Taylor Early Childhood
Parent/Student Handbook
2026 - 2027

400 Joachim Avenue / Herculaneum, MO 63048
Phone: 636-479-5200, option 5
FAX: 636-479-2053

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Dunklin R-5 School District Mission
"Educating Today for a Better Tomorrow"

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2021, 2022, 2024, 2025, 2026

EARLY CHILDHOOD PHILOSOPHY

At our Early Childhood Center, we believe that every child deserves a safe, nurturing, and engaging learning environment where they can grow academically, socially, emotionally, and physically. We are committed to providing rich learning experiences that spark curiosity, encourage creativity, and foster a lifelong love of learning.

We recognize that the early years are a critical time in a child's development. Our highly qualified and certified teachers create meaningful learning opportunities that are developmentally appropriate, individualized, and responsive to the unique needs of each child. Through intentional teaching, hands-on exploration, and positive relationships, we help children build the skills and confidence needed for future success.

We are dedicated to promoting a culture of kindness, respect, and belonging throughout our school community. We believe that children learn best when they feel valued, supported, and connected to others. By modeling empathy, cooperation, and inclusivity, we help children develop strong social-emotional skills and positive character traits.

Teamwork is at the heart of everything we do. We value collaboration among staff, students, families, and community partners, recognizing that strong relationships create the foundation for student success. We welcome and encourage parents and guardians to be active participants in their child's educational journey and believe that family engagement strengthens learning both at school and at home.

Our ultimate goal is to help every child reach their fullest potential. We strive to create an environment where children feel empowered to explore, discover, take risks, and celebrate their achievements. Through high-quality instruction, meaningful partnerships, and a commitment to excellence, we prepare children to become confident learners and caring members of their community.

GOALS FOR OUR EARLY CHILDHOOD PROGRAM

- Provide a safe, nurturing, and engaging learning environment where all children can thrive.
- Promote school readiness through developmentally appropriate learning experiences.
- Support the social, emotional, physical, cognitive, and language development of each child.
- Foster a culture of kindness, respect, and inclusion.
- Encourage curiosity, creativity, independence, and a love of learning.
- Build strong partnerships with families and value their involvement in their child's education.
- Meet the individual needs of every child through personalized support and instruction.
- Employ highly qualified educators who are committed to continuous growth and excellence.
- Help every child reach their fullest potential and become a confident, successful learner.

DISTRICT / BUILDING ADMINISTRATION

Superintendent
Dr. Clint Freeman

Assistant Superintendent
Dr. Joe Willis

Director of Special Services
Mr. Thomas Moreland

Director of Early Learning
Mrs. Charissa Kappler

Assistant Director of Early Learning
Mrs. Alesha Farris

District Diagnostician
Ms. Johanna Conine

Process Coordinator
Mrs. Lauren Morris

Early Learning Administrative Assistant
Mrs. Ruthie Schuepbach

BOARD OF EDUCATION

President:	Mrs. Tammy Heidland
Vice President:	Mrs. Marissa Newman
Secretary:	Mrs. Laura Campbell
Treasurer:	Mrs. Katie Thone
Member:	Mr. William Brooks
Member:	Mr. Jason Drinen
Member:	Mrs. Angie Goforth
Member:	Mr. Michael Hicks
Member:	Mr. Wayne Spencer

SCHOOL ADDRESS

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

ONLINE INFORMATION

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

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

BUILDING STAFF

OFFICE STAFF

Charissa Kappler	Director of Early Learning	ckappler@dunklin.k12.mo.us	#5001
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NURSE

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TEACHERS

Sharon Adams	PK Teacher	sadams@dunklin.k12.mo.us	#5130
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THERAPISTS

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CUSTODIANS

Lauren Schanz	Daytime Custodian	lschanz@dunklin.k12.mo.us	

SCHOOL RESOURCE OFFICER

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

HOMELESS SCHOOL LIAISON

Charissa Kappler	ckappler@dunklin.k12.mo.us	#5001

NON-DISCRIMINATION

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

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

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

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

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

PROGRAM DESCRIPTION

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

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

Our staff consists of fourteen teachers, seventeen para-educators, two speech & language pathologists, one director, one assistant director, one nurse, one educational diagnostician, one process coordinator, one secretary, and two custodians. Other staff include occupational therapists, physical therapists, vision therapists, etc. The academic focus of the program is meant to prepare students for kindergarten and is modified to fit children's individual needs as appropriate. Social skills and character education are also a focus of our program.

Free nutritional breakfasts are provided to all students in the morning, and snacks in the afternoon. If your child is here all day, you can send a lunch from home or purchase one from the cafeteria for $3.25 per day. Menus and Free & Reduced Lunch Applications are available on the district website. Teachers will send menus home monthly.

Students who attend full day as regular education students must not need additional support to attend all day. Extra support is only given to a student as noted on their IEP.

ENROLLMENT

MOQPK and ADA Preschool enrollment is limited and on a first-come, first-served basis and is for regular education Dunklin R-5 residents only.

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

CURRENT ENROLLED STUDENTS/FAMILIES

We make every effort to limit the amount of paperwork required for currently enrolled families.
A yearly update is required to verify proof of residency.

PROCESS FOR ENROLLING A NEW STUDENT

Enrollment documents provide us with information that helps us best serve your family. If you have any questions or need help with enrollment, please contact our office at 636-479-5200, option 5.

The following information is ***required*** for new students at the time of enrollment.
*NOTE: Enrollment is to be completed online. Go to the district website, www.dunklin.k12.mo.us, and from the district homepage, click on the "**Families**" tab and then click on "**Enrollment**" and follow the process. Make sure to select "SUBMIT" when finished. You will be asked to upload the following documents: Proof of Residency (utility bill {we need to be able to see the date, name, and address}, Birth Certificate, and Immunization Records).*

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

BEFORE & AFTER SCHOOL CARE



Y CLUB: Before & After School Enrichment Program

JEFFERSON COUNTY YMCA NOW ENROLLING!

About Y Club

YMCA Before and After School programming is designed to focus on a well-rounded curriculum with nine components that are 21st Century Skills, Arts & STEAM Activities, Global Exploration, Health & Wellness (Active Kids Active Minds), Leadership Development, Service Learning, Family & Parent Engagement, Guest Speakers and SEL - Social Emotional Learning. The program features our trained staff who will help with homework and demonstrate positive mentoring/role modeling along with physical activities, crafts and snack time.

Care Times

(All times depend on the start and end time of school)

Before School Care:
6:30 AM - start of school

After School Care:
end of school - 6 PM

School Sites

We are currently offering Y Club at **Athena Elementary** (Desoto), **Vineland Elementary** (Desoto), **Festus Elementary** (Festus), **Taylor ECC** (Dunklin), and **Pevely Elementary** (Dunklin).

If you're interested in receiving care at another school, let us know! If there is enough interest, we may be able to serve another school.

New Flexible Program Fees

Y Member Monthly Fees

	1 Day	2 Days	3 Days	4 Days	5 Days
Before Care	$55.23	$110.46	$165.70	$220.93	$276.16
After Care	$58.65	$117.30	$175.94	$234.59	$293.24
Before & After	$74.46	$148.92	$223.38	$297.84	$313.90
Registration Fee $40 per child					

Non-Member Monthly Fees

	1 Day	2 Days	3 Days	4 Days	5 Days
Before Care	$70.81	$141.62	$212.43	$283.24	$354.05
After Care	$75.19	$150.38	$225.57	$300.76	$375.95
Before & After	$106.58	$213.16	$319.74	$426.32	$474.50
Registration Fee $40 per child					

Scan the QR code to learn more and register your child for Y Club today!

For more information, contact:
Cindy Holdinghausen, Child Care Director
cindy.holdinghausen@gwrymca.org

STUDENT SAFETY & HELPFUL TIPS

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

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

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

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

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

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

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

- Dress your child comfortably. Choose clothes that are easy for your child to manage and that you do not mind getting dirty.
- Have your child wear shoes that are safe for climbing, running, and jumping. Sandals and loose shoes are not recommended due to elevated fall/injury risk. Flip-flops are not allowed.
- Make sure to send an extra set of clothes, including socks, underwear, and shoes. As seasons change, please update clothing. Please label everything.
- Sign up for Seesaw with your child's teacher.
- "Like" the Taylor Early Childhood and Dunklin R-5 Facebook pages for information on upcoming events and other school information.
- Talk to your child about what to expect and the daily routine, as you understand it.
- Let your child know that you will be there at the end of the day to pick them up.
- If your child is full-day, a rest mat will be available. Please make sure to send a small pillow and blanket for your child to leave at school. Pillows and blankets will be sent home every Friday and are to be returned to school on Monday.

TRANSPORTATION

Please notify your child's teacher if anyone other than the usual people will pick up your child. Also, if your child is to ride the bus to an alternate location, please notify the bus garage and the Taylor office.

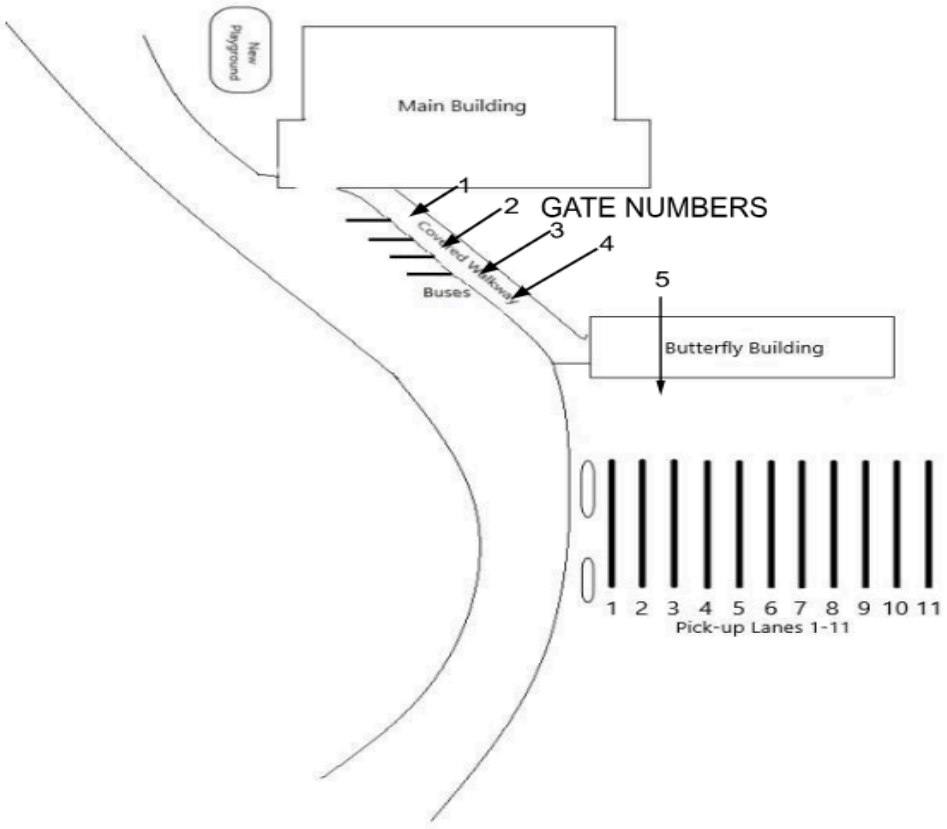
PICK-UP & DROP-OFF PROCEDURES

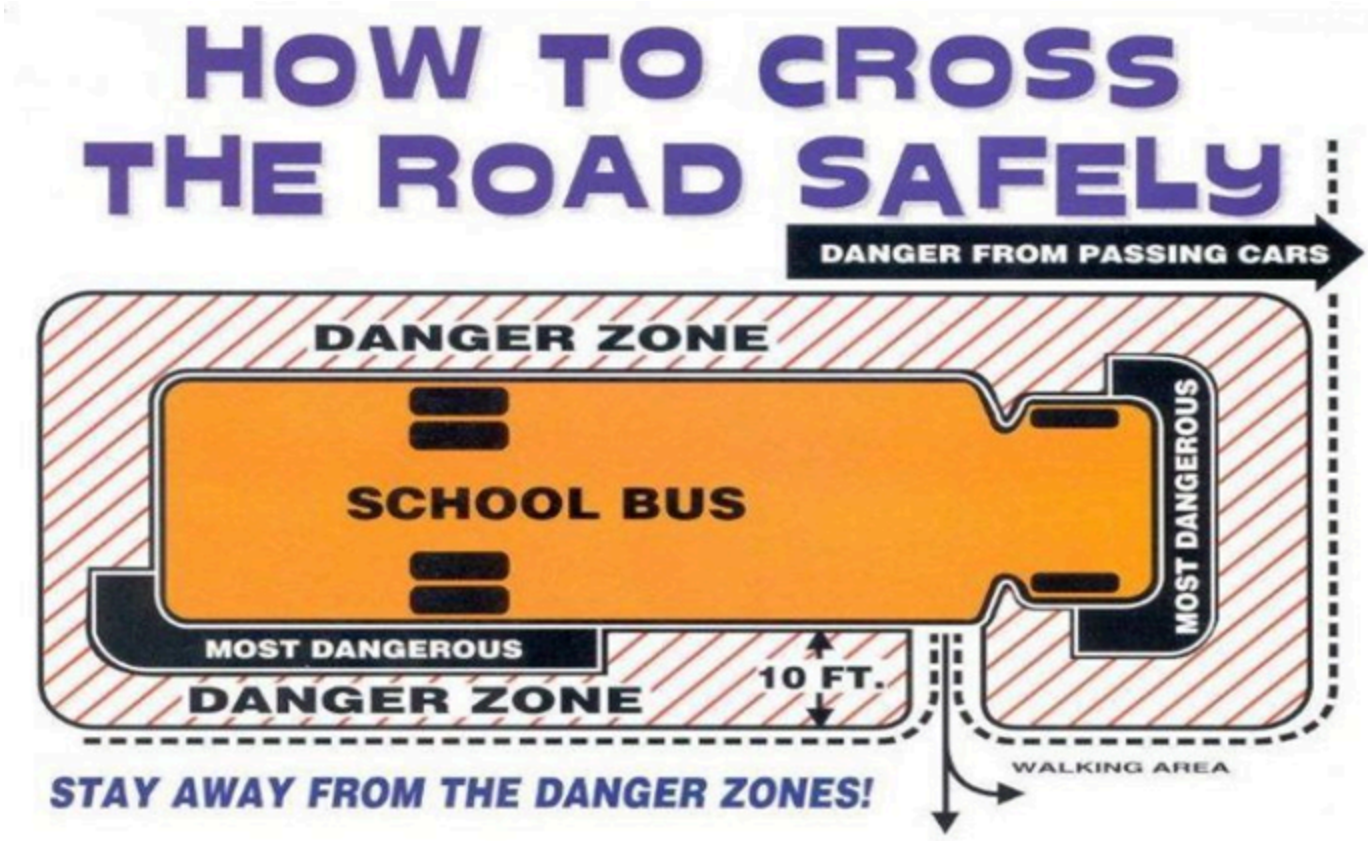
DROP-OFF INSTRUCTIONS
Full-day / AM Students: 8:50 AM
Midday Students: 12:50 PM

- Vehicles will need to line up in the designated parking lanes.
- At 8:45 we will pull vehicles forward forming two rows. Please remain in your vehicle until you are motioned to get your child out and wait for a staff member to get your child (teachers will not get students out of your vehicle). You will then get back in your vehicle and wait until motioned to move forward. We will pull two more rows forward and continue the process until all students have been unloaded.
- ***THERE WILL BE NO CHILDREN IN THE DROP OFF ZONES WHILE CARS ARE IN MOTION***

PICK-UP INSTRUCTIONS
11:50 AM for half-day morning
3:50 PM for full-day and half-day afternoon

- Vehicles picking up will need to line up in the designated parking lanes.
- All parents/guardians need to go to the designated gate for their child's classroom. After all children have been picked up and loaded we will release cars lane by lane.
- We will have five (5) pick-up areas (gates will be clearly marked).
  - **GATE 5:** Mrs. Emily, Miss Ashley W., & Mrs. Shannon
  - **GATE 4:** Miss Natalie (a.m. only), Mrs. Sharon, & Ms. Lora
  - **GATE 3:** Miss Natalie (p.m. only), Mrs. Bailey, Miss Jasmine, & Ms. Marissa
  - **GATE 2:** Miss Ashley P., Miss Linda
  - **GATE 1:** Mrs. Amy & Miss Emma
- You will be required to present the family password to the staff member in charge of your child's line. Anyone picking up your child MUST know the password before the student is released.
- Please contact our office at 636-479-5200, option 5 if you require special arrangements.





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

SAFETY AT THE BUS STOP

- Arrive at the bus stop 10 minutes early.
- Wait for the bus to come to a complete stop before walking to the bus.
- When crossing, wait for the driver to signal you to cross, and walk ten feet in front of the bus so the driver can see you.
- Stay out of the Danger Zone (ten-foot perimeter around the bus).
- Never run after the bus.
- Never stop to pick something up that may have been dropped - Wait until the bus pulls away.

BUS RULES

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

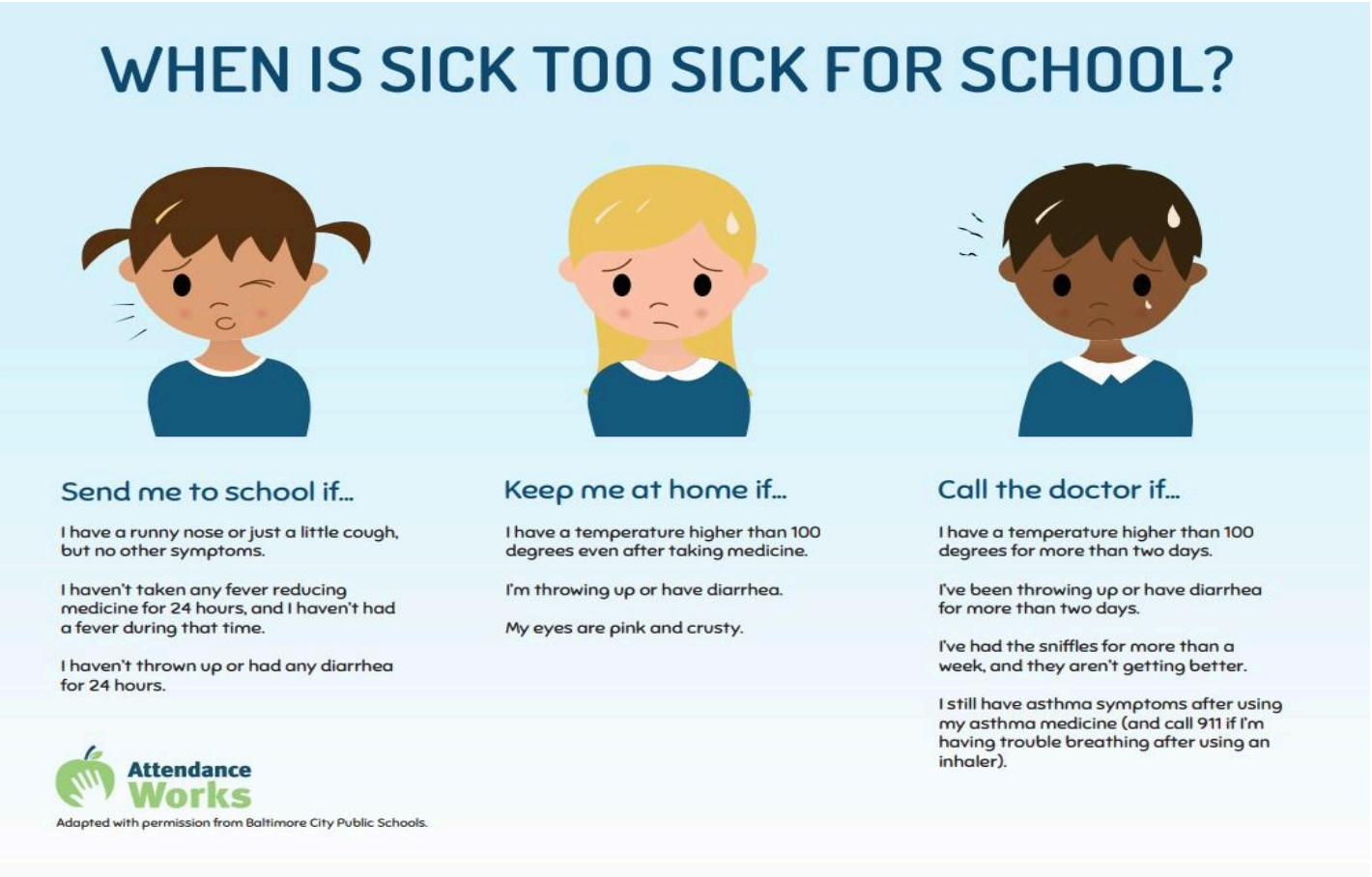
HEALTH

ATTENDANCE GUIDELINES FOR ILLNESSES

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

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

There will be times when it is difficult to determine whether your child is too ill to attend daycare. Even with the common cold, some children can function fine while others are miserable. If your child is coughing continuously, he or she will be unable to concentrate and may disrupt the class, potentially exposing others. Please be courteous to others and keep the health of your child, as well as the health of others, in mind when sending your child to school.



ILLNESS/INJURY OCCURRING WHILE AT SCHOOL

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

ILLNESSES PROMPTING PICKUP (NON-NEGOTIABLE)

- Fever over 100 degrees fahrenheit
- Vomiting
- Diarrhea
- Severe cough
- Pinkeye
- Difficulty breathing
- Unusual spots/rashes
- Headlice/scabies

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

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

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

RETURNING TO SCHOOL AFTER ILLNESS OR INJURY

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

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

PLEASE NOTE: Certain conditions may require a “Return to School” note from your child’s pediatrician.

MEDICATION INFORMATION/PRACTICES

MEDICINE

Medicine is kept in a locked cabinet in the nurse's office and will only be administered according to the guidelines below.

MEDICATION AUTHORIZATION FORM

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

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

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

CHILD WITH HEALTH CONDITIONS

If your child has a life-threatening condition (examples: allergies requiring an Epinephrine, asthma requiring a rescue inhaler or nebulizer, or a seizure disorder with medication) please have emergency medication in the nurse's office. All students with these conditions must have their provider fill out a medical action plan so that staff can follow the procedures at school, as well as the school bus should it be necessary.

EMERGENCY MEDICAL CARE AUTHORIZATION

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

IMPORTANT INFORMATION

TAYLOR EARLY CHILDHOOD CENTER
ATTENDANCE POLICY

Regular attendance is an important part of your child's education and is expected of all students enrolled at Taylor Early Childhood Center. Consistent attendance helps children develop routines, build relationships, and participate fully in classroom learning.

We understand that absences are sometimes necessary. Families are encouraged to make every reasonable effort to keep absences, tardiness, late drop-offs, and early pick-ups to a minimum.

If your child needs to miss school, please contact your child's teacher or the building secretary as soon as possible.

When attendance concerns arise, Taylor Early Childhood Center will work with families to identify barriers, provide appropriate support, and develop a plan to improve attendance. Continued attendance concerns will be addressed in accordance with district policy and applicable law.

DAYS 1 & 2 CONSECUTIVE ABSENCES

Step 1: The building secretary records reported absences in Infinite Campus.
Step 2: If an absence has not been reported, Infinite Campus will automatically notify the parent/guardian by phone and/or text using the contact information on file.
NOTE: When a parent/guardian has reported the absence and communication with the school is ongoing, the no-contact procedures below may not be necessary.

DAY 3 CONSECUTIVE ABSENCES WITH NO CONTACT

Step 1: The building secretary will attempt to contact the parent/guardian directly by phone to follow up on previous automated notifications.
Step 2: The building secretary and classroom teacher will coordinate communication efforts and document any information received regarding the student's absence.
Step 3: If contact cannot be established, the Director or Assistant Director will be notified.

DAY 4 CONSECUTIVE ABSENCES WITH NO CONTACT

Step 1: The building secretary will attempt to contact all emergency contacts listed in Infinite Campus.
Step 2: The classroom teacher may also attempt to contact the parent/guardian through approved communication methods, including phone, email, or Procare.
Step 3: When appropriate, the school nurse may assist with outreach when the absence may be related to illness or a health concern.

DAY 5 CONSECUTIVE ABSENCES WITH NO CONTACT

Step 1: The building secretary will notify the Director and Assistant Director and send an attendance letter to the parent/guardian.
Step 2: The Director or Assistant Director will attempt to contact the parent/guardian to discuss the absence, determine whether assistance is needed, and identify any barriers to attendance.
NOTE: Every reasonable effort will be made to establish communication and provide appropriate support to the family.

DAY 10 CONSECUTIVE ABSENCES WITH NO CONTACT

The Director or Assistant Director will review the student's attendance and all documented attempts to contact the family. When there is a concern regarding the student's safety or well-being, the Director or Assistant Director may contact the School Resource Officer or another appropriate resource to request assistance, including a family well check when appropriate.
NOTE: Every reasonable effort will be made to establish contact with the family and provide appropriate assistance before this step.

AUTOMATED PHONE CALLS & TEXT MESSAGES

When a student is absent and the school has not received notification from the parent/guardian, the district's automated attendance system will contact the parent/guardian using the contact information available in Infinite Campus. Parents/guardians are encouraged to respond promptly.

ATTENDANCE LETTERS SENT

Attendance letters will be sent each semester for students with six (6) or more absences during that semester. Parents/guardians may be asked to meet with the Director or Assistant Director when a student has ten (10) or more absences requiring additional intervention. The purpose of the meeting is to discuss attendance concerns, identify barriers, determine whether support is needed, and develop a plan to improve attendance.

NOTE: The goal is to address attendance concerns early and collaboratively.

CHRONIC ABSENCE TRACKING

Weekly attendance reports will be reviewed to identify students with ten (10) or more absences. Attendance will continue to be monitored, family communication will be documented, and plans may be developed to support improved attendance.

Returning to school after consecutive absences does not eliminate an established attendance concern. A student's overall attendance pattern will continue to be monitored throughout the school year.

NOTE: The focus is on partnering with families to identify barriers and improve consistent attendance.

TARDINESS

The building secretary and classroom teachers will monitor patterns of tardiness, late drop-offs, and early pick-ups and communicate with parents/guardians when concerns emerge. When a pattern becomes persistent, the Director or Assistant Director will be notified so the school and family can discuss the concern, identify possible barriers, and determine whether additional support is needed.

NOTE: Early communication and intervention can help prevent chronic tardiness.

LEGALLY PROTECTED ABSENCES

Certain absences may be excused or otherwise protected under Missouri law. These may include qualifying absences related to court or child-placement proceedings, a parent/guardian's active-duty military service, mental or behavioral health concerns, and participation in certain criminal proceedings. School staff will document and address these absences in accordance with applicable Missouri law and district policy. Students will not receive attendance-related consequences when prohibited by law.

Student Name (please print): _____

Parent/Guardian Signature: _____ Date: _____

EARLY PICK-UP: If your child needs to be picked up early, the office must be notified by 11:00 a.m. for morning classes and 3:00 p.m. for afternoon classes. Students will not be released between the times of 11:30 a.m. to 11:50 a.m. or from 3:30 p.m. to 3:50 p.m., parents must wait in the parent pick-up line. We understand that emergencies happen and will do our best to work with parents.

LATE DROP-OFF: For arrival after 9:05 a.m., parents must walk their child(ren) to the main entrance at Gate #1. A staff member will meet you at the gate and walk your child(ren) to their classroom(s).

If your child arrives after 9:30 a.m. they will not get breakfast at school. Also, if your child is a full-day student you must send lunch from home; lunch counts for the day at Taylor are done by 9:30 a.m. If your child is tardy more than 3 times, you will need to meet with administration.

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

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

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

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

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

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

If your child is unable to calm down after an aggressive outburst, you may be asked to pick them up. We work closely with a Board Certified Behavior Analyst (BCBA). The BCBA will work closely with the Director, Assistant Director and staff to monitor student behavior. If your child's behavior is significant, you will also need to meet with our BCBA so we call get a school behavior plan together. This will make sure we all follow the same plan; doing this will help your child succeed in the classroom.

CURRICULUM OVERVIEW

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

Each quarter the classroom teacher will do an assessment on each student. Parents will receive copies of those assessments quarterly.

Our preschool uses Emerging Language and Literacy Curriculum (ELLC). This curriculum prepares preschool students for success in kindergarten and gives them a strong foundation in oral language and literacy with a scientific based curriculum. This program not only addresses all developmental domains with a theme based units in children's literature, multi-sensory activities, scaffolded instruction, and parental involvement, but also creates an engaging environment with activity and play-based learning.

Our classrooms that have students with higher needs use the STAR Program. This program includes detailed lesson plans, teaching materials, data systems, and curriculum based assessments for teachers in the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academic and play, and social skills.

Updated 08/04/2026

Taylor Early Childhood
2026-2027 Curriculum Map

Wk	Dates	Notes	Letter Focus	Number Focus	Color Focus	Shape Focus	Math Concept Focus	Monthly Themes
1 2	Aug 26-28 Aug 31-Sept 4	**First day** Wed 8/26 **Early Release** Fri 9/4	Routines and procedures					
3	Sept 7-11	**No school** Mon 9/7 (Labor Day)	Ll	0	Red	Circle	Add/subtract More/less	• All about me, family, pets, friends, school, classroom • Diversity • Apples
4	Sept 14-18		Ii	0	Red	Circle		
5	Sept 21-25		Tt	1	Red	Circle		
6	Sept 28- Oct 2	**No school** Mon 9/28 (PD Day)	Oo	1	Black	Square	Sort/graph Length	
7	Oct 5-9	**No school** Mon 10/5 (PD Day)	Aa	2	Black	Square		• Keeping safe • Police, Firefighters • Autumn, weather changes • Halloween
8	Oct 19- 23	**PT Conferences** Thurs 10/22 **No School** Fri 10/23	Dd	2	Black	Square		
9	Oct 26-30		Review & Assessments					
10	Nov 2-6		Cc	3	Orange	Oval	Weight Size	
11	Nov 9-13	**No School** Wed 11/11 (Veteran's Day)	Ee	3	Orange	Oval		
12	Nov 16-20		Ff	4	Brown	Oval		• Animal habitats • Healthy eating • Giving thanks
13	Nov 23-27	**No School** 11/25-11/27 (Thanksgiving Break)	Gg	4	Brown	Triangle		
14	Nov 30 - Dec 4		Jj	5	Green	Triangle	Part/whole Describe/build shapes	
15	Dec 7-11		Qq	5	Green	Triangle		• Five senses • Seasonal celebrations
16	Dec 14-18	**Early Release** Fri 12/18 (Winter Break)	Review & Assessments					
Dec 23-Jan 3 NO SCHOOL – WINTER BREAK (Students return Mon 1/6)								

Updated 08/04/2026

Taylor Early Childhood
2026-2027 Curriculum Map

Wk	Dates	Notes	Letter Focus	Number Focus	Color Focus	Shape Focus	Math Concept Focus	Monthly Themes
19	Jan 4-8	**Teacher work-day** Mon 1/4 **PD Day** Tues 1/5 **Students Return** Wed 1/6	Routines and procedures review					• Winter • Hibernation • Solar system • 100th day of school
20	Jan 11-15		Uu	6	Blue	Rectangle	Add/subtract More/less	
21	Jan 18-22	**No School** Mon 1/18 (MLK Day)	Ss	6	Blue	Rectangle		
22	Jan 25-29		Bb	7	Pink	Heart		
23	Feb 1-5		Rr	7	Pink	Heart	Sort/graph Length	• Special days • Care of our body, dental health month • Magnets
24	Feb 8-12		Pp	8	Purple	Star		
25	Feb 15-19	**No School** Mon 2/15 (President's Day) **No School** Tues 2/16 (PD Day)	Mm	8	Purple	Star		
26	Feb 22-26		Nn	8	Purple	Star		
27	Mar 1-5		Review & Assessments					• Spring, rain, weather changes • Farm • Baby animals • Garden • Ponds
28	Mar 8-12		All Abilities Month Kick-Off					
29	Mar 15-19		Hh	9	Yellow	Diamond	Weight Size	
30	Mar 22-26	**No School** Thurs 3/25 (PD Day) **No School** Fri 3/26 (Spring Break)	Vv	9	Yellow	Diamond		
31	Mar 29-Apr 2	**No School** Mon 3/29 (Spring Break)	Yy	9	White			
32	Apr 5-9		Xx	10	White		Part/whole Describe/build shape	• Insects, bugs • Earth, environment • Community workers • Vehicles, transportation
33	Apr 12-16		Kk	10	Gray			
34	Apr 19-23	**No School** Mon 4/19 (PD Day)	Ww	10	Gray			
35	Apr 26-30		Zz	10	Gray			
36	May 3-7	**No School** Mon 5/3 (PD Day)	Review & Assessments End of the Year Wrap-Up					• Nursery rhymes • Fairy tales • Ocean • Circus
37	May 10-14							
38	May 17-21							
39	May 24-28	**Early Release** Fri 5/28 (Last Day)						

Taylor Early Childhood
2026-2027 Curriculum Map

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

CURRICULUM & EARLY LEARNING STANDARDS

August/September
(Honesty)

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

THEME OBJECTIVES

ALL ABOUT ME

The child will …

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

ALL ABOUT MY FRIENDS

The child will …

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

ALL ABOUT MY FAMILY

The child will…

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

ALL ABOUT MY CLASSROOM/SCHOOL

The child will…

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

October

(Responsibility)

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

THEME OBJECTIVES

KEEPING SAFE

The child will …

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

AUTUMN/FALL/HALLOWEEN

The child will ...

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

November

(responsibility)

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

THEME OBJECTIVES

Healthy Eating

The child will…

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

Giving Thanks

The child will…

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

Animal Habitats

The child will…

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

December

(Responsibility)

LEARNING OBJECTIVES: Qq, Green, 5, Triangle
Nurse: Hand washing/Germs

THEME OBJECTIVES

The 5 Senses

The child will…

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

Seasonal Celebrations:

The child will …

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

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

January
(Compassion)

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

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

THEME OBJECTIVES

Winter

The child will …

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

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

<u>Hibernation</u>

The child will …

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

Solar System

The child will…

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

100th Day of School

The child will…

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

February

(Compassion)

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

Nurse: Dental

THEME OBJECTIVES

<u>Special Days</u>

The child will …

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

<u>Taking Care of Body</u>

The child will …

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

Magnets

The child will …

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

March

(Compassion, Respectful)

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

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

THEME OBJECTIVES

Special Days:

The child will...

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

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

Spring

The child will …

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

Farm Animals

The child will …

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

April

(Respectful)

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

THEME OBJECTIVES

<u>Our Garden</u>

The child will …

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

<u>Workers/Tools/Uniforms</u>

The child will …

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

Our Earth

The child will …

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

Caring for Our Life

The child will …

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

May

(Character Ed Review)

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

THEME OBJECTIVES

Birds, Insects, and Spiders

The child will …

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

Wheels and Wings

The child will …

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

Mother's Day

End of Year Theme Choice

Name _____ Teacher _____

Taylor Early Childhood Center

Educating today for a better tomorrow

Baseline Quarter 1 Quarter 2 Quarter 3 Quarter 4

Goals	Mastered	Showing Progress	Not Yet Observed	Notes
I can recognize my name in print.				
I can identify the letters in my name.				
I can sing the ABC's				
I can receptively identify basic colors.	Red, black, orange, brown, green, blue, pink, purple, yellow, white, gray			
I can expressively identify basic colors.	Red, black, orange, brown, green, blue, pink, purple, yellow, white, gray			
I can receptively identify basic shapes.	Circle, square, oval, triangle, rectangle, heart, star, diamond			
I can expressively identify basic shapes.	Circle, square, oval, triangle, rectangle, heart, star, diamond			
I can count from 1-10.				
I can count with 1:1 correspondence.				
I can draw a face with 3 features.				
I can sort by characteristics.	Color, Shape, Size			
I can follow classroom routines.				
I can transition between activities.				
I can attend to small and large group activities for 5-7 minutes.				
I can wait and take turns with peers.				

Baseline	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Goals	**Mastered**	**Showing Progress**	**Not Yet Observed**	**Notes**
I can answer simple wh- questions.	Who, What, Where			
I can identify and express my feelings.				

Draws

Scribbles	Basic Strokes /, \, -	Trace	Copy

Scissor Skills

Holds scissors correctly	Snips paper	Cuts straight line	Cuts a curved line

Notes

_____

_____

_____

_____

Name _____ Teacher _____

Taylor Early Childhood Center

Educating today for a better tomorrow

Baseline | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4

Identifies Letters

Quarter 1	L		I		I		i		T		t		O		o		A		a		D		d							
	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E						
Quarter 2	D		d		C		c		E		e		F		f		G		g		J		j		Q		q			
	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E		
Quarter 3	U		u		S		s		B		b		P		p		R		r		M		m		N		n			
	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E		
Quarter 4	H		h		V		v		Y		y		X		x		K		k		W		w		Z		z			
	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E		

NOTES:

Identifies Numbers & Counting

Quarter 1						Quarter 2					
0		1		2		3		4		5	
R	E	R	E	R	E	R	E	R	E	R	E

Quarter 3						Quarter 4					
6		7		8		9		10			
R	E	R	E	R	E	R	E	R	E		

Count to 20: Skips: | Counts with 1:1 correspondence to:

NOTES:

Identifies Shapes

Quarter 1				Quarter 2				Quarter 3				Quarter 4			
Circle		Square		Oval		Triangle		Rectangle		Heart		Star		Diamond	
R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E

NOTES:

Identifies Colors

Quarter 1				Quarter 2					
Red		Black		Orange		Brown		Green	
R	E	R	E	R	E	R	E	R	E

Quarter 3						Quarter 4					
Blue		Pink		Purple		Yellow		White		Gray	
R	E	R	E	R	E	R	E	R	E	R	E

NOTES:

Baseline Quarter 1 Quarter 2 Quarter 3 Quarter 4

COMMUNICATION ARTS & LITERACY				
Skill	**Not Observed**	**Showing Progress**	**Mastered**	**Notes**
Can recite the alphabet				
Discusses/labels pictures in books				
Answers wh- questions				
Understands rhyming				
Identifies name in print		Field of 5	Field of 10	
Identifies letters in first name				
FINE MOTOR				
Writing grasp	Fist/palmar	Beginning tripod	Tripod	
Traces name				
Writes name with visual aid				
Cutting	Snips	Straight line	Shapes	
Drawing	Scribbles	3-point person	6-point person	
SOCIAL/EMOTIONAL				
Recognizes the importance of personal space				
Can follow teacher directive to completion				
Shows respectful interactions with peers				
Shows respectful interactions with teachers/staff				
Demonstrates focus/attention during large group activities				
Demonstrates focus/attention during small group activities				

Name _____ Teacher _____

Taylor Early Childhood Center

Educating today for a better tomorrow

Baseline Quarter 1 Quarter 2 Quarter 3 Quarter 4

Goals	Mastered	Showing Progress	Not Yet Observed	Notes
I can participate in teacher directed table-top activities for up to 5 minutes.				
I can respond to my name.				
I am willing to participate in messy play activities for up to 5 minutes.				
I can take turns with my peers/ with staff.				
I can engage in play with peers/ with staff.				
I can transition throughout the school day with visual cues/physical cues/verbal que.				
I can express my wants and needs using gestures, signs, pictures, and/or words.				
I can follow one step familiar directions.				
I can point to pictures in a book upon verbal request.				
I can remain in the circle time area 3-5 minutes.				
I can participate in circle time songs and activities.				

Name _____ Teacher _____

Taylor Early Childhood Center

Educating today for a better tomorrow

Baseline Quarter 1 Quarter 2 Quarter 3 Quarter 4

Goals	Mastered	Showing Progress	Not Yet Observed	Notes
I can count 5 objects.				
I can count to 10 out loud.				
I can match my shapes.	Circle Square Triangle Heart Star			
I can match my colors.	Red Yellow Green Blue			

Notes

POLICIES AND PROCEDURES

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

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

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

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

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

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

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

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

FILE JO-1, STUDENT RECORDS

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

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

DEFINITIONS

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

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

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

HEALTH INFORMATION

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

PARENT AND ELIGIBLE STUDENT ACCESS

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

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

DIRECTORY INFORMATION

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

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

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

LAW ENFORCEMENT ACCESS

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

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

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

CHILDREN'S DIVISION ACCESS

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

MILITARY AND HIGHER EDUCATION ACCESS

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

VOLUNTEER ACCESS

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

RECORDS RETENTION

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

PUBLIC NOTICES

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including non-resident children attending private schools, highly mobile children, such as migrant and homeless children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.

The Dunklin R-5 School District assures that a free, appropriate public education (FAPE) is provided to all eligible children with disabilities between the ages of 3 and 21 under their jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness, and the youngest child with a developmental delay.

The partnership with the Component Districts 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 partnership with the Component Districts, assures that personally identifiable information collected, used, or maintained by the districts for identification, evaluation, placement, or provision of FAPE of children with disabilities may be inspected and/or reviewed by their families/guardians. Families/guardians may request amendments to the educational record if the family/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Families have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Education Rights and Privacy Act (FERPA).

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

This notice will be provided in native languages as appropriate.

Public Notices and Policies for Parent Reference

Notice that the district does not discriminate on the basis of race, color, religion, sex, national origin, ancestry or disability. ***Policy AC***

Notice that 1) the district does not discriminate on the basis of sex in its education programs or activities, including admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education; 2) the name or title, office address, electronic mail address and telephone number of the district's Title IX Coordinator. **Policy ACA**

Notice describing the district's obligation to provide special education and related services to children ages 3 to 21. ***Policy IGBA***

Notice of the district's obligation to identify and provide education and assistance to students who are homeless, migratory and/or are learning English as a second language. ***Policies IGBCA, IGBCB, IGBH***

Notice on how to file a complaint regarding certain federal programs. ***Policy KLA***

Materials regarding earthquakes and safety measures that have been prepared by the Federal Emergency Management Agency, the state emergency management agency or by agencies that are authorities in the area of earthquake safety. ***Policy KB-1 AP1***
https://sema.dps.mo.gov/earthquake_preparedness/

If a school receives Title I funds, provide notice that parents can receive, upon request, information regarding whether the student's teacher is certified to teach in the grade levels and subject areas in which the teacher provides instruction ***Policy GBL***

A statement that the district's policy on student participation in statewide assessments is made available in the district's office for public viewing. ***Policy IL***

District and building accountability report cards, unless distributed in some other manner. ***Procedure KB-AP1***

Notice of the free and reduced price lunch eligibility guidelines, unless distributed to all parents in some other form. ***Policy EFB***

The district's procedure on how the district addresses past-due meal charges. ***Procedure EF-AP1***

Notice of district's nutrition standards for food brought by parents and students to be served during school hours. ***Policy ADF, Procedure ADF-AP1***

Information on MO HealthNet for Kids Program. ***Procedure KB-AP1***

A notice of rights under the Family and Educational Rights and Privacy Act (FERPA), a notice that the district will release the names, addresses and phone numbers of secondary students to military recruiters or institutions of higher education unless the parent/guardian notifies the district otherwise and a definition of "directory information" that the district will release without parental consent. ***Policy JO***

Notice of rights pursuant to the Protection of Pupil Rights Amendment (PPRA) ***Policies JHC, JHDA, KI***

Notice regarding the presence of asbestos and any inspections, re-inspections, surveillance, and response or post response actions taken. ***Procedure EBAB-AP1***

Notification of the content of the district or school's human sexuality curriculum and notification of the parent's right to remove the student from any part of the instruction. ***Policy IGAEB***

Notice regarding the district's requirement to teach students the characteristics of, and ways to identify, sexual predators; the safe and responsible use of the Internet, including the dangers of online sexual predators; the potential consequences of inappropriate texting and the importance of open communication with responsible adults regarding any inappropriate situation, activity, or abuse. ***Policy IGAEB***

Notify parents of students in grades 6-12 that there will be trauma-informed, developmentally appropriate training on sexual abuse provided to the students in inform the parents how to learn more about the content of the instruction and their right to have their student excused from the instruction. ***Policy IGAEB***

The web address of the Department of Elementary and Secondary Education's Trauma-Informed Schools Initiative to parents/guardians. *https://dese.mo.gov/traumainformed*

Notification that the district is required to provide military recruiters and institutions of higher education the names, addresses and telephone numbers of secondary school students unless the parents/ guardians or 18-year-old student submits a written request not to release the information without prior written consent. ***Policy JO,***

Notice regarding searches ***Policy JFG and JFCI*** when applicable

A copy of the discipline policy, which must ***Policies JFCF, JFCH, JFCJ, JG, JG-R1, JGA, JGE, JGF***

A copy of the district's bullying policy. ***Policy JFCF***

Notice that qualifying students may enroll in virtual courses offered in the Missouri Course Access Program (MOCAP). ***Policy IGCD***

A statement regarding the use of prescription or over-the-counter medicine. ***Policy JHCD***

A statement regarding the possession or use of CBD products or medical marijuana products. ***Policy JHCD***

If the district provides information on immunizations, infectious diseases, medications or other school health issues to parents/guardians of K–12 students ***Procedure KB-AP1***

Notice of the district's policy on use of electronic communication devices and audio and visual recording equipment. ***Policy KKB***

Notice of the district's policy on electronic communication between staff members and students. ***Policy GBH***

The district operates a preschool, daycare center, and/or nursery school, a notice stating the district must notify parents of children in those schools that they may ask if any child in the preschool, daycare, or nursery school has an immunization exemption on file. ***Policy JHCB***

Prior to November 1 of each year (perhaps in the handbook), each high school in the district will provide its students with information concerning occupations that have a critical need or shortage of trained personnel as provided by the State Board of Education. ***Procedure KB-AP1***

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

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

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

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.

[1] *Programs include Title I. A, B, C, D, Title II, Title III, Title IV.A, Title V* Revised 4/1
[2] *In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)*

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

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

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

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. 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:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **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 public record and may be made available to parents, teachers, and other members of the general public.
5. **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).
6. **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.

PARENTS AS TEACHERS

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

To inquire about the Parents as Teachers program or to have your child screened, please contact their office at 636-933-0792, located in the Festus R-6 School District at 821 American Legion Drive, Festus, MO 63028.

Parents as Teachers®
Affiliate

Parents As Teachers (PAT)

The first few years of your child's life are some of the most important. They will learn more, and at a faster pace, than at any other time in their life. What you do to help them learn, will help to shape how they learn for years to come.

PARENTS AS TEACHERS, founded in Missouri 35 years ago, is here to help. PAT is a **FREE** parent education and family support program serving families throughout pregnancy and until kindergarten.

Parents as Teachers involves four different components:

- **Home Visits** – a parent educator will visit your home and share age-appropriate child development and parenting information. That parent educator will also help you learn to observe your child and address any parenting concerns.
- **Screenings** – Through Parents As Teachers you have access to tools to help you assess your child's hearing, vision and overall developmental and social-emotional growth.
- **Group Connections** – Parents As Teachers offers events for your family to share fun learning experiences together or learn more about parenting topics. You will connect with other families with children the same age.
- **Resource Network** – Parents As Teachers will link your family to other community resources.

Parents who qualify for WIC or Free or Reduced School Lunch may qualify for FREE diapers & books at each visit.

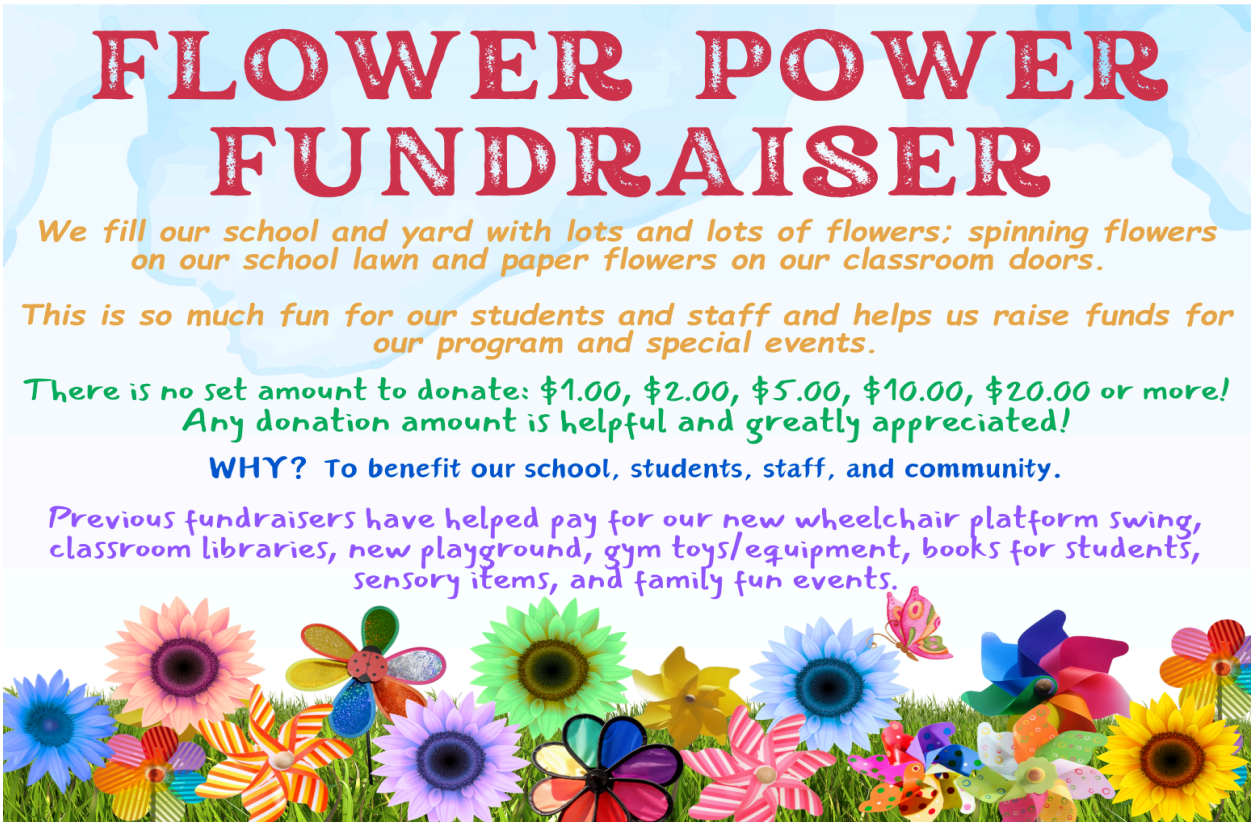
For More Information Call: 636-937-3699 or 636-933-0792
To request PAT services click this link https://forms.gle/z2AYTsHFTD8Rkquk8

FUNDRAISING

Over the years we've hosted several fundraising events to help pay for our new playground. Now that we have the new playground, we'd like to continue our fundraising efforts to be able to continue to add items to the playground and host special events for our students. We have several "all year" fundraisers going (Sideline Store by BSN Sports and Box Tops). We also have our annual Flower Power fundraiser in the Spring.







THANK YOU FOR SUPPORTING TAYLOR EARLY CHILDHOOD!!

INFINITE CAMPUS PARENT/GUARDIAN & STUDENT PORTAL

Section I: User Expectations

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

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

Electronic Access to Student Information Regulation

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

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

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

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

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

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

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

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

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

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

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

F) Security Features

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

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

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

Section II: System Requirements and Support:

A) System Requirements

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

B) Support

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

C) Limitation of School District Liability

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

Section III: Parent Portal Access and Use:

A) Initial Account Request and Setup

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

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

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

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

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

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

B) Account Unlock Procedures

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

a. Via Phone –

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

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

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

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

COMMUNITY RESOURCES

Brenden's Friday Backpack Program



Dear Parents/Guardians:

We are happy to inform you that the Dunklin R-5 School District is once again participating in the "Brenden's Backpack" Program. The program provides a bag for Dunklin R-5 students (Pre-k - 12th) on the last day of the school week. Each bag is filled with nutritious food and snacks to assist with food needs over the weekend.

There is no cost to participate in this program.

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

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

Thank you,

Sharon Adams
sadams@dunklin.k12.mo.us
636-479-5200 ext. 5130

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

Parent/Guardian Signature: _____ Date: _____

Please remember to fill out all of the information. It is important to have each section filled out in order for your child to have his or bag sent to the proper school.

Child's Name	Allergies	Building	Grade	Teacher

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

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

FREE FOOD



Gracelife Chapel is offering weekend snacks/groceries to children in our area during the 2026-2027 school year. Each Friday, we will deliver a bag to your child at school.

If you wish to participate, please sign and return this form to your child's teacher at Taylor Early Childhood Center.

Child's First and Last Name (please print): _____

Teacher: _____ ☐ AM Class ☐ PM Class ☐ Full-Day

☐ YES, I'd like for my child to receive free food bags
☐ NO, I DO NOT wish for my child to receive free food bags

Parent Signature: _____

Courtesy of your friends at
Gracelife Chapel
1 Victory Drive
Pevely, MO 63070

Dunklin R-5 School District

2026-2027 Calendar

20 Teacher work day
21 PD Day
24 Open House - Work day
25 Flex day/Day off
26 First day of classes

AUGUST

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

No School 7th & 28th

4 Early Release
7 Labor Day
28 PD Day

SEPTEMBER

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

No School 5th, 22nd and 23rd

5 PD Day
22 Parent-Teacher Conferences
23 No School

OCTOBER

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

No School 11th, 25th-27th

11 Vets Day
25-27 Thanksgiving Break

NOVEMBER

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

No School 21st-30th

18 Early Release
21-31 Winter Break

DECEMBER

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

JANUARY

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

No School 1st-5th and 18th

1 New Years Day
4 Teacher Work Day
5 PD Day
6 Students Return
18 MLK Day

FEBRUARY

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

No School 15th & 16th

15 President's Day
16 PD Day

MARCH

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

No School 25th-29th

25 PD Day
26-29 Spring Break

APRIL

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

No School 19th

19 PD Day

MAY

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

No School 3rd

3 PD Day
28 Early Release

Open House
Semester Starts
Early Release
Parent-Teacher Conf.

Pro. Development Day
No School
Holiday
Teacher Work Day

DUNKLIN R5 SCHOOL DISTRICT CALENDAR HIGHLIGHTS 2026-2027

The first day of school is August 26th

AUG. 24TH — Open House



SEPT 7TH — Labor Day
Early release on Sept 4th



SEPT 28TH — P.D. Day



OCT. 5TH — P.D. Day



OCT. 22ND-23RD — Parent Teacher Conferences



NOV. 11TH — Veterans Day



NOV. 25TH-27TH — Thanksgiving

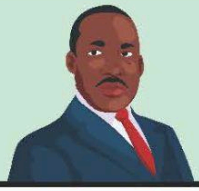




DEC. 21ST-JAN 5TH — Winter Break
Early Release on Dec. 18th
Students return Jan. 6th



JAN 18TH — MLK Day



FEB 15TH-16TH — Presidents Day PD Day



MAR 25TH-29TH — Spring Break



APR 19TH — P.D. Day

MAY 3RD — P.D. Day

The last day of school is May 28th. It's an early release day.

TAYLOR EARLY CHILDHOOD CENTER
STUDENT HANDBOOK
PARENT ACKNOWLEDGEMENT

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

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

_____

STUDENT'S NAME (PLEASE PRINT)

_____ _____

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