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# EARLY EDUCATION: FAMILY HANDBOOK

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*'Creating healthy partnerships with children & families to promote a learning community of safety, trust, and resilience.'*





## 2019-2020 School Year

Dear Families,

On behalf of each of our staff, we are excited to welcome you and your family to the Independence School District Early Education program. Receipt of this handbook indicates that your child is enrolled in an Early Education program that is operated and sponsored by the Independence School District. We would like to extend a special welcome to our new families and many thanks to our returning families. The support you provide to your children and to each of our buildings deeply enriches our learning communities. We also offer a variety of family services developed for the unique needs of our youngest learners and their families.

As a District, we aim to provide the highest quality early education programs possible, including the following:

- ◆ **Our evidence-based curriculum,**
- ◆ **Quality, comprehensive services for students and families,**
- ◆ **Concrete, meaningful student activities,**
- ◆ **Alignment to elementary school programming to offer a seamless transition.**

It is our mission to create a community that is supportive of your child's education as well as a support to all families served. We have combined the philosophy of Dr. Edward Zigler's School of the 21st Century and high standards from agencies such as Head Start, Missouri Early Learning Standards, State Licensing, and so on. We've taken a balanced approach to enrichment, social emotional supports, and academics to form the foundation of our Early Education program.

To help you understand your role and our commitment, we have developed this Family Handbook for your information. To assist you in reading and using the handbook, we have included a table of contents to help you locate important information. Please take a moment to read the information provided on our procedures and expectations.

We look forward to partnering with you to provide a high quality learning experience in a family-friendly environment. Your active support and informed participation is key to the success of the children in our program. Your feedback, ideas and involvement are welcome at any time. If we can be of assistance to you and your family, please do not hesitate to contact your building Principal, Early Education Coordinator, Early Education FSL as applicable, and/or classroom teachers.

Looking forward to a fantastic 2019-20!

Dr. Patti White, Director of Head Start Early Education

Please note, while staff are interacting with children, they are not available to answer telephones. Voicemail is set up to take messages; messages will be checked periodically. If it is an emergency, call the school office. Please see table below for telephone numbers.

| <u>School</u>    | <u>Address</u>                   | <u>Early Education<br/>Phone Number</u> | <u>School Office<br/>Phone Number</u> |
|------------------|----------------------------------|---|---------------------------------------|
| Benton           | 429 S. Leslie                    | 521-5392                                | 521-5390                              |
| Blackburn        | 17302 E. R.D. Mize               | 521-5397                                | 521-5395                              |
| Cassell Park     | 10401 E. 31 <sup>st</sup> St.    | 521-5540                                | 521-5540                              |
| Glendale         | 2611 Lee's Summit Road           | 521-5512                                | 521-5510                              |
| Hanthorn         | 1511 S. Kings Highway            | 521-5485                                | 521-5485                              |
| Korte            | 2437 S. Hardy                    | 521-5432                                | 521-5430                              |
| Little Blue      | 2020 Quail Drive                 | 521-5482                                | 521-5480                              |
| Luff             | 3700 S. Delaware                 | 521-5417                                | 521-5415                              |
| Mill Creek       | 2601 N. Liberty                  | 521-5422                                | 521-5420                              |
| Ott              | 1525 N. Noland Road              | 521-5437                                | 521-5435                              |
| Randall          | 509 Jennings Road                | 521-5447                                | 521-5445                              |
| Santa Fe         | 1301 S. Windsor                  | 521-5452                                | 521-5450                              |
| Spring Branch    | 20404 E. Truman Rd.              | 521-5455                                | 521-5455                              |
| Sunshine Center  | 18400 E. Salisbury Rd.           | 521-5526                                | 521-5526                              |
| Sycamore         | 15208 E. 39 <sup>th</sup> St. S. | 521-5467                                | 521-5465                              |
| Truman           | 3301 S. Noland Rd.               | 521-5352                                | 521-5350                              |
| William Southern | 4300 S. Phelps                   | 521-5477                                | 521-5475                              |

**Dr. Cindy Grant, Deputy Superintendent** 521-5300

**Dr. Patti White, Director of Head Start Early Education** 521-5485

**Amy Cox, Hanthorn Principal/  
Director for Parents As Teachers** 521-5485

**Amanda Spight, Sunshine Principal** 521-5526

## Early Education

Your Child's Teachers

Room Number:

Phone:

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Your Early Education FSL (as applicable)

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Your Building Principal

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Your Early Education Coordinator (as applicable)

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## **EMERGENCY NUMBERS**

Emergency: Police, Fire, Ambulance ..... 911

Child Abuse Hotline ..... 1-800-392-3738

Domestic Abuse Hotline ..... 1-800-799-SAFE

Poison Control ..... 816-234-3000

ISD District Transportation ..... 816-521-5335

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## **Program Philosophy and Goals**

The Independence School District Early Education Program strives to provide the highest quality, comprehensive early education program possible. We in ISD Early Education program believe:

- A child's development benefits most from a program where staff and family work closely together,
- A child's family, as the strongest influence in a child's development, must be directly and meaningfully involved at all levels of our program, and
- The strengths and uniqueness of each family should be maximized through program participation.

The fundamental goal of the Early Education program is to prepare children for school success by enhancing their social-emotional skills and supporting their desire to learn. In striving to achieve this goal, the cognitive (thinking), social, emotional, creative and physical development of all children is enhanced through activities that meet each child's developmental needs, both inside and outside the classroom.

District sponsored Early Education programs work with the whole family to create the best possible experiences for a child's maximum growth and development. We are committed to partnering with families to help them achieve goals for the family, as well as the child. To realize these goals, the Early Education program has adopted the following strategies:

- To support the child's health, mental health and physical abilities.
- To support the family's strides toward future health care.
- To encourage the child's desire to learn, to be spontaneous, to be creative and to have self-discipline.
- To support the child's thinking process, concept development and communication skills.
- To support family members in relating to each other and to others in their community as they become advocates for their child and family.
- To enhance a sense of dignity and self-worth within the child and the family by establishing expectations and patterns of success.

## Vision and Mission

The **VISION** of the Independence School District Early Education program and families as adopted by the Head Start Policy Committee and Early Education staff is:

*Creating healthy partnerships with families to promote a community of safety, trust, and resilience.*

The **MISSION** of the Independence School District Early Education Program is to **Support** and **Encourage** children and families to achieve a greater degree of self-sufficiency: to achieve a strong self-worth and self-confidence; to establish and work towards family goals; and to build a foundation for school readiness and later school success.

## Family Involvement, Volunteers, and Visitors

The key to any successful program is family involvement, so we encourage you to become involved. A variety of opportunities are available. You might consider parent policy committee, volunteering to share your special talents, reading to children, or to simply communicate with program staff. Pick up and drop off times are important times to touch base with Early Education staff and review the parent boards for updates and information.

To ensure the safety of our students, volunteers will need to follow these guidelines:

### GENERAL VOLUNTEER GUIDELINES FOR ALL PROGRAMS – VOLUNTEERS MUST:

- ◆ HAVE COMPLETED AND CLEARED A FORMAL BACKGROUND CHECK INCLUDING FINGERPRINTING
- ◆ SIGN IN AT THE OFFICE AND GET NAME TAG WHEN VOLUNTEERING.
- ◆ FOLLOW APPROVED BOARD POLICY INCLUDING NO SMOKING ON SCHOOL PROPERTY.
- ◆ NOT BRING BEVERAGE CONTAINERS INTO THE BUILDINGS.
- ◆ NOT TO BE LEFT ALONE WITH CHILDREN.
- ◆ SERVE AS ROLE MODELS FOR CHILDREN BY DRESSING APPROPRIATELY AND USING APPROPRIATE LANGUAGE IN CONVERSATION.

# GENERAL POLICIES AND GUIDELINES

## **Attendance**

- ◆ Consistent attendance is essential for your child's progress. Early Education recommends a minimum of 85% daily attendance. **Families are to call their program to report any absences due to illness or emergency as soon as possible.** When a child has a record of unexcused absences and/or chronic tardiness (three documented consecutive unexcused absences without contact with family), intervention procedures will be initiated.
- ◆ **Continued chronic absences will result in the spot being considered an enrollment vacancy, as the child will be removed from the program and added to the waitlist.**
- ◆ **Your child must arrive on time in order to get the full benefits of the educational services.** Children who arrive late miss out on key opportunities and may disrupt the classroom environment. **Children attending Head Start/Parent Pay programs should be in attendance by 9:00 daily to ensure maximum opportunities for participation in educational experiences.**
  - Three (3) or more unexcused tardies will result in a conversation with the building principal or coordinator.
  - Should there be additional tardiness concerns following these conversations, your child may lose their spot in the program.

## **Arrival and Departure**

- ◆ Children transported by car must be accompanied to the classroom by an adult. Adults must show State-issued photo ID to enter school buildings. Child must be signed in and out every day. Failure to sign children in and out on a daily basis can result in termination of services.
- ◆ No child is permitted to leave the program with anyone except his/her parent/guardian or a person (must be at least 18 years old) designated on the emergency card by his/her parent or legal guardian. **Acceptable forms of ID include a State photo ID, Passport, Federal ID, and one of these forms of ID is required at each time of drop off and pick up.**
- ◆ **All children must be supervised at all times. It is illegal to leave children unattended in a car.**

## **Transportation Guidelines (as applicable)**

- ◆ Transportation set up for new ECSE students, or pick up / drop off changes may take up to one week to process.
- ◆ Transportation to and from the programs is provided **only** to children enrolled in Early Childhood Special Education (ECSE). Children must have a bus tag to board the bus.
- ◆ During bus pick up and drop off, the child must be escorted by a parent/guardian. **Under no circumstances will a child be dropped off alone and left to go home alone. If no adult is at home to receive the child OR a parent/guardian has no bus card to present the bus driver, the child will be returned to the program at the end of the route. An approved adult must pick the child up at school. Identification will be required.**
- ◆ Children transported by bus will be met by staff and escorted to the classroom.
- ◆ All bus riders, including children using bus services for field trips, are expected to follow the bus rules:
  1. Children are to remain in their seats until the bus monitor releases vest restraints.

2. Children and adults are not allowed to chew gum, eat or drink while on the bus.
3. Children must use soft voices and talk only to nearby seat mates to minimize noise levels.
4. Any child who persistently creates a disturbance on the bus or is returned to the school 3+ times **may be denied the privilege of riding the bus.**

### **Emergency Contact**

Regulations require that up-to-date family contacts and authorization be provided to staff. **You must notify the office when you move, get a new telephone number, new cell phone number, change hours of employment or school, or change employment or babysitter.** If your child has an accident or becomes ill at school, we must be able to reach you or an individual on your emergency card. The automated phone calls that provide vital program information are set up based upon the contact phone number that you provide. If we are unable to reach anyone on behalf of the child over an extended period of time, local authorities may need to become involved.

### **Newsletters**

A School /Classroom newsletter will be sent home monthly with each child to provide parents with school events, food menus, and/or activities to help your child's growth and development. Other program flyers and newsletters will be sent home on occasion to inform parents of program changes and community resources.

### **Clothing**

Your child should be dressed in clothing appropriate for play and for the weather. Children should wear clothing that is dry and layered for warmth in cold weather. Tennis shoes or other shoes with rubber soles should be worn. **Cowboy boots, sandals, and platform/heeled shoes are discouraged because of safety issues. Also, please do not send children in flip-flops as this, too, is a safety concern.** Outdoor time occurs every day unless the temperature is extreme or it is raining or snowing. For the safety of the child, no dangling earrings will be allowed. If there is a need for clothing assistance, please contact the school.

### **Outdoor Play / Temperature Policy**

Outdoor play (as weather permits) is an important part of the daily curriculum. If a child is well enough to attend school, he/she is well enough to go outside. As temperatures drop below 40 degrees or approach 95 degrees, staff will consult state licensing regulations and/or contact the district's public safety department for further guidance on weather conditions. The length of time spent outside will be reduced or an alternative indoor activity may occur. Children will be kept inside on **Red Alert** days. The district established guidelines during cold months are:

- ◆ 35 degrees F and above - Full outside recreation time
- ◆ 15-30 degrees F - Shortened outside recreation time with additional indoor recreation time
- ◆ 15 degree F and below - Indoor recreation time

### **Personal Belongings, Money, Toys, Etc.**

Please do not allow your child to bring money, toys, gum, food, jewelry, medicine, lipstick, lotion, etc. to school. If there is ever a need for money, the parent will be notified through formal communication. Although the use of backpacks is encouraged for children to carry paperwork

back and forth, wheeled backpacks are a hazard to other children. Please do not send your child with a wheeled backpack.

Please do not bring videos / DVDs to school. Videos or DVDs will only be used as a short part of instruction that supplement curriculum. All videos must have licensing permission that allows their use. Feature length movies are not a part of the curriculum and put the program at risk for liability issues.

If parents bring personal sleep items for their children, all items will need to be taken home at the end of each week and washed. Parents will need to return clean sleep items for the new week.

### **Food**

Due to possible food/peanut allergies, any food brought in to the Early Education program must be approved by the building principal two weeks prior. Homemade food items are not allowed in classrooms. *If approved by the building principal*, foods brought in must be in the unopened original commercial packages and must be individually wrapped servings. It is the program's goal to serve nutritious snacks.

### **Severe Weather**

For school closing information, please listen to your radio or television. If Independence School District is closed, the Part Day Parent Pay (8:00-12:00) program will be closed as well as Foundation and ECSE programs. Early Head Start, Head Start, & Full Day Parent Pay will remain open unless the weather warrants their closing. Sign-ups are not possible for snow days; therefore accounts will be billed from sign-in sheets and/or Eleyo for students actually in attendance on the inclement weather days.

If ISD cancels school, you will receive an automated call from the district to the number linked to your child's school account. Please listen closely to this message. Early Education Combined Sites will remain open *unless* the automated message also states that *Early Education will be closed*.

Parents will not be allowed to check students out during emergency situations. Doing so places the parent, child, and staff members at risk. While this may be difficult to understand in an emergency situation, it truly is in the best interest of you, your child and program staff.

### **FOR WEATHER "School Closing" INFORMATION**

- ◆ Listen to area news media
- ◆ School Messenger – Automated Phone Calls
- ◆ Visit our web site at [www.isdschools.org](http://www.isdschools.org)
- ◆  <http://twitter.com/ISDSchools>

### **Procedure: Loss of Heat / Air Conditioner at Early Education Sites**

If it is determined by ISD administration the loss of heat/air conditioner to any of our Early Education sites falls outside the following licensing regulations (see below) we will follow the procedures outlined here:

**19 CSR 30-62.082 Physical Requirements of Group Day Care Homes and Day Care Centers**  
(2) (A) General Requirements. (5) The facility shall be dry, temperature controlled, well-ventilated and free of drafts. Children shall not be overheated or chilled. The temperature of the

rooms shall be no less than sixty-eight degree Fahrenheit (68°) and no more than eighty-five degrees Fahrenheit (85°) when measured two feet (2') from the floor. Should classroom temperatures fall above or below those required by state licensing, the classroom(s) will:

1. Contact parents/guardians of the children already at the site where heat/air conditioner loss has occurred and request they pick up their children and transport them to the district's selected alternative location.
2. Contact parents of the children not yet at the effected site to inform them they will need to drop their child off at the district's selected alternative location if care is still needed.
3. Determine alternative locations based on proximity to the affected school. (2/4/2014)

### **Community Complaint**

Any member of the community may present a complaint in writing to the Independence School District Deputy Superintendent, Dr. Cindy Grant. For community complaints concerning Head Start Performance Standards, concerns will be reviewed and resolved by the Director of Head Start and Head Start Parent Policy Committee.

### **Harassment**

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School District prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation.

## **SPECIAL SERVICES**

### **Screening/Disabilities**

- ◆ Depending on program requirements, children may receive screenings such as vision, hearing, lead/hemo and/or developmental screenings with parent permission.
- ◆ If screening results indicate a potential concern with a child's vision, hearing or lead/hemo, the parent will be notified and a referral will be made for further follow-up with the child's physician or medical center.
- ◆ If a developmental delay and/or disability are suspected, the Content Lead for Student Supports and the Early Childhood Special Education (ECSE) Process Coordinator is contacted immediately. Concerns regarding children's development in the Early Head Start Program will be referred to the Content Lead for Student Supports. Staff will coordinate a Problem Solving Team (PST) meeting with relevant team members, such as the classroom teacher and an interventionist to discuss strategies to better support the child.
- ◆ ***Should the PST decide at some point that an evaluation is needed, the parent or guardian will be contacted and written permission will be obtained prior to beginning this process.***
  - Once an evaluation is completed, the parent or guardian will be contacted to participate in an Eligibility meeting. If a child is eligible for special services, an Individualized Family Service Plan (IFSP) or an Individual Education Plan (IEP) will be developed with input from the parent or guardian. IFSP's are for children birth to age 3; IEP's are for children ages 3 and up.
- ◆ Children with disabilities/their families may receive a range of developmental services through their school district or other community agencies based upon needs identified in the

evaluation. Such services may include special instruction, speech and language therapy, occupational therapy and/or physical therapy.

### **Family Services**

The Early Education program offers families a variety of opportunities and support for growth. With the help of an Early Education FSL, families will identify their strengths, needs and interests. A community resource directory listing sources of emergency assistance, crisis interventions, training, and education is available to all families.

### **Mental Wellness**

To promote healthy family functioning, the Early Education program offers resources to assist families with a variety of needs ranging from basic parenting strategies to crisis intervention and abuse prevention. Quarterly newsletters for mental wellness will be sent home with each child to provide parents with up-to-date information on mental health. Your classroom teacher, Early Education Coordinator (as applicable), or your building Principal may connect you to a licensed Mental Health person for consultation and/or referrals to community agencies. In addition, your school may have additional staff such as a Counselor or Family School Liaison to assist with these needs.

## **GUIDANCE AND DISCIPLINE**

### **Positive Guidance Techniques**

To promote school/life readiness and support the development of healthy relationships, program staff will use positive guidance techniques, such as:

- ◆ Modeling and encouraging expected behavior
- ◆ Redirecting children to more acceptable activities
- ◆ Setting clear limits
- ◆ Encouraging, teaching, and practicing problem solving skills
- ◆ Use of appropriate language
- ◆ Teaching social emotional skills, such as self-control and sharing
- ◆ Timely interventions to avoid unacceptable and/or harmful behavior
- ◆ Providing a quiet, safe space to assist with calming down. Classrooms have several calm down spaces that children can utilize to help them regain control of their feelings.
- ◆ If a child and/or other children are at risk of injury, a supportive hold may be used. Parents will be contacted if this occurs.

For our infant/toddler care, staff provides respectful, responsive and sensitive care aimed at meeting the individual needs of each child. Responding to individual cues builds resiliency in infants and toddlers, which prepares them for later transitions to preschool and primary school.

- ◆ **ABSOLUTELY NO PHYSICAL PUNISHMENT OR VERBAL ABUSE WILL BE ALLOWED IN THE EARLY EDUCATION PROGRAM!** This includes yanking, pulling, grabbing, pushing, yelling, teasing, swearing, etc. In addition, we ask that parents and guardians refrain from physical punishments such as spanking children on school grounds.

## **Behavior Intervention Policy**

“Children shall not be allowed to intimidate or harm others, harm themselves or destroy property (Licensing, pg. 43, C 11).” The following behaviors are considered intimidating and harmful: inappropriate abusive language (statements about killing), ongoing use of profanity, sexually inappropriate behavior (exposing self, touching others, etc.), hitting, biting, kicking, scratching and running away from adults.

Isolated episodes of these behaviors will first be handled by the classroom staff through the use of positive guidance techniques and an evaluation of their classroom environment. When the behavior becomes repetitive, these procedures will be followed:

- ◆ Classroom staff will contact the building principal and the Content Lead for Student Supports as applicable.
  - The school will partner with the family and the child’s teacher. Parent/teacher interviews and classroom observations will be made to assess triggers, functions of behavior and points of intervention. A DECA Protective Guidance Plan will be developed. If plans are unsuccessful, the Problem Solving Team (PST) process will be used to formulate different strategies or access additional options or resources.
- ◆ Extensive inappropriate behavior may result in Independence School District Early Education staff assisting the family in transitioning to a more appropriate placement.

# **HEALTH AND WELLNESS**

## **Latex Reduced Environment**

Due to an increasing incidence of latex allergies, non-latex balloons will be used during the school day for events in all buildings. Latex balloons pose a significant concern because they allow latex particles to be dispersed into the air. Latex-free gloves and bandages are used in the school health clinics. We recognize that it is difficult, if not impossible, to completely avoid all latex products because they can be hidden or accidentally introduced. If your child has a diagnosed allergy to latex, please notify the school nurse. The ISD will maintain a Latex Reduced Environment. Only latex free gloves and latex free band aids are in use in school health clinics.

## **Bathroom Needs and Usage**

Children usually show signs of bladder control between the ages of 24 months (2 years old) and 36 months (3 years old). In our Infant/Toddler programs, an individualized schedule of diapering is implemented for all children. Our comprehensive early education program provides disposable diapers and wipes to be used while children are in attendance at our program.

Families have the choice to utilize the products provided. Families that have a preference of a different brand may provide that for their child. Diapering is documented on daily sheets and is given to the family each day when children depart from the program. Individualized toilet learning is implemented upon agreement with the family and classroom staff regarding readiness. Signs of readiness are self-help skills such as pushing down and pulling up clothing, the ability to communicate the need to go to the bathroom, the ability to stay dry for 2 hours at a time, etc.

In the preschool setting, most children will have bladder and bowel control and be able to take care of their own bathroom needs. However, it is not unusual for preschool children to have occasional accidents. ***Children should not be punished or degraded for toileting accidents.*** Parents are asked to keep an extra change of clothing at school for their child (including socks). When an accident occurs, staff will encourage children to change their own clothing, providing additional assistance when needed.

To prevent the spread of infectious disease, please teach your child to flush the stool and wash hands after every use.

### **Breakfast/Lunch/Snack**

In our **Infant/Toddler** programs, breakfast, lunch, and snack are provided. Infants are fed on demand based upon their individual needs.

Facilities are available for storage of breast milk. Parents choosing to provide breast milk must supply milk in a sealed container. The milk container must be labeled with child's name and date. In addition, mothers are welcomed and offered a comfortable place to breast feed their children. Our comprehensive early education program provides infant formula fortified with iron to be used while children are in attendance at our program. Families have the choice to utilize the products provided. Families that have a preference of a different brand may provide that for their child.

For **preschool children**, breakfast, lunch and/or snack are provided depending on the program option in which your child is enrolled and the family's free/reduced lunch status; Foundation students will be offered breakfast and lunch (for full pay parents they will pay full meals costs, reduced lunch families pay the reduced price, and there is no charge for free lunch families. A daily afternoon snack will be served at the end of the day and is free to ALL children no matter their free/reduced lunch status. Foundation students may also opt to bring their own breakfast and/or lunch. Head Start programs do not charge families for breakfast, lunch, or snack.

For both infant/toddler and preschool programs, **in order to provide the required alternatives for any specialized dietary needs (allergies, disabilities or other conditions requiring medical assistance), doctors must fill out an Individualized Healthcare Plan and this plan must be on file at your program of attendance.** This form is available in your school building, so feel free to ask your Early Education Coordinator or school nurse as applicable.

**Please note, hot meals must be served within certain timeframes, so tardiness may result in your child eating an alternative snack or cold meal such as cereal with milk and fruit.**

### **Head Lice Guidelines**

The objectives of these guidelines are to create a consistent approach in all Independence Schools to manage head lice. The Independence School District has the support and resources of the Independence Health Department, child services and community social services through District Family School Liaisons.

The Independence School District has accepted the recommendation of the Missouri Department of Health and Senior Services, cited in *Prevention and Control of Communicable Diseases, A*

Guide for School Administrators, Nurses, Teachers and Child Care Providers, (July, 2005), as well as the recommendations from the American Academy of Pediatrics stating that students should not be excluded or sent home early from school because of head lice.

- Schools will not perform routine school wide head lice screenings. However, the school nurse will perform individual screenings on students who are symptomatic or as requested by an administrator.
  - Symptoms of head lice infestation are: Itching, tickling feeling or sensation of something moving in the hair, irritability and sleeplessness, sores on the head caused by scratching.
- If the school nurse should identify a student with live head lice the parent/guardian will be notified and the student will be excluded from school. If the student has viable eggs they will be allowed to return to class, but will be excluded from school after that day. Siblings of the affected students should also be screened. The student should receive treatment before returning to school. Parent/Guardian must accompany the student to the school nurse to be rescreened after treatment. If live head lice or viable eggs remain the student will not be allowed to return to school and the school nurse will clarify with the parent/guardian on treatment options. Once the student shows no signs of live head lice or viable eggs they will be allowed to return. It is not necessary for all non-viable nits to be removed from the hair to return to school, but it is highly recommended.
  - Active head lice will be identified as: Live lice or viable eggs “nits” that are within  $\frac{1}{4}$  from the scalp.
  - Egg/Viable nit: located within  $\frac{1}{4}$ ” of the scalp
  - Non-viable nit: located away from the scalp at least  $\frac{1}{4}$ ”
- Students who have had an active case of head lice will be rescreened within 6-10 days following their return to school. If live lice or viable eggs are present the parent/guardian will be notified and retreatment is required for the child to attend school.
- The decision to send home communication to parents/guardians regarding head lice in a specific classroom, grade level, or school, will be at the discretion of the building nurse in collaboration with the Director of Health Services.

If there is no follow-up by the parent, the student has not returned to school within two days, the school nurse will enlist the assistance of the building principal. Parents are to involve school and community resources early to avoid attendance and truancy issues.

### **Immunizations**

The Independence School District Early Education Program follows State Immunization Laws and will comply with any changes as they occur. Immunizations must be current in order for your child to remain in school. If your child has any immunizations after enrollment, you must share current immunization records with the sites' Early Education Specialist.

Missouri Statute 210.003 requires that, “No child shall be permitted to enroll in or attend any public, private or parochial day care center or preschool unless such child has been adequately

immunized against vaccine preventable childhood illnesses specified by the Department of Health.”

Infants and toddlers must comply with Missouri Immunization Law which states that the center must maintain on file “information indicating that the child has completed age-appropriate immunizations, is in the process of completing immunizations or is exempt from immunization requirements as defined by 19 CSR 30-62.192 Health Care.” Infant and toddler immunization requirements change rapidly, and must be current in agreement with the above law in order for a child to remain in attendance at a childcare center.

**Failure to comply with the above Missouri immunization laws will result in children being held out of attendance, and could result in termination of services.** Check with your local health department for information on free immunizations.

### **Medical Exam**

For children attending Head Start/Early Head Start sites, all children enrolled at a licensed classroom or facility in the Early Education program are required to have a physical exam under the supervision of a doctor **within 30 days of entry into the program and annually thereafter so that a current physical is always on site.** Family is responsible for appointment and any follow up care that may be needed. **The required Physical Form will be provided to you for your medical provider to complete and return to school. The school will work with families to support with any follow up services identified.**

### **Medication**

- ◆ All medication (including inhalers for asthma) to be taken by, or administered to a student while at school, will be delivered to Early Education program staff by a parent, guardian or designated party with consent in writing by a parent or guardian. A completed and signed Medication Consent Form must be on file.
- ◆ Medication must be in a current pharmacy labeled container with: student’s name, date, Dr.’s name, medication name, quantity, frequency, dosage and route of administration. Only medication approved by the FDA will be given to students with parent and doctor consent. Doses must be within accepted ranges found in medical and pharmaceutical reference books. Medication trained personnel can **refuse** to give medication **if any of the above listed information is not provided.**
- ◆ Disposal of medicines will be made per recommendations of Food and Drug Administration. Medication will be discarded if not picked up by a parent/guardian within five (5) days of notification or discontinuation of use.
- ◆ For Early Head Start, Head Start, or Full Day Parent Pay at these sites: The day before a combined site day, a parent or authorized adult must sign medication out from home school and deliver to the combined site location. On the last day of combined site days, a parent or authorized adult must sign the medication out and return to the home school. Children taking medication that must be administered while at school will not be allowed to attend without proper medication on site.

### **Dental**

- ◆ All children enrolled in Early Education Head Start Preschool (3 to 5) programs are required to have a dental examination **within the first 90 days** of entry into the program, and annually thereafter. Family is responsible for appointment and **any follow-up care needed.** A dental form will be provided to you for your dentist to complete for each dental appointment.

- ◆ Self-care oral hygiene procedures will be emphasized daily as part the early learning classroom experience. Supervised tooth brushing is a part of classroom teaching. Children will brush once daily after a meal as a part of the daily routine. Our comprehensive early education program provides child size toothbrushes and baby spiffies to be used while children are in attendance. Teaching staff will monitor cleanliness and condition of toothbrushes on a regular basis. Toothbrushes will be labeled, rinsed daily, stored separately and replaced every three months, or as needed.

## HEALTH POLICIES

### Child Illness

- ◆ **We ask that you notify the main office at your school building when your child is ill.** Regulations require that the reasons for absences be documented. The Early Education program will notify families when certain communicable diseases are present in the program.
- ◆ Unusual behaviors will be monitored closely and families will be contacted if other symptoms develop. These behaviors include, but shall not be limited to the following:
  - Cranky or less active behavior than usual
  - Feeling general discomfort or seeming unwell
  - Crying more than usual
  - Loss of appetite
- ◆ Parent(s) will be contacted when signs of illness are observed. **Unless determined otherwise by the parent(s)/teachers/health staff, a child with no more than one (1) of the following symptoms may remain in care:**
  - If child has a temperature of up to, but not 100 degrees (oral/ear), or 99 degrees under the arm.
  - If an illness has been evaluated by a physician, medication has been prescribed, and the period of contagion is passed, as determined by a licensed physician with a note.
  - When a child has vomited once with no further vomiting episodes, or shown signs of other symptoms.
  - When a child has experienced loose stools only one (1) time with no further problems or symptoms.
- ◆ **A child may NOT be brought to the Early Education Program and may NOT remain in care** with (1) or more of the following symptoms. A child will be sent home if the following occur during the day:
  - Fever of 100 degrees Fahrenheit (oral/ear), or 99 degrees under the arm
  - Diarrhea: More than (one) abnormally loose stool
  - Severe coughing
  - Difficulty or rapid breathing
  - Severe itching and/or scratching of the body or scalp that denotes a change in the child's normal pattern
  - Pinkeye: tears, redness of eyelid, irritation, followed by swelling or discharge of pus
  - Infected skin patch(es): crusty, bright yellow, dry or gummy areas of the skin
  - Unusually dark, tea colored urine
  - Gray or white stool
  - Unusual spots or rashes (including untreated ringworm)
  - Sore (red) throat or trouble swallowing
  - Vomiting more than once
  - Yellowish skin or eyes

- ◆ The family of children developing any of the following symptoms or suffering injuries during the day will be notified by staff and shall be picked up by the parent or parent designee. If you are called to pick your child up from school, you should do so as soon as possible for your child's comfort and the safety of other children and staff.
  - If an approved party has not picked the child up within an hour and a half, staff will hotline.
  - **A child must be free of fever, vomiting, and diarrhea for 24 hours before he/she may return to school.**

### **Injury/Accident Procedure for Child**

- ◆ Staff will have available first aid supplies such as band aids and vinyl gloves when outside the classroom. Minor accidents are handled by staff and are documented for parents.
- ◆ In the event that there is a serious emergency, (i.e., life-threatening accident, allergic reaction, head injury, etc.) 911 will be called and the child will be taken to Centerpoint Hospital by an emergency vehicle for treatment. Parents/guardians will be called immediately.

## **FAMILY PARTICIPATION AND INVOLVEMENT**

### **Parent Involvement**

**Community and parent involvement is critical and input is needed in four areas:**

1. In decision-making about the components of the Early Education program
2. In the classroom as volunteers and/or observers (see volunteer guidelines - page 15)
3. In developing and participating in activities for parents
4. In working with their children in cooperation with Early Education staff

Current job postings for all Early Education positions (Parents as Teachers, Early Childhood Special Education, and Early Childhood) will be posted on the District web site, [www.isdschools.org](http://www.isdschools.org).

Head Start qualifying parents may participate on the Independence School District Head Start Parent Committee and the Mid-America Head Start Policy Council if elected to do so.

The Head Start Program Option requires a Parent Committee be established for each Head Start site at the start of the program year. Elections will take place during the Parent Committee Meeting/Activities. The Head Start Parent Committee meets regularly to make decisions concerning program policies and procedures. From the Head Start Parent Committee, representatives will be elected to Head Start Policy Council to represent our Head Start programs in decision-making for the metro Kansas City area. All committees will have reoccurring meetings throughout the year.

### **Head Start Parent Committee**

The Head Start Parent Committee is made up of Head Start parents and representatives of the community. At least 51% of the Head Start Parent Committee must be parents of Head Start children presently enrolled in the program. Community representatives must have concern for children from low income families and children with special needs and be familiar with resources and services in the community. Head Start regulations require parents serve no more than 3 years on Policy Council to promote broader participation.

### **Workshops and Training**

Early Education program staff provide many resources and training sessions designed specifically for parents.

### **All Program Volunteers**

Family members (must be at least 18 years of age) are encouraged to volunteer and participate in all program activities. They are also encouraged to accompany children on field trips, share special talents and cultural activities, serve on committees and assist with special events. The basic district guideline requires that all volunteers who come in contact with students on a regular basis (20+ hours a month) or who are responsible for the supervision of children in an academic or extracurricular situation such as field trips must have a **cleared criminal and child abuse background check on file.**

### **Process To Complete Background Check**

1. Pick up the Criminal Record & Child Abuse/Neglect form from the building Secretary or Early Education FSL.
2. Complete the Criminal Record & Child Abuse/Neglect form and return to the building Secretary or Early Education FSL.
3. Forms will be submitted and processed by the appropriate state agencies and returned to the school district.
4. **Approval process takes 4-6 weeks.**
5. Individuals will be notified when they can begin volunteering activities.

### **In Kind**

Head Start and Early Head Start program options are required to document an amount of 25% of their funded budget in time or services. Time spent volunteering in the classroom or when parents provide feedback about services at Parent Meetings/Activities can count toward In Kind requirement. Please be sure to sign in when you are present, so we can get credit for your contribution.

## **EDUCATION**

### **Meet the Teacher**

An Open House orientation will be held for parents or guardians of each child preparing to enter the Early Education program. This is an opportunity for families to meet staff, share information, and to ask any questions they may have about the program. The information exchanged helps the staff to better meet your child's needs.

### **Home Visits and/or Parent-Teacher Conferences**

Home visits and/or parent-teacher conferences provide an opportunity to share important information related to your child's education, behavior and development. Your program requirements and level of communication and involvement will determine the necessity of home visits and/or parent-teacher conferences.

- ◆ As a parent, you have information and knowledge about your child that is helpful to the teacher in better understanding your child.
- ◆ Home visits/conferences help your child feel important.
- ◆ Teachers will share information and answer questions about your child's development.
- ◆ Additional support staff may attend home visits to support questions regarding your child's development.

**Early Head Start and Head Start Families will participate in at least two home visits and two school site parent-teacher conferences per year. **HOWEVER, PARENTS FROM ANY PROGRAM MAY REQUEST A CONFERENCE WITH STAFF AT ANY TIME.****

### **Curriculum**

Our Early Education Program utilizes two different curriculums to meet the needs of the varied age groups within the program. Infant/Toddler classrooms as well as our 3-5 year olds in Foundations classrooms use Creative Curriculum. Head Start and Early Childhood Special Education (ECSE) classrooms use Project Construct. These curriculum have a foundation in research and theory making them both comprehensive and developmentally appropriate. Preschool classrooms have an additional resources such as *Al's Pals: Kids Making Healthy Choices* to support social-emotional development. Additional resources are available for teaching staff to use within the classroom, including Spanish resources and Jolly Phonics (a fun and child centered approach to teach literacy through synthetic phonics which the Independence School District currently uses in their Kindergarten classes).

### **Screening**

Depending on program requirements, children in the Early Education program may receive a developmental and social-emotional screening within the first 45 days of their enrollment if they haven't yet had one, and at the beginning of each school year.

For the developmental screening, children birth to two years of age are screened using the Ages & Stages Questionnaires and children two through five years of age are screened using the Brigance Head Start Screen III. A screening provides a snapshot of a child's developmental at a particular point in time. Screenings can also help identify children that have developmental delays or are advanced academically which can help teaching staff ensure children get the appropriate supports in the classroom.

For the social-emotional screening, all children are screened using the Devereux Early Childhood Assessment (DECA). This is a checklist that looks at children's strengths in the areas of Attachment, Self-Control, and Initiative. Children are also re-assessed in the Spring using this tool.

### **Assessment**

Throughout the year children will be assessed using the Desired Results Developmental Profile (DRDP). The DRDP is a research based observational assessment that has been recommended by the Missouri State Board of Education. Children birth up to three years of age are assessed using the Desired Results Developmental Profile Infant /Toddler (DRDP-IT 2015). Children three through five years of age are assessed using the Desired Results Developmental Profile Preschool (DRDP-PS 2015).

This assessment system was developed based on the following six Desired Results:

**Desired Results for Children**

- ◆ DR1: children are personally and socially competent.
- ◆ DR2: Children are effective learners.
- ◆ DR3: Children show physical and motor competence.
- ◆ DR4: Children are safe and healthy.

**Desired Results for Families**

- ◆ DR5: Families support their child’s learning and development.
- ◆ DR6: Families achieve their goals.

For more information on the Desired Results Developmental Profile please visit:

<http://www.desiredresults.us/>

Teaching staff collect information throughout the year for this ongoing assessment and progress is tracked by completing the DRDP assessment three times per year for each child – at the end of the Fall, Winter, and Spring terms. This assessment allows teachers to monitor each child’s growth and development and plan learning activities accordingly.

**Infant/Toddler Daily Routine** shall include the following components, but follows the needs of the individual child:

Morning and Individualized Care

- Breakfast
- Individualized Nap
- Exploring and Learning Time
- Snack
- Outdoor / Gym / Buggy Ride

Lunch

Early Afternoon Individualized Care

- Nap Time
- Snack
- Exploring and Learning Time
- Outdoor / Gym / Buggy Ride

Late Afternoon Individualized Care

- Exploring and Learning Time
- Nap Time

**2-Year Old and Preschool Daily Routine**

Depending on program option, breakfast, lunch, and/or snack will be served.

All program options may contain the following components:

**Choice/Center Time** - Children engage with materials of their choice at a minimum of 45 minutes per day. Teachers use choice time to observe children and ask open-ended questions that will initiate and extend children’s thinking.

**Outdoor Time** - Children develop large muscles and further develop social skills with peers.

**Literacy Time** - Activities are designed to further develop and enrich language and literacy skills. This may occur in various formats such as large group, small group, or individually.

**Large Group Time (3-5 year olds as appropriate)** – Children and adults in the classroom may participate in a total group activities, such as reading books, singing, dramatic play, rhythm and movement, games, or practicing social emotional skills.

## **CODE OF ETHICS FOR FAMILIES**

Families are welcome in the Independence School District Early Education Programs and are encouraged to become actively involved in the experiences that their children are engaged in through participation in planned activities. As there are conduct expectations for children, there are also conduct expectations for family members, community patrons and visitors.

**The Board of Education for the Independence School District has established the following code of conduct for adults in Board Policy 1431, which reads as follows:**

**The Board of Education believes in and fosters a safe and orderly environment for all students, staff and visitors.**

**Therefore, the Board of Education has established a code of conduct for parents, patrons, and visitors on school premises and at school activities. All parents, patrons, and visitors will be expected to conduct themselves in a manner reflective of a positive role model for children. Public displays contrary to this expectation as provided in Regulation 1431 will result in sanctions which will limit a person's access to school activities and school premises.**

### **School / Community Relations**

#### **Regulation 1431**

In order to ensure a safe and orderly environment in which our students can maximize their educational and social development, the following regulations are enacted with respect to the conduct of adult visitors:

- 1. Verbally, aggressive behavior, which would include, but not be limited to, threats, intimidation, and profanity, will result in limited access to school premises and school activities for up to one (1) year. The length of the restriction will be determined by the Superintendent of Schools, and the situation will be referred to law enforcement.**
- 2. Physical or violent behavior will result in a ban by the Board of Education from the school premises and activities and will be referred to law enforcement.**
- 3. Failure to comply with the restricted access provided in these regulations will result in the filing of civil and / or criminal charges.**

## **EQUAL OPPORTUNITY EMPLOYER NON-DISCRIMINATION STATEMENT**

No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

It is the policy of the Independence School District's Board of Education to maintain a learning and working environment that is free from discrimination or harassment on the basis of sex. The Independence School District does not and will not discriminate on the basis of sex in the educational programs, activities, and vocational opportunities offered by the District. The provisions of Title IX extend not only to students with regard to educational opportunities and freedom from harassment, but also to employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.

The Board will designate an individual to act as the Title IX compliance coordinator, and ensure that the coordinator's name, business address, and telephone number, as well as the statements of nondiscrimination and harassment by the District, are published to patrons, employees, and students on an annual basis.

It will be the policy of the District to continually evaluate its practices and procedures to ensure fair and equitable educational and employment opportunities and freedom from harassment without regard to sex for all of its students and employees.

It shall be the policy of the Board that individuals are provided with an opportunity to present a discrimination grievance which should aid in the elimination of discriminatory acts. No person shall suffer reprisals as a result of having initiated or presented grievance. The Superintendent shall develop procedures to resolve grievances and alleged discrimination or harassment.

Any person having inquiries concerning Independence School District's compliance with the regulations implementing Title VI and Title IX is directed to contact the associate superintendent for Educational Programs and Staff Development. Inquiries concerning compliance with regulations implementing Section 504 are directed to the Director of Human Resources. Both coordinators are located at 201 N. Forest Avenue, Independence, MO 64050, telephone 521-5300, or the Office for Civil Rights, Department of Education, Washington, D.C.

Any person may also contact the assistant secretary for civil rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX or Section 504.

## **HARASSMENT POLICY**

It is a policy of the Independence School District Early Education Program to maintain a learning / working environment that is free from harassment because of an individual's race, color, sex, national origin, ethnicity, disability, sexual orientation or perceived sexual orientation. The Independence School District prohibits any and all forms of unlawful harassment and / or discrimination. Specifically, sexual harassment may include, but is not limited to:

1. Unwanted flirtations, touching, pinching, patting, advances or propositions;
2. Verbal or physical abuse of a sexual nature;
3. Graphic or suggestive comments about an individual's dress or body;
4. Sexually degrading words to describe an individual;

5. Displaying sexually suggestive objects or photographs;
6. Sexually explicit or obscene jokes;
7. Sexually oriented gestures, noises, remarks or comments; and/or
8. Unwanted body contact.

All reports of harassment will be thoroughly investigated and proper steps taken to correct the situation.

To see the entire District policy on sexual harassment, refer to the District Activity Calendar and Handbook. If you have any questions, please contact the building principal.

It shall be a violation of district policy for any student, teacher, administrator, or other school personnel of this district to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, sexual, orientation, or perceived sexual nature as defined by this policy.

It shall be a violation of Independence School District policy for any teacher, administrator, or other school personnel of this district to tolerate sexual harassment or harassment because of a student or co-worker's race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this policy, by a student, teacher, administrator, or other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extra-curricular activities, under the auspices of the Independence School District.

For purposes of this policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the Independence School District.

The school system will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation or perceived sexual orientation, to promptly take appropriate action to protect individuals from further harassment or discrimination; and if it is determined that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other personnel who is found to have violated this policy, and/or to take other appropriate action reasonably calculated to end the harassment / discrimination.

## **INDEPENDENCE SCHOOL DISTRICT EARLY EDUCATION PROGRAM**

# **CONFIDENTIALITY POLICY**

### Parental Rights

Client confidentiality is a family's right to the protection of private, personal information shared with an agency for the purpose of receiving services. Confidentiality is an ethical obligation of every Early Education staff member as well as a program requirement. All required records of families and children must be safeguarded to assure confidentiality. Your child's file is kept in a locked file cabinet at the site office.

To further protect client confidentiality, the Independence School District Early Education Program complies with regulations of "Family Educational Rights and Privacy Act of 1974." This law grants parents or guardians the following rights:

1. To review official school records and data directly related to a student within a 45 day period after written request is made.

2. To review the content of the student's records for the purpose of questioning or deleting inaccurate, misleading or otherwise inappropriate data contained therein.
3. To give or withhold consent before personally identifiable records are released to certain persons or agencies.
4. To be notified when records directly relating to the child are subpoenaed by a court of law.
5. To communicate with the United States Department of Health and Human Services if a parent or guardian believes their rights have been violated.
6. To withhold the following information from being released as public information: student name, address, date and place of birth, participation in officially recognized activities and awards received.

**The following individuals may have access to your child's file depending on program requirements:**

- Head Start Grantee Monitoring Team Members
- Any Health and Human Services official representative
- Any State official, such as USDA, Dept. of Social Services, Dept. of Health
- The Auditor for the School District of Independence, Missouri
- Administrators of School District of Independence
- Building Administrators
- Early Education Director of Head Start
- Early Education Quality Assurance Monitor
- Early Education Coordinator
- Early Education Secretary, Building/Principal Secretary, and Bookkeeper
- Early Education Data Entry Clerks
- Early Education Content Leads of Health, Student Supports, Family/Community Engagement, and ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance)
- Early Education FSLs or other Family/School Liaisons
- Early Education Teacher and Teacher Assistants
- School Nurse, Health Service Assistants, and/or Health Screeners

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| <h2 style="margin: 0;"><b>CHILD ABUSE AND NEGLECT</b></h2> |
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(Missouri Public Laws, Section 210.109 to 210.183) - (RS MO 1994)

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

**"ABUSE"** Any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means by those responsible for his care, custody, and control except that discipline, including spanking, administered in a reasonable manner, shall not be construed to be abuse.

**"NEGLECT"** Failure to provide, by those responsible for the care, custody and

control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical, or any other care necessary for his well-being.

Training sessions sponsored by the Children's Division have indicated the partial list of observable behaviors listed below may be considered forms of child abuse and neglect. If teachers observe concerning/questionable behaviors or treatment of a child, they have been instructed to report.

## **SPECIAL EDUCATION PUBLIC NOTICE**

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, including non-residents of attending private schools within the district's jurisdiction, highly mobile children such as migrant and homeless children, and children who are suspected of having a disability and in need of special education.

The Independence School District assures that it will provide a free and appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf blindness, emotional disorders, hearing impairment, deafness, intellectual disabilities, multiple disabilities, speech and language impairments, traumatic brain injury, visual impairment blindness, and young children with developmental delays.

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

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

The Independence School District has developed a Local Compliance Plan for the implementation of the State Regulations of the Individuals with Disabilities Improvement Act (IDEA 2004)). This plan contains the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed by appointment at the Independence School District Central Office, 201 N. Forest Ave, Independence, Missouri 64050.

## Section 504

No otherwise qualified individual with disabilities will be excluded from participation in, or denied benefits of any program or activity solely on the basis of their disability. Under Section 504, which is separate from special education, any student having a physical or mental impairment *which substantially limits one or more major life activity* may potentially qualify for accommodations. Questions can be directed to the building principal or the District's Section 504 Coordinator.

## **INDEPENDENCE SCHOOL DISTRICT SMOKE FREE POLICY**

The Independence School District is dedicated to providing a healthful, safe and comfortable environment for children, families and volunteers.

A recent EPA report on respiratory effects of passive smoking demonstrated that young children are especially at risk:

- Between 150,000 and 300,000 of the lower respiratory tract infections reported annually in infants and young children less than 18 months of age are attributable to Environmental Tobacco Smoke exposure.
- Environmental tobacco smoke exposure increases the prevalence of fluid in the middle ear in children, which is a sign of chronic middle ear disease.
- Environmental tobacco smoke exposure in children irritates the upper respiratory tract and is associated with a small but significant reduction in lung functioning.
- Environmental tobacco smoke exposure in children increases the frequency of episodes and severity of symptoms in asthmatic children. An estimated 200,000 to 1,000,000 asthmatic children have their condition worsened by exposure to environmental tobacco smoke.

Based on the above information and as required by federal regulation (ACYF-PI-HS-95-04, "Establishing a Smoke Free Environment in Head Start Programs") the Board of Education approved all **Independence School District buildings** and outdoor areas as smoke free sites.

This policy applies to both employees and non-employees participating in Early Education facilities.

Staff will be informed of this policy through posted signs, Staff Handbook and orientation. Families will be informed by including Smoke Free Policy in "Family Handbook," posting on Parent Boards and announcements at parent orientation, Parent Committee/PTA meetings and Policy Committee meetings.

The success of this policy depends upon the thoughtfulness, consideration and cooperation of smokers and nonsmokers as staff, families and volunteers serve as role models for young children.

## **DRUG FREE ENVIRONMENT**

Pursuant to the requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve (12). (See also Policy 6130 – Drug Education.) Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The District shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs. All parents/guardians and students shall annually be provided a copy of this policy.

The District certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The District conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

## **AHERA NOTIFICATION**

The School District of Independence, Missouri, has completed the removal of friable asbestos in all district buildings. In addition, all district-owned facilities have now been inspected by a certified asbestos inspector as required under the ASBESTOS HAZARD EMERGENCY ACT OF 1986 (AHERA).

A copy of the AHERA plan has been filed with the State of Missouri and a copy is on file with each building administrator. The AHERA plan is available for inspection during regular school hours.

Specific questions may be directed to your building principal, or you may contact Facilities at 521-5300.

# Family Handbook Signature Page

## 2019-2020

The Independence School District strives to communicate to parent(s), guardian(s), and student(s) all program guidelines, policies, and school information. In keeping current, we ask that you as a parent or guardian sign and return this page verifying that will read, understand, and will comply with the contents of the Early Education Family Handbook.

Please return this completed form to your classroom teacher.

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Legal Name of Child(ren)

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Signature of Parent of Legal Guardian

**(Must be the same person that signed Early Education Service Agreement)**

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Signature Date