

Taylor Early Childhood Parent Handbook 2022 - 2023

400 Joachim Avenue
Herculaneum, MO 63048

Phone: 636-479-5200, option 5
FAX: 636-479-2053

Dunklin R-5 School District Mission:
"Educating today for a better tomorrow."



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EARLY CHILDHOOD PHILOSOPHY

Our early childhood program is the foundation for learning for all children we serve. We are an integral part of child development and have the belief that we are "Educating today for a better tomorrow."

Our highly qualified staff provides a rich learning environment that promotes creativity and independence in all students regardless of ability. We believe that children learn best through purposeful play and modeling. Our program capitalizes on children's unique strengths while supporting their weaknesses. We promote a culture of kindness and personal responsibility. We value teamwork at all levels including families, students, and staff.

GOALS

1. Provide children with support in developing in the following areas: physical, social/emotional, academic, language, cognitive, and self-help.
2. Meet the educational needs of all children and their families through collaboration and team decision making.
3. Provide children with a safe, respectful, and healthy learning environment.
4. Provide our students with the necessary tools to be prepared for kindergarten.

DISTRICT / BUILDING ADMINISTRATION

Superintendent
Dr. Clint Freeman

Assistant Superintendent
Dr. Joe Willis

Director of Special Services
Mr. Thomas Moreland

Director of Taylor Early Childhood
Mrs. Charissa Kappler

Taylor Early Childhood Diagnostician
Mrs. Angela Hill-Mayes

Taylor Early Childhood Process Coordinator
Mrs. Samantha Schaper

Taylor Early Childhood Administrative Assistant
Mrs. Ruthie Schuepbach

BOARD OF EDUCATION

President:	Mrs. Susan Hartmann
Vice President:	Mrs. Tammy Heidland
Secretary:	Mrs. Laura Campbell
Treasurer:	Mrs. Katie Thone
Member:	Mrs. Cheryl Aylesworth
Member:	Mr. Michael Hicks
Member:	Mr. John Maddox
Member:	Mrs. Marissa Newman
Member:	Mrs. Dawn Warner

SCHOOL ADDRESS

400 Joachim Avenue / Herculaneum, MO 63048 / FAX: 636-479-2053

ONLINE INFORMATION

Website: www.dunklin.k12.mo.us (select Taylor ECC in the red ribbon on the main page)

Facebook: https://www.facebook.com/Taylor-Early-Childhood-Center

BUILDING STAFF

OFFICE STAFF

Charissa Kappler	Director	ckappler@dunklin.k12.mo.us	#5001
Ruthie Schuepbach	Secretary	rschuepbach@dunklin.k12.mo.us	#5103
Angie Hill-Mayes	Diagnostician	ahillmayes@dunklin.k12.mo.us	#5101
Samantha Schaper	Process Coordinator	dvaughn@dunklin.k12.mo.us	#5005

NURSE

Christina Meyer	School Nurse	cmeyer@dunklin.k12.mo.us	#5104

TEACHERS

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Kerri Huskey	PK Teacher	khuskey@dunklin.k12.mo.us	#5143
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THERAPISTS

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Danielle Limpert	OT	dlimpert@dunklin.k12.mo.us	

CUSTODIANS

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Tim Ratty	Evening Custodian	tratty@dunklin.k12.mo.us	

SCHOOL RESOURCE OFFICER

Brad Tavener	btavener@dunklin.k12.mo.us	#1008

HOMELESS SCHOOL LIAISON

Joycie Gonzales-Meyer	jgonzalesmeyer@dunklin.k12.mo.us	#2008

NON-DISCRIMINATION

The Dunklin R-5 School District does not discriminate on the basis of race, color, national origin, sex, disability, age, ethnicity, religion, sexual orientation, or perceived sexual orientation in its programs and/or activities. The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

SECTION 504 COORDINATOR Mr. Tom Moreland Director of Special Services	**TITLE VI COORDINATOR** Mr. Joe Willis Assistant Superintendent	**TITLE IX COORDINATOR** Dr. Clint Freeman Superintendent
TITLE II COORDINATOR Dr. Clint Freeman Superintendent	**AGE ACT COORDINATOR** Mr. Joe Willis Assistant Superintendent	**DUNKLIN R-5 CENTRAL OFFICE** 497 Joachim Avenue Herculaneum, MO 63048 636-479-5200
ELL COORDINATOR Mr. Tom Moreland Director of Special Services	**MIGRANT COORDINATOR** Mr. Tom Moreland Director of Special Services	**AT RISK COORDINATOR** Mr. Tom Moreland Director of Special Services
HOMELESS COORDINATOR Mr. Tom Moreland Director of Special Services		

Any person may also contact the Office for Civil Rights | U.S. Department of Education, regarding the institution's compliance with the regulations implementing Section 504, Title II, Title VI, Title IX, and the Age Act.

School and district handbooks contain policies and procedures that may be updated throughout the school year. Updates to district-wide policies can be tracked by following the Board of Education meetings through WebSchoolTools, and any changes to the policies contained in this handbook will be made available on district and building websites. Please check the district website at https://www.dunklin.k12.mo.us/ frequently for the most updated versions of our policies, procedures, and other useful information.

If you have any questions, please contact your building principal/director for more information.

PROGRAM DESCRIPTION

The Taylor Early Childhood Center is a program in the Dunklin R-5 School District that serves children ages 3-5 both typically developing as well as those who have been identified with a developmental delay or disability according to the Missouri Department of Elementary and Secondary Education. Children identified with a developmental delay or disability attend free of charge according to their individualized education program (IEP), and typically developing children attend on a tuition basis. We have half-day and full-day classes serving children in the Dunklin R-5, Festus R-6, and Jefferson R-7 school districts.

Our classrooms consist of teachers dually certified by the state of Missouri in Early Childhood Education and Early Childhood Special Education along with at least one teacher's assistant.

Our staff consists of thirteen teachers, nineteen para-educators, four speech & language pathologists, one director, one nurse, one educational diagnostician, one process coordinator, one secretary, and two custodians. Other staff includes occupational therapists, physical therapists, vision therapists, etc. The academic focus of the program is meant to prepare students for kindergarten and is modified to fit children's individual needs as appropriate. Social skills and character education are also a focus in our program. A free, nutritional breakfast is provided to all students in the morning, snacks are provided in the afternoon. If your child is here all day, you can send a lunch from home or purchase one from the cafeteria.

Taylor Early Childhood Center also has two ADA Preschool Classrooms. ADA Preschool is for children living in the Dunklin R-5 School District who qualify for free and reduced lunches, and/or other state assistance i.e. food stamps, SNAP, etc.; to attend, children must meet qualifications set by DESE. Please contact our office at 636-479-5200, option 5 if you feel your child would benefit from ADA Preschool. Our ADA preschool hours are from 8:40 a.m. to 3:40 p.m.

Tuition-based preschool is also offered for children ages 3 to 5. We do not for part-time attendance, sick days, vacation, etc. Tuition is charged monthly based on the five-day week excluding days that school is not in session.

- **Preschool Half Day**: $15.00 daily, Monday - Friday
  Morning Classes: 8:15 a.m. to 11:20 a.m.
  Afternoon Classes: 12:20 p.m. to 3: 25. p.m.
- **Preschool Full-Day**: $25.00 daily, Monday - Friday
  Full-Day Classes: 8:15 a.m. to 3:25 p.m.
  ADA Full-Day Classes: 8:40 a.m. to 3:40 p.m.

Every child in attendance for morning classes will receive a free breakfast, afternoon students will be given a snack. If your child is a full-day student, you can purchase lunch from the cafeteria or send one from home. Menus are available on the district website and teachers will send one home monthly.

CURRICULUM OVERVIEW

Our preschool curriculum is based on the Project Construct Model and a guided curriculum map. This approach to teaching states that children are actively constructing their knowledge about their physical and social worlds. This curriculum paired with our building thematic units will assess learning in the following areas: Communication Arts, Mathematics, Fine Motor, and Social/Emotional Behavior.

Taylor Early Childhood
2022-2023 Curriculum Map

Wk	Dates	Notes	Letter Focus	Number Focus	Color Focus	Shape Focus	Math Concept Focus	Monthly Themes
1 2	Aug 24-26 Aug 29-Sept 2	**First day** Wed 8/24 **Early release** Fri 9/2	Routines and procedures					
3	Sept 5-9	**No school** Mon 9/5 (Labor Day)	Ll	0	Red	Circle	Add/subtract More/less	• All about me, family, pets, friends, school, classroom • Diversity • Apples
4	Sept 12-16		Ii	0	Red	Circle		
5	Sept 19-23	**No school** Fri 9/23 (PD Day)	Tt	1	Red	Circle		
6	Sept 26-30		Oo	1	Black	Square		
7	Oct 3-7		Aa	2	Black	Square	Sort/graph Length	• Keeping safe • Police, Firefighters • Autumn, weather changes • Halloween
8	Oct 10-14		Dd	2	Black	Square		
9	Oct 17-21		Q1 Assessments					
10	Oct 24-28	**No school** Fri 10/28 (PD Day) **Fall Festival Thu 10/27**	Review					
11	Oct 31-Nov 4	**No school** Mon 10/31 **No school** Tue 11/1 (PD Day)	Cc	3	Orange	Oval	Weight Size	• Animal habitats • Healthy eating • Giving thanks
12	Nov 7-11	**No school** Fri 11/11 (Veterans' Day)	Ee	3	Orange	Oval		
13	Nov 14-18	**No school** Fri 11/18 (PD Day)	Ff	4	Brown	Oval		
14	Nov 21-25	**No school** Wed 11/23, Thu 11/24, Fri 11/25 (Thanksgiving)	Gg	4	Brown	Triangle		
15	Nov 28-Dec 2		Jj	5	Green	Triangle	Part/whole Describe/build shapes	• Five senses • Seasonal celebrations
16	Dec 5-9		Qq	5	Green	Triangle		
17	Dec 12-16	**Christmas/Winter Parties 12/16 (in-class only)**	Q2 Assessments					
18	Dec 19-23	**Early release** Wed 12/21 **No school** Thu 12/22-Tue 1/3	Review					
Dec 22-Jan 3 NO SCHOOL – WINTER BREAK (Students return Wed 1/4)								

Taylor Early Childhood
2022-2023 Curriculum Map

Wk	Dates	Notes	Letter Focus	Number Focus	Color Focus	Shape Focus	Math Concept Focus	Monthly Themes
19	Jan 2-6	**No school** Mon 1/2 and Tue 1/3 **Students return** Wed 1/4	Routines and procedures review					• Winter • Hibernation • Solar system • 100th day of school
20	Jan 9-13		Uu	6	Blue	Rectangle	Add/subtract More/less	
21	Jan 16-20	**No school** Mon 1/16 (MLK Day)	Ss	6	Blue	Rectangle		
22	Jan 23-27		Bb	7	Pink	Heart		
23	Jan 20-Feb 3		Pp	7	Pink	Heart	Sort/graph Length	• Special days • Care of our body, dental health month • Magnets
24	Feb 6-10	**Valentine Parties** TBD	Rr	8	Purple	Star		
25	Feb 13-17	**No school** Fri 2/17 (PD Day)	Mm	8	Purple	Star		
26	Feb 20-24	**No school** Mon 2/20 (Presidents' Day)	Nn	8	Purple	Star		
27	Feb 27-Mar 3		Q3 Assessments					• Spring, rain, weather changes • Farm • Baby animals • Garden • Ponds
28	Mar 6-10		Review					
29	Mar 13-17		Hh	9	Yellow	Diamond	Weight Size	
30	Mar 20-24	**No school** Fri 3/24 (PD Day)	Vv	9	Yellow	Diamond		
31	Mar 27-31	**No school** Mon 3/27 (PD Day)	Yy	9	White			
32	Apr 3-7	**Easter/Spring Parties** TBD **No school** Thu 4/6, Fri 4/7 (Spring Break)	Xx	10	White		Part/whole Describe/build shape	• Insects, bugs • Earth, environment • Community workers • Vehicles, transportation
33	Apr 10-14	**No school** Mon 4/10, Tue 4/11 (Spring Break) **Students return** Wed 4/12	Kk	10	Gray			
34	Apr 17-21		Ww	10	Gray			
35	Apr 24-28		Zz					
36	May 1-5		Q4 Assessments					• Nursery rhymes • Fairy tales • Ocean • Circus
37	May 8-12		Review					
38	May 15-19		Review					
39	May 22-26	**Last day/early release** Wed 5/24						

Taylor Early Childhood
2022-2023 Curriculum Map

	September	October	November	December	January	February	March	April	May
Nurse Christina	Introduction and when to visit the nurse	911	Healthy eating	Germs and hand washing	Nose blowing, covering sneezes and coughs	Dental health	Bandaids and ice packs	Self care at home	Review
Character Education Teacher Lesson	**Honesty**, bullying, acceptance, integrity, diversity		**Responsibility**, self regulation, conflict resolution, friendships		**Cooperation**, bullying, compassion, community project		**Respect**, positivity, tolerance, Positive Blackcat Week		
	The Red Lemon by Bob Staake and The Colors of Us by Karen Katz Related activities in team drive	Clark the Shark by Bruce Hale Related activities in team drive	Llama Llama and the Bully Goat by Anna Dewdney Related activities in team drive	Rainbow Fish by Marcus Pfister Related activities in team drive	Giraffes Can't Dance by Giles Andreae Related activities in team drive	Elmer by David McKee Decorate an Elmer for whole-school display	How Full is Your Bucket by Tom Rath Related activities in team drive	Red, A Crayon Story by Michael Hall Related activities in team drive	
Character Education Mrs. Kappler's Lesson	Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin True/not true activity		Franklin Fibs by Paulette Bourgeois Explain certificates about showing honesty		Bear Feels Sick by Karma Wilson Explain certificates about showing compassion		The Berenstain Bears Show Some Respect by Jan Berenstain Explain adopting a community need and collecting for it.	Activities TBD for Positive Blackcat Week	
Scholastic My Big World	Welcome to School Apples	Pumpkins Fire Safety ***October SEL & STEM Extras:*** *Morning Greetings* *Explore Leaves*	Turkeys Thankful	Holiday Traditions Hibernation	Winter Weather Polar Habitat ***January SEL & STEM Extras:*** *Kind Classroom* *Explore ice*	Dental Health Friendship	Rainbows Ladybugs ***March SEL & STEM Extras:*** *Kids Grow and Change* *Wind Experiment*	Earth Day Plants	Baby Shark Summer Safety


CHARACTER
EDUCATION
CurriCuLuM

August/September
(Honesty)

LEARNING OBJECTIVES: Ll, Ii, Tt, Oo, Aa, Black, Red, 0, 1, Circle, Square,
Nurse: Intro and when to go to the nurse. Vision/Hearing Screenings

THEME OBJECTIVES

ALL ABOUT ME

The child will …

- Develop a positive self-image.
    - (SE) IKS.1.a
- Respond to his/her name when called.
    - (SE) IKS.1.c
- Recognize his/her own name symbol.
    - (L) IVR.2.b
- Recognize his/her own name in print.
    - (L) IVR.2.b
    - (L) IVR.2.c
- Identify gender in self and others.
    - (SE) IKS.1.c
- Identify emotions.
    - (SE) IKS.2.c
- Identify physical characteristics of self.
    - (SE) IKS.1.c
- Identify favorite activities, possessions, and other items.
    - (SE) IKS.1.b
- Begin to provide personal information.
    - (SE) IKS.1.c
- Transitions/Separating:
    - (SE) IKS.2.d
- Makes decisions independently
    - (SE) IAL.2.b
- Develops independence during activities, routines, and play
    - (SE) IAL.2.c
- Copes with frustration
    - (S) IAL.5.c

ALL ABOUT MY FRIENDS

The child will …

- Begin to understand how human beings are alike and different
    - (SE) IIKO.1.f
    - By physical characteristics
        - (SE) IKS.1.c
    - By attributes
        - (SE) IKS.1.c
- Learn to play cooperatively with others
    - (SE) IIKO.2.d
- Initiates interactions with others
    - (SE) IAL.2.a
- Develop an understanding of conflict resolution skills
    - (SE) IKS.3.b
    - (SE)IIKO.2.b
    - (SE) IAL.6.c
    - (SE) IAL.6.a
- Uses imagination to generate a variety of ideas
    - (SE) IAL.3.b
- Exhibits a sense of humor
    - (SE) IAL.3.c
- Offers solutions to a conflict with another child (SE) IAL.6.c

ALL ABOUT MY FAMILY

The child will…

- Identify family members.
    - (SE) IKS.1.c
- Understand the roles of family members.
    - (SE) IKS.1.c
- Talk about family activities and differences in family structures.
    - (SE) IKS.1.c

ALL ABOUT MY CLASSROOM/SCHOOL

The child will…

- Understand the daily classroom routine and rules.
    - (SE) IKS.2.a
    - (SE) IKS.2.b
- Identify the different areas of the classroom.
- Identify the name of the school.
    - Understand ways to stay safe while traveling to and from school.
        - (SE) IKS.2.d
- Pursuing challenges
    - (SE) IAL.5.b

October

(Responsibility)

LEARNING OBJECTIVES: Dd, Cc, Ee, Red, Orange, 2, 3, Square, Oval
Nurse: 911 Safety

THEME OBJECTIVES

KEEPING SAFE

The child will …

- **Understand the role of Police Officers and Firefighters**
  - Pretends to be a community worker
    - (L) ISD.1.a
  - Explores real-life situations through pretend play
    - (SE) IIKO.1.f
  - Plays cooperatively with others
    - (SE) IIKO.2.a
  - Asks about people in his/her environment
    - (SE) IAL.1.a
  - Adopts various roles during pretend play
    - (SE) IIKO.2.c
  - Shows interest in community workers
    - (SE) IIKO.1.b
  - Rolls body in both directions
    - (PDHS) IPD.1.b
- **Recognize potential hazards: Fire Prevention, Dangers, Poisons**
  - Follow safety rules
    - (SE) IKS.2.a
  - Uses an adult as a resource
    - (SE) IIKO.1.b
  - Offers to help someone who is hurt
    - (SE) IKS.2.c
  - Suggests a solution for a conflict or problem
    - (SE) IAL.4.a
  - Participates in emergency drills at school and home
    - (PDHS) IIIS.1.a
  - Displays caution around water, fire, unsafe heights and unfamiliar people or animals
    - (PDHS) IIIS.1.c
  - Ask an adult for help when made to feel uncomfortable or unsafe by another person
    - (PDHS) IIIS.1.d
  - Stays with an adult while crossing the street
    - (PDHS) IIIS.1.b

AUTUMN/FALL/HALLOWEEN

The child will ...

- **Identify the colors of fall leaves**
  - Remarks that the leaves are changing colors
    - (S) IILS.1.a
  - Examines leaves, pinecones, shells, etc.
    - (S) IILS.1.b
  - Collects leaves, pinecones, shells, etc.
    - (S) IILS.2.b
  - Sorts leaves, pinecones, shells, etc.
    - (S) IILS.2.c
- **Understand that trees serve many purposes**
  - habitats/wildlife
    - Comments on changes in living things
      - (S) IILS.1.a
    - Uses words such as leaf, tree, flower, conservation
      - (S) IILS.4.d
    - Asks, “How do trees grow?” etc.
      - (S) IILS.2.a
- **Identify appropriate dress for weather changes**
  - Comments on changes in the weather, clouds, or seasons
    - (S) IIIES.1.a
  - Comments on changes in weather, clouds, temperature, daylight, darkness
    - (S) IIIES.2.c
  - Dresses dolls, puppets, or flannel board characters according to weather
    - (S)IIIES.4.a
  - Uses weather and seasonal words
    - (S)IIIES.4.d

November

(responsibility)

LEARNING OBJECTIVES: Ee, Ff, Gg, Jj, Brown, Green, 4, 5, Triangle
Nurse: Eating Healthy

THEME OBJECTIVES

Healthy Eating

The child will…

- **Identify different areas of the food pyramid**
  - Sorts objects by various characteristics (food pyramid categories)
    - (S) IPS.2.c
  - Follow two-step and three-step directions
    - (L) IIILR.1.a
  - I have a whole… or I have a half…
    - (M) INO.2.d
- I**dentify healthy food vs junk food (Basic Nutrition Facts)**
  - Pretends to prepare or cook food
    - (S) IPS.4.a
  - Use texture words, bumpy, smooth, soft, slick, hard
    - (S) IPS.4.d
  - Sorts plastic food by size, color, shape or category
    - (M) IIIPR.1.a
  - Comments on changes when substances are mixed, shaken, or cooked
    - (S) IPS.1.b
  - Experimenting with simple tools (measuring cups, ladles, spoons, etc.
    - (S) IPS.1.c
  - Explore ways to measure
    - (M) IVM.2.a
  - Recognizes fast food, store signs, and product logos
    - (L) IVR.2.a

Giving Thanks

The child will…

- **Families**
  - Knows parents/guardians names
    - (SE) 1KS.1.c
  - Shows an attachment or bond to an adult and feels safe with a significant adult
    - (SE) IIKS.1.c
  - Contributes to family or classroom discussions
    - (SE) IAL.4.b
- **Communities**
  - Shares personal information
    - (SE) IIKO.2.b
  - Shows an interest in how others do things
    - (SE) IAL.1.b
  - Offers help and resources to others
    - (SE) IIKO.1.d
  - Creates play themes with others
    - (L) ISD.1.a
  - Identifies self as a member of a group
    - (SE) IIKO.2.a
- **Celebrations of Thanksgivings**
  - Differences/Similarities
  - Notices similarities and differences of others
    - (SE) IIKO.1.f
  - Includes children with differences in play
    - (SE) IIKO.1.f

Animal Habitats

The child will…

- **Jungle and Forest Wildlife**
  - Talks about the differences in animals
    - (S) IILS.2.c
  - Pretends to be an animal
    - (S) IILS.4.a
  - Moves like an elephant spider or snake
    - (S)IILS.4.b
  - Draws or paints pictures of animals
    - (S)IILS.4.c
  - Pretends to move, jump, crawl, hop like an animal
    - (L) ISD.1.b
  - Uses descriptive language (colors, sizes, etc.)
    - (L) IISEL.2.b
  - Responds to and talks about the pictures in books
    - (L) IVR.1.a
  - Asks questions like “what do animals eat?”
    - (S) IILS.2.a
  - Looks in books or magazines to learn about living things
    - (S) IILS.2.b
  - Matches mother animals with their babies using pictures and matching games
    - (S) IILS.2.c
  - Walk, runs, jumps, gallops like an animal
    - (PDHS) IPD.1.a

December

(Responsibility)

LEARNING OBJECTIVES: Qq, Green, 5, Triangle

Nurse: Hand washing/Germs

THEME OBJECTIVES

The 5 Senses

The child will…

- **Taste, Touch, Smell, Sight, Sound**
    - Exhibits sensory awareness through touch, hearing, sight, smell, taste
        - (PDHS) IPD.3.a
    - Uses one or more senses to observe the natural world
        - (S) IILS.1.b

Seasonal Celebrations:

The child will …

- **Christmas**
    - Joins in singing favorite songs, saying rhymes, fingerplays, etc.
        - (L) ISD.1.c
    - Draws and paints pictures and tells others about pictures
        - (L) ISD.1.d
    - Uses descriptive language
        - (L) IISEL.1.b
    - Identifies known objects in illustrations
        - (L) IVR.1.d
    - Repeats counting rhymes and singing games with numbers (12 Days of Christmas)
        - (M) INO.1.a
    - Participates in word games
        - (L) IVR.3.b
- **Cultural Diversity**
    - Communicates personal needs preferences and feelings
        - (L) IISEL.1.a
    - Notices similarities and differences of others
        - (SE) IIKO.1.f
    - Includes children with differences in play
        - (SE) IIKO.1.f
-

- **Family Traditions**
    - Differences
    - Similarities
        - Asks why, what, when, where questions
            - (L) IISEL.1.b
        - Tells stories based on personal experiences, imaginations, dreams, and/or stories from books
            - (L) IVR.1.d

January
(Compassion)

LEARNING OBJECTIVES: Uu, Ss, Bb, Pp, Blue, 6, 7, Rectangle
Nurse: Nose Blowing, Sneezing, Germs

- Shows independence in personal hygiene
  - (PHS) II.1.a
- Chooses to participate in daily physical activity
  - (PHS) II.1.b
- Exhibits body strength and endurance
  - (PHS) II.1.c
- Exhibits body awareness
  - (PHS) I.3.b
- Exhibits temporal awareness
  - (PHS) I.3.d

THEME OBJECTIVES

Winter

The child will …

- **How we dress**
  - Comments on changes in the physical world.
    - (S) IPS.1.a
  - Moves like wind, snowman, snowflake.
    - (S) III.ES.4.e
  - Uses play-doh to build a snowman.
    - (S) IIIES.4.c
  - Works with play-doh or molds clay
    - (PDHS) IPD.2.a
  - Modifies actions based on new experiences, for example, puts on a sweater when it's cold
    - (SE) IAL.6.b
  - Fastens buttons zips zippers
    - (PDHS) IPD.2.b
- **Activities in Winter**
  - Pretends to skate on ice.
    - (S) IPS.4.b
  - Acts out melting snowman.
    - (S) IPS.4.b
-

- **Environmental Changes**
    - Suggestions that will cause ice to melt faster.
        - (S) IPS.3.c
    - Identifies problems involving earth and space i.e: It's cold outside.
        - (S) III.ES.3.a
    - Makes predictions based on experiences with earth and space. i.e: I think the snow will melt because the sun is shining.
        - (S) III.ES.3.b

Hibernation

The child will …

- **Animal Habitats**
    - Asks questions about different habitats
        - (SE) IAL.1.c
    - Uses real or pretend binoculars to observe nature.
        - (S) IIOS.2.b
    - Works on a task over a period of time, leaving and returning to complete it
        - (SE) IAL.5.a
    - Tries new ways of doing things
        - (SE) IAL.3.a
- **Needs of Living Things**
    - Express wonder and excitement about living things.
        - (S) IIOS.1.b
    - Ask questions about the natural world i.e: Why didn't the seed grow? What do the animals eat?
        - (S) IIOS.2.a
    - Identifies living vs non-living things.
        - (S) IIOS.2.c
    - Identifies problems involving living things i.e: I can't play outside because the bugs will bite.
        - (S) IILS.3.a
    - Recognizes that living things have needs. i.e: The plant needs water
        - (S) IILS.3.b
    - Make predictions based on experiences with living things. i.e: If we don't water the plant it will die.
        - (S) IILS.3.c

Solar System

The child will…

- Looks at books and magazines about Earth and space
    - (S) IIIES.1.a
- Looks at the clouds, stars, moon, etc.
    - (S) IIIES.1.b
- Uses a sand sifter, garden tools, etc. to explore the dirt, mud, sand, and rocks
    - (S) IIIES.1.c
- Asks questions about the solar system
    - (S) IIIES.2.a
- Moves like the wind, rocket, astronaut in space, etc.
    - (S) IIIES.4.b
- Says the moon and stars come out at night
    - (S) IIIES.4.d

100th Day of School

The child will…

- Engages in role-playing.
    - (S) IPS.4.a
- Counts one to ten or beyond (Counting to 100)
    - (M) INO.1.b
- Counts 10 items accurately
    - (M) INO.1.c
- Groups objects by their quantity
    - (M) VED.1.b
- Tell how objects were sorted
    - (M) VED.1.c
- Graphs or charts items into groups
    - (M) VED.1.d

February

(Compassion)

LEARNING OBJECTIVES: Pp, Rr, Nn, Mm, Hh, Pink, Purple, 8, 9, Heart, Star

Nurse: Dental

THEME OBJECTIVES

Special Days

The child will …

- Groundhogs Day
  - Asks questions about the natural world
    - (S) IILS.2.a
  - Shows knowledge of the characteristics of living things
    - (S) IILS.2.c
- African Americans
  - Respects similarities and differences among people
    - (SE) IIKO.1.F
- Valentine's Day
  - Expresses feelings through appropriate gestures, actions, and language
    - (SE) IKO.2.c
  - Cares for personal and group possessions
    - (SE)IKS.3.a

Taking Care of Body

The child will …

- Dental, Health, Hygiene, and Personal Grooming
  - Shows independence in personal hygiene
    - (PHS) II.1.a
  - Chooses to participate in daily physical activity
    - (PHS) II.1.b
  - Exhibits body strength and endurance
    - (PHS) II.1.c
  - Measuring using objects (Height, weight, etc.)
    - (M) IVM.2.b
- Body Parts
  - Exhibits body awareness
    - (PHS) I.3.b
  - Exhibits temporal awareness
    - (PHS) I.3.d

Magnets

The child will …

- Push/Pull-
    - Experiments with simple tools
        - (S) IPS.1.C
    - Experiments with objects to produce desired effects
        - (S) IPS.3.b
    - Experiments with objects and materials to gather information and observe reactions.
        - (S) IPS.2.b
- Experiment with properties-
    - Shows interest in the physical world
        - (S) IPS.1.a
    - Uses one or more senses to observe the physical world
        - (S) IPS.1.b.
    - Makes predictions based on experiences with objects and materials
        - (S) IPS.3.c

March

(Compassion, Respectful)

LEARNING OBJECTIVES: Hh, Vv, Yy, Yellow, 10, Diamond

Nurse: Bandaids, Cold pack (When needed, who can help, etc.)

THEME OBJECTIVES

Special Days:

The child will...

- **Dr. Seuss**
  - Names how many there are in a group
    - (M) INO.3.a.
  - Uses one-to-one correspondence when counting objects
    - (M) INO.3.b.
  - Uses one-to-one correspondence to compare the size of a group of objects
    - (M) INO.3.c.
  - Listens responsively to books and stories
    - (L) IIILRL.1.b.
  - Responds to questions
    - (L) IIILRL.1.d
  - Repeats rhymes, simple songs, and fingerplays
    - (L) IVR.3.a
  - Discriminates some sounds in words or plays with repetitive sounds
    - (L) IVR.3.c
  - Exhibits book handling skills
    - (L) IVR.1.b
  - Pretends to read easy or predictable books or tries to read along during his/her favorite part of the story
    - (L) IVR.1.d

- **St. Patrick's Day**
  - Uses language to pretend or create
    - (L) IISEL.2.a.
  - Listens to and engages in conversations with others
    - (L) IIILRL.1.c

Spring

The child will …

- **How we dress for the weather**
  - *Shows interest in earth and space*
    - *(S) IIIES.1.a*
  - *Shows knowledge of changes in earth and space*
    - *(S) IIIES.2.c*
  - *Represents observations through pretend play*
    - *(S) IIIES.4.a*
  - *Talks about earth and space*
    - *(S) IIIES.4.d*
- **Changes in wind/climate**
  - Asks questions about objects and materials
    - (S) IPS.2.a
  - Represents observations through music and movement
    - (S) IPS.4.b
  - Shows interest in the physical world
    - (S) IPS.1.a
  - Talks about the physical world
    - (S) IPS.4.d
  - Uses one or more senses to observe earth and space
    - (S) IIIES.1.b
  - Makes predictions based on experiences with earth and space
    - (S) IIIES.3.b
- **Changes in growth**
  - Talks about plants and animals
    - (S) IILS.4.d
- **Life Cycles**
  - Recognizes that living things have needs
    - (S) IILS.3.b.
  - Makes predictions based on experiences with living things
    - (PS) IILS.3.c
  - Talks about plants and animals
    - (S) IILS.4.d

Farm Animals

The child will …

- **Farm animals, sounds, smells, etc.**
    - Shows interest in plant and animal changes
        - (S) IILS.1.a
    - Uses one or more senses to observe the natural world
        - (S) IILS.1.b
    - Collects information to learn about living things
        - (S) IILS.2.b
    - Identifies problems involving living things
        - (S) IILS.3.a
    - Recognizes that living things have needs
        - (S) IILS.3.b
    - Makes predictions based on experiences with living things
        - (S) IILS.3.c
    - Represents observations through music and movement
        - (S) IILS.4.b
    - Represents observations through art and construction
        - (S) IILS.4.c
    - Talks about plants and animals
        - (S) IILS.4.d

April

(Respectful)

LEARNING OBJECTIVES: Xx, Kk, Ww, Zz, Yellow, White, Gray, # Review, Diamond
Nurse: Self Care @ Home

THEME OBJECTIVES

Our Garden

The child will …

- **Seeds, plants, flowers**
  - Shows interest in plant changes
    - (S) IILS.1.a.
  - Asks questions about the natural world
    - (S) IILS.2.a
- **Fruits, vegetables**
  - Uses one or more senses to observe the natural world
    - (S) IILS.1.b
- **Needs of Living Things**
  - Identifies problems involving living things
    - (S) IILS.3.a.
  - Recognizes that living things have needs
    - (S) IILS.3.b.
  - Collects information to learn about living things
    - (S) IILS.2.b

Workers/Tools/Uniforms

The child will …

- **Community Workers**
  - Represents observations through pretend play/engages in role-playing
    - (S) IPS.4.a
  - Represents observations through art and construction
    - (S) IPS.4.c
  - Sorts and classifies objects into groups
    - (M) VED.1.b

Our Earth

The child will …

- **Landforms - Soil, rock, land, mountains**
    - Uses simple tools to explore earth and space
        - (S) IIIES.1.c.
    - Asks questions about earth and space
        - (S) IIIES.2.a.
    - Conducts experiments to gain knowledge of the earth
        - (S) IIIES.2.b.
    - Shows knowledge of changes in earth and space
        - (S) IIIES.2.c
    - Identifies problems involving earth and space
        - (S) IIIES 3.a.
    - Makes predictions based on experiences with earth and space
        - (S) IIIES.2.b.
    - Represents observations through pretend play
        - (S) IIIES.4.a
    - Represents observations through music and movement
        - (S) IIIES.4.b
    - Represents observations through art and construction
        - (S) IIIES.4.c
    - Talks about earth and space
        - (S) IIIES.4.d
- **Bodies of water - Ponds, rivers, ocean**
    - Uses simple tools to explore earth and space
        - (S) IIIES.1.c.
    - Asks questions about earth and space
        - (S) IIIES.2.a.
    - Conducts experiments to gain knowledge of the earth
        - (S) IIIES.2.b.
    - Shows knowledge of changes in earth and space
        - (S) IIIES.2.c
    - Identifies problems involving earth and space
        - (S) IIIES 3.a.
    - Makes predictions based on experiences with earth and space
        - (S) IIIES.2.b.
    - Represents observations through pretend play
        - (S) IIIES.4.a
    - Represents observations through music and movement
        - (S) IIIES.4.b
    - Talks about earth and space
        - (S) IIIES.4.d

Caring for Our Life

The child will …

- **Pollution, Waste, Conservation, and Recycle**
    - Represents feelings and ideas through art and construction
        - (L) ISD.1.d
    - Asks questions to gather information
        - (M) VED.1.a
    - Asks questions about the natural world
        - (S) LS.2.a
    - Shows knowledge of changes in earth and space
        - (S) ES.2.c
    - Identifies problems involving earth and space
        - (S) ES.3.a
    - Make predictions based on experiences with earth and space
        - (S) ES.3.b

May

(Character Ed Review)

LEARNING OBJECTIVES: Review: Letters, Colors, Shapes, Numbers

THEME OBJECTIVES

Birds, Insects, and Spiders

The child will …

- **Differences, Basic Needs**
    - Estimates then count to verify the number of objects
        - (M) INO.3.d
    - Shows interest in plant and animal changes
        - (S) ILS.1.a
    - Shows knowledge of the characteristics of living things
        - (S) ILS.2.c
    - Recognizes that living things have needs
        - (S) ILS.3.b
    - Makes predictions based on experiences with living things
        - (S) ILS.3.c
    - Orders things according to relative differences
        - (M) IIIPR.1.b

Wheels and Wings

The child will …

- **Bus, Pilots, Conductors, Transportation**
    - Uses one or more senses to observe the physical world
        - (S) IPS.1.b
    - Experiments with objects and materials to gather information and observe reactions
        - (S) IPS.2.b
    - Identifies problems involving physical properties of objects and materials
        - (S) IPS.3.a
    - Uses large muscle movements to manipulate objects
        - (PDHS) IPD.1.c

Mother's Day

End of Year Theme Choice

Developmental Checklist: 0-12 Months

[-] Not yet [D] Developing [+] Met

Social Emotional Area:

_____ Shows Bonding (adult -> child) and Attachment (child -> adult)
_____ Self regulation/soothing
_____ Displays a social smile
_____ Explores adult face
_____ Expresses emotions: happy, sad, mad, etc.
_____ Turns at will toward or away from a person or situation
_____ Expresses physical states: tired, hungry, dirty, etc.
_____ Extends arms to familiar people
_____ Responds differently to caregiver and strangers
_____ Repeats actions that elicit attention from others
_____ Expresses affection

Cognitive:

_____ Shows simple cause and effect by repeating actions that lead to predictable results
_____ Exhibits object permanence
_____ Points at wanted items
_____ Looks toward sound or voice
_____ Prefers usual caregiver
_____ Follows past midline
_____ Anticipates routines
_____ Purposeful sensory exploration of objects (eyes, hands,mouth)
_____ Looks for objects dropped or partially hidden
_____ Uncovers toy
_____ Plays "Peek-a-Boo"
_____ Uses trial & error
_____ Imitates gestures & sounds
_____ Uses objects functionally (ie: rolls toy car)

Language:

_____ Responds to or turns to their names
_____ Babbles (CVCV) (i.e.: "mama, dada, baba")
_____ Starts to imitate environmental sounds
_____ Enjoys rhymes and songs
_____ Following directions with the word "no"
_____ Pointing to one to two body parts
_____ Imitating actions
_____ Starts to exhibit joint attention

Adaptive:

_____ Uses rooting reflex
_____ Uses tongue to reject pureed foods
_____ Brings food to mouth with whole hand
_____ Finger feeds efficiently - cheerios, etc.
_____ Begins to cooperate when being dressed
_____ Fusses when diaper needs to be changed
_____ Support bottle on their own

Fine Motor:

_____ Palm grasp (closes fingers)
_____ Bats at objects
_____ Reaches and obtains items
_____ Inferior pincer grasp (holds item between thumb and index finger)
_____ Pokes at objects
_____ Voluntary release
_____ Throws objects
_____ Holds toys or small objects
_____ Rakes or scoops small objects
_____ Transfers object from hand to hand
_____ Claps hands

Gross Motor:

_____ Creeps on hands and knees
_____ Bounces when standing and supported by an adult
_____ Rolls both ways
_____ When sitting extends arms if falling to the side
_____ Pulls self up to stand
_____ Sits alone without support
_____ Cruises holding onto furniture
_____ Stands alone
_____ Walks with an adult holding hand
_____ Moves body to music
_____ Claps hands
_____ Corrals ball with arms and hands when sitting with legs spread apart

Developmental Checklist: 1-2 years

[-] Not yet [D] Developing [+] Met

Social-Emotional Area:

_____ Shared attention
_____ Parallel play
_____ Testing limits/tantrums
_____ Negativism ("no")
_____ Possessive ("mine")
_____ Explores room
_____ Returns to familiar adult for reassurance
_____ Brings a toy to share with an adult
_____ Helps put things away
_____ Insists on trying to do things without help
_____ Engages in simple make-believe/pretend play

Cognitive:

_____ Repeats actions that lead to interesting/predictable results (ie: bangs spoon on a pan)
_____ Points to objects when named
_____ Knows some body parts
_____ Points out body parts in a game
_____ Recognizes self in a photo or mirror
_____ Mimics household activities (ie: sweeping floor, pushing a stroller)
_____ May signal when he or she has finished their toileting
_____ Spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging item
_____ Selects games and puts them away
_____ Calls self by name, use "I" "mine" "I do it myself"
_____ Will search for hidden toys

Language:

_____ Follows simple commands and routines
_____ Starts to label nouns with one word
_____ Combines two words for a variety of functions (e.g.. "Mommy go")
_____ Reciprocal imitating/taking turns with adult/peer
_____ Enjoys songs and rhymes and fingerplays
_____ Imitate and start to independently produce onomatopoeia (boom, pop)

Adaptive:

_____ Tries to use fork/spoon
_____ Can drink from a cup
_____ Explores/attempts how to undress self
_____ Puts trash into a trash can
_____ Wash face/hands with help
_____ Removes clothing
_____ Finger feeds himself/herself efficiently

Fine Motor:

_____ Scribbles with pencil or crayon held in a fist
_____ Turns pages of a book (2-3 pages at a time)
_____ Builds a tower of 6 blocks
_____ Carries toy while walking
_____ Imitates vertical stroke

Gross Motor:

_____ Takes independent steps
_____ Begins to walk alone in a "tottering way" with frequent falls
_____ Starts and stops when walking
_____ Enjoys pushing and pulling toys while walking
_____ Walks on a straight line
_____ Begins to run (hurried walk)
_____ Walks up and down stairs placing both feet on each step
_____ Kicks stationary ball forward
_____ Dances in place to music
_____ Climbs onto a chair
_____ Squats to pick up an object

Developmental Checklist: 2-3 years

[-] Not yet [D] Developing [+] Met

Social Emotional Area:

_____ Separates easily from trusted adult
_____ Shares with prompting
_____ Shows empathy
_____ Engages in cooperative play
_____ Engages in role play/pretend play
_____ Asks for help
_____ Shows pride in accomplishments
_____ Shy with strangers

Cognitive:

_____ New problem-solving strategies without rehearsal
_____ Searches for hidden object after multiple displacements
_____ Simple time concepts (i.e. circle time, snack time)
_____ Identifies shapes
_____ Compares 2 items (ie: "bigger")
_____ Counts to 3
_____ Lines up objects in "train" fashion
_____ Recognizes and identifies common objects and pictures by pointing
_____ Enjoys playing with sand, water, dough, explores what these materials can do more than making things with them
_____ Uses symbolic play (ie: use a block as a car)
_____ Identifies picture as a boy or girl
_____ Engages in make believe and pretend play
_____ Imitates rhythms and animal movements
_____ Can follow 2 or more directions

Language:

_____ 2-3 word utterances
_____ Uses possessions words (e.g. "my" or mine")
_____ Expressively ID their name and gender (i.e. "What is your name?" or "How old are you?")
_____ Likes listening to story, books, music, dance
_____ Simple sentences include a noun and either pronoun or verbs
_____ Can follow 1-2 step commands
_____ Turn-taking in play-based conversation and task
_____ Ask questions (e.g., "Why?")
_____ Start to tell stories, even if it is not completely understood

Adaptive:

_____ Gets dressed with help
_____ Self-feeds using utensils and a cup
_____ Undresses self
_____ Toilet=l trained

Fine Motor:

_____ Turns pages one at a time
_____ Holds crayon or pencil with fingers
_____ Draw in circular and line motions (draws a circle and a cross symbol)
_____ Establishes handedness
_____ Rolls, pounds, squeezes clay/play-doh
_____ Stacks 6-7 blocks
_____ Threads 4 small beads on a string

Gross Motor:

_____ Walks and runs easily
_____ Stops readily
_____ Jumps in place with both feet together
_____ Jumps from a low step or over low objects
_____ Climbs ladder on low play equipment
_____ Uses one step at a time
_____ Walks up/down steps with alternating feet
_____ Catches the ball rolled to him/her
_____ Walks into the ball to kick it
_____ Attempts to balance on one foot
_____ Avoids obstacles

ENROLLMENT

Enrollment is limited and on a first-come, first-served basis. Dunklin R-5 residents will be given priority over students in other school districts or our tuition-based preschool program. Families are eligible to enroll in preschool regardless of the school district in which they reside. Only Dunklin R-5 students may participate in Title One preschool services.

Enrollment is for the current school year only. Families must re-enroll each year and placement from year to year cannot be guaranteed. Guaranteed placement varies and will occur in mid to late July, parents will be notified. If you do not receive notification of placement your child will remain on the waiting list until a position becomes available.

CURRENTLY ENROLLED STUDENTS/FAMILIES

We make every effort to limit the amount of paperwork required for currently enrolled families. We will evaluate the forms needed for each currently enrolled family at the time of enrollment.

PROCESS FOR ENROLLING A NEW STUDENT

Your enrollment packet provides us with information we are required to collect and helps us best serve your family. If you have any questions or need any help with the enrollment process, please contact our office at 636-479-5200, option 5.

The following information is required for new students at the time of enrollment.

- Taylor Early Childhood Center Enrollment Forms
  - **Family/Student Information Form**
  - **Family Password** (Please keep your password secure. Your password will be required to pick up your child from school and/or to get your child off the bus. You may also be required to give your password upon inquiry of information when you call the school.)
  - **Copy of Immunization Record**
  - **Copy of Birth Certificate**
  - **Proof of Residency** (see acceptable documentation below)
  - **Current Photo of Your Child** (email photo to rschuepbach@dunklin.k12.mo.us)
- Free and Reduced Lunch Application
- Tuition Student Registration Fee of $40.00 (must be paid no later than August 1st, please contact our secretary for further information/details).

TUITION POLICY

Tuition is due on the first day of each month. If tuition is not paid by the 10th of each month, a late fee of $15.00 will be added to the balance. Unpaid tuition that exceeds the 15th of the month may result in the removal of your child from the program. Please communicate special circumstances to the building secretary. **All special payment arrangements must be approved by the Director.**

If you plan to remove your child from our program it is your responsibility to have him/her dropped from the roster. You will be charged every day that your child does not attend until you have made arrangements to drop the program.

Tuition statements are calculated monthly for every month for the entire school year. If you do not receive your monthly tuition statement, it is still your responsibility to make sure tuition is paid on time. If you'd like an additional copy of your tuition statement or have any questions, please feel free to contact our office at 636-479-5200, option 5.

ONLINE TUITION PAYMENTS

Payments can be made through the Online Store in Infinite Campus.

Online Payments are preferred and can be made using echeck, VISA, MasterCard, or Discover credit/debit cards. Once the online payment has been made an email will be sent to our office with a confirmation number, and you will be provided with the same confirmation number.

How to Make Online Payments?

1) Visit our district website at www.dunklin.k12.mo.us
2) Click the "Payments" tab at the top of the home page.
3) Login to your portal account. If you do not have a portal account, email icportal@dunklin.k12.mo.us
4) Click on "School Store" on the left-hand side where you'll find the payment options.

STUDENT SAFETY & HELPFUL TIPS

Child safety is of the utmost importance to our staff and the Dunklin R-5 School District. Please see the following information on child safety.

EMERGENCY DRILLS: All students and staff participate in emergency drills throughout the school year, including fire, earthquake, tornado, and intruder drills.

CUSTODIAL PARENTS: To ensure the safety of all our students please be sure that we have copies of any legal papers regarding custody matters.

CONFIDENTIALITY: Confidentiality is practiced at all times. Information about children in the classroom will not be discussed among staff or other parents, or in classrooms in front of children. Transmitting information about children, parents, and other staff members is to be done in a private, professional manner.

TREATS FROM HOME: It is program policy that all treats provided from home for parties or other special events MUST be store-bought and individually wrapped. Homemade goods are not allowed. ***Please refrain from sending items with peanuts.***

ANIMAL POLICY: Some classrooms have pets (hamsters, gerbils, fish, turtles, baby chicks, etc.), stringent handwashing procedures are in place. We also have a therapy dog that visits classrooms on a bi-weekly basis. Families who wish to allow their family pet to visit must get prior approval from the early childhood director (shot records will be required). If your child has an allergy, please notify your child's teacher.

STUDENT DRESS CODE: Please dress children appropriately for the weather and outdoor play. It is strongly recommended that athletic shoes be worn to school for safe play on the playground and in the gym. No flip-flops, please. Your child's play may be limited if they do not wear appropriate shoes for indoor and outdoor play.

GETTING READY FOR PRESCHOOL: Entering a new school can be a difficult transition. The following list of ideas can help ease the transition from home to school:

- Dress your child comfortably. Choose clothes that are easy for your child to manage and that you do not mind getting dirty.
- Have your child wear shoes that are safe for climbing, running, and jumping. Sandals and loose shoes are not recommended due to elevated fall/injury risk. Flip-flops are not allowed.
- Make sure to send an extra set of clothes, including socks, underwear, and shoes. As seasons change, please update clothing. Please label everything.
- Sign up for Remind with your child's teacher.
- "Like" the Taylor Early Childhood and Dunklin R-5 Facebook pages for information on upcoming events and other school information.
- Talk to your child about what to expect and the daily routine, as you understand it.
- Let your child know that you will be there at the end of the day to pick them up.
- If your child is full-day, a rest mat will be provided. The rest mat is to be laundered over the weekend and returned to school every Monday. When your child promotes to kindergarten, we ask that parents return the rest mats to school to be used again the next year by another student.

TRANSPORTATION

Parents of tuition students and Title One Preschool students are responsible for transportation to and from school. Please notify your child's teacher if anyone other than the usual people will be picking up your child. Also, if your child is to ride the bus to an alternate location, please notify the bus garage and the Taylor office.

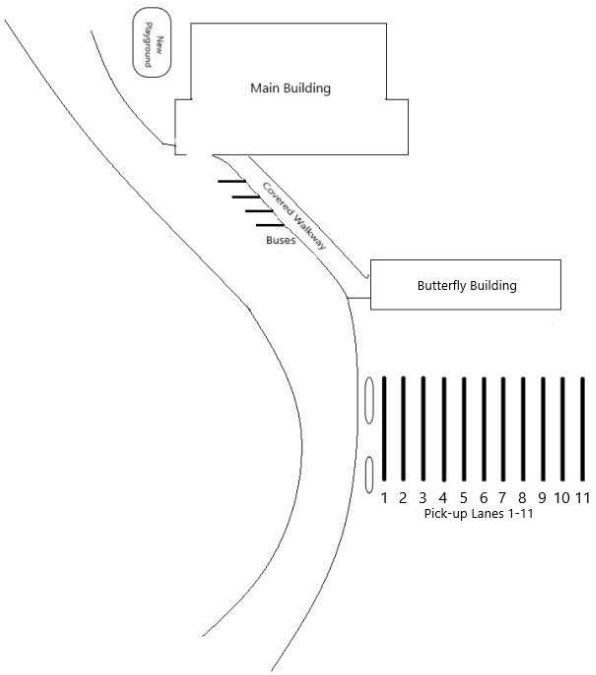
PICK-UP & DROP-OFF PROCEDURES

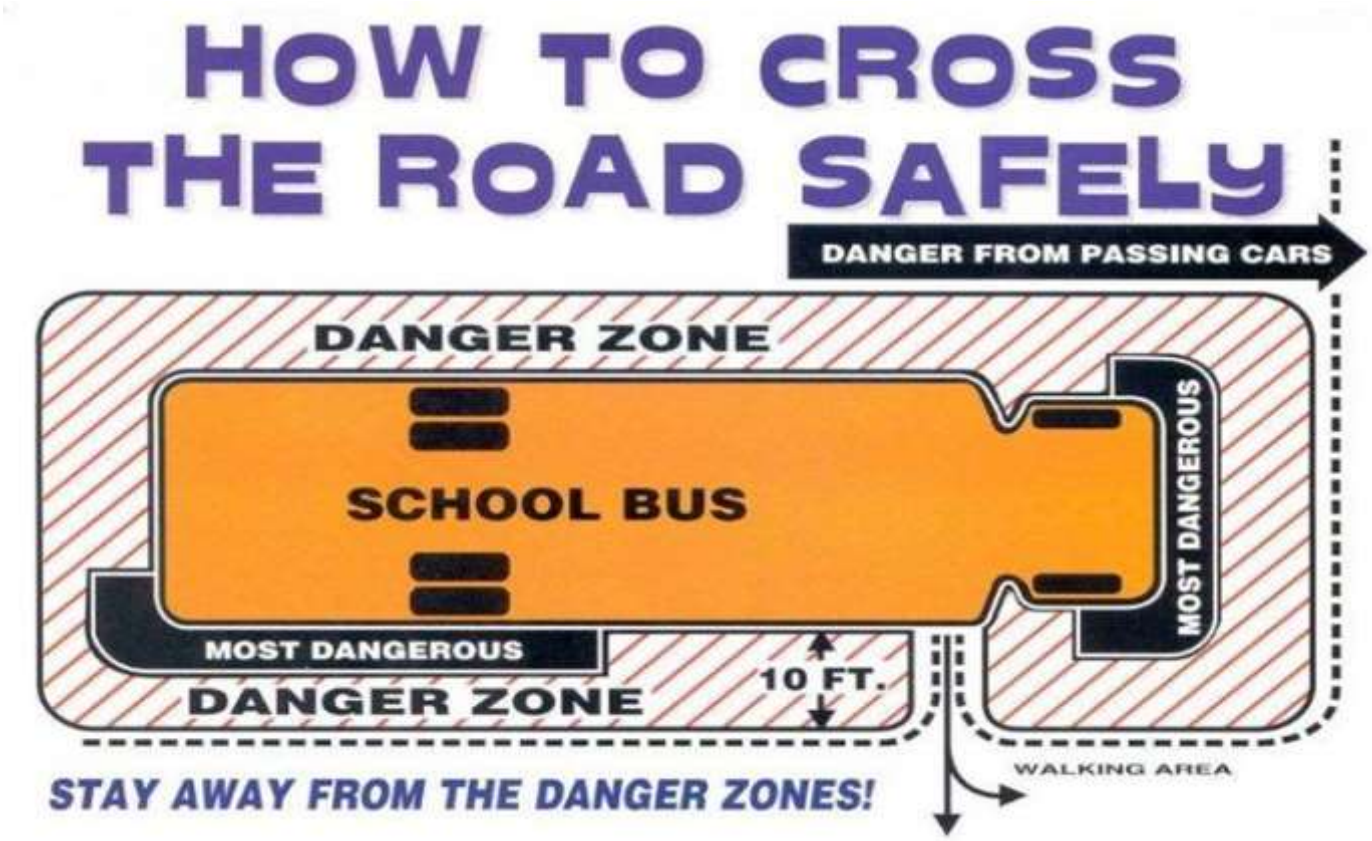
DROP-OFF INSTRUCTIONS (8:15 AM & 12:20 PM):

- Buses and daycare vans have priority.
- Vehicles dropping off will need to line up in the south parking lot. After the buses and daycare vans are unloaded, a staff member will motion the first vehicle in line to move forward with all others following behind. A staff member will get your child out of the car and escort them inside the building. PLEASE REMAIN IN YOUR VEHICLE AND ALLOW STAFF TO GET YOUR CHILD(REN).
- You will be motioned to leave once all children are out of the drop-off zone and a new line of cars will pull forward. There will be no children in the drop-off zone while cars are in motion.
- If you choose to skip the drop-off line, you will need to park your car and walk your child to the gate. You will not be allowed to merge into traffic until all other cars have left. Using the drop-off line is highly encouraged.

PICK-UP INSTRUCTIONS (11:20 AM & 3:20 PM):

- Vehicles picking up will need to line up in the designated parking lanes 1 – 7.
- All parents/guardians will need to go to the designated gate for their child's classroom. After all, children have been picked up and loaded we will release cars lane by lane.
- We will now have five (5) pick-up areas (gates will be clearly marked).
  - **GATE 5:** Mrs. Kadie, Miss Emily, Mrs. Sharon, & Miss Shannon
  - **GATE 4:** Mrs. Lauren & Mrs. Haley
  - **GATE 3:** Miss Linda & Miss Alesha
  - **GATE 2:** Mrs. Kerri & Miss Alyssa
  - **GATE 1:** Mrs. Melanie, Ms. Kim, & Miss Gina
- You will be required to present the family password to the staff member in charge of your child's line. Anyone picking up your child MUST know the password before the student is released.
- If you require special arrangements, please contact our office at 636-479-5200, option 5.





The privilege of riding a school bus carries with it some responsibilities. The superintendent and board of education establish rules for the conduct of students while riding the bus. Please encourage your children to take an active role and become more aware of their safety while riding the bus.

SAFETY AT THE BUS STOP

- Arrive at the bus stop 5 minutes early.
- Wait for the bus to come to a complete stop before walking to the bus.
- When crossing, wait for the driver to signal you to cross, walk ten feet in front of the bus so the driver can see you.
- Stay out of the Danger Zone (ten-foot perimeter around the bus).
- Never run after the bus.
- Never stop to pick something up that may have been dropped - Wait until the bus pulls away.

BUS RULES

- Observe the same conduct as in the classroom. Voice level 1, no screaming, or profane language.
- Do not throw objects of any kind.
- Report any acts of violence, misconduct, or bullying to the driver.
- Do not eat or drink on the bus.
- Keep the bus clean.
- Cooperate with the driver's instructions when boarding, while on the bus and exiting the bus.
- The possession or use of tobacco, alcohol, and/or drugs is prohibited.
- Do not be destructive (students will carry full responsibility for damage to any part of the bus).
- Be seated immediately and stay in your seat (bottom to bottom, back to back).
- Keep head, hands, and feet inside the bus.
- The bus driver is in charge and authorized to assign seats.
- Failure to follow these rules could result in suspension from the bus.

LATE PICK-UP NOTICE

Children who do not receive bus transportation and attend the Taylor Early Childhood Center on a tuition basis or in the Title One Program need to be picked up promptly at 11:20 a.m. for the morning session or 3:20 p.m. for the afternoon session.

We understand that emergencies happen. In the event of unforeseen circumstances, please call the office promptly to make us aware.

1) If your child is picked up later than 11:25 a.m. for the morning session or 3:25 p.m. for the afternoon and full-day sessions, you will need to come into the building to sign the "late pick-up roster." Staff will not be available to walk your child to your vehicle.

2) If picking up late a third time the director will contact you personally. If the problem persists, you may be charged an additional fee of $1 per minute. Failure to pay the late pick-up fees may result in your child being dismissed from the program.

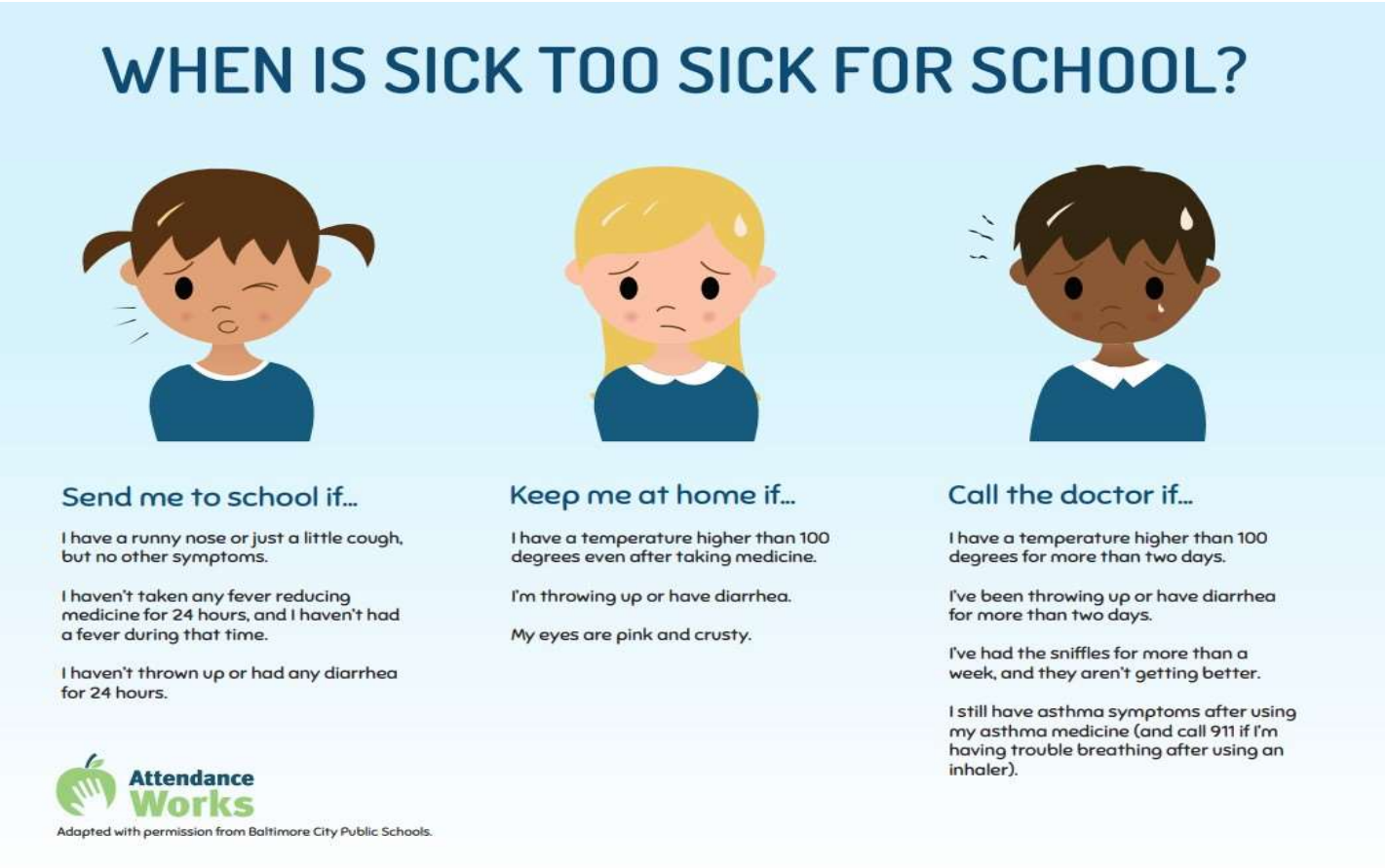
HEALTH

ATTENDANCE GUIDELINES FOR ILLNESSES

Please DO NOT send your child to school if any of the following signs or symptoms are or have been present within the past 24 hours.

- Elevated temperature, 100° or higher (your child must be fever free WITHOUT MEDICATION for 24 hours before returning to school)
- Severe cold, sore throat or persistent cough
- Vomiting, nausea or abdominal pain
- Repeated diarrhea (twice or more)
- Drainage (anything other than clear drainage) from the nose, eyes, or ears resulting from a contagious condition.
- Pinkeye/conjunctivitis: red/severely irritated eyes, or yellow/green drainage from eyes.
- Suspected scabies or head lice
- Severe skin rashes, eruptions (i.e. chickenpox, measles, impetigo, ringworm, etc.), or any skin lesion in the weeping stages
- Any other type of infection

There will be times when it is difficult to tell when your child is too ill to go to school. Even with the common cold, some children can function fine while others are miserable. If your child is coughing continuously, he or she will not be able to concentrate and will disrupt class and possibly expose others in the class. Please be courteous of others and keep the health of your child along with the health of others in mind when sending your child to school.



ILLNESS/INJURY OCCURING WHILE AT SCHOOL

Although attendance is extremely important, the safety and health of our students and staff is a top priority. If your child becomes ill or gets a major injury, your child will need to be picked up as soon as possible.

ILLNESSES PROMPTING PICKUP (NON-NEGOTIABLE)

- Fever over 100 Degrees Fahrenheit
- Vomiting
- Diarrhea
- Severe Cough
- Pink Eye
- Difficulty Breathing
- Unusual Spots/Rashes
- Head Lice/Scabies

If your child has more than a minor issue or becomes ill at school the nurse will notify a parent or guardian. You must keep the following information up to date:

- Primary Contact Information (parent(s) home, work and cell phone numbers)
- Secondary Contact Information (someone to take responsibility for your child in your absence (names w/ home, work, and cell phone numbers)). Please make sure to provide at least two emergency contacts, preferably three.
- Description of any unusual conditions or allergies

Please make sure to notify our office immediately of any changes that will go into effect within 24 hours so we can reach you without delay.

RETURNING TO SCHOOL AFTER ILLNESS OR INJURY

Your child may return to school when the following requirements have been met:

- Fever free (less than 100°F) for at least **24 hours without** fever-reducing medicine.
- Diarrhea and/or Vomiting free for 24 hours.

PLEASE NOTE: Certain conditions may require a "Return to School" note from your child's pediatrician.

MEDICATION INFORMATION/PRACTICES

MEDICINE

Medicine is kept in the designated Nurse's office and will only be administered according to the guidelines below:

MEDICATION AUTHORIZATION FORM

A Medication Authorization Form must be filled out for each medication to be given. It should include:

- The child's full name and teacher
- The dosage amount and times
- The reason for the medication
- Signature of parent or guardian

Physician authorization is required for all medications. For prescriptions, the pharmacy label on the original container is your authorization. Medication must be in the original container and labeled with the child's name. When having a prescription filled, we suggest asking the pharmacist for an extra labeled bottle/container to divide medication for home and school.

CHILD WITH HEALTH CONDITIONS

If your child has a life-threatening condition (examples: allergies requiring an Epinephrine, asthma requiring a rescue inhaler or nebulizer or a seizure disorder with medication) please have emergency medication in the nurse's office. You may also be asked to fill out a care plan for your child.

EMERGENCY MEDICAL CARE AUTHORIZATION

Family or guardians will be notified in the event a child has an emergency illness or accident. In a true medical emergency, our first priority will be to call 911. The policy of first responders with 911 is to dispatch the ambulance which is available at the time, choice of the hospital is at the discretion of the ambulance dispatched. The completed health information on the enrollment form also gives the school permission to call the physician listed on the form.

IMPORTANT INFORMATION

ATTENDANCE & TARDINESS: Regular attendance is very important to your child's education and will be expected of all students enrolled. Students should strive to maintain a good attendance record because there is a direct relationship between school attendance, grades, citizenship, and success in school. We understand that absences may be necessary under certain circumstances. However, every effort should be made to keep absences and tardiness to a minimum.

If your child needs to miss school, please contact your child's teacher or the office secretary. Students who are excessively tardy and/or students who miss five days in a quarter without parent notification will be contacted by the director. If attendance fails to improve the early childhood director will request a meeting with the parents to discuss an improvement plan. Failure to comply may result in the child being removed from the program.

EARLY PICK-UP: If your child needs to be picked up early, the office must be notified by 10:00 a.m. for morning classes and 2:00 p.m. for afternoon classes. Students will not be released between the times of 11:00 a.m. to 11:20 a.m. or from 3:00 p.m. to 3:25 p.m., parents must wait in the parent pick-up line. We understand that emergencies happen and will do our best to work with parents.

LATE DROP OFF: For arrival after 8:30 a.m.: Parents must walk their child(ren) to the main entrance doorway. A staff member will walk your child(ren) to their classroom(s). Parents will not be allowed to enter the building due to new COVID-19 health and safety practices.

If your child arrives after 9:00 a.m. they will not get breakfast at school. Also, if your child(ren) is a full-day student you must send lunch from home. All lunch counts for the day at Taylor are done before 9:00 a.m.

TOILET TRAINING: Children enrolled in our program will be working on toilet training depending on their level of ability. Please make sure to provide an extra set of clothing to be kept at school (season appropriate). Follow through at home is a critical part of successful toilet training.

LABEL BELONGINGS: Please put your child's first and last name on all preschool belongings such as coats, gloves, nap gear, change of clothes, etc. NOTE: Please **DO NOT** allow your child to bring toys from home, **we will not be responsible for items broken, lost, or stolen**.

SNOW DAYS: We follow the same schedule as grades K - 12. In the event of inclement weather, you can watch for school closings on the local news stations or listen to KMOX-AM 1120 or check the website at http://www.dunklin.k12.mo.us. The district also utilizes a parent notification system to call out important notifications.

EARLY DISMISSAL / SCHOOL CANCELLATION: Occasionally weather or unforeseen circumstances create situations in which school must be dismissed early. A transportation inclement weather form will be sent home with your child within the first few days of school. Please return this form to school immediately to ensure a smooth transition on unscheduled early release days.

TRANSPORTATION: Please notify your child's teacher if anyone other than the usual people will be picking up your child. If your student is to ride the bus to an alternate location, please notify the bus garage and our office at Taylor. ***Please see the drop-off and pick-up procedures for more information***.

BEHAVIOR: As a part of our early childhood curriculum, our students are guided to make positive behavior choices. When disruptive or harmful behavior occurs we have to take into consideration the child's developmental age and level, circumstances occurring in the child's life, past behaviors, and the seriousness of the behavior at hand. Our staff provides positive behavior support to provide a safe, learning-rich environment for all students.

POLICIES AND PROCEDURES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA): The No Child Left Behind Act (NCLB) amended the Protection of Pupil Rights Amendment (PPRA) to require that the Department of Education notify annually each state educational agency (SEA) and each local educational agency (LEA) of their obligations under PPRA and Family Educational Rights and Privacy (FERPA).

FERPA provides that an LEA that receives department funds may not have a policy or practice of denying parents the right to:

- Inspect and review educational records.
- Seek to amend educational records.
- Consent to the disclosure of personally identifiable information from educational records except as specified by law.

CHILD ABUSE PREVENTION: All staff members are trained in child abuse identification. It is our goal to seek intervention services for families if we feel a need has been presented. We are mandated reporters and will make a call to the Department of Family Services if necessary for the protection and well-being of the child. We will do our best to provide resources and services to families experiencing difficulty.

SPECIAL EDUCATION: We believe a successful early childhood program represents a wide range of individual student abilities. Our program may have children enrolled who qualified for an Individual Education Plan (IEP). We will provide a safe, loving, learning-rich environment to all of our students regardless of ability. The Special Education Department takes pride in following all guidelines and timelines outlined by the Department of Elementary and Secondary Education. If at any time you have questions or concerns about your child's ability or the services they are receiving, please contact the Taylor Early Childhood office and speak with the Director.

ACTION PLAN: If we see that a child needs additional support within our classrooms, we initiate an informal assessment that is appropriate to children of preschool age. If we find the child would benefit from extra support in an area, we will implement additional strategies to help your child be successful while still adhering to the Project Construct Curriculum. If after additional strategies have been implemented and a child continues to struggle, our Special Education Department will complete an observation to determine if reviewing existing data would be beneficial. All decisions made regarding your child's education are made as a team including the parents, teachers, diagnostician or process coordinator, and the early childhood director, etc.

EMPLOYEE BACKGROUND CHECK: All employees of the Dunklin R-5 school district complete an FBI fingerprint background check upon employment for the safety of your child. Employees are also screened through the Missouri Department of Health and Senior Services Family Care Safety Registry.

EQUAL OPPORTUNITY EMPLOYER: Dunklin R-5 complies with the provision of Title IX, Title VI, and Section 504 and does not discriminate based on age, race, sex, national origin, or disabling conditions in regard to employment, services, or programs. Inquiries regarding compliance with provisions should be directed to the Dunklin R-5 Central Office.

FILE JO-1, STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain extensive and sometimes personal information about students and families. These records must be kept confidential in accordance with the law, but must also be readily available to district personnel who need the records to effectively serve district students.

The superintendent or designee will provide for the proper administration of student records in accordance with the law, develop appropriate procedures for maintaining student records, and standardize procedures for the collection and transmittal of the necessary information about individual students throughout the district. The superintendent and building principals will develop a student records system that includes protocols for releasing student education records. Principals are responsible for maintaining and protecting student education records in each school. The superintendent or designee will make arrangements so that all district employees are trained annually on the confidentiality of student education records, as applicable for each employee classification.

DEFINITIONS

Eligible Student – A student or former student who has reached age 18 or is attending a postsecondary school.

Parent – A biological or adoptive parent of a student, a guardian of a student, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Student – Any person who attends or has attended a school in the school district and for whom the district maintains education records.

HEALTH INFORMATION

Student health information is a type of student record that is particularly sensitive and protected by numerous state and federal laws. Student health information shall be protected from unauthorized, illegal, or inappropriate disclosure by adherence to the principles of confidentiality and privacy. The information shall be protected regardless of whether the information is received orally, in writing or electronically and regardless of the type of record or method of storage.

PARENT AND ELIGIBLE STUDENT ACCESS

All parents will have the right to inspect their child's education records unless court order, statute, or legally binding document prohibits such access. As used in this policy, a "parent" includes a biological or adoptive parent, a guardian, or an individual acting as a parent in the absence of a natural parent or guardian. The district will extend the same rights to either parent, regardless of divorce, custody, or visitation rights, unless the district is provided with evidence that the parent's rights to inspect records have been legally revoked. The rights of the parent transfer to the student once the student turns 18, or attends an institution of postsecondary education, in accordance with the law.

If a parent or eligible student believes the education records related to the student contain information that is inaccurate, misleading, or in violation of the student's privacy, he or she may ask the district to amend the record by following the appeals procedures created by the superintendent or designee.
The district will annually notify parents and eligible students of their rights in accordance with the law.

DIRECTORY INFORMATION

Directory information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed.
The school district designates the following items as directory information.

- Students in kindergarten through eighth grade – Student's name, parent's name, grade level, enrollment status (e.g. full-time or part-time), participation in school-based activities and sports, weight and height of members of athletic teams, athletic performance data, dates of attendance, honors and awards received, artwork or course work displayed by the district, most recent previous school attended, and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

► High school and vocational school students – Student's name, parent's name, address, telephone number, date of birth, grade level, bus assignment, enrollment status (e.g. full-time or part-time), participation in school-based activities and sports, weight and height of members of athletic teams, athletic performance data, dates of attendance, degrees, honors/awards received, artwork or course work displayed by the district, most recent previous school attended, and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

LAW ENFORCEMENT ACCESS

The district may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in federal law.

If the district reports a crime committed by a student with a disability as defined in the Individuals with Disabilities Education Act (IDEA), the district will transmit copies of the special education and disciplinary records to the authorities to whom the district reported the crime as allowed by law.

Law enforcement officials also have access to directory information and may obtain access to student education records in emergency situations as allowed by law. Otherwise, law enforcement officials must obtain a subpoena or consent from the parent or eligible student before a student's education records will be disclosed.

CHILDREN'S DIVISION ACCESS

The district may disclose education records to representatives of the Children's Division (CD) of the Department of Social Services when reporting child abuse and neglect in accordance with the law. Once the CD obtains custody of a student, CD representatives may also have access to education records in accordance with the law. CD representatives may also have access to directory information and may obtain access to student education records in emergency situations, as allowed by law.

MILITARY AND HIGHER EDUCATION ACCESS

The district will disclose the names, addresses, and telephone numbers of secondary school students to military recruiters or institutions of higher education as required by law. However, if a parent, or a secondary school student who is at least 18, submits a written request, the district will not release the information without first obtaining written consent from the parent or the student. The district will notify parents and secondary school students who are at least 18, that they may opt-out of these disclosures.

VOLUNTEER ACCESS

District staff will not allow volunteers to access student records unless the volunteer has completed a criminal background check and the district has determined that the volunteer should have access. A volunteer who has completed a criminal background check may access student education records only under the supervision of staff members and when necessary to assist the district.

RECORDS RETENTION

The district shall retain all student records per applicable federal and state law, as well as the current version of the Missouri Secretary of State's Public School Records Retention Schedule and General Records Retention Schedule.

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 non-resident children attending private schools, highly mobile children, such as migrant and homeless children, 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 Dunklin R-5 School District in partnership with the I-55 CO-OP Districts assure that a free, appropriate public education (FAPE) is provided to all eligible children with disabilities between the ages of 3 and 21 under their jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and the youngest child with a developmental delay.

The partnership with the Component Districts assure 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 partnership with the Component Districts, assures that personally identifiable information collected, used, or maintained by the districts for identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their families/guardians. Families/guardians may request amendments to the educational record if the family/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Families 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 Education Rights and Privacy Act (FERPA).

The Component Districts have developed a Local Compliance Plan for implementation of State Regulations for the Individuals and with Disabilities Education Act 2004 (IDEA-2004). This Plan and School Board Policies contain the district's procedures regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information and the district's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This Plan is available for public review in the Office of the Superintendent of Schools during regular school hours on days school is in session.

This notice will be provided in native languages as appropriate.

PARENTS AS TEACHERS

Parents as Teachers is a family education and support program that provides practical, effective help for all families with children prenatal through age five. It recognizes you as your child's first and most important teacher. All services through Parents as Teachers are FREE OF CHARGE. While participating in the Parents as Teachers program your child will receive personal visits from your parent educator as well as developmental screenings.

To inquire about the Parents as Teachers program or to have your child screened, please contact their office at 636-933-0792, located in the Jefferson R-7 School District at 1265 Dooling Hollow Road, Festus, MO 63028.

(PTO) PARENT TEACHER ORGANIZATION

Mission Statement:

Little Cats PTO is organized to support the education of children at Taylor Early Childhood by fostering relationships among the school, parents, and teachers.

Your involvement in PTO meetings is encouraged, however, if you are unable to make the meetings, we are always looking for volunteers for events and other fundraisers.

PTO is currently working on a variety of fundraising events including Trivia Night, Parent's Night Out, and much more! Money raised will go to the teacher-selected causes.

Like us on Facebook: www.facebook.com/LittleCatsPTO or
email us at littlecatspto@yahoo.com



FUNDRAISING

Over the years we've hosted several fundraising events to help pay for our new playground. Now that we have the new playground we'd like to continue our fundraising efforts to be able to continue to add items to the playground and host special events for our students. We have several "all year" fundraisers going (spirit wear store, SCHOOL DAYS from Amerigas Propane, Box Tops, and the fundraising donation tab on the district website).





AMERIGAS PROPANE SCHOOL DAYS AmeriGas will give our school up to $2,000.00 per school year for books, gym/playground equipment, art materials, etc.

SAVE your AmeriGas Propane receipts *(all dates accepted)* and bring them to our school or send them to your child's teacher. It's that easy!

BOX TOPS FOR EDUCATION

Box Tops now has an App! You no longer need to clip all those tiny little Box Tops! It's now as simple as ABC, all you do is scan your receipt through the app within at least 14 days of your purchase.

To sign up, go to www.boxtops4education.com and look for our school.



THANK YOU FOR SUPPORTING TAYLOR EARLY CHILDHOOD!!

INFINITE CAMPUS PARENT/GUARDIAN & STUDENT PORTAL

Section I: User Expectations

The Internet and secure web access have altered the ways that confidential information may be accessed, communicated, and transferred by members of society. Those changes are influencing instruction and student learning. The School Board supports access by students, parents/guardians, teachers, and administrators to informational resources that will improve participation in a child's education and improve communication between students, parents/guardians, and the student's teachers.

The Dunklin R-V School District manages student information electronically and will make the student education records available for viewing only to authorized parents/guardians and students with a secure connection over the Internet. All parents/guardians and students will comply with the Internet use regulations and all technology regulations/procedures, as well as all other District policies that may apply.

Electronic Access to Student Information Regulation

Dunklin R-5 School District uses a secure Internet site to enable electronic access to student information, enhancing communication between our parents/guardians, students, teachers, principals, and administrators.

A) Rights and Responsibilities: This access is a free service offered to all current and active parents/guardians and students of the Dunklin R-V School District. Access to student information from the Internet is a privilege, not a right. Only after a family has enrolled their child(ren) in the Dunklin R-V School District will a parent/guardian and/or student be authorized to activate a web account. Once a student withdraws or graduates from the Dunklin R-V School District their access will be inactivated. Parents/guardians, students, and staff must understand and practice proper and ethical use.

B) Information Accuracy Responsibilities: Information accuracy is the joint responsibility between schools, parents/guardians, and students. Each school will make every attempt to ensure information is accurate and complete. If a parent/guardian or student discovers any inaccurate information, they will notify their school immediately and provide proof of the inaccurate information.

C) Information Accessible: The Dunklin R-V School District reserves the right to add, modify or delete functions viewed via the Internet site at any time without notice, including, but not limited to, the functions listed below.

1) Attendance
2) Class Schedule
3) Report Cards
4) Transcripts
5) Student Demographics
6) Course Requests
7) Emergency Information
8) Immunizations
9) Assessment data and work in process

Students from grades six to twelve may request a secure account. A student will only have access to his/her own student information.

D) Electronic Web Access Agreement: Each parent/guardian must complete and sign an Electronic Web Access Agreement for Viewing Student Information Form. After verification of information on the form, the school will follow the process outlined in this regulation to establish an account.

If a parent/guardian is unable to visit the school, they may download the Electronic Web Access Agreement for Viewing Student Information at a website to be determined. The parent/guardian must have the form certified by a notary public and mail the completed and signed form with the notary public seal and current date to their child's school.

The school will keep the completed and signed form in the cumulative record folder of each student.

E) Use of the System: Parents/guardians and students are required to adhere to the following guidelines:

1) Parents/guardians and students will act in a responsible, ethical, and legal manner.
2) Parents/guardians and students will not attempt to harm or destroy the school or the district's data or networks.
3) Parents/guardians and students will not attempt to access information or any account assigned to another user.
4) Parents/guardians and students will not use this Internet site for any illegal activity, including violation of Federal and State Data Privacy laws. Anyone found to be in violation of these laws would be subject to Civil and/or Criminal prosecution.
5) Parents/guardians and students who identify a security problem within the Portal must notify their school immediately, without demonstrating the problem to anyone else.
6) Parents/guardians and students will not share their passwords with anyone, including their own child(ren).
7) Parents/guardians and students will not set their computers to automatically login to the Internet site.
8) Parents/guardians and students identified as a security risk will be denied access to the site.

F) Security Features

1) Access is made available with a secure Internet site.

Note: Account holders are responsible for not sharing their passwords and to properly protect or destroy any printed/electronic documentation generated from this site.

2) Three unsuccessful login attempts will disable the user's account. Until the school has verified the assigned user to the locked account, the account will remain locked. In order to use the account again, the user will need to contact their child's school.
3) The users will be automatically logged off if they leave their web browser open and inactive for a period of time
4) The student's account will be inactivated when the student withdraws or graduates from the Dunklin R-V School District.
5) The Parent/guardian account will be inactivated when all their child(ren) have either withdrawn or graduated from the Dunklin R-V School District, or a court action denies the parent/guardian access to the student's information.

Section II: System Requirements and Support:

A) System Requirements

1) The most current system requirements will be posted to the Dunklin R-5 School District Infinite Campus Website: http://www.dunklin.k12.mo.us.

B) Support

1) Telephone support for issues concerning student information or procedures is available by contacting your school representative.
2) When calling, the school will identify the caller with the "Person Login ID" given to the caller at the time the account was created. If the caller gets voicemail, they will leave their name, phone number, the best time to contact, and a description of the problem.

C) Limitation of School District Liability

The Dunklin R-V School District will use reasonable measures to protect student Information from unauthorized viewing. The District will not be responsible for financial obligations arising through unauthorized use of the District's system or the Internet. The District does not promise any particular level or method of access to the Internet site for viewing student Information. The District will not be responsible for actions taken by the parent/guardian or student that would cause compromise of their student Information. The District reserves the right to limit or terminate the Internet site for viewing student Information without notice. All parents/guardians and students of the District network by requesting an Internet site for viewing student Information account consent to electronic monitoring and understand that this is a private network used as an educational tool by the Dunklin R-V School District employees and students. Account activity is electronically recorded.

Section III: Parent Portal Access and use:

A) Initial Account Request and Setup

1) For Parents/Guardians new to the District:
   - i) When parent/guardians are enrolling their child(ren), the parent/guardians can complete the Electronic Web Access Agreement for Viewing Student Information.
   - ii) The parent/guardians only need to complete one Electronic Web Access Agreement form for all children in their household.
   - iii) For security reasons, all parent/guardians must sign the form in the presence of a school principal or school secretary.
   - iv) The school will verify parent/guardians identification with official government identification.
   - v) If the parent/guardian cannot visit the school, a notary public must witness the parent/guardian signing the form and use their public seal with a current date.
   - vi) After the student is enrolled in the student information system, the parent/guardians requesting the an account will be provided an activation key and "Person login ID".
     - (1) The activation key is used by the parent/guardians to create their secure account.
     - (2) The "Person Login ID" is used by the schools to verify a person requesting an account unlock.
   - vii) The school will keep the completed and signed form in the cumulative record folder of each student.

2) For Parents/Guardians who do not currently have an Internet access account but have a child already enrolled
   - i) Each parent/guardian only needs to complete one Electronic Web Access Agreement form for all children in their household.
   - ii) For security reasons, each parent must sign the form in front of the school principal or school secretary.
   - iii) The school will verify parent identification with official government identification.
   - iv) The parent requesting the account will be given an activation key and "Person Login ID".

(1) The activation key is used by the parent to create their secure account.
(2) The "Person Login ID" is used by the schools to verify a person requesting an account unlock.

v) The school will file the completed and signed form in the student's cumulative record folder.

3) For Students:
   i) Students from grades six through twelve can request their own accounts from their school.
   ii) The school will verify student identification.
   iii) A student requesting an account will be given an activation key and "Person Login ID".
      (1) The activation key is used by the student to create their secure account.
      (2) The "Person Login ID is used by the schools to verify a person requesting an account unlock.

4) For Schools:
   i) The activation key will not be given to a parent/guardian or student without first verifying the identity of the requestor.
   ii) The Electronic Web Access Agreement form signed by a parent will be maintained in the student's cumulative record folder.

B) Account Unlock Procedures

1) Parents/Guardians or Students may request unlocking their account either by telephone or in-person.

a. Via Phone –

i). The requestor will be asked a series of random questions and for the Person ID given to the person at the time the account was set up by the school administration. The questions will be limited to information in the student management system that only the requestor would know.

b. In-Person – The Parent/guardian or student will make the request to the secretary at the school.

c. For Schools – Once the school has confirmed the Parent/Guardian identification, they will request an account reset via an email to technology staff. The Technology staff will reply to the school's request by providing a new password. The School would notify the user of the new password.

Note: Depending on the volume of requests and District/School workload, this process could take 3 - 5 full school days or longer during peak times.

COMMUNITY RESOURCES

Brenden's Friday Backpack Program



Dear Parents/Guardians:

We are happy to inform you that the Dunklin R-5 School District has been selected to participate in the Backpack Program. This program, sponsored by Rock Presbyterian Church, is called "Brenden's Backpack." The program provides a bag for students to take home each Friday filled with nutritious food and snacks to assist with food needs over the weekend. ***There is no cost to participate in this program.***

Confidentiality is a high priority and we will do our best to ensure that the participants in the program will not be identified or publicized to other students. They will be allowed to pick-up their bags each Friday a few minutes before leaving school.

If you would be interested in participating in this program, please complete the information below and have your child return this form to school. Feel free to contact us with any questions about the program.

Sincerely,
Joycie Gonzalez-Meyer
School Family Liaison
Dunklin R-5 School District
636-479-5200, ext. 2008
jgonzalezmeyer@dunklin.k12.mo.us

I, _____, grant permission for my child to participate in this program.

Parent/Guardian Signature: _____ Date: _____

Please list all children and the building they attend school:

	Name	Building	Grade
Child 1:			
Child 2:			
Child 3:			
Child 4:			
Child 5:			

Please describe any food allergies: _____

_____

Do you have a microwave at home? ☐ Yes ☐ No

Do you have a can opener at home? ☐ Yes ☐ No

HOLIDAY HELP

Dear Families

Several organizations within our community offer assistance to some families by providing meals for Thanksgiving and helping with gifts during the Christmas season. Some organizations require contact information, while others do not. If you would allow us to share your information with these organizations, they will be able to contact you directly for specific details. All information will be kept confidential. Please complete the information below and return it to school. If you have any questions, please feel free to call.

Thank you,
Joycie Gonzalez-Meyer
School Family Liaison
Dunklin R-5 School District
636-479-5200 (ext. 2008)

☐ YES, please share my name and phone number with community organizations and add me to additional assistance lists.

☐ NO, please do not share my name and phone number with community organizations, but I would like to be added to lists that do not require contact information.

☐ NO, I do not need assistance at this time.

Name: _____ Contact Phone #: _____
Please Print
Alternate Phone #: _____

ADDITIONAL COMMUNITY RESOURCES

For additional community resources, please contact Joyce Gonzalez-Meyer at 636-479-5200, ext. 2008

Dunklin R-5 School District
2022-2023 Calendar

AUGUST

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18-19 Teacher Work Days
22 Open House
24 First day of classes

SEPTEMBER

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

No School 5th & 23rd
2 Early Release
5 Labor Day
23 PD Day

OCTOBER

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

No School 28th, 31st
11 Progress Update
28 PD Day
31 No School

NOVEMBER

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

No School 1st, 11th, 18th, 23rd-25th
1 PD Day
11 Vets Day
18 PD Day
23-25 Thankgiving

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

No School 22nd-30th
21 Early Release
22-30 Winter Break

JANUARY

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

No School 2nd, 3rd, and 16th
2-3 Winter Break
3 Teacher Work Day
4 Students Return
16 MLK Day

FEBRUARY

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

No School 17th, 20th
17 PD Day
20 President's Day

MARCH

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

No School 24th, 27th
10 Progress Update
24 PD Day
27 PD Day

APRIL

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

No School 6th-11th
6-11 Spring Break

MAY

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

24 Early Release

Open House
Semester Starts
Early Release
Midsemester Update

Pro. Development Day
No School
Holiday
Teacher Work Day

TAYLOR EARLY CHILDHOOD CENTER
STUDENT HANDBOOK
PARENT ACKNOWLEDGEMENT

Please return this page signed on or before your child's first day of attendance.

My signature below verifies that I have received the Dunklin R-5 School District Early Childhood Handbook. I agree to abide by the policies set forth herein.

_____

STUDENT'S NAME (PLEASE PRINT)

_____ _____

PARENT NAME (**PLEASE PRINT**) PARENT SIGNATURE DATE