

Francis Howell School District Early Childhood Handbook 2025-2026



**Central School Road
Catepillars**



**Central School Road Early
Childhood Website:**
eccentral.fhdschools.org

**Hackmann Road
Ducklings**



**Hackmann Road Early
Childhood Website:**
echackmann.fhdschools.org

**Meadows Parkway
Penguins**



**Meadows Parkway Early
Childhood Website:**
ecmeadows.fhdschools.org

The Early Childhood Sites

NORTH AREA

Hackmann Road Early Childhood

2555 Hackmann Road, St. Charles, MO 63303

- **Main Phone Number:** 636-851-6200, Fax: 636-851-6202
- **After Hours Pick-up:** 636-851-6169
- **Hackmann Road Principal:** Mendi Hopper, 636-851-6113
- **Special Education Program Coordinator:** Jackie Warren, 636-851-6135
- **Nurse's Office:** Rose Cantrell, 636-851-6087
- **Administrative Assistants:**
 - Jessica Britt, 636-851-6085
 - Sue Duddlestone, 636-851-6137

Becky-David Elementary Early Childhood

1155 Jungs Station Road, St. Charles, MO 63303

- **Main Phone Number:** 636-851-4200, Fax: 636-851-4097
- **After Hours Pick-up:** 636-851-4269
- **Becky-David Principal:** Ed Beckmann, 636-851-4200
- **Vacation Station Coordinator:** Sarah Pipes, 636-851-4282
- **Administrative Assistant:** Lisa Stepanek, 636-851-4283

CENTRAL AREA

Parents as Teachers Family Education Center

1400 Gettysburg Landing, St. Charles, MO 63303

- **Main Phone Number:** 636-851-6060, Fax: 636-851-5890
- **Parents as Teachers Coordinator:** Kandess Browns, 636-851-4031
- **Administrative Assistant:** Denise Martin, 636-851-4045

Non-School Days with Vacation Station

vsbusinessoffice@fhsdschools.org, 636-851-6326

Central School Road Early Childhood

4535 Central School Road, St. Charles, MO 63304

- **Main Phone Number:** 636-851-6400, Fax: 636-851-4106
- **After Hours Pick-up:** 636-851-5275
- **Central School Road Principal:** Dr. Jessica Schmelzle, 636-851-4452
- **Special Education Program Coordinator:** Jackie Warren, 636-851-6135
- **Nurse's Office:** Rose Cantrell/Lindsey LaBeau, 636-851-4453
- **Administrative Assistants:**
 - Sarah Collias, 636-851-4458
 - Angie Johnson, 636-851-4461

SOUTH AREA

Meadows Parkway Early Childhood

4810 Meadows Parkway, St. Charles, MO 63304

- **Main Phone Number:** 636-851-6000, Fax: 636-851-6198
- **After Hours Pick-up:** 636-851-6043
- **Meadows Parkway Principal:** Mary Calkins, 636-851-6000
- **Special Education Program Coordinator:** Dana Thornton, 636-851-5970
- **Nurse's Office:** Lindsey LaBeau, 636-851-6042
- **Administrative Assistants:**
 - Mary Barlos, 636-851-6334
 - Susie Pisoni, 636-851-6053

FHSD Bus Garage Information

In the event your child will be absent and/or does not need bus service or if you have a routing question/concern, please call the bus garage at 636-851-6220.

About the Early Childhood Sites

Our Learning Philosophy

Francis Howell Early Childhood operates under the philosophy that children of all abilities can learn. Together they will develop a strong educational foundation built on good character that promotes independence, appreciation for diversity, a healthy self-concept, and positive socialization skills. All learning is child-centered, process oriented, and choice driven. Learning is guided by setting clear limits, redirecting, modeling, providing positive praise, and encouragement.

Our Curriculum

Francis Howell Early Childhood is guided by the Missouri Early Learning Standards in conjunction with research and best practices on a child's ability to learn. The Francis Howell Early Childhood staff provides instruction and assessment of a child's growth in the following learning domains:

- Personal-Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Health and Development

Our Early Childhood programming is aligned with the elementary level and follows a curriculum that is tailored to meet the needs of each child.

We utilize the following curriculums:

- Early Childhood English Language Arts Curriculum
- Bridges Math
- Second Step Social Emotional
- Handwriting

All lessons and activities are crafted into theme-based units that encompass all aspects of learning to best ensure success for each child at their appropriate level of development.

Our Assessment

All students participate in a district-written assessment in order to monitor student learning. Guardians receive a written report of student progress at regularly scheduled intervals during the school year.

The Early Childhood Assessment addresses:

- Early Literacy
- Math
- Language
- Social Skills

Early Childhood Program Offerings

Multi-Age Classrooms - Full Day & Mornings Only

Learning and instruction is individualized as children progress at their own rate and experience success. Children engage in real, meaningful activities at their own level of development. Research shows that when the classroom is composed of a community of learners with a range of abilities and gifts, there are measurable gains in socialization, independence, and interaction with peers. Younger children will be nurtured by older children and benefit from collaborative learning. Older children will show increased levels of competence and leadership. This class is designed for students not eligible for the O2K class.

Off to Kindergarten (O2K) - Full Day & Afternoons Only

Off to Kindergarten is an age specific classroom designed for the student who will be going to kindergarten the following school year. This class is available to children who are 4 years old before August 1st. If your child is kindergarten age eligible, they will be placed in an O2K class after July 1st, only if space is available after. This classroom has a more comprehensive literacy component that provides greater depth in pre-reading and pre-math skills. The 'O2K' class will include: Bridges Mathematics, Handwriting, and Early Childhood English Language Arts. If your child is kindergarten age eligible, they will be placed in an O2K class, only if space is available after July 1.

Early Childhood Special Education (ECSE)

ECSE services are provided for children with disabilities. A variety of settings are available in order to provide the Least Restrictive Environment. Early Childhood Special Education eligibility criteria are used for initial eligibility determination for students who are identified as disabled. All children have much to contribute in an inclusive setting where learning is enriched by diversity among students. Further information is available in the school office. If you have concerns about your child's development, please speak to your child's teacher and/or call the Parents as Teachers building to schedule a DIAL-4 Developmental Screening.

Non-School Day Care

This program is managed by FHSD Vacation Station program and is available to full day students only during school calendar breaks and certain holidays, as well as Teacher Professional Development Days. It is held at designated elementary sites. Non-School Day Care is designed to provide care for our students on the days that fall outside of the school calendar. Facilitators design learning activities which enrich the early childhood curriculum. This is a separate enrollment from the early childhood program. Please contact the VS business office for more information.

Program Hours

Full Day Early Childhood: 7:00 a.m. - 5:30 p.m.

Half Day Early Childhood: 8:15 a.m. - 11:20 a.m. and 12:10 p.m. - 3:15 p.m.

Additional Program Offerings

Parents as Teachers

Our District Parents as Teachers program offers resources for families with children prenatal through pre-kindergarten. There are personal home visits that provide an opportunity to discuss child development and parenting issues. A variety of family meetings are available to address topics of child development. For more information call 636-851-4045.

3-5-Year Developmental Screenings

Free developmental screenings are available to all children prior to Kindergarten entry. These screenings provide insights into the child's development according to standardized measures. It is strongly encouraged and recommended that children are screened prior to Kindergarten entry. Developmental screenings are offered during the school day for children enrolled in our early childhood program. Screenings are also offered in the district by appointment. To schedule an appointment for screenings, call The Family Education Center at 636-851-4045.

Transportation

Transportation services are provided to students receiving special education services. Please call the Bus Garage at 636-851-6220

- If your child rides a bus and will be absent or picked up early from school.
- If you have questions or concerns about your student's bus services.
 - Please note the school office is not responsible for student routes.

Paying for Early Childhood Programs

Payment Policies and Procedures

Account information is available through an online payment platform. Tuition is paid in advance. Full Day Early Childhood tuition is due by 4pm, Monday of each week; Half Day Early Childhood tuition is due according to the schedule provided. ONCE PAID, TUITION PAYMENTS ARE NON-REFUNDABLE AFTER THE START OF THE SCHOOL YEAR. It is not our responsibility to determine which parent/guardian is responsible for payment of said fees. As a courtesy, invoices will be provided to both parents/guardians upon request and notices of nonpayment or removal from the program will be provided to both parents/guardians.

Supply Fees

Supply fees are due at the time of enrollment. This payment secures your child's placement in the program. **ALL SUPPLY FEES ARE NON-REFUNDABLE.**

Payment Methods

Francis Howell Early Childhood offers a variety of payment options for your convenience.

- Payments may be paid by debit/credit card through the online platform.
- Check/Cashier's Check payments must be delivered to the school main office. Please label the envelope, "Tuition". Checks are to be made payable to Francis Howell School District or FHSD.
- Electronic Check payments through your online banking center are accepted. In order for your account to be credited properly you will need to:
 - Request the payment far enough in advance that it will be sent to us by the tuition due date.
 - Make sure that the check is made payable to: Francis Howell School District. Your child's name should be included on the memo line.

You may access a receipt through the online payment platform or request a copy by contacting the Administrative Assistant at your early childhood site.

Incidental Fees

In addition to regular weekly tuition fees, the following incidental fees may apply when appropriate:

- Late Pick-Up Fee (for pick-up of child/children) \$1.00/minute/child
 - Full Day Early Childhood -5:30 PM
 - Half Day Early Childhood -11:35 AM (morning session)/3:30 PM (afternoon session)
 - Please note 5 or more late pick-ups could result in dismissal from the program.
- Late Payment Fee
 - \$5.00 per Late payment
 - Full Day Early Childhood Programming: applied after 9:00 AM Friday
 - Half Day Early Childhood Programming: applied the following business day after due date
 - Please note that students may not return if payments are not made within one week of the payment due date.

Full Day Early Childhood

Payment Schedule:

- Tuition payments are due by 4pm on Monday of each week. Monthly 'pre-pay' payments are accepted.

Half-Day Early Childhood

Half-Day Tuition Payment Schedule:

- Tuition is due according to the current school year tuition schedule.
- For children enrolling after June 1, but before the start of the school year, both the Activity/Supply fee and payment #1 must be made at the time of enrollment.

Late Pick-Up – All Programs

Fees for late pick-up are listed in Incidental Fees. Dismissal from the program may occur after 5 late pick-ups.

Late Payments – All Programs

Late payments could result in dismissal from the program. Reinstatement can occur if space is available once all payments have been collected.

Returned Check Policy

If a check is returned by your bank, all tuition payments must be made in the form of cashier's check or money order until the returned check, plus fee, has been paid.

- Returned checks will be subject to a \$15.00 returned check fee.
- The Administrative Assistant-Accounting will notify you by phone and you will have two days to submit payment to your school in the form of money order or cashier's check.
- If payment is not received within two days, you will receive written notification of the returned check. You will have 5 (five) days from the date on the written notification to pay your principal in the form of money order or cashier's check.
- If the returned check is not received by the 5th day, then the Francis Howell School District Administration office will begin collection procedures on the returned check.
- Once your returned check goes to the Francis Howell School District Administration office, you will receive a written notice and payment can no longer be accepted by the school and early childhood services will be suspended until payment is received. Payment in the form of money order or cashier's check must be mailed or paid at the Administration Building.
- If payment is not received by the deadline, you will receive written notice that your returned check will be turned over to the Prosecuting Attorney's office for collection.

Once your returned check is turned over to the Prosecuting Attorney's office, payment can no longer be accepted by your principal or the Administration Office.

Income Tax Statements

All tax information is available through your school payment account. The Early Childhood office will also provide record of tuition payments for tax purposes on request. Tax statements will be issued within 7 to 10 business days. Our Tax ID Number is 43-6004545.

How to Get Involved?

Family Involvement

Research has shown that the most successful students in school have had caregivers who have taken an active part in their child's education from early childhood through high school. Francis Howell School District places a high priority on guardian involvement in the education of all children and believes it is a crucial aspect of your child's successful learning experience.

It is important for teachers and caregivers to work together as a team to foster and support the development of the child. Caregivers are encouraged to participate in after-school committees and events. Check with your school office for procedures. Please watch for building announcements for volunteering opportunities.

The following are some of the ways you can become involved in your child's education at the Early Childhood Level:

Family Involvement Team

The Family Involvement Team develops strategies that align with the School Improvement Plan to increase guardian involvement in children's education and to create partnerships between home, school, and the community. The team consists of parents/guardians, teachers, administrators, building staff and community members.

Conferences

A school conference is an opportunity for you and your child's teacher to discuss how she/he is doing in school – educationally, socially, emotionally, and developmentally. It is a time for you, as a parent/caregiver, to ask questions and share any concerns you may have about your child's progress.

PALS (Parents Actively Lending Support)

PALS is a social, parent/guardian involvement group that supports the Early Childhood Education programs of Francis Howell. PALS is a great resource to meet other caregivers and support your child along his/her early childhood path. There are several ways to be involved and we encourage every family within the Francis Howell Early Childhood Education Program to join. Examples of activities are day trips, social events in the community or at an Early Childhood Family Education Center and play groups.

General Information

Absences

- **Daily Absence:** Please contact the school office if your child will be absent from school. If your child rides the bus, you will also need to contact the Bus Garage at 636.851.6220.
- **Extended Absence:** If the guardian knows that the child will be absent for an extended period of time, such as extended vacation or travel plans, the guardian must notify the early childhood office. The guardian has the option to withdraw the child from the program for the days missed. Upon return, the child may continue in early childhood, if the spot is still available.
- **Sick days (Full Day Only):** Five sick days are provided to each child attending five days a week in the Full Day program. These days can only be applied during the current school year calendar. Half Day programming does not have a sick day option.

Access to Early Childhood Records

Parents/caregivers will have access to student early childhood records including, but not limited to, registration paperwork, billing statements, attendance records, and

incident/accident forms, unless a court order is provided that clearly states that a guardian's rights have been terminated.

Accidents/Injuries

If your child is involved in an accident at school, the following procedures will be followed:

In cases of severe injury:

- A staff member will stay with the child.
- Another adult will call 911.
- The parent(s)/caregivers(s), Principal and/or the Director of Alternative Learning will be contacted.
- A staff member will remain with the child until the parents/guardians arrive and are fully informed about the emergency.
- The Francis Howell Incident/Accident/Injury Report will be completed.

In a non-threatening situation or minor injury where the child requires medical attention but does not require immediate transportation to a hospital:

- A school representative will:
 - Be called for assistance as soon as possible.
 - Make the necessary phone calls to the parents/guardians and the emergency room if necessary.
 - Care for the injured child.
 - Inform the parent/caregiver of the extent and seriousness of the injury.
 - Complete an Incident/Accident/Injury form to be sent home with the student.

Behavior Guidance in the Pre-K Tuition-Based Program

In the Pre-K Tuition-Based Program, we view discipline as a way to teach and guide young children—not to punish them. Young children are still learning how to manage emotions, build friendships, and solve problems. Our goal is to help them develop self-regulation, empathy, and responsible decision-making through consistent, supportive guidance.

We use developmentally appropriate practices to promote positive behavior and emotional growth, including the Zones of Regulation model. This helps children recognize and name their feelings, learn tools to manage emotions, and return to a calm, ready-to-learn state.

Our approach includes:

- Engaging children in meaningful, interest-based activities that spark curiosity and support learning.
- Offering choices throughout the day to encourage independence and decision-making.
- Building leadership and responsibility by involving children in caring for materials and helping set classroom rules.
- Creating a supportive environment where children can work through challenges with adult guidance.
- Gently redirecting behavior to help children understand how their actions affect others.
- Providing quiet spaces for children to calm their bodies and think through situations with support.
- Partnering with families to support each child's social-emotional development.

When Behavior Escalates

While the goal of discipline in the Program is to teach and guide, students will still be subject to the District's Code of Student Conduct and applicable Policies and Regulations. If challenging behavior continues or becomes more serious, the following steps may be taken to ensure safety and appropriate support:

- A family conference may be held to determine additional strategies or interventions.
- If a child's behavior causes physical harm, creates a safety risk, or results in intentional property damage, the child will be removed from the group and a parent/guardian will be contacted to pick them up immediately.
- If interventions are not successful and appropriate supports are not available, dismissal from the program may be considered.

Birthdays

Birthdays are a very special day in the life of an early childhood student and we love to celebrate our students. In lieu of an edible snack, we ask parents/caregivers wishing to send a special treat to the classroom to choose non-edible birthday treats to share with classmates. This could be stickers, pencils or another small party favor item. Be sure to consult your classroom teacher for the number of students in the class.

Breakfast During Before Care

Students in the Full Day Early Childhood program may need to finish breakfast during Before Care. Please provide breakfast items in a disposable bag with necessary utensils.

Child Abuse/Neglect Policies and Procedures

Early Childhood employees are required by law to report instances of suspected child abuse when the employee has reasonable cause to suspect that a child has been or is being abused or neglected.

Early Childhood staff will not release students to adults who appear to be under the influence of drugs or alcohol, or when staff otherwise has a reasonable concern for the student's safety if the student is released to the adult, even if the adult is on the child's authorized pick-up list. The adult will be privately notified that the child will not be released to them and that another emergency contact will be called to pick up the child.

Classroom Activities

Each classroom has planned activities throughout the school day to keep your child engaged and learning. Listed below are examples of activities. Teachers will provide a daily schedule specific to their classroom.

- Math – Pre- Math skills – sorting, categorizing, shapes, numbers.
- Language & Literacy – Letters, Sounds, Phonemic Awareness, Pre-Reading skills.
- Learning Centers - children will have the opportunity to have choices involving writing, blocks, dramatic play and manipulatives, listening centers, computers, etc.
- Group Activities - teachers relate our story or topic to “hands-on” activities to develop relationships between what we already know and what we have just learned.
- Writing – Letter formation – uppercase and lowercase – simple sentences.
- Snack - an opportunity for children to socialize with one another and encourages social skills such as independence and manners.
- Recess - children safely enjoy sliding, climbing, riding tricycles, and participating in large group games.
- Music and Movement - children express themselves through theme related finger plays and music.

Classroom Observations

The Francis Howell School District welcomes parents/caregivers who want to observe in our Early Childhood classrooms. Prior to observing, you must contact the principal to request an appointment and district observation paperwork must be completed prior to the date of the observation. Please refer to the District Board Policy for further information and procedures available on the web site. (Regulation 1430)

Custody / Special Family Situations

Parents who are separated or divorced, or who have never been married, may have legally defined responsibilities and/or limitations regarding participation in their child's education. If you choose to provide custody orders and parenting plans to the Early Childhood, please note that the Francis Howell School District is not bound to enforce these orders. Furthermore, unless a court order is provided that clearly states that parental rights have been terminated or that a guardian cannot have any contact with a student, we cannot deny a guardian access to his or her child.

Communication

Communication is important at the Early Childhood level and we have ways to stay connected:

- E-Mail
- Classroom Communication
- District News
- District Newsletter
- Building Newsletters
- Social Media

Dress Code

Children should wear comfortable play clothes for safety when running and playing. Messy activities are part of the early childhood curriculum. **WARNING:** We will have fun. We will get dirty! Shoes and clothing must meet reasonable safety guidelines for physical play. Tennis shoes are most appropriate. We do play outdoors almost every day so remember to send appropriate outerwear with your child. Please be sure to label ALL articles of clothing with your child's first and last name. Refer to Board Policy 2651 for additional information.

Emergencies/Drills

Regular fire, tornado, earthquake, and intruder drills are held to instruct the children on the procedure in case of a real emergency. All staff members, students, and visitors are required to participate in drills and take them seriously. The fire department conducts safety/fire inspections with the school.

In case a tornado “warning” is in effect at the close of school, buses will wait until the “all clear” before departure. Guardians who are in the pick-up line are recommended to seek shelter. Students are not released during a tornado warning. Please refer to the school district website for more specifics.

If you arrive at the Early Childhood to pick up your child and the doors are locked and there is no response from the buzz in system, this means we are in lock down mode. During this time, your child’s safety is of the utmost importance and we will not be allowed to let anyone in or out of the building.

Family/Teacher Communication

Communication is an important tool for both guardians and teachers. Communication should be two-way and is designed to provide information on upcoming activities, what is happening within the classroom, and provide developmental information about children and give you the opportunity to provide input and perspective. Teachers communicate with parents/caregivers in a variety of ways: online platform, newsletters, and blogs. You may contact your child’s teacher by email, voicemail, or a note. Please make sure you check your classroom communication and/or your child’s backpack daily for notes or papers from your child’s teacher or main office.

Illness During Program Hours

If a child becomes ill during the school day, the primary caregiver will be contacted to pick up the child immediately. The school nurse or designated school personnel can make discretionary decisions, therefore the decision to send a child home may vary based on symptoms.

Illness

Any known medical condition should be reported to the School Nurse or Principal in writing with proper physician documentation and instructions on your child’s medical care while at

school. Necessary medication provided should be in original container and be accompanied by a physician's order.

In our Early Childhood program, we generally adhere to the district guidelines for illness. However, there are sometimes discretionary decisions made by the school nurse/designated school personnel due to the unique needs of the early childhood child. Multiple factors are taken into consideration as we consider the health of the young child. To help prevent children from contracting or spreading an illness while at Early Childhood, we ask that you adhere to the following guidelines.

Parents/caregivers are responsible to assess their child's and family health daily before coming to school. If your child is exhibiting any of the following symptoms, please keep them at home.

- Fever (100 degrees or higher) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Children with the above symptoms will be sent home. Children **MUST** be fever free/symptom free for 24 hours **WITHOUT** medication before returning to school. A child should not return to school within the first 24 hours of taking antibiotics.

In general, children should stay home whenever they do not feel well enough to participate in the normal activities in a school day. If your child is feeling sick at school, then not much learning is taking place. In order to control communicable disease in school, it is important to keep your child home if exhibiting any of the symptoms listed above.

If a child contracts or is exposed to a contagious disease, you must report this information to the School Nurse or Principal immediately. Such notification will be handled according to the school district's guidelines and policies.

Lost and Found

Lost items that are found will be located in an area that is building specific. Articles not claimed at the end of each quarter will be donated to a charity. To help relocate lost items, the school strongly encourages guardians to label all clothing and items brought to school with the child's first and last name.

Lunches (Full Day Only)

- The children are to bring their own lunch each day. Water will be provided with lunch in the full day classroom. It is asked to provide a healthy lunch for their child. We cannot microwave any lunches. You may provide an insulated container for foods that need to be kept warm.
- Depending upon individual elementary school schedules, our students enrolled in a full day early childhood program in the elementary school may be able to purchase lunch in the cafeteria on the days school is in session.
- We ask that all families are Allergy Aware when packing lunches for their child. There are a growing number of allergy concerns among our students. It is important to talk to your child informing them not to share their lunch items with a friend. Children who bring items for lunch that may cause an allergy risk for a peer, such as peanuts or peanut butter, will be provided a 'placemat' and seated away from a peer with the allergy risk.

Meal Debt (Full Day in the Elementary Schools)

Francis Howell has a meal debt policy in order to maintain consistent meal account procedures throughout the district. Unpaid charges place a financial strain on District finances. The district's contracted food service vendor is responsible for maintaining food charge records and for notifying the district's accounting department of outstanding balances. Our Full Day Early Childhood students in the elementary schools are subject to adhering to this policy.

- Early Childhood students will be allowed to charge a maximum of fifteen dollars (\$15.00). These meals will include only the menu items of the reimbursable meal.
- After the balance exceeds fifteen dollars (\$15.00), the student may be given a designated menu alternative.
- Early Childhood students will be allowed to charge up to one dollar (\$1.00) for à la carte foods and beverages.
- Parents/guardians will be notified of negative balances via electronic, written or verbal communication.

- If there is a financial hardship, families are encouraged to notify the school for support.

Please refer to Francis Howell Policy 5550 for further information.

Medication During Program Hours

The administration of medication at school should be limited to necessary medication that cannot be given on an alternate schedule.

Whenever a child is to be given medication (including over-the-counter medication), the guardian must complete or do the following:

- Complete a "Medication Authorization" form.
- FHSD Medication form
- Provide a doctor's written order. This information can be faxed from the doctor's office to the school office.
- The dosage and times the medication is to be given must be on the label.
- All medication must be given to an early childhood employee when your child arrives at school. Please do not leave medication in your child's book bag or lunch.

The Early Childhood complies with the Francis Howell School District's medication policy; therefore, over-the-counter medication can only be given with a doctor's written order. This includes Tylenol, aspirin, ibuprofen, and cough medications. Nurses can no longer dispense cough drops to students. In compliance with Francis Howell School District's medication policy, early childhood staff can provide the following over-the-counter medications in accordance with the medical orders provided by the consulting physician for the Francis Howell School District:

- Triple antibiotic ointment
- Hydrocortisone cream 1%
- Caladryl lotion
- Anti-itch spray/cream (diphenhydramine HCL 2 %)
- Tetrahydrozoline HCL Eye Drops
- Zaditor Antihistamine Eye Drops
- Naphcon-A Eye Drops
- Buffered Isotonic Eye Irrigating Solution
- Sore throat spray (phenol 1.4%)
- Oral anesthetic/antiseptic (Anbesol/Orajel)
- Lip Ointments

- Burn spray/ointment (American)
- Zinc Oxide
- Saline or Multi-purpose solution for hard or soft contact lenses
- Campho-Phenique
- Peroxide 3%
- Isopropyl Alcohol 70%
- Baking Soda
- Calcium Carbonate tablets (Tums, Mylanta)
- Vaseline/Petroleum Jelly

Parent/Caregiver Concern Process

A positive home/school relationship is critical to each student's success. However, should a concern arise, please follow this procedure:

- Contact the teacher directly to ask about the situation. Usually, a phone conversation is all that is necessary.
- If you prefer to meet with the teacher, send a note or call to set up an appointment. The teacher reserves the right to have an administrator present.
- When meeting or talking with the teacher, clearly explain your concerns and work with the teacher to find a solution which meets the needs of home and school.
- If you and the teacher are not able to find a solution, the principal will be contacted to assist in finding a workable solution.

Pick-Up Protocol

Every child will be issued two car cards. Possession of this car card is your permission for the adult to pick up your child. In the event you do not have your car card, you will be asked to show a valid, legal ID. Do not make copies of your card. Contact office staff if you need additional cards.

In case of an emergency where the adult may not have possession of the car card, caregiver permission must be provided for us to release your child to an authorized adult. If adults, other than those listed on registration paperwork will be picking up your child, verification will be made with the parent/guardian. Parent/Guardian must call the main office and indicate the name of adult picking up without the car card.

To ensure the safety of all children, please have the authorized person be prepared to show a photo ID when picking up your child.

Recess Guidelines

Students will have a scheduled 20-minute outdoor play and activity each day, weather permitting. We follow the temperature guidelines given by the School District. It is important that you check the weather for the entire day to ensure your child is dressed appropriately to go outside for recess. In the event your child needs to be excused from recess due to medical concerns please provide a written note from a doctor.

Wind Chill Policy- If the air temperature and/or wind chill is:

- 15 to 20 degrees - Shortened Recess (10 minutes)
- Below 15 degrees - Inside Recess

Heat Index Policy

- 95 to 100 Heat Index - Shortened Recess (10 minutes)
- Heat index above 100 - Inside Recess

Snacks

Both full-day and half-day programming require caregivers to provide individual daily snacks for their child. Full-day students should bring two snacks each day. Healthy choices are encouraged.

Snack Allergies

We ask that all families are Allergy Aware as they are packing snacks for their child. There are a growing number of allergy concerns among our students. It is important to talk to your child informing them not to share their snack items with a friend. Specific classrooms may prohibit a particular snack due to allergy concerns. You will be notified by your nurse/classroom teacher if this is applicable to your child's classroom placement.

- If this is the case, please avoid sending snacks that contain the identified allergen.
- If the allergen is nuts, this will include peanuts, peanut flour, peanut oil or peanut butter or other nuts. This includes snacks with almonds, coconuts, filberts, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios and walnuts.

Snow Days

Snow Days-Early Dismissal for Snow (Emergency Release)-ALL PROGRAMS

On days that schools are dismissed early due to threatening or severe weather conditions, radio stations and television stations will be asked to announce dismissal times. An email will be sent alerting parents/caregivers of the time of early dismissal for that day. This will be an indication to parents/caregivers that all students will arrive home earlier than usual. If there is early dismissal for snow, Full Day Early Childhood does not remain open, programming is not provided and arrangements must be made for children to be picked up at the release time.

Snow Day School Closure-Half Day Early Childhood Program Only

When it is announced that the Francis Howell School District will be closed due to inclement weather, all schools and Early Childhood Centers in the district will close for that day. The district makes every attempt to reach a decision regarding school closing by 5:00 a.m.

Snow Day Program-Full Day Early Childhood Program Only

On snow days, programming will be offered at select sites which may not necessarily be your Full Day Early Childhood site. If weather is significantly severe and the administration building is closed, all snow day sites will be closed.

- Participation in the Snow Day program is optional.
- You will receive information in the fall to register.

Notification of Snow Days - ALL PROGRAMS

The Francis Howell School District will announce procedures for inclement weather, including school closings, the use of a snow schedule and early dismissal via the following media:

- **Television Station:** Channel 2 (KTVI/FOX), Channel 4 (KMOV/CBS), Channel 5 (KSDK/NBC)
- **District Platforms:** District Robocall, Website, Facebook, Twitter

Supplies - All Programs

Supplies Needed

- A complete change of clothes, including socks and shoes - labeled with name
- Diapering supplies as necessary

- Daily snack for your child
- Age-appropriate water bottle with lid
- \$5 cash for celebrations

Additional Full Day Early Childhood Supplies Needed

(supplies needed may vary by site)

- A Lunch
- A kindergarten mat
- A small cover for quiet time
- A small pillow
- One small stuffed animal
- Quiet time items should be small enough to fit in your child's cubby

Please label all items with the child's first and last name such as backpacks, jackets, coats, hats, gloves, etc.

We ask that no other toys be brought from home. The Early Childhood program is not responsible for non-essential items that children bring from home.

Early Childhood Behavior Expectations

The Second Step Early Learning Program is a universal classroom-based program designed to increase children's readiness and social success by building their social-emotional competence and self-regulation skills. It supports skill development in the areas of: empathy and compassion, emotions management, friendship skills and problem solving, and skills for learning. The program is designed around twenty-eight weekly themes.

The Zones of Regulation is a self-regulation tool to help children with self-control, self-management and impulse control. This is a tool that helps children identify what zone they are in as well as how to identify strategies that may help them return to the green zone. It's important to remember that we all experience the different zones throughout the day. As adults, we have developed strategies to help us regulate our emotional responses which enable us to return to the green zone. There is no "bad" zone and we all rotate through the different zones at different times of the day. We will be using the zones to describe emotional states demonstrated by children in books, peers, teachers and individual

students. Your support in using the same language will help your child apply the information in different situations throughout the day.

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Excited	Out of Control
Sick	Proud	Frustrated	Mad
Tired	Focused	Scared	
Hurt	Ready to Learn	Silly	

At times student behaviors may become unsafe for the school setting. Some examples are:

- Physical aggression towards peers, staff or self.
- Destruction of classroom property.
- Inappropriate language for the classroom setting.
- Excessive refusal to participate in classroom activities.

If unsafe/disruptive behaviors occur consistently, the following steps may be taken:

- Teacher will discuss the behavior with the guardian(s).
- Teacher will consult with the Early Childhood Support Counselor and/or Behavior Specialist to develop strategies of support for the student.
- Team meeting and/or phone conference with the guardian(s) to discuss strategy implementation and results.
- If behaviors continue and are considered to cause an unsafe environment for the student or others, suspension or dismissal from the program may be determined necessary.

Communication between home and school is an important component of student success. Families are encouraged to contact your child's classroom teacher at any time regarding behaviors.

District Notices

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
 - Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or appropriate school official a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Parents or eligible students who wish to ask the school to amend their child's or their education record should write to the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school

district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
 - Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202

Directory Information

The Francis Howell School District has designated the following information contained in the educational records of its students as directory information for purposes of FERPA: student's name, student's address, student's phone number(s), parent(s)/guardian(s) e-mail, grade level, grade point average, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, most recent previous school attended, and photographs.

How to Opt Out

A parent or student refusing to have any or all of the designated directory information disclosed is required to complete [FERPA Student Directory Information & Media Opt-Out Form](#) and designate that you are refusing to disclose directory information or that disclosure of directory information should be limited to school affiliated organizations and activities as described in Regulation 2400. Return the form to the principal of the school which the student attends. The completed form must be returned by September 1 each year or within 10 days of new student enrollment, whichever is later. [View the Spanish translation of the Opt-Out Form](#). Additional translations can be provided by contacting your child's school.

ESSA Complaint Procedures - Missouri Department of Elementary & Secondary Education Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures

This guide explains how to file a complaint about any of the programs ¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents

General Information

- What is a complaint under ESSA?
- Who may file a complaint?
- How can a complaint be filed?

Complaints filed with LEA

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

Complaints filed with the Department

- How can a complaint be filed with the Department?
- How will a complaint filed with the Department be investigated?
- How are complaints related to equitable services to private school children handle differently?

Appeals

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

What is a complaint?

For these purposes, a complaint is an 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.

Who may file a complaint?

Any individual or organization may file a complaint.

How can a complaint be filed?

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

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 locally developed and adopted procedures.

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.

How can a complaint be filed with the Department?

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

- A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and

- The facts on which the statement is based and the specific requirements allegedly violated.

How will a complaint filed with the Department be investigated?

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

The following activities will occur investigation:

- Record. A written record of the investigation will be kept.
- Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
- Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
- Report by LEA. Within forty-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 public record and may be made available to parents, teachers, and other members of the general public.
- Verification. Within ten 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, and/or telephone call(s).
- Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

If the complaint is an LEA is not providing equitable services for private school children, in addition to the procedures listed in number 7 above, the complaint 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 Departments' resolution of the complaint (or its failure to resolve the complaint).

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. The 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.

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

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

1 - Programs include Title I. A, B, C, D, Title II, Title III. A.

2 - Title IV.A, Title VI, Title VII. C Revised 7/15 2 In compliance with NCLB Title IX Part C. Sec. 9304(a)(3)(C)

Local Education agencies are required to disseminate, free of charge, this information regarding NCLB complaint procedures to parents of students and appropriate private school officials or representatives.

Revised 2017

FHSD Equal Opportunity Policy 1300

Book FHSD POLICIES

Section 1000 GENERAL ADMINISTRATION/ 1300 Equal Opportunity

Title Equal Opportunity

Code 1300

Status Active

Adopted April 1, 2007

Last Revised January 21, 2021

The District is committed to maintaining a workplace and educational environment that is free from discrimination, harassment, and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. The District is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service.

In its programs and activities, the District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law and as required by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990, and state law. In addition, the District

provides equal access to the Boy Scouts of America and other designated youth groups. Further, no person shall be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination based on the above-listed characteristics under a school nutrition program for which the District receives federal financial assistance from the U.S. Department of Agriculture (USDA) Food and Nutrition Service.

This Policy governs the District's compliance with the laws identified above, outside Title IX. The following person is designated and authorized as the District's Compliance Officer to coordinate compliance with the laws identified above (outside of Title IX), including to handle inquiries or complaints regarding the District's non-discrimination policies:

The following individuals have been designated as the District's non-discrimination compliance officers:

Lisa Simpkins
Chief Human Resources Officer
801 Corporate Centre Drive, O Fallon, MO 63368
636-851-4004

Dr. Suzanne Leake
Director of Human Resources
801 Corporate Centre Drive, O Fallon, MO 63368
636-851-4057

Dr. Kevin Morrison
Director of Student Services
801 Corporate Centre Drive, O Fallon, MO 63368
635-851-5957

Dr. Will Vanderpool
Director of Alternative Learning
801 Corporate Centre Drive, O Fallon, MO 63368
636-851-4006

A complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above (outside of Title IX) should be filed in accordance with the

procedures outlined in Regulation 1300. A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in Regulation 1301. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 should be filed in accordance with the procedures outlined in Regulation 2110.

Originally adopted April 2007

Revised March 2018

Revised December 2018

Revised May 2020

Revised January 2021

Revised May 2024

FHSD Public Notice – Section 504 and Title II

The District is required to undertake measures to identify and locate every qualified disabled student residing in the District who is not receiving a public education; and take appropriate steps to notify disabled students and their parents or guardians of the District's duty. Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination against persons with disabilities in any program or activity that receives federal financial assistance from the United States Department of Education. The Francis Howell School District is a recipient of federal financial assistance from the United States Department of Education and, therefore, is covered by Section 504. The District has developed 504 procedures for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. These procedures may be reviewed at the Francis Howell School District Alternative Education Department from 8:00 – 4:30 p.m. each school day. Alternative times are available by request. This notice will be provided in native languages as appropriate.

Director of Alternative Learning
Francis Howell School District
801 Corporate Centre Drive
O'Fallon, MO 63368
Phone: 636-851-4060 Fax: 636-851-4094

FHSD Student Meal Charges

Purpose

The purpose of this Policy 5550 is to maintain consistent meal account procedures throughout the District. Unpaid charges place a financial strain on District finances. The District's contracted food service vendor is responsible for maintaining food charge records and for notifying the District's accounting department of outstanding balances.

Administration

- Student Groups:
 - All students will be allowed to charge a maximum of twenty-five (\$25.00) dollars.
 - These meals will include only the menu items of the reimbursable meal.
 - After the balance exceeds twenty-five (\$25.00) dollars, the student will be given a designated menu alternate.
- Elementary students will be allowed to charge up to one dollar (\$1.00) for à la carte foods and beverages. Middle and High School students will not be allowed to charge à la carte foods and beverages.
- Various methods of communication may be used to notify parent(s)/guardian(s) of students with negative balances, including electronic communication, written correspondence, or phone call by the appropriate party.
- On May 15 annually, all charging will be cut off.
- Parent(s)/guardian(s) will be sent a written request for "payment in full."
 - All charges not paid before the end of the school year will be carried forward into the next school year.
 - Graduating seniors must pay all charges in full. Failure to do so may result in the delinquent student being denied participation in graduation ceremonies.
- If a financial hardship is suspected, families will be encouraged to apply for free/reduced meals at any time during the school year. Buildings may also establish special funds to assist students with meal purchases.
- Each building principal will send a letter to all parent(s)/guardian(s) on or before the first day of school notifying them of the requirements of this Policy. This Policy will also be published on the District's website.

Revised May 2024

Notification of Rights Under PPRA (Protection of Pupil Rights Amendment)

The PPRA affords parents/guardians and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our 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)
 - Political affiliations or beliefs of the student or student’s parent(s)/guardian(s);
 - Mental or psychological problems of the student or student’s family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
 - Religious practices, affiliations, or beliefs of the student or parent(s)/guardian(s);
 - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 - Any other protected information survey, regardless of funding;
 - 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
 - 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 –
 - Protected information surveys of students;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - Instructional material used as part of the educational curriculum.

Francis Howell School District has adopted policies regarding these rights (see Policy 1610), as well as arrangements to protect student privacy in the administration of protected

surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Francis Howell School District will directly notify parents/guardians and eligible students of these policies at least annually at the start of each school year and after any substantive changes. Francis Howell School District will also directly notify parents/guardians and eligible students at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- 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/guardians or eligible students 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. 20202-4605

Individuals with Disabilities Education Act

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

The Francis Howell 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 Francis Howell School District Alternative Education Department from 8:00 – 4:30 p.m. each school day.

This notice will be provided in native languages as appropriate.

Director of Alternative Learning

Francis Howell School District

801 Corporate Centre Drive

O'Fallon, MO 63368

Phone: 636-851-4060 Fax: 636-851-4094

Free and Reduced Lunch Eligibility

The District participates in the national school lunch program. Eligible students will be identified for participation in the free and reduced-price lunch program based upon federal and state guidelines.

Information concerning the eligibility standards will be distributed annually within the District. The identification of student participants in the program will be confidential with such information disclosed to staff members on a strict need-to-know basis.

Trauma-Informed School Initiative

When students endure chronic stress or traumatic incidents, it can have both physiological and emotional consequences, often impairing their ability to function effectively in a school setting. The Francis Howell Trauma-Informed School Initiative is dedicated to establishing safe and nurturing educational environments where students can learn and reach their full potential. This initiative achieves this by recognizing the indicators of chronic stress and trauma and implementing effective response strategies. For further information, visit the Missouri Department of Elementary and Secondary Education's website for more information about the Trauma-Informed School Initiative.

Human Sexuality Instruction

The parents/guardians of each student will be advised of:

- The content of the District's human sexuality instruction to be provided to their student.
- Their right to remove their student from any part of the District's human sexuality instruction.

The District's human sexuality curriculum will be available for public examination prior to their use in actual instruction.

The Early Childhood Program does provide instruction to students on human sexuality or sexually transmitted diseases.

Title I Program

The Board of Education recognizes the importance of parental involvement with the Title I program and will provide a variety of opportunities for parents to be involved in policy design and in the planning, implementation and review of Title I program. Title I teachers and paraprofessionals must meet the qualifications outlined in Regulation 1621.

Pursuant to the provisions of the Every Student Succeeds Act, the District will submit its Federal Title 1 LEA Plan, describing the District's Title I services. Additional information about the Title I program and specific duties can be found in Policy/Regulation 1621.