

Moberly School District Early Childhood Learning Center Handbook 2016-2017



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MOBERLY SCHOOL DISTRICT

VISION:

The Spartan Way is Excellence for All

MISSION:

To ensure all students have a quality education and sense of direction

<p>Moberly School District</p>  <p>"Accredited With Distinction"</p>	<h2>DISTRICT VALUES</h2>
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The Moberly School District is committed to a value of exemplary education. The learning environment that we must foster will stimulate intellectual curiosity, teach children how to learn, and enable them to become productive and effective citizens. The District values are expressed as **collective commitments** the Moberly School District will achieve and maintain.

As a vested member of the Moberly School District I will:

- Ensure enthusiastic learning environments are created that include both students and staff
- Provide different instructional methods that address individual learning styles based on needs.
- Provide and maintain a positive, safe, orderly and supportive school environment.
- Build and maintain relationships with students and staff during school and outside the school setting.
- Set high expectations for the achievement of all students while working to meet the individual needs.
- Strive to grow professionally through ongoing staff development.
- Work collaboratively to make decisions in the best interest of students.
- Celebrate achievements, dedication and accomplishments.
- Create a climate focused on student success measured by performance and facilitated by effective instruction.
- Develop a school culture to facilitate and nurture staff collaboration and participate in decision-making.
- Establish credibility by modeling behavior consistent with the vision and values of their school.
- Teach lifelong learning and problem-solving skills.
- Use community resources for the development of "real world" learning and application of knowledge.
- Ensure successful academic student performance in and out of school.
- Conduct regular curriculum reviews that include all stakeholders.
- Ensure a continuous review of best instructional practices and implementation in our schools.

**Moberly School District
Early Childhood Center**

Superintendent: Dr. Matt S. Miller

Assistant Superintendent: Mrs. Parisa Stoddard

Assistant Superintendent: Mr. Dustin Fanning

Director of Special Services: Allison Archibeque

Central Office

Office Hours:

7:30am-5:00pm

926 Kwix Road

Moberly, MO 65270

Phone: 660-269-2600

Fax: 660-269-2611

**Early Childhood
Learning Center**

Office Hours:

7:30-4:00pm

930 KWIX Road

Moberly, MO 65270

Phone: 660-269-8598

Fax: 660-269-2602

**Transportation
Building**

Office Hours:

6:00am- 5:00pm

Phone: 660-269-2699

Fax: 660-263-8044

Staff Contact Information

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Moberly Board Of Education 2016-2017

Mr. Matt Crist

Mrs. Amy Hager

Mr. Bobby Riley

Mr. Dan Wilcox

Mrs. Lisa Vanderburg

Ms. Mary Lee Noel

Ms. Jonean Ratliff



Moberly District Calendar – Early Childhood Program
No Early Childhood classes on Friday

August

5 Preschool Registration 8 am – 4 pm
8 Preschool Open House 8 am – 4 pm
16 Open House 6 pm – 7:30 pm
22 First Day of School – Full Day

September

5 Labor Day: No School

October

17 No School for Students – Teacher Professional Development Day
27 Early Out: Parent Teacher Conferences-No afternoon classes

November

23-25 Thanksgiving Vacation: No School

December

22- **January** 3 Christmas Vacation: No School

January

16 Martin Luther King, Jr. Birthday: No School
25 Early Out: Professional Development Day-No afternoon classes

February

20 President’s Day: No School

March

1 Early Out: Professional Development Day
14 Parent Teacher Conferences
16 Early Out: Parent Teacher Conferences - No afternoon classes
17 NO SCHOOL
20 NO SCHOOL

April

14 NO SCHOOL Easter Break
17 NO SCHOOL Easter Break

May

19 Early Childhood’s Last Day of School

We also encourage you to sign up for Spartan Alerts, a text messaging service, by clicking on the link found on the district website at www.moberly.k12.mo.us.

The school handbook is subject to change during the school year as policies and statutes are updated. The online handbooks will be updated with the Board approved changes.

Welcome to the Moberly School District Early Childhood program!

This program has two integrated parts: Title I and Early Childhood Special Education. The Title I program is for children who have been identified with developmental concerns and who need school experience before they enter Kindergarten. Children may enter the program two years before they enter Kindergarten (they must be 3 by July 31). The Early Childhood Special Education program is for children who have special needs, and they may enter on their third birthday.

TITLE I REQUIREMENTS

The Title I program has requirements that you must meet to keep your child in the program. First, you must participate in two home visits during the school year. These visits will be a time when we can talk with you and share what is happening in your child's classroom. During these visits, an activity will be modeled with your child, and then an activity will be left for you to do together with your child. Information will be left that will help you do other activities that will promote your child's learning. It will also be a time for you to ask us questions. Home visits will usually be scheduled on Fridays. If you are not at home at the time of the visit, then you will be called to reschedule. If you are not at home at the time of another scheduled visit, your child will not be allowed to continue in the program.

Also during the year, we will have at least three activities set up for you and your child. These will be times when you can come and share in refreshments and have an opportunity to play and learn with your child. We recommend the Parents as Teachers program as a good resource to help support your child's education. The Parents as Teachers office is located at East Park and their phone number is 269-2624.

EARLY CHILDHOOD SPECIAL EDUCATION REQUIREMENTS

Parents who suspect that their child may have a disability can contact us regarding the process for identification, qualification within Federal and state guidelines, and placement for special education services. If your child qualifies for special education services, an Individualized Education Program (IEP) meeting will be scheduled to provide specific special education services. If you cannot come to us, we will be glad to come to you for either or both of these. You are invited to the evening activities as well. All parents in both parts of the program are welcome to visit the classroom at any time. We look forward to working with you.

EARLY CHILDHOOD PROGRAM

The Early Childhood Program of the Moberly School District consists of six Title I/Early Childhood Special Education classes. Early Childhood Special Education children will have an Individualized Education Program (IEP), and may receive individual therapies (occupational therapy, physical therapy, speech and language therapy, or itinerant services) in addition to their classroom experience. The curriculum is a trans-disciplinary, highly individualized program that takes into account each child's individual needs, as well as generally accepted preschool practice. The program follows Project Construct standards.

Trans-disciplinary means that the teachers and therapists teach each other what each child needs from their therapies so that related skills from different therapies can be worked on at the same time. Sometimes therapies are conducted in the classroom by joining the child's chosen activity. The children are used to seeing the therapists in the room and often ask to "play" with them.

Project Construct is a system of teaching based on the way three-to-seven year old children learn. At this age, children learn mostly from direct experience with real objects and other people. Through their direct experience, they build the knowledge and understanding they need for later school learning. In a constructivist classroom, children learn as they play. The teachers observe the children and arrange classroom experiences that will help the children learn. They focus on four main areas of learning: Social, Cognitive, Representational and Physical.

Social learning involves learning to get along with peers and adults and to follow the routine of the classroom. Making friends, solving problems with others, and understanding rules are social skills. Cognitive development includes the development of concepts, which form the basis for mathematics and science, as well as knowledge of basic facts, symbols, and customs. Representational development is the basis for learning to read and write, while physical development is interrelated with all three of the other domains.

Children in the Early Childhood classes are encouraged to develop skills and to do as much of every task as they can. They get a great sense of pride when they are able to do "grown-up" things such as dressing, toileting, putting away toys, or wiping the table after snack time by themselves. Some skills are taught by "shaping," which means finding a behavior similar to the desired skill and building on it until the skill is learned. Other skills are taught by repeated, hand-over-hand practice. Still others are learned by watching peers who have already learned the skill. For many children there is an initial period of rapport, or relationship, building in the classroom. During this time, it often seems as though no skills are being taught. However, once an affectionate relationship has been developed, it can be used to motivate the child to learn.

ATTENDANCE

Children in the Early Childhood Programs are not required by law to attend. However, as we have limited space in the Title I program and other children are on the waiting list, we must know if your child is going to attend. If your child is ill, or has to miss school for any reason, **you will need to call the Early Childhood Learning Center**. Waiting until your child returns to school to report that your child has been ill is not considered an excused absence. Title I parents will

be notified by mail when their child accumulates 4 unexcused absences during any one semester. **Title I children who accumulate 8 unexcused absences during any one semester will be dropped from the Title I program.** Excused absences **MUST** be documented by either a doctor's note or a note from a parent/guardian indicating one of the following: child was ill, immediate family member ill, death in family, or other unavoidable circumstances.

Legal note: Moberly School District considers the building administrator of each school as the attendance officer and legal agent of that school in charge of attendance.

PICK-UP AND DROP-OFF

Class times are **8:30 to 11:30** and **12:30 to 3:30, Monday through Thursday**. We ask you to drop your children off at parent drop off, and when you pick your child up for an appointment, **you must sign your child out before leaving**. If the parent or guardian is not picking the child up, please make prior contact with your child's teacher or make sure that person is on the 'permission to pick up list' that was filled out at enrollment. Photo ID may be requested for individuals who do not normally pick up your child. If your child is not picked up promptly, the emergency numbers will be called. If no one can be reached to pick up the child from school, the superintendent's office will be contacted and necessary procedures taken for the child's safety.

We also ask you to be prompt in bringing and picking up your children. Classroom doors will remain closed until class starting time. Please remember there are other classrooms in session. Your child will be brought to you. Please be respectful in the waiting area. **Our teachers have required duties and cannot supervise children before or after class.**

CUSTODY/FAMILY SITUATIONS

In the event that a court-ordered legal custody situation develops, whereby a parent is not allowed to pick up the child without legal consent, the parent/guardian must provide the original documents to verify legal custody. This information will be reviewed, and a copy will be placed in the child's file.

In the case of custody or special family situations, please note the following: We must have a copy of any legal court document on file with the directions clearly stated to be able to refuse a parent or designee of a parent from picking up a child.

RESIDENCY

Proof of residency/address will be required at the time of enrollment and at the beginning of each school year. Proof of access in the form of a recently dated utility bill, a newly signed lease agreement, signed purchase agreement/closing statement, payroll check, W-4, or a property tax receipt are the only documents that are acceptable.

TRANSPORTATION

Transportation is provided to Title I Pre-K students when necessary. The Moberly School District may provide transportation to Special Education children living within the Moberly School District when deemed necessary by the IEP team. Seat harnesses are provided for students riding the bus who are 40 pounds or less or are younger than four years of age. Transportation will be provided to and from the same location each day. We need one primary pick-up and drop-off address and one backup address for each child. On those rare occasions when the backup address or another address must be used, we must have notice at least 24 hours in advance. **It is the parent's responsibility to notify the bus barn (269-2699) and the teacher when there are any changes in pick-up or drop-off information.**

Parents should contact the Transportation Office at 269-2699 as to pick up and drop off times. Your child must be ready and waiting for the bus. **An adult must walk your child to and from the bus.** The bus cannot wait for a child to be dropped off or met, and the driver cannot leave the bus to ring doorbells. If no one meets the bus to collect a child, the driver will finish the route and then either return to the original location or drop the child at the backup location. If no one is available at the backup location, the driver will take the child back to school, upon which all necessary emergency contact numbers will be tried. If no one can be reached to pick up the child from school, the superintendent's office will be contacted and necessary procedures taken for the child's safety. If this happens more than twice during the school year, the Director of Transportation may ask you to find another form of transportation for your child.

Parents providing transportation for their child need to park in appropriate areas. Bus loading zones are directly in front of access doors or gates and are usually marked with orange cones. Parents are never allowed to park in between the orange cones. This area is for bus loading and unloading only.

CLASSROOM AND BEHAVIOR MANAGEMENT

The Moberly Early Childhood Program uses a Positive Behavior Support Program (PBS). This is a research based, proactive systems approach to school-wide discipline. PBS is an approach to preventing problem behaviors by teaching expected behaviors and responding to discipline problems in an effective way. PBS is based on research, principles, and strategies that can be tailored to meet the unique features of a program, as well as the individualized needs of students. The main purpose of implementing PBS is to define, teach, and support appropriate behaviors in a way that establishes a

culture of competence within the early childhood program. It is our hope to build a foundation of consistency and positive interactions within our program to increase student achievement in early childhood and as the children transition to Kindergarten.

“Seclusion, Isolation, and Restraint in response to emergency or crisis situations: see Board Policy JGGA at <http://www.moberly.k12.mo.us> or call Central Office at 660-269-2600.”

PBS requires the staff to define appropriate behavior through behavior expectations then actually teach children the behavior expectations. Our PBS program motto is: **Be Safe, Be Respectful, Be Responsible**. A copy of the matrix for this program follows.



EARLY CHILDHOOD EXPECTATIONS

	Classroom	Bathroom	Snack	Hallway	Gym/Outside	Bus
Be Safe	-Feet on floor -Walking feet -Listen to the teacher/adult	-Wait properly designated area -Water in sink -Wash hands with soap -One at a time in stall -Stay with teacher or adult	-Sit in chair until finished -Use utensils properly -Small bites, slow drinks	-Hand behind back -Stay in line -Eyes forward	-Pay attention to what others are doing -Use equipment properly -Rocks/mulch on ground	-Stay in seat -Bodies inside bus -Stay buckled in -Leave doors alone
Be Respectful	-Share -Listen to friends -Use Inside voices -Use kind words	-Flush, wash, toss -Wait for turn	-Say please/thank-you -Eat your own food -Use manners	-Voices off -Be aware of personal space (yourself and others)	-Take turns -Line up when called	-Follow bus rules
Be Responsible	-Clean up area when done or when asked to do so -Help friends -Ask for a turn -Follow teacher rules	-Turn water off -Two paper towels -Two squirts	-Push chair in	-Hands to self -Stay to the right or on line -Follow line leader	-Stay in approved area -Put back packs in designated area	-Put back pack away -Go to seat

HAZING AND BULLYING

Please refer to our website for updates to the Bullying and Hazing Policy, JFCF, as new information is currently being processed. Board Policy is updated throughout the year and is maintained on the district website. Please check back with our district website periodically for changes.

In order to promote a safe learning environment for all students, the Moberly School District No. 81 prohibits all forms of hazing, bullying and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.

In addition, district staff, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing or bullying or plan, direct, encourage, assist, engage or participate in any activity that involves hazing or bullying. District staff will report incidents of hazing and bullying to the building principal. The principal shall promptly investigate all complaints of hazing and bullying and shall administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated.

The superintendent will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing and bullying.

The district shall annually inform students, parents, district staff and volunteers that hazing and bullying is prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies or verbal instructions by the coach or sponsor at the start of the season or program.

The amended bullying definition: "Bullying" means intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus. "Cyberbullying" means bullying as defined in this subsection through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

DISCIPLINE POLICIES AND PROCEDURES

Students should NEVER bring any instrument or device that resembles a weapon, including toy weapons. If such items are brought to school, the item will be confiscated by the director. Parents may be required to meet with the director to obtain the item. Moberly School District takes the safety of all students very seriously. Any action or behavior that signifies injuring another person is considered an offense of district policy.

In following with district policy, if a student acts in such a way that would be considered inappropriate, the teacher may meet with the parents/guardians of the student to discuss the behavior, review the expectations of the Moberly School District, and supply a copy of the discipline consequences. If the inappropriate behavior continues, the primary school (North/South Park) discipline consequences will be followed, which may include out-of-school suspension.

DISCIPLINE OF STUDENTS WITH DISABILITIES

It is the goal of the Moberly School District No. 81 to provide a safe and productive learning environment for all students. The district does not believe in a double standard for misbehavior and holds the welfare and safety of all persons in the district in highest regard. Students with disabilities will be disciplined in accordance with the district's discipline code applicable to all students, subject to the modifications mandated by law. All students, including those with disabilities, will be referred for law enforcement action when required by law and when their conduct constitutes a crime.

The district will comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations, and state and local plans for compliance with the law. In addition to the process outlined in special education law, students with disabilities will receive the same due process afforded other students.

SECLUSION, ISOLATION AND RESTRAINT

"Seclusion, Isolation, and Restraint in response to emergency or crisis situations: see Board Policy JGGA at <http://www.moberly.k12.mo.us> or call Central Office at 660-269-2600."

EXPULSION

An expulsion means that the student is removed from school for an indefinite period of time until the student is reinstated by the local board of education. School boards have the authority to immediately remove a student upon a finding by school officials that the student poses a threat of harm as evidenced by prior conduct. Among other things, the board may base its determination on past disciplinary actions taken and the student's criminal or juvenile record. A school board may also suspend a student who has been charged with, convicted of, or pled guilty to a felony criminal violation in a court of general jurisdiction whether or not the violation occurred on or off school premises. In the above-mentioned situations, the board must afford the student a hearing before rendering the decision. State statute requires that a student who has been determined to bring a weapon to school shall be suspended for not less than one year, or expelled. **BOE Policy JED**

STUDENT SEARCH

If the Moberly School District Administration has a reasonable suspicion to suspect that a student has contraband and/or an object that is deemed as a danger to self or others, the District has the responsibility to search the student's belongings and person. The search will be conducted in the presence of a witness and in a manner that does not draw undue attention to the situation. **Refer to BOE JFG**

INTERVIEW WITH POLICE OR JUVENILE OFFICERS/OTHER LAW ENFORCEMENT OFFICIALS

Law enforcement officials may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Such interviews and interrogations are discouraged during class time, except when law enforcement officials have a warrant or other court order or when an emergency or other exigent circumstances exist. It is the responsibility of the principal or designee to take reasonable steps to prevent disruption of school operations while at the same time cooperating with law enforcement efforts.

When law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private. The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians unless the interviewer raises a valid objection to the notification. **Refer to BOE Policy JFG**

INTERVIEW WITH CHILDREN'S DIVISION

Representatives of the Children's Division (CD) of the Department of Social Services may meet with students on campus. The district liaison will work with CD to arrange such meetings so they are minimally disruptive to the student's schedule. If the student is an alleged victim of abuse or neglect, CD may not meet with the student in any school building or child care facility where the abuse of the student allegedly occurred. The principal will verify and record the identity of any CD representatives who request to meet with or take custody of a student. **Policy JFG**

CLASSROOM ROUTINE

Each classroom has a schedule developed to meet the needs of the students in that classroom. All classrooms incorporate a Group/Circle Time, Jobs, Snack time, "Table" or structured work Time, Free Choice/Center Time, Snack Time, Bathroom Time(s), and Gross Motor Time. Although all the classrooms are divided into these blocks of time, you might see them at different times in each classroom.

Group/Circle Time is when the children gather to discuss the day's activities, play group games, practice songs and finger plays, listen to a story, choose/be assigned to their daily job, and/or discuss such topics as the weather and date.

Jobs are chosen or assigned daily. The jobs are ways the children can help in the classroom such as pouring the drink at snack, turning out the lights to signal clean up, passing out different items, or taking care of classroom pets. The children enjoy learning to be helpful.

Table Time is a time for the children to work on Fine Motor skills such as working puzzles, coloring, cutting, gluing, painting, or using the pencil to write. This can be a structured activity the teacher has planned or something the child has chosen to work on.

Free Choice/Center Time is when the student gets to select a place/center at which they would like to work or play. Centers they can choose from might include Housekeeping, Blocks, Quiet area with books, puzzles, or games, Art, Play Dough or other small manipulative items. The areas are changed frequently to increase interest for the children to try new things. This is a good social and language building time. The children get to interact with each other and the teachers on a one to one basis. Students will be served a snack during all sessions. This is a good time to work on social and language skills as well as "self-help" skills such as hand washing and self-feeding. They are encouraged to be as independent as possible.

Bathroom Times are a scheduled part of the day. This encourages independent toileting, fine motor skills used to unfasten and fasten clothing, and self-help skills when washing hands. Teachers are willing to assist each child to help them be as independent as possible. Students who have special needs are helped as needed.

Gross Motor Time is scheduled throughout the day. This is a time to go outside and run, jump, climb, swing, ride tricycles, and play ball. Students from all the classrooms get to play together and make new friends. During bad weather, we still have this time but it is spent in the playnasium. Organized games such as Duck, Duck, Goose, Relay Races, or Parachute activities as well as balls, tricycles, and slides are utilized.

BIRTHDAYS/SPECIAL EVENTS/HOLIDAYS

NO HOMEMADE FOOD ITEMS WILL BE ACCEPTED. Birthdays are celebrated in our rooms. If you would like to bring in a store bought treat on occasion for your child's class, talk to your child's teacher and arrangements can be made. For holidays and special events, we **do not** encourage donations of small party favor type toys or candy to be sent home with the children.

HEALTH SERVICES

Immunizations:

State Law requires all students meet the immunization standards established by the Missouri Department of Health in order to enroll in and attend school. (MO State Law Section 210.003 RSMO, 19CSR 20-28.040, 19 CSR 20-28.010, Sections 167.181 and 192.006.1.) Additional information about immunization schedules may be obtained by contacting the school nurse or local Public Health Department.

For school attendance at Moberly Public School District, required child immunizations are: diphtheria-tetanus-pertussis (DTaP), measles-mumps-rubella (MMR), polio (IPV), hepatitis B (HepB), varicella and tetanus-diphtheria-pertussis booster (Tdap)

School Age Children (K-12): Missouri State Law, Section 187.181, RSMo 19 CSR 20-28.010 Immunization Rule requires school age children to be appropriately immunized or exempted in order to enroll in or attend school.

Preschool Students: Missouri State Law, Section 210.003 RSMo 19 CSR 20-28.040 Immunization Rule requires children to be appropriately immunized or exempted in order to enroll in or attend school.

Student Health Information:

Health Services maintains student health records and forms. The Health History form is required health documentation to be completed annually for all students.

Medical history noted on the Health History form may require further documentation. Physician documentation (including an Emergency Action Plan) is required for all chronic or potentially life threatening medical diagnoses such as: Asthma, Life-threatening Allergies, Seizure, Diabetes, and others. Please be advised that without this necessary documentation we cannot ensure proper care for the health and safety of your child at school unless the forms are filled out properly and returned annually.

Student Health Screenings:

Screening is the use of a procedure to examine a large population to determine the presence of a health condition or risk factor in order to identify those who need further evaluation. Screenings for the following health conditions will be conducted on various grade levels as per Missouri Department of Health Guidelines: Vision, Hearing, Scoliosis, Growth (height, weight, body mass index) and dental. Screening will be performed through the Health Services Department. In addition, blood pressure screenings are sometimes conducted. Screenings will be performed during the current school year as time and resources permit. Parents/Guardians will receive a written notice for children whose results require follow-up with a physician. Those not receiving a notice should consider their child's screening results to be normal. Rescreening and follow-up is done after mass screenings have been completed and is coordinated with the overall school calendar as time and resources permit.

If a parent or guardian has questions or concerns regarding any health screenings at school, please contact the school nurse in writing by the last day in August of the said school year.

Health Room Guidelines:

A Registered Nurse oversees health care for students at Moberly School District. Students who are injured or become ill at school will be sent to the health office for observation. Many common minor illnesses and injuries can be managed in the school setting. Parents/Guardians of students who require specific health plans or procedures must communicate and provide documentation to the school nurse or health aide prior to the student attending school.

Illnesses:

Students experiencing an illness at school are to report to the school nurse or trained individuals in the school. Most common health ailments can be managed in the school setting. Students with a specific plan of care or treatment plan must submit a HealthCare Action Plan to the school nurse.

Parents/Guardians may bring over-the-counter medications for the nurse or trained personnel to store and dispense to treat common health complaints like headache, pain, stomach upset, cough and congestion.

If there is a concern of a communicable disease, the child may be verified home at the discretion of the nurse or trained personnel under the following circumstances:

- A temperature of 100 degrees or greater
- Other ongoing symptoms of illness or discomfort after consultation with the school nurse or trained personnel

To decrease the spread of communicable diseases, students may not attend school if they exhibit one or more of the following symptoms during the previous 24-hour period:

- A temperature of 100 degrees or greater (without medication given to reduce fever) who also exhibit symptoms of illness
- Other ongoing symptoms of illness after consultation with the school nurse or as deemed necessary by a physician or primary care provider

Communicable Diseases:

Moberly School District follows the Missouri Department of Health and Senior Services Communicable Disease guidelines. For any questions, contact the school nurse or the local Public Health Department.

Injuries:

All school related injuries are to be reported to the school nurse. Assessment and care of students with injuries will be coordinated or supervised by a Registered Nurse or designee.

If needed, the nurse or trained district personnel will provide appropriate first aid and emergency treatment and contact Emergency Medical Services (EMS) for any individual who is injured or becomes ill while on district property, on district transportation, or at a district activity. Further medical attention, including the cost of services provided by EMS, is the responsibility of the parent/guardian or individual requiring the care.

Medication:

The administration of medication at school, including over-the-counter medications, is a nursing activity governed by the State of Missouri Nurse Practice Act, along with the Missouri Safe Schools Act. Moberly School District will only administer necessary medication that cannot be given on an alternate schedule. A Registered Nurse will review all medication requests presented for administration at school. The District retains the discretion to reject requests for administration of medication or to terminate existing administration of medication requests. The parent/guardian will be notified in writing when this occurs. Appeals will be reviewed by the Health Services Coordinator in collaboration with the Assistant Superintendent of Special Services and the school building principal.

Medication Procedures at School:

Medication should be given at home whenever possible. Most medications prescribed for 3 times a day or less can be given before the child leaves for school, when the child gets home from school, and at bedtime. Please discuss any questions or concerns with your school nurse or trained personnel.

If ANY medication is needed during school or at school sponsored activities, the following procedures will apply:

- A Medication Form must be completed, signed, and returned to school with the medications by a parent or authorized adult.
- Students may not possess or self-administer medication while on Moberly School District grounds, transportation, or during activities unless they have obtained appropriate authorization by the school nurse, parent, and physician per the Missouri Safe Schools Act.
- All medication (including cough/throat lozenges) is kept in an assigned area at all times.
- The Registered Nurse, using her professional judgment and in consultation and authorization with the parent, may allow students that have demonstrated appropriate skills to carry their own inhalers, insulin, and epinephrine auto-injectors. A physician will need to provide a written treatment plan and authorization for students to carry such medication at school. Possession and self-administration of these prescription medications must comply with the Missouri Safe Schools Act, 1996.

Prescription Medications:

- All medicine must be in the original and current prescription bottle. The pharmacist can provide an extra labeled prescription bottle for school doses.
- The prescription label must contain the child's name, name of the medicine, dosage, and directions.
- The first dose of any medication should be given at home.
- Any changes to a medication dosage must have an updated Medication Administration Form at School and the updated prescription label with the medication.
- Parents/Guardians will receive a medication refill schedule when medications are authorized for administration at school. It is the parents'/guardians' responsibility to maintain a supply of ordered medications at school.
- Should your child require controlled pain medication at school, the parent must meet with the Registered Nurse to develop an Individualized Health Plan in order to ensure a safe and appropriate plan of care.

Non-prescription/Over-the-Counter Medications [acetaminophen, ibuprofen, cold/cough medicine, cough/throat lozenges, etc]:

- Medication must be in the original container clearly labeled with the student's name and accompanied by the completed Medication Form.
- No medication will be given past the expiration date on the container.
- Medication will only be administered per label directions.
- Due to the risk of dangerous side effects from long-term use of medication, a physician's order may be required if the student needs to take more than 25 doses of any combination of non-prescription medication in a given school year.
- Medications and supplements not approved by the Federal Drug Administration (FDA) will not be given at school.

- Aspirin or medications containing aspirin will not be administered to children due to the risks of Reye's syndrome. Injectable/Inhaled Medications [for asthma, allergies, diabetes, life threatening allergies to bee stings, or certain food]
- If a medical condition exists requiring injectable or inhaled medication, whenever possible the student should self-administer the medication.
- To properly identify symptoms and treat your child during an emergency, an Emergency Action Plan must be on file at the school.
- A current prescription label and written care plan from the physician, along with written parent authorization, is required for the administration of all injectable medication or for a student to self-manage and administer medication for a life threatening chronic health condition.
- All inhalers must be labeled with a prescription label or the inhaler must be carried in the prescription box with the child's name legibly written on the inhaler.

Emergency Medications

- Each school building is equipped with an epinephrine auto-injector (Epi-Pen) and albuterol nebulizer medication. In the event of a suspected student anaphylactic reaction (a life threatening allergic reaction that may be triggered by a food allergy, insect bite, drug allergy or asthma attack), an Epi-Pen will be administered by the school nurse or trained school personnel and 911 will be notified. Epinephrine is available for students with no prior diagnosis of anaphylaxis or in cases of known anaphylaxis where personal medication is not readily available. In the event of a suspected student asthma related breathing emergency, albuterol nebulizer treatments will be administered by the school nurse or trained personnel. Written standing orders will be obtained annually from the District's consulting physician for the administration of epinephrine and albuterol in emergency situations.
- Please inform the school nurse or building principal if your child CANNOT be administered either epinephrine or albuterol during an emergency situation.

End of the Year Procedures for medications in the Health Office

- Medications must be picked up by a parent or responsible adult prior to the end of the school day on the last day of the school year. Medications left in the Health office will be destroyed according to standard procedure.

Pediculosis (Head Lice):

The Centers for Disease Control (CDC) and the Missouri Department of Health and Senior Services removed head lice from the contagious disease advisory because head lice do not spread any type of disease causing bacteria or virus that directly results in an infection or illness.

Moberly School District does not perform routine, regularly scheduled school wide screening for head lice with the exception that the Kindergarten-Second grade population will be screened upon return to school from periods of closure greater than five (5) days.

Additional screenings may occur when two or more cases of live lice are identified in the same classroom. The school nurse or designee may screen any student when deemed appropriate and necessary.

Students with live lice: When live lice are found on a student, all other known students attending Moberly School District living in the identified child's household will be screened for the presence of live lice. The parent/guardian will be notified to pick up the student and meet with the school nurse or designee before the student is sent home. Instructions in current treatment, eradication methods and school protocols will be reviewed with the parent.

Exclusion of the student(s) identified with live lice will not exceed 24 hours. Students must be rescreened for lice with a parent/guardian present prior to returning to the classroom setting. An additional rescreening will be conducted 6-10 days following the original identification of live lice.

Should live lice be found during the rescreenings, then the instructions, eradication, exclusion, and rescreening will be repeated until such time as there are no live lice on the student.

Students with lice eggs without live lice: Students identified with head lice eggs (commonly referred to as 'nits') will not be excluded from school. Parent/guardian will be notified and instructed in lice egg removal techniques.

Students will be rescreened every 5 days until no lice eggs are found for 3 screenings.

Parents/guardians of students identified with live lice or eggs for a third time may be referred for case management by Moberly School District Registered Nurse, Counselor and Resource Coordinator. For subsequent identification of live lice or eggs, the matter will be referred to Building administration and may be reported to Missouri Social Services, Children's Division, for review and intervention.

Confidentiality of student(s) will be maintained in accordance with FERPA and Board Policy.

Prevention education will be distributed to families throughout the school year.

STUDENT ALLERGY PREVENTION AND RESPONSE

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions. This policy is not a guarantee of an allergen-free environment; instead, it is designed to increase awareness, provide education and training, reduce the chance of exposure and outline responses to allergic reactions. The best form of prevention for life-threatening allergies is avoidance of the allergen.

Research shows that allergies can negatively impact student achievement by affecting concentration, auditory processing and attendance. Further, healthy students are better learners. In addition to posing health risks, allergies can be potentially deadly for some individuals.

This policy applies to district facilities to which students have access and includes transportation provided by the district. The Board instructs the superintendent or designee to develop procedures to implement this policy.

Identification

Each school will attempt to identify students with life-threatening allergies, including food allergies. An allergic reaction is an immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions can range from mild to severe and can even be life threatening. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

Prevention

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with district policies and procedures pertaining to the identification and accommodation of students with disabilities. An individualized health plan (IHP), including an emergency action plan (EAP), may be developed for students with allergies that do not rise to the level of a disability.

All staff members are required to follow any Section 504 plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing Section 504 plan or IHP/EAP will be disciplined, and such discipline may include termination.

Staff members shall not use air fresheners, oils, candles or other such items intended to add fragrance in district instructional areas, non-ventilated spaces or if otherwise determined by the administration. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the principal may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances.

Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the district.

The district will not serve any processed foods, including foods sold in vending machines that are not labeled with a complete list of ingredients. Vended items must include a list of ingredients on the individual package. The food service director will create an ingredient list for all foods provided by the district as part of the district's nutrition program, including food provided during the school day and in before- and after-school programs. This list will be available upon request.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

Education and Training

All staff members will be regularly trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of epinephrine premeasured auto-injection devices.

In accordance with law, qualified employees will be held harmless and immune from civil liability for administering epinephrine in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication, including epinephrine, in accordance with standard medical practice.

Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations (GLEs) for health education. Education will include potential causes, signs and symptoms of allergic reactions; information on avoiding allergens; and simple steps students can take to keep classmates safe.

Confidentiality

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will not be shared with students and others who do not have a legitimate educational interest in the information unless authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

Response

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's Section 504 plan or IHP/EAP. Information about known allergies will be shared in accordance with FERPA. Each building will maintain an adequate supply of epinephrine premeasured auto-injection devices to be administered in accordance with Board policy. **BOE POLICY JHCF**

School Health and Wellness Advisory Council (SHWAC)

SHWAC is a district advisory council. It is made up of parents, students, community members, and school staff working together to improve the health of all students and families through coordinated school wellness programs. A Coordinated School Wellness Program utilizes personnel, agencies, and programs, both in and out of the school building, which relate to student and staff wellness and success in school. For information on becoming a member, please contact a Moberly School District Administrator or the Health Services Coordinator.

SHWAC generally meets the first Thursday of the month during the school year. The date, time, and location shall be available on the District website www.moberly.k12.mo.us or contact the Moberly School District Health Services Coordinator.

MEDIA PERMISSION

Photos and video might occur during our school day. If a child is to be exempt from photos or video, please indicate so on your enrollment form.

VISITORS TO DISTRICT PROPERTY/EVENTS

Parents/Guardians and patrons of the district are welcome to visit district schools and attend district events; however, all visitors during business hours, including Board members, must sign or check in at the building office prior to proceeding elsewhere in the building. The district discourages parents/guardians or others from using district property or events as places for visiting students and may refuse the use of district property for that purpose.

The Board and administration will not tolerate any person whose presence disturbs classes or district activities or hinders the instructional process. Visitors to district property may not possess weapons, including concealed weapons, on district property, on district transportation or at any district function or activity sponsored or sanctioned by the district unless the visitor is an authorized law enforcement official or is otherwise authorized by Board policy. **BOE POLICY KK**

All visitors to our school must check in to the school office and sign in. A visitor's pass must be worn while in the building. We welcome and encourage your visits, but please check into the office first. Parents wanting to observe in a classroom must schedule an appointment and will be accompanied by an administrator during the observation. Visitors wishing to interact with students must either be a parent or have administrative approval.

CHILDREN'S PERSONAL PROPERTY

Necessary personal property should be marked with your child's name (coats, book-bags, lunch boxes, etc.). Cubbies and/or hooks are provided for all necessary personal property. However, necessary personal property is the responsibility of the child/parents. Non-essential personal property, such as toys, electronics, etc., is better left at home. However, there will be times that the classroom teacher will request personal property within the following limitations:

- There is a designated time and place at which the personal property may be used by the child.
- Personal property must be clearly labeled with child's name and must be stored in a suitable container.
- The risk of lost, damaged, or stolen non-essential personal property brought to school lies solely on the parent. We are happy to provide written notice of missing articles and place found items in a lost and found; however, that is the extent to which we are able to help recover the lost item.

BRINGING TOYS HOME

Every now and then a child will bring home a toy that belongs at school, saying "It is mine" or "I found it" or "The teacher gave it to me". This is not stealing, and you should not make a fuss about it. The child truly believes he or she has a right to the toy. However, we need our toys to stay at school. If you would remind your child that "School toys stay at school" and send the toy back, we would greatly appreciate it.

LOST AND FOUND

Any items left in the Early Childhood building will be placed in the lost and found. Children's personal property, coats, clothing, school bags, etc. must be cleared from the building each week. Every effort will be made to contact the owners of labeled items. Remaining items will be donated to the program.

DRESS CODE

Children should wear comfortable play clothes for safety when running and playing. Messy activities are part of the program curriculum. The Early Childhood staff will provide protective apparel to reduce the risk of damage to clothing.

However, clothing may become dirty during the hours of the day. Warning: We will have FUN. We will get DIRTY! Shoes and clothing must meet reasonable safety guidelines for physical play. Tennis shoes are most appropriate. If you child prefers to wear open-toed shoes, please send tennis shoes and socks for outdoor play. Participation in physical activities may be limited due to unsafe apparel. We do play outdoors almost every day, so remember to send appropriate outerwear with your child. It is suggested that you layer clothing during the cooler days of the year, as temperatures can range greatly during a day.

RECESS

Children will have scheduled outdoor play and activity each day. Students will go outside year round unless it is snowing or raining at recess time or is exceptionally cold or hot. In the case of extreme inclement weather, students will participate in motor activities in their room or in the gymnasium.

TOILETING PROCEDURES/RESPONSIBILITIES

Pull-ups and wipes are the responsibility of each parent of a child in pull-ups. Needed supplies must be provided in a timely manner. Should the program supply pull-ups or wipes, it is expected that the parent replenish the facility's supply. Toileting help will be provided when needed. Gloves will be worn, and appropriate hand washing will be enforced. Doors to restroom facilities will remain partly open when an adult is assisting a child.

CHANGE OF CLOTHES

Due to the possibility of accidents, each child is expected to have a weather-appropriate change of clothes, including socks, at school. Soiled clothes will return home, in a bag, for the parents to wash. In case of emergency, the teacher will call the parent for additional clothing to be brought to school.

SCHOOL EMERGENCY COMMUNICATION AND PROCEDURES VITAL INFORMATION

Each student is required to have on file at the school office the following information:

1. Parent(s)/Guardian(s) name(s);
2. Complete and up-to-date address;
3. Home phone and parent(s)/guardian(s) work phone;
4. Name, address and phone number of a person to contact in case parent/guardian cannot be reached;
5. Physician's name and phone number;
6. Medical alert information.

It is very important for emergency and administrative reasons that every student have up-to-date records at the school office. **Notify the school immediately if you have a change of address or any other important information such as phone number, emergency contact, marital status, etc. during the school year.**

INCLEMENT WEATHER AND OTHER EMERGENCY SITUATIONS EARLY DISMISSALS

When it is necessary to close school due to inclement weather or other emergencies, the local radio stations (KRES, KWIX, KZZT, KIRK) and television station KOMU 8, will be notified immediately following the decision. In times of bad weather, listen to the radio in order to hear such announcements. **DO NOT CALL THE SCHOOL** as phone lines cannot handle the large influx of inquiries.

School Cancellation/Closing Information

KRES.....	104.7 FM
KWIX.....	1230 AM
KZZT.....	105.5 FM
KIRK.....	99.9 FM
Television Station	KOMU 8

The Spartan Alert System is also utilized to inform parents of inclement weather closings and school events. You may sign-up at <http://my.textcaster.com/ServePopup.aspx?id=1067>. In the event of an early school closing, students will be sent home by their regular mode of transportation unless school is notified differently.

SAFETY EXITS/PLAN AND DRILLS

Safety is important to our school. Safety and exit plans will be posted by each door. Monthly fire drills will be conducted. Periodic earthquake, tornado, and intrusion drills will be conducted also.

PARENTAL INFORMATION AND RESOURCE CENTER (PIRC)

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis. PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>.

PARENTS AS TEACHERS

The Parents as Teachers program is housed at the Early Childhood Learning Center. Program services provide home visits, group meetings, screenings, information and guidance. Parents as Teachers is offered at no cost to all interested parents within Moberly Public Schools. Our families have benefited from Parents as Teachers since 1985. Research shows that children participating in Parents as Teachers were significantly more advanced than other 3-year-olds in language development, social development, and problem solving. **For further information**, contact the director, Karen Berding at 660-269-2624.

PARENT/GUARDIAN/FAMILY INVOLVEMENT INTRODUCTION

The Board of Education believes that the education of each student is a responsibility shared by the school as well as the family. The Board recognizes the need for a constructive partnership between districts and families that will provide for two-way communication and foster educational support for students and families. The Board also recognizes the special importance of parental/guardian involvement to the success of its Title 1, Migrant (**MEP**), and the Limited English Proficiency (**LEP**) programs. Pursuant to federal law, the district and parent/guardians will jointly develop and agree upon a written parental/guardian involvement policy that will be distributed to parents/guardians participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parent/guardian involvement and to set and realize goals for parent/guardian---supported student learning. The district will:

1. Provide activities that will educate parents/guardians regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent/guardian groups, Head Start, PAT, etc.) to furnish learning opportunities and disseminate information regarding parenting/guardian skills and child/adolescent development.
2. Implement strategies to involve parents/guardians in the educational process, including:
 - a. Keeping families informed of opportunities for involvement and encouraging participation in various programs.
 - b. Providing access to educational resources for parents/guardians and families to use together with their children.
 - c. Keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to:
 - a. Provide input into district policies
 - b. Volunteer time within the classrooms and school programs.

4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies.
5. Perform regular evaluations of parent/guardian involvement at each school and at the district level.
1. Provide access, upon request, to instructional material used as part of the educational curriculum.
2. If practicable, provide information in a language understandable to parents/guardians.

MOBERLY SCHOOL DISTRICT EARLY CHILDHOOD PROGRAMS PARENT INVOLVEMENT PLAN

- I. An annual informational meeting will be held during August. The agenda for this meeting will include:**
 - A. Requirements for being in the Early Childhood programs.
 - B. Parent's rights to be involved in the programs.
 - C. An explanation of the curriculum used in the preschool program.
 - D. The forms of assessment that are used to measure student progress.
 - E. The proficiency levels that students are expected to meet.
 - F. Answer any questions about the Early Childhood Programs.
 - G. Parents will be given the opportunity to serve on the Parent Advisory Council for our program.
- II. The Early Childhood Parent Advisory Council will hold meetings annually. The agendas for these meetings will include:**
 - A. Discussion of an assessment of the Moberly School District Early Childhood programs.
 - B. Suggestions on improvement of the program and how student learning will take place.
 - C. Response to any suggestions made at the last meeting.
 - D. The Moberly School District Early Childhood Programs Parent Involvement Plan will be reviewed and revised at the last meeting for the next school year.
- III. The Early Childhood staff will invite parents to Parent Meetings. These meetings will include:**
 - A. Open house will be held in August to meet the teachers and see the classrooms.
 - B. Family night in October, which will include information and examples to help your child in growth and learning. It will be a night of fun that will include cookies and refreshments.
 - C. Home visits will be provided for Title I students and other Pre-K students upon request. During these visits, an activity will be modeled with your child, and then an activity will be left for you to do together with your child. Information will be left that will help you do other activities that will promote your child's learning.
 - D. A Block Party will be held in the spring each year. This is a district wide event that involves families with children from preschool. A large variety of activities will be available which will include many hands-on activities as well as informational booths will also be provided that promote learning in pre-reading, reading and writing.
 - E. Students moving on to Kindergarten will be recognized and examples of student artwork will be displayed at a Family Night in May.
- IV. Teachers will be available to discuss a child's performance during home visits and IEP meetings. Parents will also be given phone numbers and e-mail addresses for teachers to increase the opportunities to communicate with the teachers.**
- V. Teachers will send home progress reports at the end of each semester.**

Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

Migrant Education Program Parent Involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program. Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency Program Parent Involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program. Parents will be notified of their rights regarding program content and participation.

MSD: PARENT – SCHOOL COMPACT

TITLE I/EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS

The Title I/Early Childhood Program is committed to providing each student with the opportunity to achieve his/her highest level of success. We believe this can be accomplished through a partnership between the parents, students and school. We invite you to join us in this partnership. This compact will be reviewed as needed. Please read the following agreement and sign in the appropriate place.

PARENT/CARING ADULT:

To assist in the learning and success of my child in school, I will:

- ❖ Make myself available for ongoing communication by:
 - Attending Family Night activities/meetings
 - Being available for home visits or IEP meetings
 - Participate in decisions relating to the education of my child
 - Call teachers if there is a concern or problem
- ❖ Make sure my child gets enough sleep every night
- ❖ Make sure my child goes to school every day when in good health
- ❖ Spend at least 15 minutes per day reading with my child with the TV turned off
- ❖ Help my child follow the classroom, school and bus rules and to respect other people and the community
- ❖ Encourage children to do their best in school
- ❖ Set a good example
- ❖ Get involved in my child's education by attending events and volunteering
- ❖ Take time to talk and listen to my child

SCHOOL STAFF:

We understand the importance of the school experience to every student and our role as teachers. We agree to carry out the following responsibilities:

- ❖ Be aware of the needs of your child
- ❖ Regularly communicate with you regarding your child's progress
- ❖ Hold regularly scheduled Family Nights
- ❖ Provide a safe and caring learning environment where your child will begin to be responsible for his or her own behavior and learning
- ❖ Respect the cultural differences of children and their families
- ❖ Help your child follow the classroom, school and bus rules
- ❖ Schedule home visits or IEP meetings
- ❖ Assist parents in learning how to help their child at home
- ❖ Provide an open, accepting learning environment with opportunities to volunteer and participate in their child's education
- ❖ Encourage students to do their best in school
- ❖ Set a good example
- ❖ Care about students and treat them with respect and fairness

Parent Signature/Date

Teacher Signature/Date

MISSOURI DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION NCLB COMPLAINT PROCEDURES

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a) (3) (C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

Who May File a Complaint?

Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

Definition of a Complaint

There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. facts, including documentary evidence that supports the allegation, and
3. the specific requirement, statute, or regulation being violated.

Alternatives for Filing Complaints

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

Informal and Formal Complaints Received by the Local Education Agency

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. disseminating procedures to the LEA school board,
2. central filing of procedures within the district,
3. addressing informal complaints in a prompt and courteous manner,
4. notifying the SEA within 15 days of receipt of written complaints,
5. timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional conditions exist,
6. disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and
7. appealing to the Missouri Department of Elementary & Secondary Education within 15 days Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

Informal Complaints Received by the SEA Office

Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be processed according to procedures outlined in sections below.

Formal Complaints Initially Received by the SEA Office

1. Record. Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. Notification of LEA. Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above.

3. Report by LEA. Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.

4. Verification. Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant.

Appeals

Appeal to the SEA

1. Record. Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.

2. Investigation. The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit.

3. Hearing. If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before an SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules. The hearing proceedings shall be tape recorded and the recording preserved for preparation of any transcript required on appeal.

Decision

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board.

Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

Formal LEA Complaints Against SEA

1. Record. The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.

2. Decision. The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision.

3. Appeal. The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed.

4. Second Appeal. An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

Complaints Against LEAs Received from the United States Department of Education

1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.

2. A report of final disposition of the complaint will be filed with the U.S. Department of Education.

3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

Procedure Dissemination

1. This procedure will be disseminated to all interested parties through the agency webpage at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv.

2. This guidance will be distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.

3. DESE will also keep records of any complaints filed through this policy.

Rev. 9/6/07

HOMELESS

The Federal No Child Left Behind Act of 2001 includes a provision to make sure that homelessness does not cause children to be left behind in school. Homeless children should have access to the education and other services that they need to meet the same challenging state academic achievement standards to which all students are held. If, due to a lack of housing, you must live in a shelter, motel, vehicle, or campground; on the street; in an abandoned building, trailer, or other inadequate accommodations; or doubled-up with relatives or friends; then according to the McKinney-Vento Homeless Education Assistance Act, you are considered homeless. Homeless students have the right to enroll in school and are entitled to a free and appropriate public education. If you are homeless, please notify the building administration or contact Allison Archibeque, Director of Special Services and Homeless Coordinator, at (660) 269-2600.

SPECIAL EDUCATION PUBLIC NOTICE

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

The Moberly School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program. The Moberly School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Moberly School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed during normal school hours at the local district's office.

Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) that reside in the district. This census must be compiled by December 1 of each year. This information is treated as confidential and must include: name of the child; parent/legal guardian's name/address; birth date and age of child; the child's disability; and the services provided to the child. If you have a child with a disability or know of a child with a disability who is not attending the public school, please contact Allison Archibeque, Director of Special Services, at: 926 Kwix Road, Moberly, Missouri, 65270-3813, (660)269-2600. This notice will be provided in native languages as appropriate.

ACCOMMODATIONS OF PARENTS WITH DISABILITIES

If a parent or guest requires a reasonable accommodation in order to participate in their child's education, please notify the school administrator in advance so these accommodations can be discussed.

OCR NOTICE OF NONDISCRIMINATION

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral, and all professional organizations that have entered into agreements with our School District are hereby notified that our School District does not discriminate on the basis of race, color, national origin, sex, age, religion, or disability in admission or access to, or treatment or employment in, its programs and activities. Inquiries or concerns

regarding the application of this notice may be referred to our School District's Compliance Coordinator for civil rights laws, Tim Roling, 926 Kwx Road, Moberly, MO 65270; phone (660) 269-2600. Any person who is unable to resolve a problem or grievance arising under Title VI (race/color/national origin), Title IX (sex), the Age Discrimination Act (age), Section 504 (disability), or Title II of the ADA (disability), may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; phone (816) 268-0550.

NOTIFICATION OF FERPA RIGHTS & DESIGNATION OF DIRECTORY INFORMATION

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

RIGHT TO INSPECT: Parents or eligible students have the right to inspect and review the student's "educational records," as that term is defined under FERPA and its implementing regulations, within 45 days of the date upon which the District receives a request for access. Parents or eligible students should submit to their School Principal a written request identifying the records to be inspected.

RIGHT TO PREVENT DISCLOSURE: Parents or eligible students have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of the District to limit the disclosure of information contained in educational records to those instances when prior written consent has been given for the disclosure. However, upon request the District will disclose information to officials of other schools in which a student seeks or intends to enroll. The District may also disclose information under the provisions of FERPA that allow disclosure without prior written consent, as well as directory information (unless you have refused to permit such disclosure of directory information).

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

DESIGNATION OF DIRECTORY INFORMATION: The District has designated certain information contained in the educational records of its students as directory information for purposes of FERPA.

- Student's name
- Participation in officially recognized activities and sports
- Address
- Weight and height of members on athletic teams
- Degrees, honors, and awards received
- Grade level
- Dates of Attendance
- Photographs and other similar information

The District may disclose directory information for any purpose in its discretion without the consent of a parent of a student or an eligible student. The person requesting information must submit a signed and dated request letter. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, the information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA. Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal of the school which the student attends. In the event a notification of refusal is not filed, the District assumes that neither a parent of a student or an eligible student objects to the release of the directory information designated.

RIGHT TO REQUEST AMENDMENT: Parents or eligible students have the right to request that the District correct any parts of an educational record which you believe to be inaccurate, misleading or otherwise in violation of your rights. Parents or eligible students should clearly identify, in writing directed to the school principal, the part of the record sought

to be corrected and specify why it is inaccurate or misleading. If the District decides not to amend the record, it will notify the parents or eligible student and provide information on the right to a hearing to present evidence that the record should be changed.

RIGHT TO COMPLAIN TO FERPA OFFICE: Parents or eligible students have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

NOTIFICATION OF RIGHTS

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding certain types of **federally funded** surveys, collection and use of information for marketing purposes, and certain physical exams. **PLEASE NOTE THAT THE PPRA AND THE RIGHTS GRANTED IN THIS NOTIFICATION APPLY ONLY TO FEDERALLY FUNDED ACTIVITIES/SURVEYS DESCRIBED BELOW. OUR DISTRICT DOES NOT ANTICIPATE ADMINISTERING INSTRUMENTS COVERED UNDER THIS NOTICE.** Student rights under the PPRA include the following:

(1) Obtain Parental Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”), if, and only if, the survey is funded in whole or in part by a program of the U.S. Department of Education:

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
 - Income, other than as required by law to determine eligibility.

(2) Receive notice and an opportunity to opt a student out of:

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

(3) Inspect, upon request and before administration or use of:

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material (federally funded) used as part of the educational curriculum.

Our District has adopted a policy regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Our District will directly notify parents (or eligible students age 18 or over) of their rights under the PPRA annually, and parents of students who are scheduled to participate in the specific activities or surveys described above will be notified of their right to opt their child(ren) out of participation therein. Parents will be provided reasonable notice of the planned activities and surveys listed below and an opportunity to opt their child(ren) out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys before their administration. Parents who believe their PPRA rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

PUBLIC COMPLAINTS

The Board recognizes that situations of concern to parents/guardians or the public may arise in the operation of the district. Such concerns are best resolved by addressing them at the level where the concern originated, through communication with the appropriate staff members. The administration has developed procedures for addressing those

issues, copies of which are available at each building. Any concern regarding federal programs administered by the Missouri Department of Elementary and Secondary Education (DESE) may also be appealed to DESE or the United States Department of Education as permitted or required by law. If a complaint has been made and appealed in accordance with administrative procedures, the parent/guardian or member of the public may appeal the issue to the Board by submitting a written request to the superintendent or the secretary of the Board. The Board will address the complaint in an appropriate and timely manner. The Board encourages parents/guardians and members of the public to share their thoughts with district employees at school. However, the recording of such conversations may inhibit this free-flow of communication and disrupt school operations. Therefore, the Board prohibits the recording of any on-campus conversations between district employees and either parents/guardians or members of the public. This prohibition applies regardless of whether the recording is by video, camera phone, cellular device, tape recorder, digital recorder, electronic or battery-operated recorder or other means. This prohibition does not forbid the manual taking of written notes. In addition, Missouri law prohibits the recording of closed session Board meetings without the Board's express consent. Violation of this provision constitutes a crime under Missouri law and the district will refer violators for prosecution.

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

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

Definitions

Language Minority (LM) – Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

Limited English Proficiency (LEP) – Proficiency in reading, writing, listening or speaking English that is below grade- and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English Language Learner – Refers to an LM student with limited English proficiency.

English for Speakers of Other Languages (ESOL) – An instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

1. Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

Bilingual Education – An instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many ELL students share the same language and where qualified bilingual teachers are available.

Child – Any individual age 3-21.

Parent – Parent, legal guardian or person otherwise responsible for the child.

Language Instruction Education Program – An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

The district's coordinator for ELL programs is the director of special services.

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

1. Identify language minority students through the use of a Student Home Language survey (see IGBH-AF1). The building administrator will develop procedures to ensure that all new and currently enrolled students complete the Home Language survey.
2. Identify LM students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.
3. Determine the appropriate instructional environment for ELL students.

4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

BOE Policy IGBH

DUE PROCESS

Students have a right under Missouri law to attend school. If that right is to be taken away, the school district must follow certain procedures designed to insure fairness in that decision. If the suspension is ten days or less, the student will be given an oral or written notice of the charges. If the student denies the charges, he/she will be given an oral or written explanation of the facts that form the basis of the proposed suspension; and be given an opportunity to present his/her version of the incident.

Registered Sex Offenders and Persons Prohibited on or Near District Property

Sex offenders required to be listed on the Missouri Highway Patrol's sex offender registry, or who have pled guilty, pled nolo contendere or been convicted of crimes for which the law currently requires offenders to be listed, regardless of when those crimes were committed, are not allowed on district property or transportation or at district activities, regardless of whether those activities are held on or off district property, unless access is required by law.

In accordance with law, the district also prohibits all persons who have pled guilty or nolo contendere to or have been convicted of or found guilty of violating the following provisions from being on or within 500 feet of any school building, district property, district activity or any vehicle used to transport students:

1. Any of the provisions in Chapter 566 of the Missouri Revised Statutes.
2. Incest, § 568.020, RSMo.
3. Endangering the welfare of a child in the first degree, § 568.045, RSMo.
4. Use of a child in a sexual performance, § 568.080, RSMo.
5. Promoting a sexual performance by a child, § 568.090, RSMo.
6. Sexual exploitation of a minor, § 573.023, RSMo.
7. Promoting child pornography in the first degree, § 573.025, RSMo.
8. Furnishing pornographic material to minors, § 573.040, RSMo.
9. Any offense committed in another state, a foreign country, or under tribal, federal or military jurisdiction that, if committed in this state, would be a violation listed above.

Despite the prohibitions in this section, the superintendent may grant permission for a parent, guardian or custodian of a student to be on district property for the limited purpose of attending meetings with district staff or in other situations where the student may benefit. Permission will be granted sparingly, if ever, and only in situations where the parent, guardian or custodian will be supervised at all times or will not be alone with a child. If the superintendent does not grant permission, the parent, guardian or custodian may seek permission from the Board. The superintendent will inform the principal and other relevant district staff of the scope of the permission granted.

This section may not apply to a student entitled by law to be on district property for educational services if the student's presence is necessary to obtain those services and the student is not otherwise prohibited by law from being on district property. The exceptions cited in this section do not apply if the person is otherwise prohibited or banned from district property by other sections of this policy. **BOE POLICY KK**

HAZARDOUS WASTE AND ASBESTOS PROVISIONS

To promote the health and safety of the students, staff and patrons of the district, and to ensure the environment is reasonably protected from hazardous materials, the Board of Education of the Moberly School District No. 81 directs the administration under the guidance of the superintendent to develop procedures which address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities and operations of the district. Emergency response actions and evacuation plans will also be coordinated with the procedures. The district shall survey and assess the exposure of friable asbestos in all buildings. This report shall be filed with appropriate state agencies, and will be available for public review in the superintendent's office. The district shall take all steps necessary to comply with the Asbestos Hazard Emergency Response Act, as described in regulations of the EPA. **Refer to BOE Policy EBAB**

DISTRIBUTION OF NON-CURRICULAR LITERATURE/PRINTED MATERIALS BY STUDENTS

All students should notify and have the building administrator's permission before handing out any non-curricular literature or printed material.

STUDENT INITIATED GROUP USE OF DISTRICT FACILITIES

Pursuant to the Equal Access Act, secondary schools of the district will provide an opportunity for student-initiated non-curricular groups to conduct meetings or activities on district property to the same extent that the district allows other non-curricular student groups to meet on school premises during non-instructional time. Student-initiated non-curricular groups will not be denied access on the basis of religious, political, philosophical or other content of speech at such meetings or activities. The superintendent or designee may create administrative procedures to govern the use of district facilities by student-initiated non-curricular groups. Community use of district facilities is governed by policy KG. **BOE POLICY IGDA**

VIDEO SURVEILLANCE

Video surveillance occurs on school property throughout the Moberly School District. Students or staff in violation of school policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action and/or referred to law enforcement agencies.



Early Childhood Learning Center

930 KWIX Road
Moberly, MO 65270
Telephone: 660-269-8598

Dear Parent or Guardian,

Welcome back to the 2016-2017 school year. Our district is required to inform you of certain information you have the right to know.

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

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has, any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent:

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Our staff is committed to providing your child with strong social and developmentally appropriate programming to best meet their needs. Please feel free to contact me with any further questions regarding your child's placement.

Sincerely,

Sheila Rusher
Director of Early Childhood Learning Center