



Saint Charles School District Early Childhood Center



Family Handbook 2024-2025 School Year

St. Charles School District

Early Childhood Center

Learning Through Play Every Day!

lacks young bus blocks prepare little program music lay
knowledge are early years

snacks young bus blocks prepare little program music play
knowledge learn care early years parents
lunch children

PRESCHOOL

recess education social child
development kindergarten books playful
elementary nap
toddler class songs teacher games
coloring small skills crayons



The City of St. Charles R-VI School District

REACH.....TEACH.....EMPOWER

Dear Parents and Students:

Schools are successful when they help children grow academically, socially, and emotionally. For this to happen it is important that we have a **safe environment** that is supportive and conducive for growth. By setting forth clear social and behavioral expectations and directly teaching students about those expectations, it is our goal to continue to have a **positive atmosphere for optimal learning**.

ADMINISTRATION

Dr. Jason T. Sefrit
Superintendent

Dr. Rodney Lewis
Associate Superintendent
of Human Resources

Dr. Earl Draper
Assistant Superintendent
Curriculum & Instruction

Mr. Jeremy Shields
Assistant Superintendent
of Operations

Mrs. Ashley Jones
Assistant Superintendent of
Special Services

The City of St. Charles School District is a **Positive Behavior Interventions and Support (PBIS)** school district. PBIS is a systematic approach aimed at establishing positive student culture. It is designed to benefit all students across all environments in school to help create a safe and effective learning environment. SCSD is committed to Reach, Teach, and Empower optimal student behaviors. At all times, staff and students are expected to: **"Be Safe, Be Respectful, and Be Responsible as a Learner and a Leader."**

The City of St. Charles School District is committed to providing a safe, diverse, and innovative learning environment for all students. This handbook contains important information about our framework of policies and procedures that will help all of us meet that goal.

A wide range of topics are addressed in this handbook, and it is my hope that you will take the time to review the information and save it for future reference. Important contact information, calendar events, procedures, and most importantly, the Student Code of Conduct and statements of parent and student rights are included in this document. Students will be required to sign a form verifying receipt of the handbook and will be responsible for meeting the expectations and standards as described therein. Parents are encouraged to review and discuss the contents of the handbook with their child.

The handbooks can be viewed online on the district's [website](#). Additional copies of the handbook are available by contacting your school's office. If you have any questions or concerns regarding any information contained in this handbook, please do not hesitate to contact your child's principal, myself, or any appropriate district administrator.

I wish you and your child a positive, safe, successful, and learning-filled school year. Thank you for allowing us the opportunity to Reach, Teach, and Empower your child. We are fully dedicated to working together to ensure the best learning environment possible for you and all of our students.

Sincerely,

Superintendent

BOARD OF EDUCATION

Dr. Donna Towers
C.B.M., President

Mrs. Heidi Sikma
C.B.M., Vice-President

Ms. Lori Gibson
C.B.M., Member

Mr. Daniel Hewitt
C.B.M., Member

Mrs. Karen O'Hearn
C.B.M., Member

Mr. Brian K. O'Mara
C.B.M., Member

Ms. M. Ellen Zerr
C.B.M., Member

EARLY CHILDHOOD CENTER PARENT HANDBOOK

TABLE OF CONTENTS

Our Mission, Vision, Values and Goals	Page 5
The Early Childhood Vision	Page 6
Welcome	Page 7
Our Philosophy	Page 7
Why Play is Important	Page 8
Program Contact Information	Page 9
Program Schedule	Page 10
Calendar – Important Dates	Page 11
Participant Expectations	Page 12
Early Childhood Curriculum	Page 13
Multi-Age Grouping	Page 14
A Typical Day	Page 15
Registration and Enrollment	Page 16
Age Eligibility	Page 16
Transportation	Page 16
Student-Teacher Ratio	Page 16
Required Enrollment Information	Page 16
DIAL-4 Screening	Page 16
Early Childhood Programs	Page 17
Federal Title I Preschool	Page 17
ECSE (Early Childhood Special Education)	Page 18
Tuition Preschool	Page 18
Tuition Payment Schedule	Page 19
Extended Day Childcare Information	Page 20
Early Childhood Policies & Procedures	Page 21
Attendance/Absences	Page 21
Arrival/Dismissal	Page 21
Visitors/Guests	Page 21
Withdrawing from the Program	Page 22

Dressing for School	Page 22
Book Bags/Backpacks	Page 22
Snacks	Page 23
Birthdays	Page 23
Holidays/Parties	Page 24
Recess/Outdoor Play	Page 24
Inclement Weather	Page 24
Early Dismissal	Page 24
Field Trips	Page 25
Toilet Training	Page 25
Toys	Page 25
General School Health Guidelines	Page 25
Health Services	Page 26
Immunizations	Page 26
Medications	Page 26
Family Support Services	Page 26
Custody Situations	Page 27
Child Abuse and Neglect	Page 27
Discipline	Page 27
ECC PBIS Matrix	Page 28
Code of Conduct	Page 28
PBIS Flowchart	Page 30
Title I Preschool Parent-Student-School Contract	Page 31
Family Involvement	Page 32
Communication with Home	Page 32
Classroom Observations/Visits	Page 32
Addresses and Phone Numbers	Page 32
Parent Teacher Conferences	Page 32
Parents as Teachers	Page 33

Notices and Policies	Page 34
Family Rights and Privacy Agreement (FERPA)	Page 34
Student Records	Page 35
Protection of Pupil Rights (PPRA)	Page 37
Every Student Succeeds Act (ESSA) Parent Letter	Page 38
Every Student Succeeds Act (ESSA) Complaint Resolution Procedures	Page 38
Electronic Communication	Page 39
Notice of Non-Discrimination	Page 40
Special Education/Early Childhood Special Education	Page 41
District and Statewide Assessment Program	Page 41
Notification of Human Sexuality Curriculum	Page 41
Rights of Homeless Children	Page 42
Programs for English Language Learners (ELL) & Migrant Students	Page 42
Migrant Services (Title IC)	Page 42
Programs for the Disadvantaged	Page 43
Free and Reduced Lunch Eligibility Guides	Page 43
MO HealthNet for Kids Program	Page 43
Emergency Medications	Page 43
Asbestos Notification	Page 43
School Cancellation or Early Dismissal Notification	Page 43
Volunteers and Visitors	Page 44
Earthquake Safety for Missouri Schools	Page 45

City of Saint Charles School District

Mission, Vision, Values, and Goals

MISSION

The City of St. Charles School District will REACH, TEACH and EMPOWER all students in a safe, diverse and innovative learning environment.

VISION

The City of St. Charles School District will be a leader of academic excellence that prepares students to be successful in all aspects of life.

VALUES

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- ☐ High quality education for all students, which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students through exploration, innovation and creativity
 - Instruction that meets the needs of a diverse community through a systematic approach to support all students with best practices
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students to be career ready
 - Developing caring, productive and responsible citizens
 - Strong engagement of family and community through partnerships and collaboration
 - Focus on meeting social, emotional, and behavioral needs
 - A safe, secure and nurturing school environment
 - Partnerships with stakeholders and community resources
 - Celebrating individual, school, and district success
- ☐ High quality staff by:
 - Hiring and retaining highly qualified, diverse and engaged staff
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- ☐ Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data driven
 - Considerate of all points of view
 - Fiscally responsible

GOALS

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. **Student Performance:**

Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic and career goals.

2. **Highly Qualified Staff:**

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, vision, goals, and objectives.

3. **Facilities, Support, and Instructional Resources:**

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

4. **Parent and Community Involvement:**

Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational programs.

5. **Governance:**

Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

City of Saint Charles School District Early Childhood Vision

It is the vision of the City of St. Charles School District to provide a preschool program that offers individualized learning experiences in all developmental domains. Recognizing the uniqueness of each child and family, we will develop positive partnerships between home and school, working collaboratively to ensure that each child gains confidence and skills to be a successful learner.



Welcome to the Saint Charles School District Early Childhood Program

We are happy to have you as a part of our school family! The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education. We recognize that a high-quality education must occur in a safe and nurturing environment that is strengthened by parent involvement and community partnerships.

The Missouri Accreditation of Programs for Children and Youth has awarded a certificate of accreditation to the St. Charles R-VI Preschool Program. This certificate is granted to quality programs that offer developmentally appropriate experiences in an environment conducive to children flourishing intellectually, emotionally, socially and physically.

Play is an essential part of learning for young children. Through play, children explore and learn about their world, learn to work with others, try out new ideas, and become secure enough to embark on new ventures. Our teachers are highly qualified professionals with certification in Early Childhood and/or Early Childhood Special Education who are excited to help your child discover the joy of learning and the importance of being a good friend.



Our Philosophy

The St. Charles School District Early Childhood Preschool program operates under the philosophy that learning is child-centered, process oriented and choice driven. A variety of developmentally appropriate, hands-on learning opportunities are provided, such as language and literacy, dramatic play, blocks, science, math, games, puzzles, books, art, music, motor skill development and outdoor play opportunities. Instruction is organized in thematic units. The preschool classrooms are implementing a curriculum that aligns with the Missouri Early Learning Standards as well as Project Construct, Missouri's

recommended framework for Early Childhood. The environment will provide experiences that stimulate your child's social, physical, intellectual and language development. Children learn through play in a safe environment that fosters discovery while building on each child's strengths. Teachers facilitate the development of self-control in children by using the Positive Behavior Supports (PBS) framework through the trauma-informed teaching methodologies of Conscious Discipline. At the St. Charles School District Early Childhood Preschool program, we teach all students to be SAFE, HELPFUL, and KIND by using positive guidance techniques such as modeling and encouraging appropriate behaviors, redirecting, and setting clear limits.

Why is Play Important?

Play is essential for children to learn. Research indicates that children learn best in an environment which allows them to play, explore and discover. Play is an important part of a developmentally appropriate preschool program. Play enhances language development, thinking skills, social competence, creativity, and imagination. Children need an active environment that is safe and offers choices.

Play provides the opportunity for children to practice new skills. Simple play experiences help children gain knowledge about the world and use their real experiences to organize concepts of how the world works. Children build upon what they know. Through play, children explore their world, find out how to get along with others, test their skills and muscles, try out new ideas and feel secure enough to try different activities. Play is an important part of life!



Early Childhood Program Contact Information

St. Charles School District Early Childhood Center
1323 Boone's Lick Road, St. Charles, MO 63301
Phone: 636-443-2900 Fax: 636-443-2901

Executive Director of Special Education and Student Services:	Mrs. Ashley Jones	636-443-4000
Early Childhood Principal:	Dr. Ann Westbrook	636-443-2904
Early Childhood Assistant Principal:	Mrs. Sarah Sherwood	636-443-2906
Principal's Secretary:	Ms. Sharon Elliott	636-443-2905
Secretary:	Ms. Cindi Gipson	636-443-2902
Nurse:	Mrs. Barbra Lujanovic	636-443-2903
Cafeteria:	Ms. Pam Anderson	636-443-2935
Extended Care Program:	Ms. Connie Tarin	636-443-2910



Early Childhood Program Schedule

AM Classrooms:

8:00 AM – 11:00 AM

4 Day: Monday through Thursday

8:15 AM – 11:30 AM

5 Day: Monday through Friday

PM Classrooms:

12:00 PM – 3:00 PM

4 Day: Monday through Thursday

12:15 PM – 3:30 PM

5 Day: Monday through Friday

Full Day Classrooms:

8:00 AM – 3:00 PM

4 Day: Monday through Thursday

5 Day: Monday through Friday

3 Day: Monday, Wednesday, and Friday

2 Day: Tuesday and Thursday

Before/After Care Program:

6:30 AM – 8:15 AM

3:00 PM – 6:00 PM

The School District of the City of St. Charles

2024 - 2025

Preschool Student Calendar

Important Dates

Aug 20	First Day of School
Sept 2	NO SCHOOL: Labor Day (All SCSD Schools)
Sept 13	NO SCHOOL: ECC Staff Professional Development Day (Full Day)
Oct 16	Evening Parent Teacher Conferences
Oct 17	NO SCHOOL: Day/Evening Parent Teacher Conferences (Full Day)
Oct 18	NO SCHOOL: (All SCSD Schools)
Oct 25	NO SCHOOL: ECC Staff Professional Development Day (Full Day)
Nov 4	NO SCHOOL: ECC Staff Professional Development Day (Full Day)
Nov 5	NO SCHOOL: Election Day
Nov 11	Veteran's Day - All schools will conduct Veteran's Day Activities
Nov 14	End of Trimester
Nov 27-29	NO SCHOOL: Thanksgiving Break (All SCSD Schools)
Dec 20	NO SCHOOL: AM ECC Staff Professional Development/PM Teacher Work Day
Dec 21-31	NO SCHOOL: Winter Break (All SCSD Schools)
Jan 1-5	NO SCHOOL: Winter Break (All SCSD Schools)
Jan 3	NO SCHOOL: District Teacher Work Day (All SCSD Schools)
Jan 6	Classes Resume
Jan 20	NO SCHOOL: Martin Luther King, Jr. Day (All SCSD Schools)
Feb 14	NO SCHOOL: ECC Staff Professional Development Day (Full Day)
Feb 17	NO SCHOOL: Presidents' Day (All SCSD Schools)
Feb 24	End of Trimester
Feb 26	Evening Parent Teacher Conferences
Feb 27	NO SCHOOL: AM ECC Staff Professional Development/PM Parent Teacher Conferences (Full Day)
Feb 28	NO SCHOOL: (All SCSD Schools)
Mar 24-31	NO SCHOOL: Spring Break (All SCSD Schools)
Apr 21	NO SCHOOL: Easter Monday (All SCSD Schools)
May 22	Last Day of School for ECC <u>ONLY</u> /End of Trimester
May 23	NO SCHOOL: AM ECC Staff Professional Development/PM Teacher Work Day (Last Day of School K-12)
May 26	NO SCHOOL: Memorial Day
May 27-31	SNOW MAKE UP DAYS (if needed)
June 2-3	SNOW MAKE UP DAYS (if needed)

4-DAY CLASSROOMS ARE NOT IN SESSION ON FRIDAYS.

For a full preschool calendar, please contact the school office or visit the District website at www.stcharlessd.org> to Our District>District Calendars>2024-25 Preschool Student Calendar.

Participant Expectations

Teachers

Our teachers are highly qualified professionals who are certified in Early Childhood Education and/or Early Childhood Special Education by the Missouri Department of Elementary and Secondary Education. Teachers and paraprofessionals are well-prepared to take your students on a fun journey in learning and participate regularly in on-going professional development. Teachers will provide a variety of learning activities for students through hands-on learning experiences. Activities are designed to be developmentally appropriate to the students' ages and skills. Specialty area teachers may also work with your child to provide enrichment opportunities focused on music, movement, art and STEM (science, technology, engineering, mathematics).

The teacher's role in the classroom is to facilitate learning among the children. Teachers ask questions that encourage children to use their minds and words. Teachers also provide hands-on learning experiences to help children make discoveries as they strive to make sense of the world we live in.

The teachers will form a partnership with parents/families. This includes communicating regularly about students and their progress. The teacher will be available via phone, letter, or email and will listen to your concerns, as well as notify you of any concerns that arise with your child.

Parents/Guardians

It is important that your child is prepared for school each day. As a parent, you can help to ensure your child's success in school by:

- Making sure your child gets plenty of rest each night and a healthy breakfast each morning
- Arriving to school on time and maintaining regular attendance
- Talking with your child's teacher regularly, especially if something new is happening in your child's life
- Attending events at your child's school
- Checking your child's backpack daily for notifications from school and work which shows your child's progress
- Helping in your child's classroom, if time allows

Parents also need to address any concerns that you may have with your classroom teacher or your school administrator. Sometimes differences and difficulties need to be worked out between the preschool program and the parents. If problems cannot be resolved easily, we use the following "Six Step Problem Solving Method" to assist us in resolving any differences that require extra time for resolution.

- Step 1: Identify the problem

- Step 2: List the possible solutions or courses of action
- Step 3: Weigh possible solutions
- Step 4: Choose a solution to try
- Step 5: Put the solution into practice
- Step 6: Evaluate the solution

Students

Children can expect to learn

- in a safe, supportive and nurturing environment
- in a classroom where everyone is treated with respect
- through developmentally-appropriate and engaging activities
- by highly qualified and caring professionals
- through a fun curriculum that allows play as the foundation for learning



The Early Childhood Curriculum

Our communication arts curriculum aligns with the Missouri Early Learning Standards. These standards focus on the areas of listening, speaking, phonological awareness, reading and writing.

Our classrooms are rich in materials that promote each of these areas. Children are taught to think, understand, analyze and communicate through activities that could include pretend play, music and movement, book use, language activities, following directions, answering questions, reading environmental print and nursery rhymes.

Language and Literacy - FUNdations, a Wilson Learning System program, and Heggerty, utilize a structured literacy approach grounded in the science of reading to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques.

Handwriting – *Get Set for School Readiness & Writing* is a program that introduces school readiness for young children through music, movement, building, coloring and multisensory activities. Children have fun as they develop important skills such as language proficiency, fine and gross motor control, letter and number recognition, counting abilities and social skills. Writing centers also provide students with a variety of activities involving written communication.

Math – The preschool math curriculum is aligned with the Missouri Early Learning Standards. This curriculum provides an excellent foundation for mathematical learning and adds to it a literacy component and social learning that will prepare our preschool children for the elementary schools. Curriculum standards focus on the areas of number and operations, geometry and spatial sense, patterns and relationships, measurement, and exploring data using the *Get Set for School Numbers* and *Everyday Mathematics* programs as curriculum resources.

Social/Emotional – Through social learning, our children develop knowledge of themselves as well as others in our world. Children learn how to exhibit self-awareness, develop self-control, and increase personal responsibility. As they build relationships of mutual trust and respect with others, they learn to work cooperatively with their classmates and with the adults in their lives. “Getting along with others” is a key component of a preschool program as children learn how they are a part of a bigger community. Conscious Discipline techniques are emphasized in the classroom to promote social/emotional development.

Creative Arts - A focus on music, art, movement, and dramatic play helps our preschoolers learn about rhythms, songs, instruments, art media and materials, finger plays, and pretend play.

Science - Hands-on learning opportunities will help students gain knowledge of the physical world, as well as life and earth sciences. The *Nature Revealed* program from the Missouri Department of Conservation is utilized as a curriculum resource.

Physical Health and Development - Fine and gross motor control is critical to every child’s development. Our students will have many opportunities to work on growing strength and dexterity through building, cutting, drawing, stringing beads, painting, manipulating puzzles, etc. Gross motor skills are developed through running, jumping, climbing, hopping, marching, etc.

Multi-Age Grouping

Your child’s classroom consists of children who are three and four years of age at the beginning of the school year and becoming four and five year olds as the school year progresses. Learning and instruction are individualized as children progress at their own rate. Research shows that when the classroom is composed of children with a range of abilities and gifts, there are measurable gains in socialization, independence, and interactions with peers. Younger children are nurtured by older children and benefit from

collaborative learning, and older children will show increased levels of competence and leadership.

A Typical Day at Preschool

During the regular school day, your child will be engaged in learning with his/her teacher and friends. Part of the day is less structured, and children engage in free choices. Other times are more structured, and children are working individually or in small groups. Large group activities provide students an opportunity to work together as a class. Healthy snacks and outdoor play are essential parts of each day. All portions of the preschool day are developmentally appropriate for young children. Classrooms are divided into centers which provide a variety of learning activities for the children to enjoy.

A sample classroom schedule might look like this:

- *Arrival time* – the children learn responsibility by finding their classroom, hanging up backpacks, and coats. Usually when the children first arrive in the classroom, they participate in free choice activities as they become acclimated to the classroom.
- *Learning centers* – children will have the opportunity to have choices involving writing, blocks, dramatic play, manipulatives, listening centers, etc.
- *Group activities* – sometimes the children are in small groups of four or five learners who are working on an activity together. At other times, a group activity may be for the whole class to come together in a circle and enjoy a story time, calendar activity, singing, etc.
- *Snack* – children can socialize while eating a healthy snack. This is an opportunity to learn about manners and independence as they serve and clean up after themselves.
- *Recess* – children enjoy playground activities such as sliding, riding tricycles, climbing, running and participating in group games.
- *Music and Movement* – children express themselves through theme related finger plays, music and rhythm.
- *Dismissal* – All children are expected to be picked up at the end of the preschool session. Chronic issues could result in your child's suspension or dismissal from the program.

Registration and Enrollment

Age Eligibility

St. Charles School District Early Childhood program enrolls preschool children who are at least three or four years of age before August 1st of the current school year. Our program serves children from age three until they are eligible for kindergarten.

Transportation

Parents are responsible for providing transportation to and from school.

Student/Teacher Ratio

Classes will employ one teacher for a class of 10 students. A teacher and paraprofessional will be employed for each class of 11-20 students.

Required Enrollment Information:

- Preschool Application (completed online)
- Emergency Contact Information Form
- Student Health Update Form
- Medication Form (if applicable)
- Permission regarding school photographs, interviews, recordings, etc.
- Parent Tuition Agreement Form (if applicable)
- Authorization to Withdraw Funds (if applicable)
- Residency Documentation
- Record of Immunizations
- Birth Certificate/Official Documentation of Child's Date of Birth

The DIAL-4 Screening

In order to enter the early childhood program, your child will be given the DIAL-4 (Developmental Indicators for the Assessment of Learning – Fourth Edition). This screening instrument is designed to determine whether a child is developing within the average range for his/her age or whether there is some indication of a possible delay in his/her development. The DIAL-4 examines three areas of development: motor, concepts and language.

- In the **Motor** area, we are noting the child's large and small muscle control as well as eye-hand coordination. We want to see how he/she is learning to use his/her body for jumping, hopping, building blocks, cutting, copying and writing.
- In the **Concepts** area, we are looking for the child's beginning understanding of such things as colors, counting, body parts and early opposite concepts.
- In the **Language** area, we are looking for the child's ability in speaking and using language. We will be checking to see that he or she makes the appropriate speech sounds for his/her age. Language includes the child's understanding of words as well as his/her ability to use words for communicating with others.

In addition to screening with the DIAL-4, we check your child's vision, hearing, height and weight.

Remember your child is not expected to display every skill or perform it perfectly. Tasks are arranged developmentally so that we can determine if your child is performing in the average range according to his/her age.

Upon completion of the screening, the screener reviews the Parent Information Questionnaire and your child's screening performance. This information will be used to determine which early childhood program your child qualifies to attend. In order to be placed in an early childhood classroom, your child MUST complete the DIAL-4 screening.

Keep in mind that this is only a screening and not an "in depth" diagnostic assessment. If you have questions or concerns about your child's development, please feel free to discuss them with the screener or with your classroom teacher.



Early Childhood Programs

Federal Title I Preschool Program

The St. Charles School District has the opportunity to utilize federal monies to fund preschool tuition for resident children who meet eligibility criteria based on information obtained from developmental screening. These funds are limited, and the number of children eligible for this free service may vary each year. Students will be selected based upon the greatest academic need as based on multiple criteria including the DIAL-4 developmental screening, age, Parents as Teachers referral, home language, etc. New and second year preschool students will be assessed during the spring with the DIAL-4 to determine the students that will be eligible for the Title I preschool program for the following fall. Eligible Title I students will receive preschool services free of charge through Title I funding.

Due to the limited number of Title I preschool enrollment spaces, the following procedure will be followed for available Title I preschool slots for students who submitted application materials prior to the enrollment deadline:

1. Approximately two-thirds of the Title I spaces will be reserved for 4-year olds and approximately one-third of the Title I spaces will be reserved for three-year olds.
2. Title I students must be residents of the District.
3. Students will be selected based upon the greatest academic need and multiple criteria including the DIAL-4 developmental screening, age, Parents as Teachers referral, home language, etc.
4. A rank-ordered waiting list will be maintained and individuals will be contacted if Title I preschool spaces open up during the school year.
5. Students who apply after the enrollment deadline will be placed on the waiting list based on meeting the Title I funding criteria.
6. If your child will be absent, please call the school office no later than one hour after classes begin on the day of an absence. If you do not call the office, the absence is considered unexcused. **Because space is limited, it is also important to remember that ten (10) unexcused absences from school may result in your child's dismissal from this program.**

Early Childhood Special Education Program (ECSE)

Early Childhood Special Education Students attend per their Individual Educational Plan (IEP) and may attend 2, 3, or 4 half days a week (Monday, Tuesday, Wednesday and Thursday).

Tuition Preschool Program

Students must be residing within the boundaries of the City of St. Charles School District. The tuition rate is set annually by the Board of Education.

Due to the limited number of preschool enrollment spaces, the following procedure will be followed for available tuition paying preschool slots for students who submitted application materials prior to the enrollment deadline:

1. If space remains after all residents are placed:
Applications submitted for non-resident employee children will be considered on a first-come, first-served basis.
2. A waiting list will be maintained and individuals will be contacted if tuition preschool spaces open up during the school year.

HALF DAY PRESCHOOL TUITION 2024-2025

5 Day – Half Day Monday - Friday

August through May	\$3,800
10 Equal Payments =	\$380

FULL DAY PRESCHOOL TUITION 2024-2025

5 Day – Full Day Monday - Friday

August through May	\$6,900
10 Equal Payments =	\$690

3 Day – Full Day Monday/Wednesday/Friday

August through May	\$4,500
10 Equal Payments =	\$450

2 Day – Full Day Tuesday/Thursday

August through May	\$3,400
10 Equal Payments =	\$340

Payment via Direct Debit is required. A \$100 non-refundable deposit is required to reserve a tuition-paying preschool spot. This fee will be applied to the May tuition bill.

- *All tuition payments are auto-debited on the 1st business working day of the month PRIOR to the start of the month for which your child will receive services.*
- *The first tuition payment is due by August 1, 2024 for students to start preschool on August 20, 2024.*
- *Payments not honored by your financial institution will result in suspension of services. Reinstatement can occur only after all fees are paid in full and space is available.*
- *Three or more ACH debits not honored can result in withdrawal from our program.*
- *A \$25.00 fee will be assessed for all payments not honored by your financial institution.*
- **No adjustments will be made for holidays, sick days or vacations. All payments are non-refundable.**

2024–2025 EXTENDED DAY CHILDCARE

High quality childcare for preschool students is offered to compliment the preschool day. The extended day childcare will be offered dependent upon meeting the minimum student enrollment numbers.

Extended Day Childcare Times

Preschool Program	AM Extended Day	Preschool Times	PM Extended Day
<u>Half Day (AM Classroom)</u>	6:30 am – 8:15 am	8:00 am – 11:00 am 8:15 am – 11:30 am	Not Available
<u>Half Day (PM Classroom)</u>	Not Available	12:00 pm – 3:00 pm 12:15 am – 3:30 pm	3:00 pm – 6:00 pm
<u>Full Day</u>	6:30 am – 8:00 am	8:00 am – 3:00 pm	3:00 pm – 6:00 pm

Extended Day Childcare Tuition Rates

	Yearly Fees August through May	10 Equal Payments
Begins 6:30 am	\$1,450	\$145
Until 6:00 pm	\$1,950	\$195
Both AM and PM	\$2,650	\$265

NOTE: LATE PICK UP OF YOUR CHILD FROM PM EXTENDED DAY CHILDCARE:

PM Extended Day Childcare ends at 6:00 pm. Please arrive promptly to pick up your child at or before 6:00 pm. Chronic or continued late pick-ups can result in withdrawal from the before/aftercare program.

For additional information regarding extended day childcare options, please call 636-443-2900.

Requirements for Extended Day Child Care

- *Payment via Direct Debit is required.*
- *All tuition payments are auto-debited on the 1st business day of the month PRIOR to the start of the month for which your child will receive services.*
- *The first tuition payment is due by August 1, 2024 for students to start preschool on August 20, 2024.*
- *Payments not honored by your financial institution will result in suspension of services. Reinstatement can occur only after all fees are paid in full and space is available.*
- *Three late or non-payments may result in your child's permanent removal from the before/aftercare program.*
- *A \$25.00 fee will be assessed for all payments not honored by your financial institution.*

- **No adjustments will be made for holidays, sick days or vacations.** All payments are non-refundable.

Early Childhood Policies & Procedures

Attendance/Absences

Regular attendance will support your child's preschool experience. It is important to arrive to school on time; please refer to your child's class times on page 10. If your child will be absent, please call the attendance secretary (636-443-2902) no later than one hour after classes begin on the day of an absence. If you do not call the office, the absence is considered unexcused. If your child will be out for illness, it is our health care department and school district's requirement that you **not allow them to return to school until they are fever/ vomit/diarrhea-free for 24 hours.**

It is important that children are in class the entire class time. Children who arrive late or leave early miss out on important parts of the day and then lack continuity in their preschool time. We understand that children occasionally need to be late or leave early, but please make every effort to assure your child is in attendance. **When asking for a child to be released from school, the parent should first go to the school secretary who will have an adult bring the child to the lobby. When a child is late to school or returns after an appointment, the parent must sign the child in with the school secretary.**

Arrival/Dismissal

Parents/Guardians must sign their child in and out from school with the office when arriving late or leaving early. Additional information on specific arrival and dismissal procedures will be provided by the school and discussed at the Meet the Teacher. **Adults must present a dashboard tag or photo identification every time a child is dismissed from school.**

IMPORTANT NOTE: *If someone other than the parent/guardian is to pick up a child during school hours, the parent/guardian must notify the school office. Written or verbal notification from the parent/guardian must be provided to the school if a child is to do something other than his or her normal procedure at dismissal. Those approved to pick up the child must be a legal adult and will be required to show photo identification.*

Children must be picked up no more than 5 minutes after the end of the preschool session, unless enrolled in the Extended Day Childcare program. Chronic issues could result in your child's suspension or removal from the program.

Visitors/Guests

The St. Charles School District utilizes the Raptor Visitor Management System. The system allows an extra layer of safety for our students and staff. Parents, guardians, extended family members and guest visitors must present a photo ID that is scanned

through the Raptor Scanner in order to drop-off/pick-up a child or visit ECC. After the ID has been initially scanned, a file is kept for future visits to expedite the check-in process. Please see **Background Checks for Visitors/Volunteers Policy** on page 44 for more information.

Withdrawing from the Program

If circumstances arise where you need to withdraw your child from the preschool program, please notify us in writing as soon as possible and submit it to the school office.

Dressing for School

Please be sure your child is dressed each day in comfortable clothing that allows for freedom of movement and safety. The students are involved in activities that keep them moving much of the day. Shorts underneath dresses and skirts are recommended as students are active and climb on the playground equipment. Also keep in mind that our students may play outside so send your child to school in appropriate outerwear as well. Playground play requires closed-toe, sturdy shoes rather than flip-flops or sandals. Tennis shoes are preferred for safety.

Always provide a change of clothing in your child's book bag or tote in case of accidents. Please be sure the change is seasonably appropriate and the correct sizes. This includes shirts, pants, underwear or pull-ups, socks and shoes. This change can remain in the book bag or tote throughout the school year. Remember to label all items of your child's clothing.

Other considerations when selecting clothing for school:

Board Policy JFCA directs that all pupils should maintain a neat appearance at all times.

Students are asked to avoid extremes in selecting clothing to be worn to school. If a student wears clothing that is disruptive to good classroom behavior or creates a safety problem, it may be necessary to call the parents and ask that the student be picked up and returned properly dressed.

- All students must wear shoes, boots, or other type of appropriate footwear.
- Clothing that will cause disruption or undue attention to an individual (girl or boy) shall not be worn. This includes logos, designs and messages considered to be obscene or inappropriate, such as tobacco and alcohol related logos, designs, and messages.
- Class activities which present a concern for student safety may require the student to adjust his/her hair and/or clothing during the class period in the interest of maintaining safety standards.

Book Bags/Backpacks

Please remember to check your child's book bag or backpack EVERY night. The book bag or backpack must be large enough to hold a regular folder, as well as a change of clothes. No wheeled bags will be allowed. A communication folder will be provided for

each child. Your child's teacher will include important communication about your child's progress and school activities in their folder. Weekly Wrap-Up Notes and monthly newsletters from the classroom will also be sent via Class Dojo to keep you informed of what the students are learning. The folder is the daily communication between home and school, so it is important that teachers and parents check and empty it daily.

Snacks

A healthy snack will be served for your child each school day. Parents are asked to donate pre-packaged, healthy snacks for the class at intervals throughout the school year. If the snack requires the use of a spoon, parents are also asked to send those along for the class. There are occasionally children in our program with allergies. You will receive notice if this impacts your child's class.

Approved Preschool Snack List

- Fruit cups/whole fresh fruit/precut & packaged fruit
- Raisins/dried fruit
- Vegetables (precut & washed in bag)
- Yogurt/Gogurt
- Pudding/Jello/Applesauce
- String cheese/cheese cubes
- Granola bars/breakfast bars
- Goldfish, Cheese-its, pretzels, animal crackers
- Cheese sandwich crackers, Ritz, saltines, Triscuit
- Graham crackers/Teddy Grahams
- Cereal (Cheerios, Kix, Chex, Mini-Wheats, Crispix)
- Mini rice cakes



All snacks must be pre-packaged and unopened. Snacks do not need to be individually wrapped. Please send spoons when appropriate.

Ingredients list **must** be on the package sent to school. Food sent to school will be checked by the school nurse and food that does not meet our Safe Snacks policy will be sent home.

No nut products. Check for any type of nut, nut extract, or peanut butter in the ingredients list. NO snacks that say: *May contain nuts/made in a factory with nuts/where nuts are processed*.

Birthdays

The teachers will inform parents about how birthdays will be celebrated in your child's classroom. The following treats are approved for birthday celebrations **ONLY**. Items must be prepackaged and in compliance with our Safe Snacks policy. **Edible treats MUST be sent to school at least 2 days prior to the celebration for approval by the school nurse.** Pre-approved treats are also available for purchase from Chartwells.

- Nabisco brand Oreos – original or double stuff ONLY
- Rice Krispies brand Rice Krispies Treats
- Enjoy Life Brand treats (cookies, chewy bars)
- Alternative non-food treats may be sent to school

Please note that teachers can only pass out outside party invitations if all students in the class are invited.

Holidays/Parties

Class parties will be held for fall, winter, and Valentine's Day.

Each child will be provided with a snack and drink during the party. Due to increased food allergies, no other food items will be allowed to be distributed. Non-edible trinkets are allowed.

Recess/Outdoor Play

If weather permits, students will spend their recess times outdoors. Preschool will follow the district's guidelines for having outdoor recess during cold and hot weather. If your child is not able to participate in outdoor recess due to a medical excuse, please inform his/her teacher and the school nurse in writing.



Inclement Weather

In the event of severe weather, the City of St. Charles School District may choose to dismiss students from school early, use an Alternative Methods of Instruction (AMI) day or cancel events and/or classes for the day. The cancellations are announced through a variety of media outlets including School Messenger, district [Facebook](#), district [Twitter](#) feed, and TV channels 2, 4, and 5.

All families should have an inclement weather plan in the event that school is dismissed early.

Tornado: When the weather warning sirens are sounded, children will be kept at school and cared for until the all clear signal. Definite emergency procedures are followed. PLEASE DO NOT CALL THE SCHOOL OFFICE DURING THIS TIME. PHONE LINES MUST BE KEPT OPEN TO RECEIVE INFORMATION CONCERNING THE STORM.

Emergency or early dismissal: Parents will be notified and asked to pick up their children if an early closing of school occurs. It is important that the main office have up-to-date contact information on file.

Field Trips

Instead of taking off-campus field trips, we will host educational programs in our building that enhance our curriculum.

Toilet Training

Toilet training is a big milestone in a child's life. Each child is different in WHEN they become potty-trained, but research shows that EVERY child needs to be supported with a consistent routine to help them become independent. Our preschool is a developmentally appropriate program for all children, and we are willing to work with children on toilet training. Our goal is that children are toilet trained by the time they are 4 years old.

It is also very important that in the child's book bag there are at least 3 extra pull-ups or underwear with a change of pants, socks and shoes. Part of toilet training involves kids having the occasional "accident," that is how they learn to listen to their body.

Our goal is to help your child become independent, especially in their personal care. Every effort will be made to support what parents are doing at home to help their children be toilet trained. However, every effort on the part of the parent to support the teachers in toilet training at school must be made as well.

Toys and Electronics

All personal toys and electronics should be left at home or in your car so as not to cause a disruption to the learning environment. ECC is not responsible for any personal item that may get lost or broken. If there is a special event for children to bring personal items, you will be notified in advance.

General School Health Guidelines

- Never send an obviously sick child to school.
- A child with a sore throat, severe cough, earache, vomiting, or a fever over 100 degrees within the past 24 hours, should not be sent to school.
- A child with a contagious disease may not come to school until completely well. Proof of treatment may be required.
- A child with head lice may not attend school. The child must be examined by the nurse/clerk before he/she is allowed to return to the classroom. Proof of treatment may be required. Please notify the school immediately if your child has head lice.
- If your child has been ill, please use common sense and good judgment as to whether or not to send him/her back to school.
- Any child with a temperature of 100 degrees or higher will be sent home. He/she must be fever free for 24 hours without the use of fever reducing medication (ibuprofen, Tylenol) before returning to school.
- The clinic must have a way to contact the family during school hours at all times.
- Students are not allowed to keep prescription or non-prescription medications with them while at school.

- Inform the clinic immediately of any new health information that may affect your child at school; for example, diabetes, seizure disorder, asthma, contagious disease, new or change in medications.
- All food treats must be commercially packaged. Homemade treats will not be given to students.
- The teacher and student must be responsible to go to the clinic for medication at the prescribed time.

Health Services

The health of a child has a direct bearing on the ability to benefit from educational experiences. The St. Charles School District has an active and comprehensive health services program, including vision and hearing screening, programs on wellness and disease prevention, and basic first aid. The Early Childhood Center has a nurse on staff to help ensure the health and safety of your child. Please see board policy for more information on injury and accident procedures

Immunizations

Missouri state law requires all students to be fully immunized. It is the parent's responsibility to make sure their child has all required immunizations before the first day of school. All immunization forms must be signed by clinic/physician. Immunization forms are available at your child's school, doctor, or St. Charles County Health Department located at 1650 Boone's Lick Road, phone number 636-949-7400.

In accordance with state law, a parent or guardian may request notification from the district if there is a child currently enrolled in, or attending the facility at which the district's preschool is located who has received an exemption from immunization. Please make your request to the school principal.

Medications

Parents are encouraged to give their child's medication at home whenever possible. If a child must take prescription medicine at school, the medicine must be in the original container (no baggies, foil, etc.) and must be labeled with the original prescription. This includes name of child, name of doctor, name and dosage of medicine, and instructions on when and how to take the medication. A ***district medication form*** must also be completed and signed by the parent and doctor, and medicine must be in the original container. Medication forms may be obtained in the clinic. All medication must be kept in the clinic. Medication orders must be renewed yearly. Medication not picked up by the parent at the end of the school year will be discarded.

Family Support Services

The early childhood center is staffed with a Licensed Clinical Social Worker. The social worker will meet with individual students, groups of students and with parents. Parents who wish to talk with the social worker can do so by contacting the school office.

Custody Situations

In the case of custody or special family situations, please note the following:

- For tuition paying students, the parent/person registering the child is responsible for the payment of tuition.
- For tuition paying students, if payments are divided between two parents, the responsible parent will be the primary contact and will receive all statements, calendars and correspondence, unless it is indicated that both households must receive all of this information. Please contact your teacher if this is the case.
- We MUST have a copy of any legal documents on file with the directions clearly stated to be able to refuse a parent or a designee of a parent from picking up a child.
- It is very important that your classroom teacher be aware of any concerns regarding custody as the safety of the child is our main concern.

Child Abuse & Neglect (Missouri Public Laws, Sections 210.110 to 210.189)

When school officials, including teachers, school nurses and principals, and other persons with the responsibility for the care of children, have reasonable cause to believe that a child has been or may be subject to abuse or neglect, he or she is required by law to report such suspicions to the Missouri Division of Family and Children's Services immediately.

Discipline

At ECC, we follow the Positive Behavior Supports (PBS) framework in alignment with the City of St. Charles School District; please see the following pages for the City of St. Charles Early Childhood Center Behavior Flowchart. No form of physical punishment or verbal abuse is allowed by any adult in our school. One key classroom management program we utilize for social-emotional learning is Conscious Discipline, which is a trauma-informed approach that has a focus on self-regulation. As caring adults, we set limits and maintain a calm, consistent approach to guiding children's behavior. The promise of order, routines, structure and an interesting day helps to reduce the number of discipline problems. Predictable routines help children feel secure and safe.

Recognition and positive feedback are also used to encourage self-control and positive interaction with other children and adults. We tell children what we do want them to do rather than what we don't want them to do. For example, we say "Walk" rather than "Don't run."

Our teachers facilitate positive interactions between students throughout the school day. They help children identify feelings associated with a problem and teach children how to use their words and find their "big voices" rather than using inappropriate methods of communication with their peers and adults. Age appropriate problem-solving skills are regularly modeled, taught and practiced with *all* children as part of our program curriculum.

ECC PBIS Matrix

St. Charles Early Childhood Center: We are **Safe**, We are **Helpful**, We are **Kind**

Expectations ↓ We are...	SETTINGS						
	All Settings	Playground	Our Town	Gym	Bathrooms	Hallways & Arrival/ Dismissal Zone	Outdoor Learning
SAFE	Stay with your Safekeeper Calm body	Climb over colored ground	Toys are for playing	Lights stay on	1 child at a time Lights stay on	Stay with a Safekeeper or school family Safekeepers open doors Walking feet Look where you are going Hold a hand when outside	Safekeepers open doors (gates & bins) Climb over colored ground
HELPFUL	Listen to your Safekeeper Use your "BIG voice"	Take care of toys and put them away	Take care of toys and put them away	Take care of toys and put them away	Be clean & Use what you need	Whisper voices Hands down Pack it wear it carry it	Take care of toys and put them away
KIND	Use gentle touches Use kind words Notice others	Touch nature gently	*See All Settings	*See All Settings	Be private	*See All Settings	Touch nature gently



Code of Conduct

The St. Charles School District Early Childhood program believes that children should learn from their mistakes and be taught how to properly handle themselves in situations. Student misbehavior will be turned into a teaching opportunity whenever possible. Appropriate behavior will be highly praised. Inappropriate behavior such as biting, hitting, scratching, kicking, pinching, spitting, and profanity will not be tolerated. All behavior is a form of communication; instead of seeing behavior as a sign that a child is inherently "bad", we look at it as a sign that the child is missing a skill. We work on *teaching* the child the skill that he or she is missing. Our focus is to help children reflect on the impact of their choices on themselves and others and take responsibility for their actions. We use the idea of consequences to change behavior instead of traditional punishment.

We teach responsibility by creating the safety and connection needed for children to take ownership, reflect, and listen to the messages their feelings provide about their impact on the world. *Only* through this restorative practices approach can we give consequences that motivate children to change their behavior.

If behavior creates a concern for the safety and welfare of all children, the student may be asked to leave general education programming until a Safety Plan can be created. The assistance of the behavior specialist and/or the social worker will be requested. If inappropriate behavior continues, the severe or repeated misbehavior may result in suspension or removal from the preschool program.

City of St. Charles Early Childhood Center Behavior Flowchart

Staff Noticed
Minor & Moderate
Behaviors

Redirect and make sure PBIS universals are clearly taught and reviewed frequently.

Give verbal warning, pre-corrects, proximal praise, remind, proximal control, and/or provide choices.

Re-teach appropriate behavior to meet expectations using 2 positives and 1 negative

Moderate Behaviors

Individualized visual/verbal reminders, provide a logical consequence, allow natural/safe consequence removal from task/area

2 or more moderate behaviors in one day = call/note home

If excessive minors or moderate behavior continues (3+ instances/ 1 week for half day/2 day classes; 5+ instances/ 1 week for 3-5 full day classes) collect data, alert administration via google form by end of day

Observe Problem Behavior

Is the behavior a minor, moderate, or major offense?

Office Noticed
Major Behaviors

Alert administration via google form, crisis team notified if necessary, data logged, natural consequence

Reflection/re-teach/rehearse behavior

Parent contact is made

Meet with administration to decide next steps (ie CARE team, temporary leave, safety plan, etc.) If behavior is unsafe, student may be asked to leave the general ed program

Interventions implemented with data collection

If behavior is repeated student will be referred for additional interventions both within the building and/or externally.

Special education classrooms should adapt building expectations as needed and follow IEPs for the students in the room to be safe and successful.

MINOR (Age-Appropriate/Class Managed)	MODERATE (Class Managed/Office Notified)
<p>Be Safe:</p> <ul style="list-style-type: none"> - Minor Negative Physical Contact with anyone - Left large or small group without permission for brief amount of time - Throwing objects with no perceived intent to harm others - Sitting in chair or at carpet inappropriately. <p>Be Kind/Be Helpful:</p> <ul style="list-style-type: none"> - Defiance - Disrespect - Mildly inappropriate language - Disruption - Briefly off-task - Not cleaning up or sharing <p>Class managed minors need to be documented when they meet any of the following criteria:</p> <p>*Duration: stops instruction for 10 minutes</p> <p>*Frequency: Continues after re-teaching appropriate replacement behavior on 3 or more occasions during a school day</p> <p>*Intensity: Disrupting the whole class</p> <p>- These are noted in student files and are considered as MODERATE BEHAVIOR and needing data to collected (3-5 times weekly)</p>	<ul style="list-style-type: none"> - Moderate Negative Physical Contact towards anyone - Theft, stealing, bullying, threats, intimidation - Left group/time without permission with refusal to return, remained in classroom - Hiding from teacher, eloping within view of staff -Refusing to line up to transition from one area to another -Climbing unintended furniture -Disrobing <p><i>*Excessive moderate behaviors that have occurred multiple times will be referred to the office as a MAJOR (3-5 times weekly)</i></p> <p>MAJOR (Office Notified)</p> <ul style="list-style-type: none"> - Major Negative Physical Contact towards anyone - Throwing objects with perceived intent to harm others - Fighting - Majorly inappropriate language - Left classroom/building without permission, eloping out of view of staff - Destruction of school or others' property - An excessive episode of behavior that includes a combination of challenging behavior (tantrum) - Self-injury <p>Major behaviors are: a safety issue, chronic, not age appropriate, causing a significant loss of instructional time, impeding the learning of self or others, and/or are not responsive to universal supports.</p>

PLEASE NOTE:

- All behavior is a form of communication.
 - The focus with young children should be on the teaching of skills rather than discipline or punishment.
 - Focus on prevention, teaching, and re-teaching of routines and expectations. Then reinforce, reinforce, reinforce!
 - Four to one positive to negative interactions ("I noticed")
- * Any time a student upsets someone else they should check on the other person and see what they can do to help them. ***

TITLE I PRESCHOOL PARENT-STUDENT-SCHOOL CONTRACT
LEARNING AND WORKING TOGETHER
WE PLEDGE . . .

We all realize that an education is important for success. We therefore each agree to do our part in helping every child achieve the Show Me Standards.

As a preschool student, it is my responsibility to:

- Be kind toward my classmates, teachers and parents.
- Read with my parent or family member.
- Attend school every day possible.

As a parent of a preschool student, it is my responsibility to:

- Praise my child for good work and behavior.
- Read with my child regularly.
- Attend parent conferences and school functions.
- Have my child arrive to school on time and maintain an average attendance rate of 95% or above.
- Pick up my child promptly when the school day ends.

The staff of the St. Charles School District Preschool accepts the responsibility to:

- Provide instruction, materials, and high-quality professional development for staff.
- Maintain a safe and positive school climate while treating each child with kindness and respect.
- Hold biannual parent-teacher conferences.
- Communicate with and be accessible to parents.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Signed by:

Teacher: _____ **Date:** _____

Parent: _____ **Date:** _____

Student: _____

Family Involvement

Communication with Home

Your child's teacher will provide regular communication of class activities and student progress. A newsletter will be provided as well as a progress report. Anytime you would like additional information, you are encouraged to contact your child's teacher via email, phone, letter, or through the classroom communication app Class Dojo. Our teachers enjoy an open line of communication with families. School-wide updates from the ECC principal will be sent by email and/or Class Dojo. In order to receive these updates, make sure the office has accurate email addresses on file.

Classroom Observations/Visits

Parents are welcome to plan school visits by contacting the teacher or the school office prior to the observation/visit. Parents are required to complete the district's volunteer background check process for volunteering in the classroom on a regular basis.

Addresses and Phone Numbers

A current telephone number and emergency contact number is needed at all times. If you have changes to any of your child's information, please let the teacher and school office know immediately. Teachers are not allowed to share contact information of classmates. Families can share their information with one another to arrange outside play dates, etc.

Parent Teacher Conferences

Parent/Teacher conferences will be held two times during the school year. You will receive a note from your child's teacher informing you of details for your conference. If you are unable to attend, please contact the teacher to make arrangements for a conference time that will work for both of you.

As you prepare for your parent teacher conference, here are some suggestions for making your time together the most productive:

- Before the Conference
 - Make a list of questions and concerns.
 - Arrange for care for your children.
- During the Conference
 - Ask what your child does well at school.
 - Ask how your child gets along with others.
 - Ask about how your child follows classroom directions.
 - Ask if your child is having any trouble at school.
 - Ask how you can help your child at home.

- The teacher may ask you some of the following questions:
 - What does your child like best about school?
 - What does your child do after school?
 - What are his/her interests?
 - Are there any problems that may affect your child's learning?
 - What type of discipline works at home?

Parents as Teachers (PAT) Program

This is a program offering home visits from certified parent educators, group activities, resource referrals and developmental screenings for families of children prenatal to 5 years of age. The extent to which these services are available is dependent upon state funding of the PAT program. These funds may vary from year to year.

For additional information on the program, please contact the Parents As Teachers Program Coordinator:

Sarah Sherwood at 636-443-2906 or ssherwood@stcharles.org



Notices and Policies

On the following pages, the City of St. Charles School District provides parents, students, staff, and community members with important information about federal and state regulations, as well as district policies and procedures.

A complete list of St. Charles' board policies and procedures may be found on its website: www.stcharlessd.org/Page/73.

For more information, call our District office at 636-443-4000 or refer to our District website at www.stcharlessd.org.

District and building report cards are available on our District website via the link for State Report Card in the District tab in the left-hand column.

District Mission: The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.



Annual Notification of FERPA Rights and Designation of Directory Information

The St. Charles R-VI School District complies fully with the Family Educational Rights and Privacy Act ("FERPA"). FERPA is a federal law that affords parents and students 18 years of age or older ("eligible students") certain rights with respect to the student's educational records. These rights are:

RIGHT TO INSPECT: Parents or eligible students have the right to inspect and review substantially all the student's educational records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school Principal a written request identifying the records to be inspected.

RIGHT TO PREVENT DISCLOSURES: Parents or eligible students have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in educational records to those instances when prior written consent has been given to the disclosure. However, upon request, the District will disclose information to officials of other schools in which a student seeks or intends to enroll. The District may also disclose information under the provisions of FERPA which allow disclosure without prior written consent, or items of directory information of which you have not refused to permit disclosure.

The District will disclose information to school officials who have a legitimate educational interest in the records. School officials include persons employed by the District, whether paid or unpaid, as an administrator, supervisor, instructor, or support staff member, including health or medical staff; persons elected to the School Board; persons employed by or under contract to the District to perform a special task, such as an attorney, auditor, etc.; or persons who are employed by the District's law enforcement unit. School officials have a legitimate educational interest if the officials are: performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus.

The St. Charles R-VI School District has designated certain information contained in the educational records of its students as directory information for purposes of FERPA. The following information regarding students is considered **directory information**:

- the student's name
- photograph or other likenesses
- age
- dates of attendance
- grade level
- enrollment status
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- honors and awards received

The District may disclose directory information for any purpose at its discretion without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, the information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal of the school that the student attends.

In the event a notification of refusal is not filed, the District assumes that neither a parent of a student nor an eligible student objects to the release of the directory information designated.

RIGHT TO REQUEST AMENDMENT: Parents or eligible students have the right to request that the District correct any parts of an educational record that you believe to be inaccurate, misleading, or otherwise in violation of your rights. Parents or eligible students should clearly identify, in writing directed to the school principal, the part of the record sought to be corrected and specify why it is inaccurate or misleading. If the District decides not to amend the record, it will notify the parents or eligible student and provide information on the right to a hearing to present evidence that the record should be changed.

RIGHT TO COMPLAIN TO FERPA OFFICE: Parents or eligible students have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C., 20202-4605, concerning any alleged failure by the District to comply with FERPA.

MILITARY RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION: Upon request of military recruiters, the District is required to provide access to secondary students' names, addresses, and telephone listings. However, any secondary student or parent of a secondary student may request that the student's name, address, and telephone listing not be released without the prior written consent of the parent. Requests that a student's name, address, and telephone listing not be released to military recruiters must be submitted, in writing, to the school Principal. The District is also required to provide military recruiters with the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of the students.

Board Policies JO-R, KI, and JHDA.)

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 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, will develop appropriate procedures for maintaining student records, and will standardize procedures for the collection and transmittal of necessary information about individual students throughout the district. The building principal shall assist the superintendent in developing the student records system, maintaining and protecting the records in his or her building, and developing protocols for releasing student education records. 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.

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.

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 HIGH SCHOOL AND VOCATIONAL SCHOOL

Student's name; parent's name; grade level; participation in school-based activities and sports; weight and height of members of athletic teams; honors and awards received; artwork or coursework 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.

PARENTS AND ELIGIBLE STUDENT ACCESS

All parents will have the right to inspect their child's education records as allowed by law. 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 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.

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 20 U.S.C. § 1232g (b)(1)(E).

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.

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.

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/14/1993

Revised: 01/14/1999; 01/10/2002; 08/11/2005; 09/13/2007

Cross Refs: BBFA, Board Member Conflict of Interest and Financial Disclosure
EFB, Free and Reduced-Cost Food Services
EHB, Technology Usage
GBCB, Staff Conduct
IGBA, Programs for Students with Disabilities
IGDB, Student Publications
IIAC, Instructional Media Centers/School Libraries
IL, Assessment Program
KB, Public Information Program
KBA, Public's Right to Know
KDA, Custodial and Noncustodial Parents
KI, Public Solicitations/Advertising in District Facilities
KNAJ, Relations with Law Enforcement Authorities

Legal Refs: §§ 167.020, .022, .115, .122, .123, 210.115, .865, 452.375, .376, 610.010 - .028, RSMo.
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1487
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794

St. Charles School District, St. Charles, Missouri

Annual Notification of Rights Under the Protection of Pupil Rights Amendment Act (PPRA)

PPRA affords parents certain rights regarding the District's conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

- ***Consent*** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- ***Receive notice and an opportunity to opt a student out of***
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- ***Inspect***, upon request and before administration or use
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

St. Charles R-VI School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys covered by this policy and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

(Board Policies JO-R, KI, and JHDA.)

Missouri Department of Elementary and Secondary Education

Every Student Succeeds Act of 2015 (ESSA)

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must be provided to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)¹

Table of Contents

General Information

1. What is a complaint under ESSA?
2. Who may file a complaint?
3. How can a complaint be filed?

Complaints filed with the Department

4. How can a complaint be filed with the Department?
5. How will a complaint filed with the Department be investigated?
6. How are complaints related to equitable services to nonpublic school children handled differently?

Complaints filed with LEA

7. How will a complaint filed with the LEA be investigated?
8. What happens if a complaint is not resolved at the local level (LEA)?

Appeals

9. How will appeals to the Department be investigated?
10. What happens if the complaint is not resolved at the state level (the Department)?

1) What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2) Who may file a complaint?

Any individual or organization may file a complaint.

3) How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4) How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5) What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6) How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

- a) A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
- b) The facts on which the statement is based and the specific requirement allegedly violated.

7) How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. *That time limit can be extended by the agreement of all parties.*

The following activities will occur in the investigation:

- a) **Record.** A written record of the investigation will be kept.
- b) **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
- c) **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
- d) **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered a public record and may be made available to parents, teachers, and other members of the general public.
- e) **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
- f) **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8) How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9) How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty-day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10) What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

Electronic Communication

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages, or other forms of electronic communication.

The district's policies, regulations, procedures, and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-provided devices, accounts, and forms of communication (such as computers, phones, telephone numbers, e-mail addresses, and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts, and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district-sponsored and must be professional and conform to all district policies, regulations, and procedures.
2. A staff member's supervisor may authorize a staff member to communicate with students using the staff member's personal telephone numbers, addresses, webpages, or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.
3. Staff use of any electronic communication is subject to the district's policies, regulations, and procedures including, but not limited to, policies, regulations, procedures, and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.
4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When electronic communication is not for educational purposes, the section of this policy titled "Exceptions to This Policy" applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren, or other persons living within the staff member's home who happen to be students of the district.

CONSEQUENCES

Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and the district may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education (DESE). Further information about staff-student relations may be found on the District website in the Board Policies.

(Board Policy GBH)

Notice of Non-Discrimination

The St. Charles School District does not discriminate on the basis of race, color, national origin, sex, religion, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies and the district's grievance procedures.

Students Title IX

Assistant Superintendent of Human Resources

St. Charles R-VI School District
400 North Sixth Street
St. Charles, MO 63301
Phone: 636-443-4005

Students- Americans with Disabilities Act/504

Director of Special Education

St. Charles R-VI School District
400 North Sixth Street
St. Charles, MO 63301
Phone: 636-443-4086

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the Superintendent.

Superintendent of Schools

St. Charles R-VI School District

400 North Sixth Street
St. Charles, MO 63301
Phone: 636-443-4033

(Board Policy AC: critical)

Special Education/Early Childhood Special Education (Public Notice)

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

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

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

The St. Charles School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information, and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the District's Administration Center, 400 North Sixth St., St. Charles MO, 63301, Monday thru Friday between the hours of 7:30 am to 4:00 pm.

(Board Policy JHDA: Critical)

District and Statewide Assessment Program

The district will use assessments to indicate the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the Superintendent or Designee to create procedures governing assessments consistent with law and Board policy. In cooperation with the administrative and instructional staff, the Board will annually review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The St. Charles School District will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

STATEWIDE ASSESSMENTS

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education.

The School Board authorizes the Superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent, guardian, or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

NATIONAL ASSESSMENT OF EDUCATION PROGRESS

If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law.

(Board Policy IL: critical)

Notification of Human Sexuality Curriculum

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.

(Board Policy IGAEB: critical)

Rights of Homeless Children

The McKinney-Vento Homeless Assistance Act and subsequent amendments in 1990, 1994, 2001, and 2004 provide considerable protection for the educational needs of homeless children and youth in the United States. Subtitle B of Title VIII states that it is the policy of Congress that:

1. Homeless children and youth have equal access to the same free, appropriate public education as provided to other children and youth.
2. Residency requirements, practices, or policies that may act as a barrier to enrollment will be revised to ensure that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
3. Homelessness alone should not be a sufficient reason to separate students from the mainstream school environment.
4. Homeless children and youth should have access to the education and other services that such children and youth need to ensure that such children and youth have an opportunity to meet the same challenging state student performance standards to which all students are held.

School districts of each homeless child and youth are required to determine the child's best interest by either:

Continuing the child's education in the school of origin:

1. For the remainder of the academic year; or
2. In any case in which a family becomes homeless between academic years, for the following academic year; or
3. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth resides are eligible to attend.

(Board Policy IGBCA: Critical)

Programs for English Language Learners (ELL) and Migrant Students

ENGLISH LANGUAGE LEARNERS

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring their equal access to appropriate programs are the first steps to improving their academic achievement levels.

The Board directs the district ELL coordinator to develop and implement language instruction programs that:

1. Identify language minority students through the use of a Student Home Language Survey (policy IGBH-AF1).
2. Identify language minority students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.
3. Determine the appropriate instructional environment for ELL students.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

(Board Policy IGBH: critical)

Migrant Services (Title IC)

The Title IC program focuses on helping migrant children overcome the educational barriers that result from repeated moves, allowing them the opportunity to succeed in regular school programs.

When the district receives the "Certificate of Eligibility Form" from the Migrant Center, the district Executive Secretary for grants notifies the building principal, building counselor, ELL teacher, classroom teacher, and Food Services Director of the student's migrant status.

In the fall, each building receives a list of its current migrant students. When a building receives notification of a new migrant student, the name should be added to the building's migrant list that was sent in the fall. The district encourages migrant parents to play an enthusiastic role and have a voice in all aspects of their children's education through participation and increased understanding of school regulations and activities.

(Board Policy IGBCB)

Programs for the Disadvantaged

In order to meet its goal of providing appropriate educational opportunities for all students in the St. Charles School District, the Board of Education shall participate in the federal Title I program.

The board recognizes that when schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. It is the board's intent to establish partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

The district will encourage Title I parents to be involved in supporting the education of their children in at least the following ways:

- Parents will be involved in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
- The district will provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing parental involvement.
- The district will build the schools' and parents' capacity for strong parental involvement.
- The district will support the coordination and integration of Title I parental involvement strategies with those of other programs that include parent involvement by meeting with appropriate program coordinators at least once each year to plan such coordination and integration of parent involvement activities.
- The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation, particularly by parents who are disabled, who have limited English proficiency, limited literacy or are of any racial or ethnic minority background.
- The district will use the evaluation findings in designing strategies for school improvement and in revising parental involvement policies and procedures at the district and building levels.

(Board Policy IGBC)

Free and Reduced Lunch Eligibility Guides

Information on free and reduced lunch eligibility guidelines is distributed to all students at the beginning of the year. Further information may be obtained by contacting your school office.

MO HealthNet for Kids Program

The Federal Children's Health Insurance Program (CHIP), part of the MO HealthNet for Kids program, is a health insurance program for uninsured children of low-income families who do not have access to affordable health insurance. To apply please visit <https://mydssapp.mo.gov/CitizenPortal/application.do>.

Emergency Medications

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes and asthma-related rescue medications that can be administered in the event of a severe allergic reaction causing anaphylaxis or a life-threatening asthma episode. These medications will only be administered in accordance with written protocols provided by an authorized prescriber. The school principal will maintain a list of personnel trained in the proper administration of these drugs.

The school principal or designee will also maintain a list of students who cannot, according to their parents/guardians, receive epinephrine or asthma-related rescue medications. A current copy of the list will be kept with the devices at all times. For further policy on the administration of medications to students, please see *Board Policy JHCD*.

Asbestos Notification

The city of St. Charles School District has implemented an asbestos management plan to be in compliance with the U.S. Environmental Protection Agency (EPA). The results disclosed the presence of asbestos in some locations in the school district's buildings. These areas are currently being maintained to ensure all students and employees of the school district are provided with a safe and ASBESTOS-free environment. The inspections and the findings of these inspections are on file and available for public review at the facilities maintenance office at 3800 West Clay, St Charles, MO 63301 during normal working school hours (Monday-Friday 6:30 am-3:00 pm). The Director of Facilities is available to answer any questions you may have about asbestos in our buildings.

School Cancellation or Early Dismissal Notification

In the event of school cancellation or early dismissal that is not a scheduled occurrence, the public is notified via local television, the District website, and the Alert-Now phone system.

Public Library Access

The City of St. Charles School District has a partnership with the St. Charles City-County Library District. All students will be assigned a public library account for use while a student is in our district. This provides students with additional reading and research materials. Parents may choose to opt out of this program by completing the form at <https://rb.gy/fv0ii6>.

Volunteers

Thank you for your interest in volunteering with the St. Charles School District! You can view our current board policy regarding volunteers [here](#).

Building principals are responsible for ensuring that volunteers working with students have approved background checks on file.

Volunteers who will be left alone with a child and/or supervise an overnight trip must have a complete *fingerprint background check through MACHS. Volunteers needing such a search must complete this [google form](#) for instructions. The volunteer is responsible for the cost of the search, which is approximately \$45.00, all of which goes to MACHS and not St. Charles School District.

<https://forms.gle/qH21Ap3DTBm4FbA39>

*Fingerprint background checks are much more comprehensive and accurate than “name searches”. The background check required provides the most comprehensive information, including open and closed records in Missouri, Sex Offender Registry information, and National Criminal Record databases. MACHS FBI fingerprint background checks are mandated by [Missouri Statute 168.133](#).

MACHS FBI Volunteer Background Checks should be completed every five years.

Visitors

Parents/Guardians wishing to visit the classroom to observe specific academic instruction will contact the school office, providing 24-hour notice and state the purpose of the visit (identify what you wish to accomplish by the visit). The building principal will decide on the approval of the visit based on the purpose of the request. This process is for the protection of all students and the instructional program. Many children in the classroom setting receive special services (ELL, Special Education, Title, Speech, etc.) during the school day due to their individual academic needs, and this information is extremely confidential. Due to FERPA (Federal Law), requests will be closely scrutinized to ensure the safety and confidentiality of our student population, along with their individual programming needs.

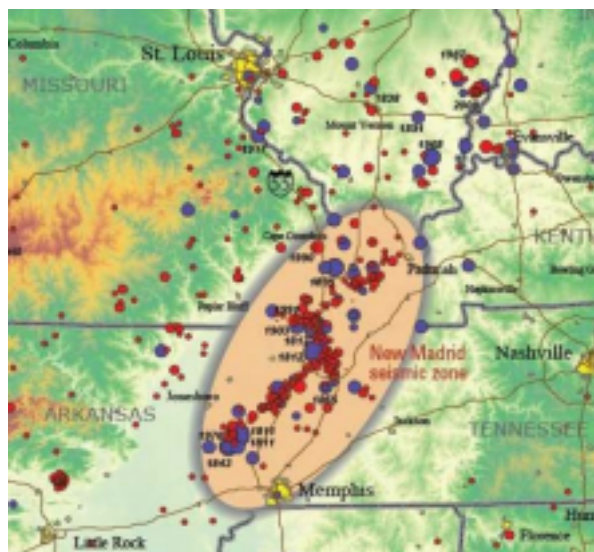
Visitor/Volunteer Background Guidelines		
Visitors: Individuals who are gaining admittance to the school to be in attendance for an assembly, school event, eat lunch with their child or visiting a class party. Visitors are to check in with a school's front office staff upon which they will be background checked by the school's Raptor Visitor Management system which is a free service.	Not responsible for supervision of children. Staff present. Visitors should never be alone with students.	Raptor Visitor Management System-must submit ID such as a driver's license.
Volunteers: Individuals who may be periodically left alone with students or have access to student records. Volunteers may chaperone students on field trips, tutor, coach, etc.	Working with students- possibility of being alone with students.	MACHS FBI Background check

*Revised 4/5/2024

Earthquakes in Missouri

The highest earthquake risk in the United States outside the West Coast is in the **New Madrid Seismic Zone**, centered in southeast Missouri's Bootheel. Damaging earthquakes are not as frequent as in California, but when they do occur, the destruction covers more than 20 times the area due to the nature of geologic materials in the region. A major earthquake could mean catastrophic damage in the St. Louis and southeast regions of the state, and significant damage throughout Missouri.

The New Madrid Seismic Zone averages more than 200 earthquakes per year. Most can't be felt, but a few can cause measurable damage.



Experts say there's a **25 to 40 percent chance for a major earthquake** in a fifty-year period. The result could be major damage from St. Louis to Memphis. The last major earthquake in the New Madrid Seismic Zone was centered in southeast Missouri, near the town of Charleston, in 1895, so we're overdue for a major earthquake.

The Great New Madrid Earthquakes of 1811-12 were the largest in U.S. history west of the Rocky Mountains. The massive quakes destroyed homes, created lakes, and briefly caused the Mississippi River to run backward. Shaking was felt as far away as the east coast!

Prepared in accordance with Missouri Revised Statutes, Chapter 160, Section 160.455

Missouri State Emergency Management
Agency PO Box 116, Jefferson City, Missouri 65102
Phone: 573/526-9100 Fax: 573/634-7966
E-mail: mosema@sema.dps.mo.gov



Save This Page!

To help your family survive an earthquake, know what to do BEFORE, DURING, and AFTER a major quake strikes.

BEFORE:

- ✓ Put together an emergency kit – flashlight, first aid kit, radio, drinking water, blankets
- ✓ Develop a family communication plan – identify a relative living at least 100 miles away; every one can call to “check-in” to tell family you’re safe
- ✓ Make sure all heavy or breakable items are on lower shelves
- ✓ Know how to turn off utilities

DURING:



- ✓ DROP to the ground.
- ✓ COVER your head with your hands and arms. Crawl under a sturdy table or desk if there’s one nearby.
- ✓ HOLD ON until the shaking stops.
- ✓ If you’re driving, pull off the road, away from buildings and utility poles, and stay in your car.
- ✓ If you’re outside, drop to the ground, away from large objects, and cover your face and head with your arms.

AFTER:

- ✓ Find your family; check for injuries
- ✓ If necessary, call 911 for help
- ✓ If you smell gas or hear a hissing sound, go outside – shut off the gas valve
- ✓ Be careful to avoid live power lines and broken glass
- ✓ Listen to news for latest emergency information
- ✓ Be ready for aftershocks!

Missouri State Emergency Management
Agency PO Box 116, Jefferson City, Missouri 65102
Phone: 573/526-9100 Fax: 573/634-7966
E-mail: mosema@sema.dps.mo.gov

