



WENTZVILLE SCHOOL DISTRICT EARLY CHILDHOOD FAMILY HANDBOOK



Early Childhood Staff

Dr. Megan Sutton - Early Childhood Administrator - Satellite Locations megansutton@wsdr4.org

Dr. Crystal Hunter - Principal - Barfield Early Childhood Center crystalhunter@wsdr4.org

Ms. Nicole Myers - Assistant Principal - Barfield Early Childhood Center nicolemyers@wsdr4.org

Mrs. Kelly Stratman - Principal - Discovery Ridge Elementary kellystratman@wsdr4.org

Dr. Kim Walters - Principal - Heritage Elementary kimberleywalters@wsdr4.org

Dr. Ryan Andrews - Principal - Peine Ridge Elementary ryanandrews@wsdr4.org

Mrs. Melissa Lamb - Parents as Teachers Coordinator melissalamb@wsdr4.org

Mission Statement

Our mission is to provide a safe and nurturing environment where children come together to explore, learn, and grow.

Program Philosophy

Because we believe that children learn best by doing, our programs emphasize hands-on, creative exploration that enhances all areas of development: social, emotional, intellectual and physical. Play is a primary tool for learning as we provide a safe environment with activities to stimulate natural interest and promote discovery while building on children's strengths. Using developmentally appropriate practice guidelines, based on current child development knowledge, we are able to recognize and address the academic needs of each child.

Wentzville R-IV Portrait of a Learner



Our program is predicated upon the belief that early identification and intervention will positively alter the trajectory of each child's development. The Wentzville School District offers a full range of early intervention services to help all children develop to their fullest potential and prepare for greater success when they start Kindergarten.

Purpose

- To provide a quality educational program that promotes the well-being of the child academically and socially in a safe, loving and supportive environment.
- To support children as they grow and learn, by offering each child an opportunity to experience success and gain self-confidence.

- To support families and their involvement through open communication, encouragement and mutual respect.

Program Goals

- To provide an environment where children develop an enthusiasm for learning, exploring and creating.
- To provide appropriate, engaging, meaningful and challenging activities that foster development and school age readiness.
- To promote children's socially appropriate behavior consistently using explanation, redirection, and instruction.
- To provide opportunities for children to become independent, responsible, and self-controlled in a variety of individual small and large group settings.
- To establish an atmosphere of mutual respect for the environment, including equipment, materials and the property of others.
- To support families in their role as the child's first teacher.
- To develop a positive attitude in the child towards school and life-long learning.

Objectives

- All staff members will become proficient in knowledge and implementation of Missouri Early Learning Goals.
- All students will be provided with academic experiences that will help develop the whole child – cognitively, symbolically and physically.
- Student attendance will reach and maintain an average of 90% or above.

Guiding Principles

The following four principles of child development are considered integral to Project Construct:

- **Children have an intrinsic desire to make sense of their world.** They will learn what they genuinely need to know and are genuinely interested in knowing. When children have opportunities to plan and to select their own activities, they not only acquire knowledge and skills in the process, but also the inclination to use those skills. It is important to be flexible in one's expectation about when and how children will develop. Children have personal interests and needs, as well as personal styles of learning, just as adults do. Individuals learn in different ways and at different rates. By encouraging children to identify and solve problems that interest them, adults can give young children a good start, on a lifelong learning experience.
- **Children actively construct knowledge and values by acting upon the physical and social world.** Because their thoughts are still closely tied to action, young children require a learning environment within which they can interact both physically and mentally. They need to act on objects and observe reactions to make predictions, and to attempt to produce desired effects through their own actions. They also need to share their findings with others and to compare ideas.
- **In their universal efforts to understand the world, young children's thinking will contain predictable errors.** These errors are considered necessary to the process of constructing knowledge. Often, they reflect advances in reasoning. When adults feel compelled to correct or eliminate children's errors, they do not allow children to think for themselves. It is important that children be given sufficient time to recognize and correct their own errors. In this way, children not only construct new knowledge, but they also gain confidence in their own ability to figure

things out. Children who ask questions and who risk making incorrect predictions are invested in active thinking.

• **Children's development is an interactive and interrelated process and spans the Socio-moral, Cognitive, Representational and Physical Development domains.** As children explore and expand on their interests and construct understanding in a particular domain, that understanding influences their development in other domains as well. While all developmental domains thus influence each other, it is within the Socio-moral domain (the area of children's personal and social development) that children best further their cognition and language.

Pre-K Curriculum & Instruction

The World of Wonders Curriculum (McGraw Hill Education) provides the foundation for instruction, and the Missouri Pre-K Standards form the framework. This program builds a strong foundation for early literacy and provides developmentally appropriate instruction for early learners, ages three to five, including cross-curricular activities, a focus on social-emotional development and preparation for kindergarten and beyond. In brief, all subject matter is presented in such an exciting and fun way that children develop and foster a love for education.

Social Emotional Learning (SEL)

The Wentzville School District Early Childhood staff is committed to working in partnership with families to build academic excellence in a supportive climate that ensures and develops respect, safety, and responsibility in all students. Our staff is focused on promoting the social emotional development and school readiness of young children in four major areas:

- Building positive relationships with children, families, and colleagues
- Creating environments for children that support healthy development
- Practicing evidence-based strategies for teaching social skills
- Utilizing a Care Team approach to develop positive behavior support plans for those children with persistent challenging behavior, teachers help children to understand their feelings and the feelings of others.

Each year the class determines the classroom rules that they will have posted. The Wentzville School District Conduct expectations, PBIS, Second Steps curriculum, Conscious Discipline, and Leader in Me strategies will be taught by the teacher daily as these are universal practices in the Wentzville School District's Early Childhood classrooms.

The teacher will promote positive behaviors using strategies from PBIS, Second Steps, Conscious Discipline, and Leader in Me. It is our policy to **never** use punishments or verbally abusive language to resolve discipline situations. Likewise, we cannot allow children to engage in physically or verbally hurtful behaviors.

In cases, when a child's uncontrollable misbehavior requires immediate attention so the child does not hurt him/herself, others, damage property or disrupt the program, the teacher may seek help from his/her colleagues and the Principal or Assistant Principal to continue with the class as she/he attempts to bring resolve to the matter at hand. Parents will be notified and are expected to immediately help resolve problems, and then must conference with the teacher, Principal, Assistant Principal and/or school counselor. This conference will highlight techniques that will stimulate positive conduct/behavior and instill discipline.

Parental involvement and cooperation in the process are crucial, as we examine all avenues of support and services for the child that we anticipate will prove to be beneficial. If behavior concerns are not resolved, a referral to the Care Team and/or building administrator is possible.

School staff will deal with everyday social/emotional needs of children through the following steps:

1. Encourage the child to verbalize their feelings and give important details of the incident.
2. Discuss with the child the inappropriateness of the behavior that occurred and redirect to expected behavior.
3. Children will be encouraged to learn and use self-control.
4. Occasionally, children will experience the temporary loss of a privilege or activity as a consequence of their misbehavior.
5. Children who are involved in conflicts will be given opportunities and guidance to work out their differences in a friendly and constructive manner.

Early Childhood Programs:

Full Day Program:

During the morning preschool program, children experience large and small group instruction as well as individualized instruction. The morning preschool program focuses on developing skills essential for success in Kindergarten.

During the afternoon enrichment program, children experience center time, outdoor play, fine/gross motor activities, music and movement, library, and other age appropriate enrichment activities.

Half Day AM/PM Program:

During the Half Day AM/PM preschool program, children experience large and small group instruction as well as individualized instruction. The Half Day AM/PM preschool program focuses on developing skills essential for success in Kindergarten.

Our staff will assess and document your child's development. In addition, work samples will be compiled in a portfolio that may also include photographs of your child engaged in a variety of educational and social activities. At the end of the school year you will receive the portfolio as a keepsake. Understand that your child may appear in photos included in other students' portfolios. If you wish for your child not to appear in any photos, please contact the office so that we can ensure your child is not photographed.

Readiness Skills

As a parent you are your child's most important teacher. Every day your child is learning from you and your role in the total process is vital.

Please connect to the following links to see the Missouri Early Learning Goals/Missouri Learning Standards: Ages 3-5 <https://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf> Kindergarten <https://dese.mo.gov/college-career-readiness/curriculum/mls-for-parents>

Title I Preschool

All resident students are welcome to apply to our Title I Preschool Program and will be screened for developmental readiness by Parents as Teachers. Title I funds are limited and the number of children eligible for Title I Preschool may vary from year to year.

Title I Preschool Programs will be located within Discovery Ridge, Heritage and Peine Ridge Elementary Schools. Students in the Title I preschool program who elect to enroll in the afternoon enrichment program will be responsible for associated fees. Please see rates for more information.

The guidelines for the Title I early childhood preschool program state that students receiving Title I funding for their preschool tuition will be enrolled based upon greatest need and must be residents of the district. Student need is based upon multiple criteria, including their performance on the Dial-4 assessment and Free and Reduced Lunch status (See number 3 on the list below for more information).

Due to the limited number of Title I preschool enrollment spaces, the following procedures will be followed for available Title I preschool slots:

1. Approximately two-thirds of the available Title I slots will be reserved for 4 year olds and the remaining slots will be available for 3 year olds.
2. Students must be residents of the Wentzville School District.
3. Students will be selected based on multiple criteria and the greatest academic need. Criteria include the DIAL-4 developmental screening and social emotional screening conducted by Parents as Teachers (PAT), age, PAT referral, home language spoken, Free and Reduced Lunch status, etc.
4. If a waitlist is necessary, a rank-ordered waiting list will be maintained. Individuals will be contacted if Title I preschool slots open during the school year.

Missouri Quality Pre-K (MOQPK)

MOQPK (Missouri Quality Preschool Program Grant Classroom) Four additional classrooms are made possible through the MOQPK (Missouri Quality Pre-K) Grant. This is a grant that was started last school year. To be eligible for the 5 full days a week program, students must be 4 years of age by July 31, 2024 and qualify for Free & Reduced Meals. The program does allow for some non-Free & Reduced Meal students. Transportation is not provided for students participating in this program.

Early Childhood Special Education (ECSE)

The Early Childhood Special Education (ECSE) component of our school provides services to children ages 3 through 5 who have been identified with a significant delay or disability. An Individual Education Program (IEP) is developed with consideration of each child's unique strengths to remediate identified weaknesses. A wide range of intervention services are available for eligible children. The ECSE program provides children the opportunity to work on their individualized goals within a child-centered environment that offers developmentally appropriate activities and a variety of language experiences.

Our guiding principle is to provide children early intervention services in the least restrictive environment in the hope that over time they will excel without the need for such services. These

services are free of charge for eligible children. Children that are ineligible for special education services may attend the Early Childhood Special Education Center on a tuition basis, until enrollment capacity is reached.

Integrated Pre-K

Students not eligible for special education services that wish to participate in our Integrated Preschool classrooms (classrooms composed of “typically developing” and special education students) may do so on a fee basis. Children that turn 3 before August 1st are eligible to attend Early Childhood Special Education Center. Children that turn 5 before August 1st of the current school year are not eligible to attend the Early Childhood Special Education Center. Children that turn 5 before August 1st should be enrolled in their respective Kindergarten. Please note, enrollment at Barfield is on an annual basis. Fee paying families must enroll their children each year. The fee rates are based on days of attendance.

Parents as Teachers (PAT)

This nationally recognized program provides families with home visits, group meetings and parent/child support activities. Any resident of the Wentzville School District with children from birth through age five are eligible to participate in this program. Recognizing that all families can benefit from support, PAT families come in all configurations, from all socioeconomic levels, and from urban and suburban communities. The program is adaptable to fit community needs. It is a national model, but a local program. The Wentzville School District's Parents as Teachers can be reached at (636)332-3751.

Parents right to know

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know. Upon your request, our district is required to provide to you in a timely manner, the following information:

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

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

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

Fees & Payment Policy

Families must enroll their children each year. Title Qualifying spots may vary from year to year.

Monthly Fees (10 equal payments, August-May)		
	Standard	Free/Reduced Lunch Eligible
AM Integrated Preschool (T-F)	\$280	N/A
PM Integrated Preschool (M-F)	\$350	N/A
Full Day (AM Preschool & PM Enrichment) M-F	\$700	\$350

Multiple sibling discount: 10%

Wentzville School District Staff discount: 20%

(Cannot combine discounts)

A non-refundable, non-transferable enrollment fee of \$75 for each new first time, \$35 for returning students and siblings is due at time of enrollment. Registration is valid for one school year. Parents must re-enroll for each new school year. We do not offer partial payment for days missed. There is no refund policy for weeks/days missed. If divorced, both parents will have access to account information unless we have court papers stating otherwise. We do not get involved in custody situations determining payment; the parent who registers the child is responsible for payment on the account.

Monthly fees are due by the first day of each month. A \$15 late fee will be assessed if an account has a balance after the 10th of each month. Your payment must be received by the 10th. Parents will receive a notice that their account is delinquent, and an opportunity will be given to pay the account in full. If you are late on your payment for two consecutive months you will be required to set up a payment plan with the program administrator. If the payment plan is not followed, your child will be unenrolled from the program.

Once a child has been unenrolled from the program due to non-payment, a letter will be sent to the parent responsible for the account, and an opportunity will be given to pay the account in full. If the balance remains unpaid, a fine will be placed in your child's school account.

Tax statements are provided online by the IRS deadline of January 31 of the tax year to the address of the responsible billing party on the Wentzville School District account. It is the responsibility of the parent to forward that information to the correct person if it is someone other than who is listed on the account.

We accept Visa/MasterCard/American Express and Discover, which can be set up for automatic payment each month. Online payments may be submitted through the FOCUS parent portal. Payments can also be made in **exact** cash or check payable to the Wentzville School District. There is a \$20 return check/debit fee that you will incur in the event your check/debit does not clear.

Enrollment

All students attending the Wentzville School District's Early Childhood Program must be properly enrolled in the Wentzville School District prior to their first day of attendance. In order to enroll you must provide the following information:

- Screening through Wentzville School District Parents As Teachers
- The child's most recent immunization records
- Two proofs of residence, one from Category A, and one from Category B
 - Category A
 - Paid Real Estate Tax Receipt
 - Contract for Home
 - Lease Agreement
 - Category B
 - Driver's License
 - Utility Bill
- Official copy of the child's birth certificate is requested but not required.
- All online enrollment forms, to be completed in the parent portal.
- A non-refundable, non-transferable enrollment fee of \$75 for each new first time, \$35 for returning students and siblings is due at time of enrollment.

Arrival & Dismissal Procedures

See addendum for your specific location information and procedures.

Attendance Expectations

Punctuality and good attendance are essential to a student's success in school. When a student is tardy or absent, he/she misses instruction, and the understanding which comes from being a part of the classroom experience. In addition, it is critical that our children develop a habit of punctuality and good attendance which will serve them well in school and the world of work. We are asking that parents strive for 90% attendance at all times.

Be advised that it is your responsibility to contact your child's school each and every day your child is absent. In addition, if your contact information changes, i.e. phone number, address or emergency contacts, you must update the school immediately. This is for your child's safety and ours.

Because space is limited, pre kindergarten students will be issued an excusal warning to families who are absent for five consecutive days. After ten days or two school weeks are missed, the administrative team has the authority to remove a student from the program.

Birthdays & Other Celebrations

Due to the prevalence and risk associated with allergies we do not permit parents to send in food to school for classroom parties. Parents may send in non-consumable treats such as pencils or stickers to celebrate their child's birthday.

Visitors

We welcome and encourage visits by parents/guardians. For safety reasons, any person who is not a staff member **must** report to the office immediately upon entering the building. In order to confirm identity and to safeguard our students we will ask for a form of identification when you register at the front desk, so please bring identification with you when you visit our school. After registering at the front desk, a visitor's tag will be issued. This tag must be worn while in the building. In order to minimize the potential harm to staff and students, persons listed on the sex offenders list shall not be allowed in the school building, or on district property, in any district vehicle utilized to transport students, or be present at school activities.

Volunteers

The Wentzville School District values parents, guardians, and community members who take the time and effort to volunteer in our schools and classrooms. Volunteers are important resources that help our teachers, administrators, and support staff better serve our students. The District also strives to ensure that the volunteers in our schools are screened to help maintain the safety of our students and staff.

Student Safety

The school has developed and will participate in required emergency drills to ensure all students' safety in the event of an emergency.

- 6 Fire Drills
- 2 Earthquake Drills
- 2 Tornado
- 2 Intruder Drills (when students are present)
- 2 Intruder Drills (when students are NOT present)

Rest Time/Naps

Rest time is observed in our full day program only. The program provides a cot for each child. A blanket, small pillow, and soft doll or stuffed animal may be brought from home. Blankets, pillows, and stuffed toy will be sent home at the end of each week for laundering and should be brought back the following Monday. The children rest on their cots for a minimum of thirty minutes. Children who do not fall asleep after this time may then engage in quiet play.

Lunches & Snacks

Breakfast: We encourage children to have breakfast at home with their family. Each site will provide a grab and go breakfast each day for purchase.

Snacks: There will be a designated snack time each day. Parents will be responsible for providing

snack.

Lunch: Full Day Preschool children may bring their lunch or purchase a school lunch. To meet sanitation guidelines, uneaten food brought from home for lunch must be discarded.

See District website for meal fees.

Personal Items

The classrooms are adequately equipped with materials of special interest to young children. Personal toys, money, and jewelry are to be left at home. It is difficult to be responsible for personal play items, as they can be easily damaged or misplaced at school. Should a special circumstance require your child to bring something to school, please make sure that your child's name is marked clearly on the item. At various times during the year your child will have opportunities to bring a special personal item for sharing. If your child attends full day, he/she may bring a rest time stuffed animal and a small pillow and blanket. All items brought to school should be able to be easily sanitized.

Clothing

Clothing suitable for play is most appropriate. We ask that children wear sneakers or rubber soled shoes in order to prevent falls. **We strongly discourage parents from dressing their children in flip-flops or sandals.** We ask that children bring a backpack with a change of clothing each day in case of spills or other accidents.

School Supplies

- 4 boxes of 24-color crayons
- 2 boxes washable broad-line markers
- 1 pkg. of 14 dry erase markers
- 2 boxes of tissues
- 2 bottles of white glue
- 12 glue sticks
- 1 spiral notebook
- 1 2" 3-ring binder
- 1 folder with prongs (solid color) plastic/vinyl
- 1 box sandwich size zippered storage bags
- 1 box gallon size zippered storage bags
- 1 pkg. lunch bags
- 1 pencil box
- 2 rolls of paper towels
- 2 pkg of wet wipes/baby wipes
- 1 set of watercolors paints with 8 colors
- 4 containers of playdoh
- 1 child size scissors blunt tip
- 1 full size backpack with spare set of clothing

Parent Teacher Conferences

Parent teacher conferences are held once per year, in October. Your child's teacher will contact you to schedule an appointment. Teachers are available to you throughout the year and you are encouraged to contact them with any questions you may have.

Emergency School Closure

Timely communications with our families is always a priority, but especially important in emergency school closing situations. Please note that staff will be unable to answer phone calls during an emergency. They will be assisting children and adults in the building and ensuring safety for everyone present. If District schools are forced to close due to inclement weather or other factors (i.e. power outages, water main breaks) parents/guardians and students will be notified in the following ways.

- **District Phone Call:** The Wentzville School District has implemented a telephone broadcast system that will enable school personnel to notify all households by phone within minutes of an emergency or unplanned event that causes early dismissal or school cancellation. The service may also be used occasionally by individual schools to communicate general announcements or reminders. Please be sure to notify the school office about any change in your contact information!
- **Website:** Our school website is the first place that a majority of our parents go to for information, and we will increase our efforts to keep that information current and relevant. Here are some of the things you can expect to find on our school website: Upcoming events (school events calendar) Stories about student learning and achievements Information about extracurricular activities Topical and timely news you can use
- **WSD App:** Our WSD App has quickly become the second most popular place parents go to for information accessed on the go via mobile device. It is available for both Apple and Android devices and it can be used to quickly access the latest news, calendars, directory information and cafeteria menus, as well as access to the Parent and Student Portals.
- **WSD eNews:** The District publishes a monthly electronic newsletter called the WSD eNews that is emailed to district patrons. This newsletter gives patrons information about what's happening in the District that affects our students, families, and community
- **Instagram @wsd_earlylearning and @barfield_bees** We encourage you to follow us on Instagram to see a glimpse into the daily life of your student. Our feed and stories will include photographs of your child engaged in a variety of educational and social activities. Understand that your child may appear in photos included in our social media posts. If you wish for your child not to appear in any photos, please contact the office so that we can ensure your child is not photographed.

Electronic Media

Technology will be utilized to enhance the communication between home and school. There are many helpful features on our homepage such as the building/district calendars, the monthly instructional theme, and letters to families.

We believe it is important to provide our students an introduction to computers because they are such an integral part of our society. Each classroom has a computer, which the teacher may choose to utilize as part of a lesson. It is possible that your child may use the computer to complete a project. Please refer to the Acceptable Use Policy (AUP) or contact the office for further details.

The use of recording devices of any kind by our patrons is not permitted in the school at any time.

School Nurse/Health & Safety

Physical examinations and immunizations are required for all students. Students must be immunized for the protection of themselves and others. Wentzville School District mandates strict adherence to the guidelines established by state law. The Missouri Department of Health outlines the immunization requirements for early childhood facilities. **Parents requesting exemptions to this law based on medical or religious beliefs should contact the child's physician/clinic to obtain the signed exemption card.**

- Medication cannot be administered by the school nurse unless the medication is clearly marked with the student's name, dosage amount, time to be given and doctor's name on the prescription bottle. The nurse will log the time, date, type of medication and the amount to be taken. No student is to have **ANY** type of drug in his/her possession (even aspirin or cough drops) as they may fall into the wrong hands. All medication will be kept in a secure place.

If medications are to be taken during school hours, the following guidelines must be followed to ensure your child's safety:

1. The medicine must be in a container with the prescription on the container. The container must be marked with:
 - Student's name
 - Doctor's name
 - Date prescribed
 - Dosage
 - Time medicine is to be given
 - Name of medication
2. All medicine must be kept in the nurse's office and taken in the presence of the nurse.
3. The student's authorized prescriber shall provide a written request that the student be given medication during school hours. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and the prescriber's name. The diagnosis/indication for use of the medicine shall be provided. When possible, the prescriber should state potential adverse effects and applicable emergency instructions. A parent/guardian will provide a written request that the District comply with the authorized prescriber's request to give medication.
4. As a precautionary measure, the first day's dosage of any new medication must have been given at home before it can be administered at school.
5. If the doctor gives sample medicine to take at school, that should be indicated in a note from the doctor.

The nurse on duty in the building is responsible for maintaining and updating health records of the children. These documents are a part of their school file. Please inform the nurse of any changes and/or updates that need to be made to your child's file as soon as possible.

Parents are requested to keep their child home for any of the following conditions:

Fever/Pain

Swelling/Redness of Throat

Diarrhea (within the last 24 hours)
Skin Eruptions/Rash
Vomiting (within the last 24 hours)
Constant Sneezing

Persistent Cough
Ringworm
Head Lice

Children should not return to school until they are **fever free for at least 24 hours**. Children must have a **doctor's written permission to return** after a contagious situation such as **pink eye, ringworm, chicken pox, scarlet fever, or strep throat** or when children are absent many times for the same illness.

Please call the school office if your child is out sick.

If a child becomes ill while he/she is at school, they will be isolated. Parents/caregivers will be notified and must come pick up their child as soon as possible. If the parent/caregiver cannot be reached, the emergency person on your child's enrollment form will be contacted. **Excessive failure to comply within a reasonable amount of time may result in dismissal from the program.** Any communicable disease should be reported to the staff and will be reported to all parents/caregivers enrolled in the program.

Injury/Accident Procedures

If a child receives a minor injury, he/she will be given first aid. Permanent staff members within the program are certified in emergency first aid procedures and CPR.

In the event that the injury requires medical attention beyond that of first aid, the Principal will be notified and he/she will make the appropriate call for emergency services. At the same time a staff member will phone the parent. If the parent cannot be reached the emergency contact person(s) will be notified. If the child is transported to the hospital an early childhood staff member will accompany the child, along with the EMS attendants. The staff member will remain at the hospital with the child until a parent/caregiver arrives.

Attendance/Illness

Attendance is important to your child's progress in school. We ask that your child be on time for class and attend regularly unless ill. Children are not to be sent to school if they have the following symptoms:

Fever of 100 degrees or higher
Diarrhea

Skin rash
Nausea or vomiting

Children must be fever free without medication for 24 hours before returning to school.

Parents will be notified if their child becomes ill and needs to be picked up from school. If for any reason you are unavailable to pick your child up, please have a friend or family member pick them up. We will ask them for photo identification. Your child will not be released to anyone without proper identification and notification of approval from you.

If your child is under a physician's care due to serious injury, illness, or hospitalization, we require a written doctor's release before your child can attend school. Please notify the school nurse.

Outdoor Play

Our outdoor playground provides children with important gross motor experiences. It is, therefore, a daily part of our curriculum. It is our assumption that if a child is well enough to be at school, he or she is well enough to go outside. Please dress your child for outdoor play. Enclosed shoes with laces or straps should be worn to avoid injury.

1. We will go outside as long as the temperature is between 25 and 95 degrees Fahrenheit. This includes temperatures with the wind chill or heat index figures.
2. If the ground is wet/slick, activities will be inside.
3. At times teachers may take students outside to experience snow; every effort will be made to ensure your child's safety.

Early Childhood Special Education (ECSE) & Individual Education Program (IEP)

The Wentzville School District Early Childhood Special Education Program provides a variety of services to children between the ages of 3-5 years old. Once a child is found to be eligible to receive special education and related services, an Individualized Education Program (IEP) will be developed in an effort to remediate your child's identified delays.

• What is an IEP?

The IEP is a written individual education program describing the educational objectives and services to be provided to each child. The objectives and services are determined after a thorough evaluation of the eligible child with a disability.

Included in the plan are:

1. Statements about the child's present performance
2. Yearly goals
3. Services to be provided to meet these goals
4. Conditions under which services will be delivered (where, when, by whom)
5. How the program will be evaluated (conferences and progress reports)

• Who is the IEP for?

The IEP is for each eligible child who will receive special education.

- **When is the IEP developed?**

The IEP must be developed within thirty (30) days after a determination that the child is eligible for special services. The IEP is to be determined for the child at a conference with parents and school officials.

- **How often is the IEP developed?**

The IEP may be revised as often as necessary, but must be reviewed and revised not less than once a year.

- **Who is responsible for the IEP?**

The IEP Team is responsible for developing or revising, whichever is appropriate, an IEP for every child who will receive special education.

- **What is the parents' role in developing the IEP?**

Parents play a vital role in the development of their child's IEP. The parents' role in developing the IEP may include helping present information on the child's present level of functioning, learning style, previous experiences of the child, and the needs of the parents and child in skill development just to name a few. The parents have the responsibility of inviting others who they want to attend the IEP. Parents will receive a Bill of Rights describing the rights provided to parents of children with a disability.

- **Who shall participate in the meeting for developing the IEP?**

1. A representative of the early childhood program
2. Special Education teacher and/or related service providers
3. At least one guardian/educational decision maker from the child's home
4. A regular education teacher representative
5. Other individuals, at the request of the parent or school

Preparing for an IEP Meeting

The following are only suggestions. They are not things you must do. They are to serve as ideas for you to consider when preparing for your child's IEP meeting:

1. Find out how your child feels about school. Find out his/her likes and dislikes. Ask if there is something he/she would like to do better.
2. Before the IEP meeting, be sure you understand the nature and basis of your child's needs. Do you have enough information?
3. Prepare to share what you know about your child. Jot down some notes about your child to bring to the meeting, such as: interests, hobbies, relationships with family and friends, behavior at home, things your child does well, and things your child has difficulty with.
4. Prepare your own questions. Write a list of questions you would like to discuss at the meeting. Bring the list with you.
5. Find out who will be attending the meeting. The meeting notice you receive will list the attendees. Is there anyone else from school or outside of school whom you would like to invite? Notify the school if you intend to bring someone from outside of school (friend, advocate, outside evaluator, etc.). It

- should be someone who has knowledge of your child.
6. Be prepared to discuss your expectations for your child. Talk with other parents who have attended IEP meetings before attending your own. Jot down what you think your child needs and the extent of progress you would like to see during the year.

Suggestion for Participation at an IEP Meeting

The following are suggestions to be considered in participating at an IEP meeting:

1. If at any point you do not understand something, ask that it be restated. Do not hesitate to ask for clarification of any detail.
2. If you do not understand the meaning of a term, ask for an example or demonstration of what is meant.
3. Share relevant information about your child by contributing what you know about your child's skills, interests, weaknesses, and strengths.
4. Refer to your list of questions and any notes you have brought to see that all issues you feel important have been discussed. Ask for further discussion whenever necessary.
5. Ask yourself if what is planned corresponds to your knowledge of your child's ability.

Obtaining School Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords parents certain rights with respect to their child's educational records. Those rights are listed here:

1. The right to inspect and review the student's educational records within 45 days of the day the District receives a request for access. A parent/guardian or eligible student should submit to the Records Custodian, Principal, or other appropriate official, written requests that identify the record(s) they wish to inspect. The District official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. If the records are not maintained by the District official to whom the request was submitted, that official shall advise the parent/guardian or eligible student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading. A parent/guardian or eligible student may ask the District to amend a record that they believe is inaccurate or misleading. They should write the District official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise the parent/guardian or eligible student of their right

to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the parent/guardian or eligible student's educational record, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District in an administrative, supervisory, academic, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the District has contracted (such as an attorney, auditor, or collection agent); or a person serving on the Board of Education. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Upon request, the District discloses education records without consent to officials of another school in which a student seeks or intends to enroll. School officials may also disclose information from a student's education records in compliance with a lawfully issued subpoena or court order. Before complying with such a subpoena or court order, the school will make a reasonable effort to notify the student's parent. The school does not, however, need to notify the parent if the subpoena or court order has been issued for a law enforcement purpose and the court order or other issuing agency orders that the existence or contents of the subpoena not be disclosed.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Wentzville R-IV School District Notice of Non-Discrimination

The Wentzville R-IV School District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies: Section 504/Title II Coordinator for Students Douglas Cuneio, Executive Director of Student Services 280 Interstate Drive Wentzville, MO 63385 (636)-327-3800 douglascuneio@wsdr4.org Title IX Coordinator and Section 504/Title II Coordinator for Employment Pamela Glidewell, Executive

Director of Human Resources 280 Interstate Drive Wentzville, MO 63385
(636)-327-3800, ext. 20350 pamelaglidewell@wsdr4.org Individuals who wish to file a complaint with OCR may contact OCR: U.S. Department of Education Office for Civil Rights One Petticoat Lane 1010 Walnut Street, Suite 320 Kansas City, Missouri 64106 Telephone: (816) 268-0550; Fax: (816)268-0599; TDD (800) 877-8339; Email: OCR.KansasCity@ed.gov For further information on notice of non-discrimination, visit <https://ocrcas.ed.gov/contactocr> for the address and phone number of the office that serves your area, or call 1-800-421-3481. Dr. Danielle S. Tormala Superintendent of Schools Notice Revision Date: 07/06/2023 NOTICE OF REVISION The Wentzville R-IV School District revised its Notice of Non-Discrimination to reflect the individuals designated to handle inquiries regarding its non-discrimination practices.

Family & School Partnership

Research states that children with families who are involved in their education tend to have better academic performance which in turn can help to determine children's success in the future.

Family involvement comes in many forms, and we encourage you to participate in our many opportunities. In addition to maintaining high attendance and positive communication there are opportunities to connect with and support your child and school through family events, volunteer opportunities, fundraisers, and classroom donations. Please don't hesitate to reach out for more information.

Thank you for your partnership.



I have received and understand the Wentzville School District Early Childhood Handbook.

Child's Name

Date

Parent's Name (Printed)

Parent's Signature



Title I Preschool Parent-Student-School Compact

We all realize that an education is important for success. Therefore, we each agree to do our part in helping every child achieve the Missouri Early Learning Standards.

As a preschool student, it is my responsibility to:

- Show kindness and respect to my classmates, teachers, and parents.
- Read with my parent or another family member.
- Attend school every day possible.

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

- Praise my child for good work and behavior.
- Read with my child regularly.
- Attend parent teacher conferences and school functions.
- Have my child arrive to school on time and attend every day possible.

Wentzville School District's Early Childhood staff accept the responsibility to:

- Provide instruction, materials, and high-quality professional development for staff.
- Maintain a safe and positive learning environment.
- Treat each child with kindness and respect.
- Hold annual parent-teacher conferences.
- Communicate with and be accessible to parents.
- Provide parents opportunities to participate in their child's learning.

Signed by:

Teacher _____ **Date** _____

Parent _____ **Date** _____

Student _____ **Date** _____

Addendum

Arrival and Dismissal Procedures:



Barfield

- **DROP OFF/PICK UP PROCEDURES**

Our teachers receive students into their classrooms at 8:55 A.M. and 12:55 P.M. Parents are not ordinarily permitted to walk their child to their classroom. Typically, drop off occurs at curbside on the South side of the building. The first week of school is an exception to the rule and parents are permitted to walk their child to their classroom. Parents that choose to escort their child to their classroom the first week of school will not be permitted into the academic wings until 8:55 A.M. and 12:55 P.M. In order to reduce disruption, minimize congestion in the halls and to ease transitions, we request that parents vacate the academic halls no later than 9:05 A.M. and 1:05 P.M (the official start of the instructional day). Students that arrive to school after 9:05 A.M. or 1:05 P.M. will be escorted to their classroom by a staff member. After these times, parents will not be permitted into the academic wings. This will eliminate disruption to the classroom.

	Drop off	Class Start Time	Early Pick Up Ends	Class End Time	End of Pick up Time
AM	8:55	9:05	11:45	12:05	12:20
PM	12:55	1:05	3:45	4:05	4:20

- Refer to the map illustrating the traffic pattern included. Please wait at your vehicle until a staff member takes responsibility for your child. **Hold your child's hand and make sure that they are properly supervised before you leave them. Please do not not move any cones that are placed on the parking lot.**

PICKING UP STUDENTS BEFORE DISMISSAL

If you need to pick up your child early, please inform your child's teacher via a note, email or a phone call to the office. You must sign in at the office when you arrive to pick up your child. Individuals will be expected to present photo identification before a child will be permitted to leave school with them. Our staff will notify your child's teacher and your child will be escorted to meet you in the waiting room. These procedures are in place to minimize disruption to the classroom and to ensure your child's safety in the parking lot. We appreciate your compliance and patience with these procedures.

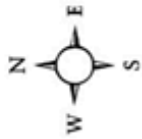
In order to effectively manage dismissal, to maximize student supervision and to ensure student safety please understand that once all of the classrooms have assembled in the staging area for parent pick up we will **not** escort your child from the staging area to the office. What does that mean? If you **decide to pick your child up before dismissal, you must arrive and sign out before 11:45 and 3:45**. If you sign your child out after 11:45 or 3:45 then they will be escorted to you in the office **after** their teacher has escorted each of her students to their parents that waited in the parent pick up line.

Here are additional requests to keep traffic flow running smoothly and most importantly to keep everyone safe:

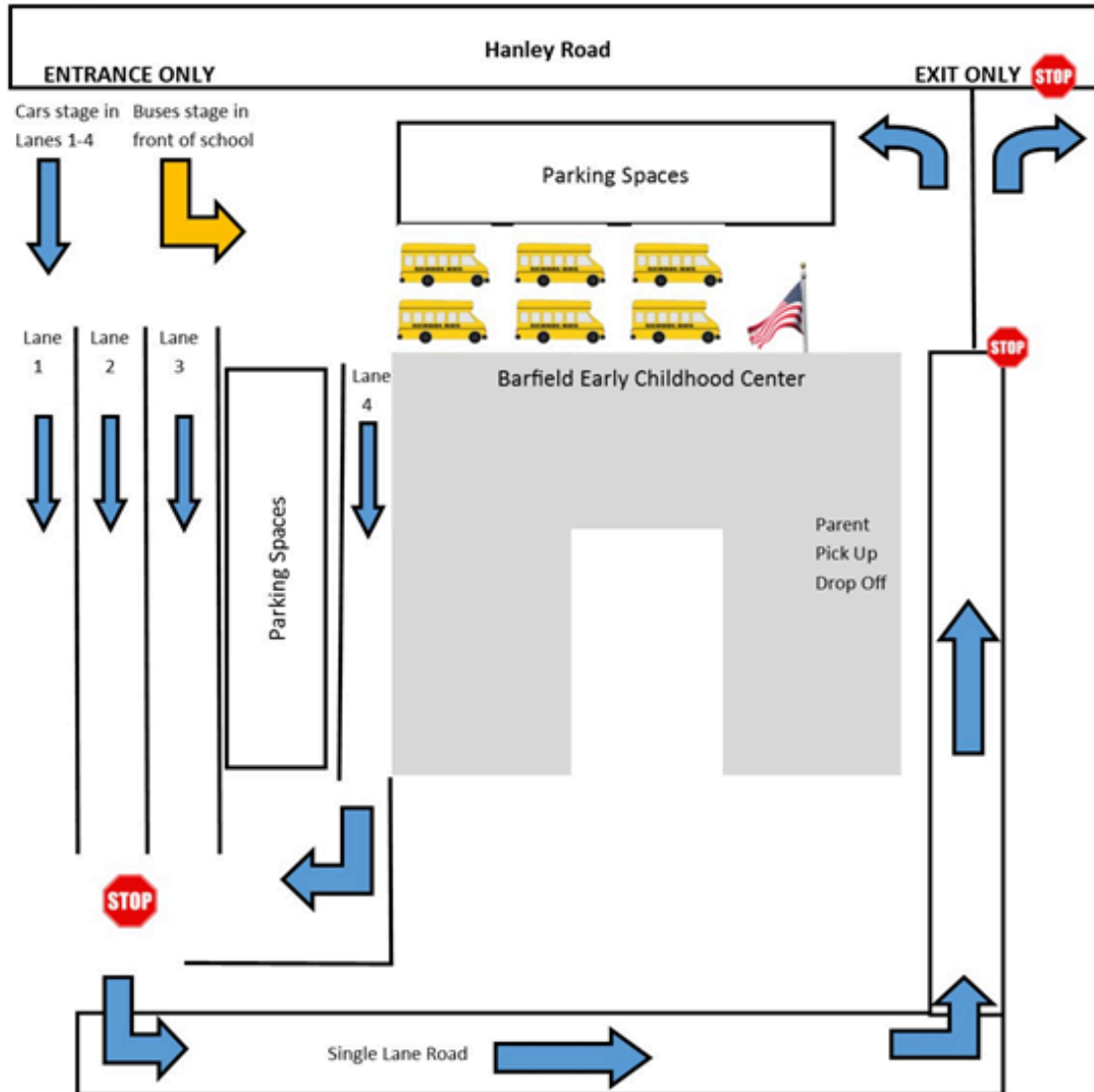
1. Please avoid cell phone usage while picking up or dropping off.
3. Install your child's car seat on the driver side of your vehicle.
4. Your child must remain in their car seat until you have stopped your vehicle.

Your child should never be sitting in your lap behind the wheel of your vehicle
as
you approach the child drop-off area.

At dismissal time, please wait in your vehicle for a staff member to bring your child to you. In order to minimize wait time for everyone during departure, we respectfully request that you promptly secure your child. If you need to discuss a matter with your child's teacher, please contact them via phone call or email to establish a time for a meeting.



Barfield Early Childhood Center Traffic Pattern





Heritage Elementary

Arrival:

Car Riders

- Student drop-off begins at 8:05 a.m. Students must remain in their vehicles until 8:05 a.m., when staff supervision begins.
- Enter at the Heritage Blumhoff entrance and proceed to the left and follow around to the Early Childhood Center Building.
- Cars will fill form a line in front of the Early Childhood Center Building.
- Students must exit the car on the building side for safety.
- Cars exit the loop onto Blumhoff and can turn right or left.

Walking Arrival Procedures

- Families who walk to school should walk along the sidewalk and enter through the Main Door at the Early Childhood Center Building.

Parent Walk-Up Arrival Procedures

- Parents may park their cars and walk students to the front entrance utilizing a crosswalk in the front of the building.

Late Arrival

If a student comes to school late, an adult must sign them in at the Early Childhood Center office. Please sign your child in on the laptop in the lobby. A pass will be issued by the office secretary to admit the student to class.

Dismissal:

- Dismissal will begin at 3:15 p.m.
- When picking your child up early, we ask that you check them out of the office by 3:00 p.m.
- Enter at the Heritage Blumhoff entrance and proceed to the left and follow around to the Early Childhood Center Building.
- Please have your arrival/dismissal card visible in the car.
- Cars will fill form a line in front of the Early Childhood Center Building.
- Student car seats must be installed on the building side for safety.
- Please park and when you see your child get to the parking spot, you may exit your vehicle to buckle them in.
- Cars exit the loop onto Blumhoff and can turn right or left.

