified.

Fever, Vomiting, Diarrhea

Students sent home with a temperature of 100.0 degrees Fahrenheit or higher, for vomiting and/or diarrhea, may not return to school for a period of 24 hours. During this period of time, the student must remain fever free and have no episodes of vomiting or diarrhea. Any student returning to school after being sent home by the nurse must report to the nurse prior returning to class.

Pink Eye

Pink eye (conjunctivitis) is an inflammation of the conjunctiva (clear membrane that covers the white part of the eye and the inner surface of the eyelids). In the event that a student presents to the nurse with complaint of redness and itching of the eyes, it is at the nurses' discretion whether the student is to be sent home. If these symptoms are accompanied by drainage from the eye, the parent and/or guardian will be notified and the student will be sent home. The student may not return until cleared by a physician. A note from the physician must accompany the student upon their return to school. Any student returning to school after being sent home by the nurse must report to the nurse prior returning to class.

Rashes, Poison Ivy, Ringworm

Students with unidentified, potentially contagious rashes should remain at home until cleared by a physician to return to school. The student may not return until cleared by a physician. A note from the physician must accompany the student upon their return to school. Students with poison ivy are permitted to attend school without a medical authorization because poison ivy is not considered to be contagious. Students with ringworm must have undergone treatment for at least 24 hours before returning. The area of ringworm must also be covered. It is required that any student returning to school have any draining lesions covered. Any student returning to school after being sent home by the nurse must report to the nurse prior returning to class.

Impetigo

Students with impetigo will be permitted to attend school under the following conditions:

- Student has been seen by a physician
- Actively undergoing treatment
- Lesions are covered
- No active drainage from lesions to face or areas that are not able to be covered with bandage or clothing

MRSA/Staph Infections

Students with MRSA/Staph Infections will be permitted to attend school under the following conditions:

- Lesion(s) are not open
- No active drainage noted from lesion(s)
- Lesion(s) are covered with bandage or clothing

If active drainage is noted from lesions, the student will not be permitted at school or to participate in school functions, sporting events, etc. until cleared by a physician. All lesions must be covered upon the students return to school.

Strep Throat

Students diagnosed with strep throat must be excluded from school until they have been on antibiotics for a period of 24 hours. The student must have remained fever free as well during this 24 hour period of time.

Medical Conditions and Medications Changes

Please fill out the Medical Update form and return it to the nurse as soon as possible. This information is kept by the nurse and is pertinent in the event of an injury or emergency. Please update the school nurse via phone, 636-586-1040 or e-mail, maggard.charlene@desoto.k12.mo.us with any changes in medications and/or medical conditions of your student.

Sincerely,
Charlene Maggard, R.N.
De Soto ECC Nurse



De Soto School District #73 Health Services Department

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Permission for Administration of Medication

A student found possessing and/or using any type of medication (including prescription medications, over-the-counter medications, and herbal preparations) is subject to Section V #2 and V1 #2b of the Desoto Disciplinary Handbook. The district does not supply any type of medication.

All prescription medication (including inhalers) must include the label from the pharmacy. All over-the counter and herbal medications must be in the original container/box with the child's name on it and be accompanied by the following permission slip. Students must turn in all medications into the nurse prior the first period bell.

I, _____, give my permission that my child, _____ may take the following medication:

Medication Name: _____ Medication Name: _____

Amount to be given: _____ Amount to be given: _____

Time to be given: _____ Time to be given: _____

Daily or As Needed: _____ Daily or As Needed: _____

Medication Name: _____ Medication Name: _____

Amount to be given: _____ Amount to be given: _____

Time to be given: _____ Time to be given: _____

Daily or As Needed: _____ Daily or As Needed: _____

Parent/Guardian Signature _____ Date _____

**DE SOTO SCHOOL DISTRICT
NOTIFICATION OF RIGHTS UNDER FERPA
FOR ELEMENTARY AND SECONDARY SCHOOLS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 year of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

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

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write to the building principal or the district’s Director of Guidance, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by De Soto School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920**

PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children living outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The De Soto School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The De Soto School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The De Soto School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The De Soto School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the De Soto School District, Special Education Office, from 9:00am – 3:00pm, Monday through Friday, when school is in session.

This notice will be provided in native languages as appropriate.

Debbie Killingsworth, Director of Special Education
De Soto School District
60 Vineland School Road.
De Soto, MO 63020
(636) 586-1040

DE SOTO SCHOOL DISTRICT NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that De Soto School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, De Soto School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow De Soto School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.*

If you do not want De Soto School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the end of the first week of September each school year. De Soto School District has designated the following information as directory information:

- Student's name
- Date of Birth
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

*These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

NOTICE OF COMPLIANCE

The Department of Education's (ED) Office for Civil Rights (OCR) enforces several statutes that protect the rights of beneficiaries in programs or activities that receive financial assistance from ED. These laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (**Section 504 of the Rehabilitation Act of 1973**), and age (**Age Discrimination Act of 1975**). OCR also has responsibilities under **Title II of the Americans with Disabilities Act**, which prohibits state and local governments from discriminating on the grounds of disability.

The De Soto School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. De Soto School District will provide equal access to its educational facilities and programs for individuals. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title	Debbie Killingsworth, Director of Special Services De Soto School District
Address	610 Vineland School Rd. De Soto, MO 63020
Telephone No.	(636) 586-1000

504 PUBLIC NOTICE

The De Soto School District, as a recipient of federal financial assistance from the United States Department of Education and operates a public elementary or secondary education program and/or activity, is required to undertake to identify and locate every qualified person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parents or guardians of the District's duty.

The De Soto School District assures that it will provide a free appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973, the provision of an appropriate education is the provision of regular or special and related aids and services that (i) are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met and (ii) are based on adherence to procedures that satisfy the requirements of the 504 federal regulations.

The De Soto School District has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed at De Soto School District Administration Office by contacting the Section 504 Compliance Grievance Officer, Dr. Clint Freeman, Assistant Superintendent, De Soto School District, 610 Vineland School Rd., De Soto, MO 63020

This notice will be provided in native languages as appropriate.

GRIEVANCE PROCEDURE

A grievance procedure has been adopted by the De Soto School District to expedite prompt and equitable resolution of any complaint. Any student, parent, or employee alleging non-compliance with any part of Title IX, Section 504, or ADA should file a written complaint with Debbie Killingsworth, Director of Special Services, 610 Vineland School Rd., De Soto, MO 63020