



Lindbergh Early Childhood Education
Family Handbook
2020-2021

(Temporary changes due to COVID 19 will be highlighted)

Dear Families,

Thank you for the opportunity to tell you about our program at Lindbergh Early Childhood Education. We are proud of our 48 year heritage with our community. Our programs meet the educational needs of families from prenatal to kindergarten entry.

Our program has grown dramatically from its beginning in 1971. We have received many awards and we are proud of our innovative instructional practices. Parents as Teachers is an international program and an educational support for parents so their children can have the best start possible in life. The Parents as Teachers program is offered at no cost to parents of children not yet attending kindergarten. Our tuition-based programs implement a constructivist curriculum, which is aligned with the Missouri Pre-K Standards, and the Lindbergh Schools' curriculum.

We encourage you to get to know us better. Our programs are an excellent choice for over 400 students each year, in addition to approximately 700 PAT families. If you choose to enroll, we will be sure to make your family's entry to Lindbergh Schools is a smooth transition.

Sincerely,

Dr. Charlene Ziegler

Principal

| | |
|--|--|
| History of the Program and Governance | 5 |
| Mission, Vision and Philosophy | 5 |
| Mission Statement | 5 |
| Vision | 5 |
| Together We Aspire to | 5 |
| We Believe | 5 |
| Philosophy Statement | 5 |
| Philosophy | 5 |
| Our Character Education Mission Statement | 5 |
| Our Beliefs on Character Education | 6 |
| Lindbergh Schools' Character Education Traits of the Month | 6 |
| Character Education Engagement | 7 |
| Contact Information | 8 |
| Programs Offered by ECE | 9 |
| Enrolling Your Child | 10 |
| Limited Enrollment | 10 |
| Currently Enrolled Families | 10 |
| Process for Enrolling a New Student | 10 |
| Process for getting your child on the waiting list | 10 |
| Classroom placements | 11 |
| Tuition Prices & Payment | 11 |
| Account Statements | 11 |
| Late Payments | 11 |
| Days and Hours of Operation | 12 |
| Helpful Information for Parents | 13 |
| Authorized Pick up | 13 |
| Late Pickup Policy | 13 |
| Schedule/Schedule Changes | Schedule changes are more flexible due to COVID 19, please contact us 13 |
| Vacation Weeks | 14 |
| Absences | 14 |
| Snow Days | 14 |
| Medical Information and Practices | 15 |

| | |
|---|----|
| Medication | 15 |
| Medication Authorization Form | 15 |
| Child with Health Conditions | 15 |
| Emergency Medical Care Authorization | 15 |
| Illness or Injury COVID has different protocols and each case is individual | 15 |
| Contacting Families in a Medical Emergency | 16 |
| Health and Safety | 17 |
| Parking Safety | 17 |
| Building Security Families are not allowed into the building at this time due to COVID 19 | 17 |
| Hand Washing | 17 |
| Outdoor Play | 17 |
| Photos/Videos | 18 |
| Animal Policy | 18 |
| Procedure for Staff and Families to Negotiate Differences and Difficulties | 18 |
| Confidentiality | 18 |
| Supervision of Students | 18 |
| Birth to Age Five Services | 20 |
| Parents as Teachers | 20 |
| Developmental Screenings | 20 |
| Personal Visits | 20 |
| Resource and Referral Services | 21 |
| Preschool Programs | 21 |
| Curriculum | 21 |
| Student Assessment | 22 |
| Orientation Process | 22 |
| Getting Ready for Preschool | 23 |
| Lunch/Snack for Preschool Students | 24 |
| Part Day (ECPD) | 24 |
| Full Day (ECFD) | 24 |
| Bringing Food into the Classroom | 24 |
| Peanut Butter and Tree Nut Practice | 24 |
| Safe Snack Process for Shared Food Items Provided by Parents or Staff | 24 |

| | |
|---|----|
| Birthday/Party Treats | 24 |
| Food Brought from Home for an Individual | 25 |
| Daily Nap Time/Quiet Time for Full Day Preschool Students | 25 |
| Family Involvement in Preschool | 26 |
| Special Education and Accommodation Services | 27 |
| Additional Support for Students | 27 |
| Guidance | 28 |
| Actions for Intervention | 28 |
| Definitions of Behaviors | 29 |
| Lindbergh Schools Policies | 31 |
| Non-discrimination Policy | 31 |
| Employee Background Check | 31 |
| Equal Opportunity Employment | 31 |
| File: JO, Critical, Student Records | 31 |
| Public Notice | 32 |

History of the Program and Governance

Our program has been educating children since 1971. We have received many awards and reach for excellence in everything we do. From 1984 through 2006, we were a cooperative effort of the Affton and Lindbergh Districts. LECE is now a proud part of the Lindbergh Schools community.

Mission, Vision and Philosophy

Mission Statement

Join with families in learning, inspiring and influencing the future

Vision

Learn, inspire and influence

Together We Aspire to

- Inspire inquiry, creativity and achievement
- Foster integrity, compassion and respect
- Promote lifelong learning in a safe and caring environment

We Believe

- In the dignity and worth of each individual
- In encouraging children to make choices and actively explore their own environment
- In excellent standards for a highly motivated staff utilizing research based instruction
- In whole child learning, including social, emotional, physical and cognitive
- In curriculum experiences based on interests, needs and research
- In partnerships with families

Philosophy Statement

Children have the right to learn in a safe and respectful environment. A sense of security is crucial for children to develop trusting relationships with peers and adults. Our school environment is a community of individuals who live and interact based upon commonly shared expectations, trust, rights and responsibilities and the standards of Character Education. We strive to maintain a safe, orderly, positive environment where learning is possible and fundamental as we all work together.

We believe that each child is unique and has the potential for making positive contributions to our program. We also believe that families are part of the educational experience by supporting the importance of these guidelines. With that in mind, we commit ourselves in a cooperative effort with families, staff and children to maximize self-esteem, self-worth, self-respect and self-control.

Philosophy

We use our mission, vision and philosophy statement to make decisions in our daily routine. We consider how our decisions will affect our goal of making these words a reality.

Our Character Education Mission Statement

Character education is a fundamental component of a student's education, requiring the commitment of the community, families, students and school staff. An educated citizen is the foundation of a democratic

society in which respect and responsibility determine strength of character. We believe character education must be an integral part of all curricular and extra-curricular activities. As a part of Lindbergh Schools, LECE is committed to develop students of character who exemplify personal responsibility, respect for others, ethical actions, acceptance of cultural diversity, confidence in an ability to achieve goals and pride in work, appearance and action.

Our Beliefs on Character Education

We believe character education must be an integral part of all curricular and extra-curricular activities involving the students, staff, home and community.

Lindbergh Schools' Character Education Traits of the Month

The Lindbergh Schools' Character Education Traits of the Month help the children to learn about different aspects of character and how each of the traits below plays an important part in being a good friend. Our ECE Flyers Are Good Friends Newsletter, developed by our teaching staff, provides additional information on a monthly basis about each trait so students can be supported in their character education development both at school and at home.

January: Integrity

Doing the right thing even when no one is looking

February: Courage

Holding to your beliefs and opinions even when it is difficult

March: Patience

Waiting calmly in spite of difficulty or opposition

April: Service

Expending time and effort to help others

May: Self Control

Restraining your impulses and behavior in all situations

June: Goal Setting

Planning and working for something you want

July: Honesty

Speaking and acting with truthfulness in all situations

August: Cooperation

Working and socializing together respectfully

September: Respect

Demonstrating consideration, appreciation, tolerance and good manners toward self, others, authority and property

October: Responsibility

Being accountable for your own actions

November: Friendship

Developing relationships with others based on acceptance, compassion, sharing and trust

December: Caring

Demonstrating kindness, courtesy and compassion toward others

Character Education Engagement

Throughout the year, the LECE community of students, families and teaching staff work on one main goal in character education: LECE Flyers Are Good Friends. We call this goal our Character Education Touchstone. This touchstone supports all our other efforts in character education and is a clear, measurable way for young children to learn. We read stories, engage in lessons and activities, discuss ideas and play together in ways that help children learn what it looks like, and feels like, to be a "good friend." Reaching this goal would not be possible without the partnership of our LECE families. Having families participate in Family of the Month, traditions projects, Classroom Family Books, the *ECE Flyers Are Good Friends* monthly newsletter, theme days, service learning projects and the day to day sharing of student accomplishments is an important piece of our school community and student development.

In addition to being a part of a National District of Character, LECE was awarded State School of Character and National School of Character in 2017. LECE has also won several Promising Practice awards, such as Family of the Month (2007), Helping Others (2008), Got Character? Newsletter (2011), Flyer Buddies (2013), Screen Free Week (2015) and The Family Five (2017). Promising Practices are awarded by the Character Education Partnership (CEP) to schools and districts for implementing unique and specifically proactive character initiatives, which enrich a district's character education program and can be replicated in other schools interested in creating an impactful character education program

Lindbergh Schools is committed to developing students of character who exemplify the following:

- personal responsibility
- respect for others
- ethical actions
- acceptance of cultural diversity
- confidence in ability to achieve goals
- pride in work, appearance and action

Contact Information

Please feel free to contact the following office or administrative staff members with any concerns or questions you may have.

Bridget Baudrexl - Building Secretary, ext. 8334, bbaudrexl@lindberghschools.ws

Beth Crancer - Parents as Teachers Coordinator, ext. 8338, bcrancer@lindberghschools.ws

Ali Petersen – Nurse @ ECE Main, ext. 8332, alexandriapetersen@lindberghschools.ws

Christy Frost - Special School District Nurse, ext. 8339, christyfrost@lindberghschools.ws

Cindy Johnson - Family & Child Resource Coordinator, ext. 8348, cjohnson@lindberghschools.ws

Tara Markenson - SSD Area Coordinator, ext. 8347, tmarkenson@ssdmo.org

Teresa Steinacker - Front Desk Secretary, ext. 8300 & 4930, tsteinacker@lindberghschools.ws

Julianne Woodle - Preschool Coordinator, ext. 8337, juliannewoodlecarson@lindberghschools.ws

Charlene Ziegler - Principal, ext. 8360, ctiegl@lindberghschools.ws

Our school locations are:

Lindbergh Early Childhood Education

4814 S. Lindbergh

St. Louis, MO 63126

Main Number: 314-729-2434

Fax Number: 314-729-2484

Lindbergh Early Childhood Education West

9011 Robyn Rd.

St. Louis, MO 63126

Website: www.lindberghschools.ws/ece

Facebook: www.Facebook.com/LindberghECE

Programs Offered by ECE

Parents as Teachers Program

The PAT program office is located at the main LECE Center. Some events and screening will be held at ECE West. This program is at no cost to Lindbergh families.

Tuition Based Programs

Lindbergh Early Childhood Education (LECE) offers tuition based programs for both preschool and school-age students:

- Early Childhood Part Day (ECPD) **virtual only in 20-21**
- Early Childhood Full Day (ECFD)

Special School District Programs

The Special School District of St. Louis County provides early childhood special education programs for families within the Lindbergh School District at both our locations.

This handbook will provide detail about the above-referenced programs.

Enrolling Your Child

Limited Enrollment

Enrollment for both preschool and school-age programs at our early childhood center is limited and on a first come, first serve basis. Lindbergh Schools' residents will be given priority over students in other school districts for our preschool programs. Families are eligible to enroll in preschool regardless of the school district in which they reside. If a Lindbergh family chooses dis-enroll and then re-enroll at a later date, they are considered a new family.

Currently Enrolled Families

We make every effort to limit the amount of paperwork required for currently enrolled families. So that families do not complete unnecessary forms, we will evaluate the forms needed for each currently enrolled family at the time of enrollment.

Process for Enrolling a New Student

Your enrollment packet provides us with information we are required to collect and which helps us best serve your family. Our school requires a minimum of two full business days to process enrollment forms. At peak times for enrollment, such as the beginning of a program session, there may be a delay of five business days in order to safely plan for your child's arrival in our program. If your needs require a different timeframe, please notify our office in writing and we will do our best to accommodate your request.

The following items must be completed online for new children at the time of enrollment to complete the enrollment process and maintain accurate information in the child's file:

- Health Authorization Form
- Copy of Immunization Records from the child's physician
- Physical form completed by child's physician within six weeks of start date
- Copy of Judgment of Dissolution or current legal documents which state custody rights for divorced families, if applicable
- Completed Enrollment Packet with check for enrollment fees attached
- Family Information Form
- Enrollment Contract
- Family Questionnaire
- Language and Migrant Form
- Media and Exclusion Form

This information will be kept in a secure location where only authorized staff, such as administrators, school nurse, and your child's teacher, and/or regulatory authorities may access. As a child's parent or legal guardian, you may access this information as well as developmental records and portfolios upon request at any time.

Process for getting your child on the waiting list

We currently have a waiting list for all of our preschool classrooms. To get your child on the waiting list, you will fill out the enrollment form for the program that you are interested in and turn that in with the \$50.00 enrollment fee. Children are placed on the waiting list based on their age, as well as by the date

and time their completed enrollment form is turned in. All Lindbergh residents are offered placement before any non-residents. You will receive an email once the enrollment form is processed letting you know that your child is on the wait list.

Classroom placements

As we have openings, you will be notified by our enrollment office that your child has been placed into one of our LECE classrooms. At this time, you will receive an email from Lindbergh Schools to access sissupport@lindberghschools.ws with your SIS Parent Portal username and password. You will be instructed to log on to the parent portal and complete the online registration forms. All forms must be filled out completely for your registration to be complete.

Tuition Prices & Payment

- Tuition payments for the ECPD program and the Flyers' Club program during the school year are due on the first Monday of each month. Monthly tuition covers tuition costs from the first Monday of the month up to the first Monday of the following month.
- Tuition payments for the ECFD program and Camp Flyers' Club summer program are due on the first day your child is scheduled to attend each week.
- Advance payment is accepted for all programs.
- A 10% discount, rounded to the nearest dollar, is offered for the lowest tuition if two or more siblings attend during the school year.
- Forms for selection of payment options can be obtained from the bookkeeper.
- Payment options are as follows:
 - **Online Payment**
Each time a tuition payment is due or there is a current balance, families will be emailed an invoice/statement with the option of clicking on the invoice/statement and paying online through either a debit from a checking or savings account or paying by credit or debit card. Families are responsible for ensuring that LECE has a valid email address.
 - **Check or Money Order**
Each time a tuition payment is due or there is a current balance, families will be emailed an invoice. Checks will not be accepted at Flyers' Club locations, however, payment by check is possible through our online portal for payments.

Account Statements

We will email a monthly receipt for payment if requested by the family.

Late Payments

- A weekly \$10 late fee may be applied to your account if full payment is not received by the due date for each week.
- If payment is over two weeks late, the school holds the right to not allow attendance in our program unless a specific payment plan has been agreed upon.
- Please call the school bookkeeper if you are unable to make payment during a given time.
- Families will be charged a \$45 fee for insufficient funds checks. A money order or cashier's check is required to cover the check and the fee. Only money orders or cashier's checks will be accepted after the second non-sufficient check or withdrawal.
- A family must be in good standing in order to enroll for a new session or school year.

Days and Hours of Operation

Days and hours vary slightly by program and are noted on the school calendar at <http://go.lindberghschools.ws/Page/26>. Our early childhood center location is open from 7:00-5:30 a.m. Monday through Friday year round. The ECPD program located at ECE West will follow the K-12 school district calendar.

Helpful Information for Parents

Authorized Pick up

We realize that families may have special routines and schedules that require multiple people to be available for picking up and dropping off your child. You may authorize as many adults as you need to be “authorized pickups” by adding them to your child’s contact list. You may add or remove people when necessary through the SIS Parent Portal. Only the people you have designated as authorized to pick up your child will be allowed to do so. If you need to verify that a friend or family member is on the list, you may do so at any time by stopping at the reception desk or asking your child’s teacher.

At all locations we use access cards to screen the individuals who are entering our buildings. If an individual does not have an access card they must report to the front desk to be allowed into the classroom areas. Visitors will be asked for the drivers’ license at times, and should always be prepared to present a state issued form of identification.

Late Pickup Policy

The ECE Center closes at 5:30 p.m. Please make every attempt to see that your child is picked up before that time. If you are unable to do so, please notify our center before 5:30 p.m. at 314-729-2434 and arrange for another person to pick up your child by 5:30 p.m. If a family is late a third time, their child will need to be picked up by 5:00 p.m. for 15 consecutive days. This step must be followed for continued enrollment in the program. This policy also applies, with applicable pick up times, to those families for whom class times may end at an earlier time during the day, such as ECPD.

Schedule/Schedule Changes Schedule changes are more flexible due to COVID 19, please contact us

- A permanent schedule must be established for each child upon enrollment. The full day program is year round and requires continuous enrollment.
- The start date indicated on the enrollment contract will be used for scheduling and tuition purposes.
- A schedule change is defined as a change in a child’s attendance that exceeds one week. Families who make more than two schedule changes over the course of the year will be charged \$10.00 per change unless the change made results in an increase in tuition.
- Families may occasionally purchase additional days to their child’s schedule pending space availability. This is to be used for unusual circumstances.
- Additional day prices vary according to the program enrolled (excluding ECPD participants). Purchase of an additional day does not constitute a schedule change.
- A “Schedule Change/Withdrawal Form” must be completed by the family one week prior to a change in schedule. These forms are available at all ECE locations or can be printed from our website, www.lindberghschools.ws/ece.
- A written “Schedule Change/Withdrawal Form” must be completed one week prior to any withdrawal from our program. Families will be financially responsible for tuition for the one week after notification and your child may continue to attend during this time.
- Families may prefer changes take effect on the first Monday of the month. If a change is needed during the month, tuition will be charged at a weekly rate, which may be higher than the monthly rate.

- If a family would like their child to attend a field trip or class party on a day that is not regularly scheduled, the family may come with their child to attend the field trip. On a field trip, the family will need to drive separately.

Vacation Weeks

- Vacation applies only to families enrolled in our ECFD program.
- Vacation is accrued at a rate of two weeks between July 1st and June 30th, after three months of continuous attendance.
- Unused vacation time expires on June 30th and may not be carried over from year to year.
- Vacation must be taken as a Monday through Friday absence.
- If your child attends any time during a week of scheduled vacation, you will be charged full tuition for that week.
- Vacation requests need to be received by LECE at least one week in advance and should be filled out online at www.lindberghschools.ws/ece.
- You will receive a reply email indicating that your request has been received.

Absences

If your child is absent or will be picked up early, please call us at 314-729-2434. This helps your child's teacher prepare for the day. Absences due to illness (with the exception of hospitalization or convalescence after hospitalization of the child) will not be deducted from tuition.

Snow Days

Please listen for Lindbergh Schools closure status on local media. Our website, www.lindberghschools.ws and our Facebook page, www.facebook.com/LindberghECE, will have snow day information as well. All LECE programs close with Lindbergh Schools.

Medical Information and Practices

Medication

Medicine is kept in the designated Nurse's office and will only be administered according to the guidelines below.

Medication Authorization Form

A Medication Authorization Form, found in the Nurse's office or at the reception desk, must be filled out for each medication given. It should include:

- The child's full name and room number
- The dosage and times to be given
- The reason the medication is being given
- Signature of parent or guardian

Physician's authorization is required for administration of all medications. For prescriptions, the pharmacy label on the original container is your authorization. Medication must be in the original container and labeled with the child's name. When having a prescription filled, we suggest asking the pharmacist for an extra labeled bottle or container to divide medicine for home and school, so you do not have to remember to bring it every day. For over the counter medications, you may place a call to your pediatrician's office for them to fax a note to us at 314-729-2484.

Please note, absolutely no medications can be left with your child in the classroom or his/her backpack.

Child with Health Conditions

If your child has a life threatening condition (examples: allergy requiring an Epi-pen, asthma requiring a rescue inhaler or nebulizer or a seizure disorder with medication), please have emergency medication in the nurses' office. You may also be asked to fill out a care plan for your child.

Emergency Medical Care Authorization

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

Illness or Injury **COVID has different protocols and each case is individual**

When a child has more than a minor injury or becomes ill at school, then the nursing staff will notify a parent or guardian. Examples include, but are not limited to, fever over 100 degrees Fahrenheit, vomiting, severe coughing, diarrhea, pink eye, difficulty in breathing, unusual spots/rashes or lice. Families may be asked to keep their child home for a longer than 24-hour period, depending on the type of illness. An example of this situation is chicken pox. Please consult with the school nurse in these situations.

Examples of common contagious disease are pink eye, impetigo, strep throat, ringworm, pinworm and scabies. For a fever over 100 degrees Fahrenheit, exclusion will be for the duration of the fever. The child should have a temperature of 100 degrees Fahrenheit or lower, without fever-reducing medication for 24 hours in order to return to our center.

Contacting Families in a Medical Emergency

It is extremely important that you keep the following items updated in SIS:

- Home telephone number
- Work telephone number for parent or guardian
- Cell phone number for parent or guardian
- Emergency telephone number of person or persons to call if parent or guardian cannot be reached
- Description of any unusual conditions or allergies

Please notify the office immediately of any changes that will need to take effect in less than 24 hours so we can reach you immediately.

Health and Safety

Parking Safety

To ensure the safety of all staff and families using LECE parking lots, please make sure you don't use your cell phone while in the parking lot and hold your child's hand when crossing the street and on the sidewalk. Please make sure to follow the directional arrows and stop at the crosswalk to allow families to cross safely.

Building Security **Families are not allowed into the building at this time due to COVID 19**

LECE provides a safe environment for all children and families. Families enrolled in our preschool program will receive security cards to allow access into the building. If a family needs more than the two cards issued at no cost to a family, please see the receptionist. Additional cards are available at a cost of \$3.00 per card. Families are also charged this fee when cards are lost to obtain a replacement card. Our families play an important role in keeping our building safe by not letting strangers into the building when they are dropping off or picking up their children. Visitors can gain access to the building by using the electronic system located on a pedestal at the front of the building, please do not allow anyone without a swipe card to enter the building with you.

Hand Washing

As you enter the main campus building, please stop by the hand washing sinks on the left of the entryway so that you and your child can wash your hands. These sinks were designed to allow adults and children to wash their hands prior to entering the classrooms. You can hang your belongings on the silver hooks to the right of the sinks to make the hand washing process easier. Hand washing prior to entering all classrooms helps eliminate the spread of germs and keep the children healthy. This is also a national accreditation standard. At the ECE - West location, each classroom has a sink for hand washing.

Outdoor Play

Providing the temperature and air quality guidelines are met, we go outside each day. To ensure that students are protected against cold, heat, sun or insect disease, families have the following guidelines to follow:

- Please send climate appropriate clothing for your child.
- Please send a change of clothing for your child so that in the event your child's clothing becomes damp, he/she can be changed promptly.
- Sunscreen and insect repellent may be applied by the classroom in the preschool programs with appropriate written permission sunscreen provided from the family. We ask that families apply these protectants in the morning and the teaching staff will reapply in the afternoon as directed. School-age children may apply sunscreen themselves with supervision.

Most health sources consulted strongly recommended that children go outside daily, except during extremely cold weather, as this helps prevent upper respiratory infections.

LECE uses the guidelines recommended by St. Louis Children's Hospital Resource Center to determine whether outdoor play is appropriate for the current weather conditions. The recommended guidelines are:

- Below 10 degrees (regardless of wind chill) – children will remain indoors.
- Between 10 and 32 degrees – outdoor play will be limited to 15-20 minutes.
- Above 32 degrees – there will be no restrictions on time.
- NOAA Heat index chart is followed in warm weather.
- Active precipitation will be a factor as well.

Be sure to dress and provide appropriate outerwear; loose fitting layers along with winter coat. Mittens/gloves and a hat are necessary. Fifty percent of body heat is lost from the exposed head. The weather could be warm in the morning, but drastically change by noon to very cold temperatures on any given day, so it is better to have many layers than not enough, leaving the child with not enough clothing to stay warm.

Photos/Videos

Sometimes we take photos or videos of our children in class for educational and marketing purposes. At times, a photo may be in a district newsletter, newspaper or website. There is a media release form contained within your registration process. If you prefer no photos/videos are taken of your child to be used outside the classroom, please make sure you fill this out letting the administration know your preference. If you approve of your child's photo being taken for educational or marketing purposes by the District, then no action is necessary.

Animal Policy

To protect students from potential allergens and bacteria from pets, we do not allow classroom pets. We do allow animals to visit occasionally when they fit the criteria for the school district, which includes a stringent hand washing procedure. Families who wish to allow their family pet to visit should see the Principal for approval in advance of bringing the family pet. Your pet's shot records will be required.

Procedure for Staff and Families to Negotiate Differences and Difficulties

We encourage families to keep us aware of any concerns or issues, which may arise, which do not meet their needs. To negotiate differences and difficulties, our school believes that interpersonal relationship issues for staff and families should be handled confidentially in an orderly, well-defined procedure. Interaction should be handled without bringing the individual families together. This should begin as informally as possible. If the family would feel more comfortable with a translator, this can be arranged at the family's request.

Confidentiality

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

Supervision of Students

Each student will be monitored by sight and sound by an LECE staff member at all times. We do not allow students to be under the supervision of a volunteer at any time. Staff members position themselves so

that the children may be supervised from the position and location of the employee at all times. While students are in the bathroom, they are supervised by sight and sound. We also ask that families keep their children with them so that we know that all students are safe at all times.

Birth to Age Five Services

Parents as Teachers

Your child's classroom teacher and your family's Parent Educator work hand-in-hand to make the experience for your family educational and enjoyable. If you are a family residing within Lindbergh Schools boundaries, you have the opportunity to enroll in Parents as Teachers (PAT). Parents as Teachers is a program partially supported by the Missouri by the Department of Elementary and Secondary Education that recognizes you are your child's first and most important teacher. PAT serves families expecting either a child or those who have a child not yet in kindergarten. The program is free of charge, funded in part by the Department of Elementary and Secondary Education. PAT provides core services, including the following:

Developmental Screenings

- Developmental screenings are completed for ECPD and ECFD students in the fall for all children age three and up not yet enrolled in kindergarten.
- For ECPD and ECFD preschool students under the age of three, your Parent Educator will complete the developmental screening at the location of your choice (your home or at another Lindbergh location).
- For children above the age of three, screenings will be completed at our center or another Lindbergh location within your child's preschool day by a team of trained screeners.
- A week before your child's screening, we will provide you a Family Questionnaire. Your answers will allow us to give you some ideas of your child's development in the self-help/adaptive and social/behavioral areas.
- Screening results will be shared with you and your child's classroom teacher so they may be used to develop classroom activities and lessons.
- Screening is not an intelligence test, but a quick and effective way to look at your child in comparison with other children his/her age.
- Screenings look at various areas of child development and will give one perspective of your child's abilities and emerging skills in the areas of fine and gross motor, language, pre-academic concepts, vision and hearing.
- The benefits of screening include viewing a child's development in comparison to other same-aged children and knowing what is coming next in their development. Screening can also assist in the early identification of a developmental delay. Early intervention dramatically reduces a child's need for special help later in school. Screening summaries will provide ideas of activities your child's teacher and you can share with your child to stretch their abilities and strengthen any area of concern.

Personal Visits

Personal visits by a certified Parent Educator are available for families with children from birth to three years of age. Parent Educators share research-based, age-appropriate developmental information with families to teach them about their child's developmental milestones and to teach them techniques to assist their child in reaching those milestones. Parent Educators also provide families with the information needed to answer the questions common to most families, including sleeping, discipline, tantrums, etc.

Resource and Referral Services

PAT, the Family and Child Resource Coordinator, and your classroom teacher may have resources about other community services in which your family may be interested. We encourage you to take advantage of the opportunities available.

Preschool Programs

LECE offers a variety of days and times for both the ECPD and ECFD programs. Students may attend two, three or five days per week (TR, MWF and MTWRF). The teacher-student ratio for 2-3 year old classrooms is 1 teacher to 8 children. The teacher-student ratio for 3-5 year old classrooms is 1 teacher to 10 children. To limit the number of transitions a student experiences at LECE, students typically stay in their assigned classrooms for one school year. Transitions to older classrooms usually occur in August, before the new school year starts, but can happen in June as we transition into the summer.

Our preschool programs provide a nurturing, safe and secure environment for 2-5 year olds where young children engage in stimulating activities designed to meet the needs of developing children. We encourage our students to participate in many different activities to facilitate the development of the whole child and prepare them for kindergarten, as well as future academic and life success. The early childhood program is a great way for children to make new friends, develop meaningful relationships, engage in valuable learning experiences, develop skills in all areas of development and create a love of learning.

Curriculum

LECE follows a constructivist approach. We believe that children learn based upon the construction of knowledge, as a result of their experiences. Our curricular framework is Project Construct, developed by the Missouri Department of Elementary and Secondary Education in 1986. Project Construct is a learner-centered curriculum and an approach to teaching for preschool and elementary grades. It was developed from research demonstrating that learners construct knowledge through interactions with their physical and social environments.

In Project Construct classrooms, students interact with materials, solve realistic problems, explain their thinking and examine their reasoning. Children are provided with opportunities for language acquisition that align with the program philosophy, consider family perspectives and consider community perspectives. They also learn to function as members of a community. As a result, they attain a deep understanding in the core content areas, become critical thinkers and creative problem-solvers, develop cooperative and collaborative skills and develop a love of learning. Our teachers plan for experiences that address social/emotional skills, character education, language and literacy, cognition, math, science, social studies, creative expression, dramatic play, art, music, physical development, technology, health and safety. Project Construct places assessment of students at the heart of its framework. Assessment of the students is an ongoing process from which teachers support the learning styles and needs of individual students. This ongoing assessment allows teachers to make adjustments in their lessons to help each child reach his/her full potential.

Student Assessment

Our primary goal is to meet the educational goals of students, which will foster appropriate social development, and a love of learning. As such, assessment of students is paramount to reaching this goal. The results of assessment are the driving force of our lesson planning for students.

The needs of students are at the foundation of how we select to meet the goals and objectives of our curriculum. Students are assessed continually using information from the following sources including, but not limited to:

- Family Questionnaire
- Authentic assessment via observation in large, small and one-on-one group settings
- Formalized assessments include the following:
 - The Ages and Stages Questionnaire within three months of enrollment, if younger than 2.5 years old, or if less than six months away from a DIAL4 screening window
 - The DIAL4 in the fall of the school year or within three months of enrollment, if 2.5-4 years old

This ongoing information will be communicated to you as you drop off or pick up your child. We also invite you to share with us any relevant information to help with the assessment of your child. Assessment results are shared formally at Family-Teacher conferences in the fall and spring of each year. However, at any time this information may be shared with families to keep them knowledgeable of their student's progress.

When children are assessed, it is very important to make the assessment a part of a natural and fun process within which we are respectful to the child's comfort, abilities and cultural heritage.

It is critical to assessment that a child is comfortable and exhibiting behaviors and knowledge in natural settings for that child. As such, we are careful to make sure that they view any standardized assessments as games that they play with the teacher or the screener. Standardized assessments are used primarily for the purpose of the overall program assessment and evaluation. The instruments are carefully chosen for validity and appropriateness and are administered in the manner outlined by the publisher in order for results to be as valid as possible. Though standardized assessments are valuable in the global picture of a child's academic life, authentic assessment may provide a more accurate picture of a child's abilities. Assessments are kept confidential and are only reviewed by the child's family, classroom teachers and administrative staff. Additional assessments appropriate to the child may be requested and discussed with families to best meet the child's needs. A translator can be provided if needed.

Orientation Process

Welcoming families into our school and helping them to feel welcome is paramount to our mission. If you would like a translator to help you understand our programs, please let us know and we will access resources to provide you with a translator or similar resource. We encourage all families to tour our facilities before enrolling in our programs. During the tour, most families spend time visiting with our staff and classrooms going over our mission, curricular goals and philosophy. After the entire enrollment packet is complete, a family will be notified their child has been admitted to the program. The child's teacher will call the family and invite them to visit the classroom at least once before their child starts the program.

When the family visits the classroom, the child is introduced to their future classmates, shown their cubby and acquainted with the classroom and school. At this time, the child's families and the teacher are able to share information regarding their child. During the time period that a family is transitioning and receiving assistance from a staff member, we ask families to set an appointment time so that their needs may be met with service excellence. After the start of attendance, a family may visit in a classroom at any time.

Getting Ready for Preschool

Entering a new school can be a difficult transition. The following list of ideas can help ease the transition.

- Dress your child comfortably. Choose clothes that are easy for your child to manage and that you do not mind getting dirty.
- Have your child wear shoes that are safe for climbing, running and jumping. Sandals and loose shoes are not recommended. Because of the risks associated, Crocs and similar shoes are not allowed.
- Bring a set of clothes, including socks, underwear and shoes. Change the clothing as your child grows and seasons change. Please label everything.
- Before the first day, come by and visit with your child. Grandma, grandpa, brothers and sisters are welcome.
- Arrive early and allow time to stay for a short while on the first day.
- Sign up for Remind and watch for information on Facebook and School Messenger. Read the information we send you and ask questions.
- "Like" the Lindbergh Early Childhood Education Facebook page and your child's classroom page to stay informed.
- Participate in orientation. It is a great way to get to know the teachers, the families and the children.
- Talk to your child about what to expect and the daily routine, as you understand it.
- Let your child know that you will be there at the end of the day to pick them up.
- If your child is in the ECFD program, a pillow, sheet/blanket and security item are needed for rest/nap time.
- Allow your child to bring a security object that will help with any transition difficulties.
- If your child speaks a language other than English as their primary language, please let us know and share some words, which will be comforting to them in their first days.

When you enroll your child in our preschool program, you will complete a Family Questionnaire to relay information about your child's needs, interests and strengths. If you feel the development of your child would benefit from additional services, please see the Family and Child Resource Coordinator.

Lunch/Snack for Preschool Students

Part Day (ECPD)

Our part day classes are held at ECE West. The program is in session following the Lindbergh Schools calendar. Children attending 2.5 or 3 hour program participate in a snack program provided by Chartwell's.

Full Day (ECFD)

Our Full Day classes are attended year round. Breakfast, lunch and afternoon snack are served in ECFD. We serve breakfast from 7:45 a.m. – 8:30 a.m. Breakfast items vary, though milk and juice or fruit are served daily. Items such as cereal, muffins, toast, waffles or bagels are typical breakfast items. Lunch includes all four food groups. Typical menu items include hamburger, pizza, chicken, potatoes, pasta, milk, fruits and vegetables. You will receive a monthly menu. Families are asked to bring their child's lunch on days Lindbergh Schools are closed because lunch services are not provided. Snacks include fruit, cheese, crackers, baked chips and juice. Sometimes children make their own snack within the classroom as part of a lesson.

Bringing Food into the Classroom

Please talk with the nursing staff about any foods you want to bring into the classroom. Food items must be store bought due to Health Department regulations. We do not allow the following foods to be served by our staff due to potential for choking: hot dogs, whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonfuls of peanut butter and chunks of raw carrot.

Peanut Butter and Tree Nut Practice

Though we are not peanut and tree nut free buildings, we do everything we can to reduce the risk of exposure. Due to the high number of peanut and tree nut allergies, we require that no peanut butter or peanuts/tree nuts be brought into the ECE center or ECE West. Please see the nursing staff for questions about any further precautions in your child's classroom.

Safe Snack Process for Shared Food Items Provided by Parents or Staff

Birthday/Party Treats

We follow the Lindbergh School District Snack Policy, which changed at the beginning of the 2016-2017 school year. Lindbergh Schools will no longer permit students and families to bring outside food to school for personal celebrations. This change applies to birthdays and other special occasions when food items are brought to school to share with classmates and staff. All class celebrations such as holiday parties will still include snacks, but they will be limited to two snacks per classroom and approved by our school nurse. Treat bags that contain non-food items are permitted. These changes will make it easier for Lindbergh staff to ensure that snacks are safe for all students. Please talk with your child's teacher regarding options for celebrations.

Food Brought from Home for an Individual

These foods will not be monitored for potential allergens unless severe (contact, inhalation) allergy is present in the classroom.

Note: If you send your child to school with a “sun butter” sandwich, please label it. If it looks like a “nut” butter, it will be treated like a “nut” butter and removed from the school.

Daily Nap Time/Quiet Time for Full Day Preschool Students

In our ECFD classrooms, our students rest from 12:45-2:45 p.m. Each student rests on their cot for a short period of time, then they are offered quiet activities if not sleeping. It is comforting to the child to have a crib sheet, a blanket and security item during this time. Staff supervise the students by positioning themselves in the classroom and moving about the classroom.

Family Involvement in Preschool

Your involvement in your child's school is one of the most educationally beneficial practices that you can follow. While your child is seeing that you value their education, you are learning a little bit more about your child's school and the process of the classroom. Establishing a relationship with your child's teacher and school aids in preventing issues that may arise and helps us to better meet your child's needs. It is for this reason that we encourage our families to have open communication with their child's teachers throughout the year in addition to our fall and spring conferences. Working together is the key to a child's success.

Families have many opportunities to get involved at LECE, including involvement with the LECE PTO, our family group. Families and staff join together to plan events and families can volunteer to help each year. For more information on PTO activities, "Like" the Lindbergh Early Childhood Education PTO on Facebook. Additionally, families have many opportunities to get involved in their child's classroom throughout the year. Families are notified of these opportunities through newsletters, clipboard notes, emails and Facebook updates from the classroom.

During the enrollment process, you will be given a Family Questionnaire. The questionnaire will allow us to get to know your family a little better. Please share with us information to the extent of which you are comfortable. We utilize numerous ways to get to know your family, including casual conversation, the Family Questionnaire, various classroom projects and the Family of the Month. Having knowledge of your family customs, race, religion, home language, culture, family structure, traditions, values and beliefs helps us to better meet the needs of your child and respect your priorities. From this information, we are able to modify our practices and activities as we evaluate how our methods meet your needs.

Special Education and Accommodation Services

If your child has qualified for early childhood special education services, they may receive these services at LECE through the Special School District of St. Louis County teaching staff assigned to the building. A full continuum of services is available. Adaptations and modifications that might be used to assist your child could be instructional, curricular, environmental, behavioral strategies, supplementary aids/supports or equipment your child needs to be successful in preschool. Related services, such as speech therapy, language therapy, occupational therapy, physical therapy, social work or assistive technology, are also available to meet the needs of individual children.

If your child has not been referred to receive special education services, and you would like him or her to be evaluated for special education needs, please talk with your child's teacher. Our process for referral includes observations, input from families, screening, diagnostics, CARE Team meetings, Individualized Family Service Plans, Individualized Education Plans, Parent Educators and family conferences. This process is different for each family; we will help each family through this process individually.

There are Early Childhood Special Education (ECSE) classrooms at both early childhood buildings. Class size is smaller than general education classes, with a teacher and two assistants. The student composition of each class is half of the students with special education needs, determined by an IEP and half of the students who do not have an IEP. This model provides a small, integrated environment for all children to learn and grow based on differentiated instruction.

Additional Support for Students

LECE provides children who have high needs with additional support in all of our programs, including preschool and school age. LECE continues our commitment with early childhood special education and the inclusion model. We believe that the inclusion model is the best way to educate children with special needs. Inclusion brings children with special needs into public and private schools, childcare centers and preschool programs. We will continue to provide reasonable accommodations for all children in our preschool and school-age programs. Some children with special needs can be easily absorbed into our existing framework without significant modifications to our regular education curriculum; however, we are also aware that there are some children who may not be able to have success in a large group setting.

If your child has a disability that requires us to make reasonable accommodations, we will consult with our Accommodation Team. In order to make this determination, we have assembled an Accommodation Team made up of individuals who work in our early childhood community, which will review information regarding your child. As a parent, you will provide the team with information regarding your child and how your child's needs can be met. Each child will be looked at on an individual basis and this may require you to submit documentation from the medical community, a health history or a current IFSP or IEP. This team will review the information to make the determination in your child's best interest within our center guidelines about what accommodations are in your child's best interest. If you have further questions or need additional information, please contact our Family & Child Resource Coordinator.

Guidance

At LECE, our goal in guidance and discipline is for children to develop inner controls leading to self-discipline. Positive guidance and discipline are crucial because they promote children's self-control, teach children responsibility and help children make thoughtful choices. Effective guidance and discipline focus on the development of the child and also preserves a child's self-esteem and dignity. Actions that acknowledge the child's efforts and progress, no matter how slow or small, are likely to encourage healthy development. We use positive guidance to empower children to form positive relationships, resolve conflicts and show respect for others. When teachers and parents form a partnership to promote proactive strategies, we are laying a major foundation for their life-long, personal and social development. There are many positive actions that we can take to help prevent misbehavior and support each child.

- Set clear, consistent rules.
- Make certain the environment is safe and worry-free.
- Show interest in the child's activities.
- Provide appropriate and engaging playthings.
- Encourage self-control by providing meaningful choices.
- Build children's images of themselves as trustworthy, responsible and cooperative.
- Give clear directions, one at a time.
- Take action before a situation gets out of control.
- Encourage children often and generously.
- Set a good example.
- Help children see how their actions affect others.

This section of the handbook governs the conduct which takes place on school grounds or school property. It is impossible to publish rules to cover all situations. All children are expected to be considerate of themselves, other students and adults at all times. Please collaborate with your child's teacher in resolving any disciplinary situation that should arise. Children, families and staff are expected to show mutual respect in resolving unacceptable behavior.

If a child has a disability or is suspected of having a disability, the school will make reasonable accommodations to meet the needs of all children. The early childhood program is a non-mandated, tuition-based program not required to follow all guidelines and goals outlined in a child's IEP. We will certainly take into consideration goals that are in line with our program philosophy. Our first and foremost priority is to ensure the safety and welfare of all children in our program.

Actions for Intervention

Appropriate behavior should not go unrecognized, nor should inappropriate behavior be ignored. When a behavior is disruptive or hurtful, we take into consideration the following circumstances:

- The child's age and developmental level
- Circumstances occurring in the child's life
- The child's past behaviors and pattern of behavior
- The seriousness of the difficulty/problem/harm

- We monitor behaviors through various modes of documentation, including incident reports. This provides us with information that allows us to support a child in our classroom with positive behavior strategies. When assessing a child's behavior, we will consider the following interventions. These interventions are not listed in hierarchical order.

Informal Talk

The teacher or school official will talk with that child regarding the child's behavior.

Informal Family Contact

The teacher or school official will consult with the family to gather and discuss information regarding concerns.

Family Conference

A conference will be held with the families and appropriate school officials present. The purpose of the conference is to determine steps or strategies to follow in order to find success for the child.

Confiscation

Items not allowed in school or items that are being used inappropriately will be taken. Items will be returned based on the nature of the item.

Referral to Counselor

Families may be encouraged to seek counseling for the child or the family to assist in resolution or treatment for the behaviors.

Temporary Removal from Class

A student may be sent home for the remainder of the day depending on the behavior.

Short Term Suspension (1-5 days)

Dependent on the behavior, a child may be suspended for 1-5 days. A short-term suspension will usually precede a long-term suspension and may follow temporary removal from class.

Long-Term Suspension (5-10 days)

A long-term suspension will usually occur after a serious disciplinary offense or a succession of short-term suspensions. When a child has reached this point and interventions have not proven successful, then removal from our program is the next step.

Removal from Program

This action is taken when a child's behavior is putting other children and staff at risk due to their behaviors. This is generally considered after a long-term suspension and when all interventions attempted have proven to be unsuccessful.

Note: Removal from the program could occur prior to a one-time suspension if conduct is deemed to be unsafe or disruptive to others and if continued participation in the program would prove detrimental.

Definitions of Behaviors

Bullying/Harassment/Intimidation

Bullying/harassment/intimidation is considered to be words and/or actions directed toward an individual or group of individuals which intimidates, bullies, degrades or fails to respect another person's dignity. This includes, but is not limited to, references made to a person or groups based upon a person's age, sex, race, religion or ethnic origin.

Chronic Disciplinary Violations

Chronic disciplinary violations occur when a student has a series of disciplinary violations from different categories of a serious nature.

Destruction of Property/Vandalism

Students responsible for destruction, misuse or damage to school district property will be required to make restitution for damages.

Disrespect

Any student who displays a lack of cooperation either by words or actions toward school personnel, visitors to the school or other students will be considered disrespectful.

Disorderly Conduct

The disruption of class or causing disturbances will be considered disorderly conduct. Disorderly conduct includes, but is not limited to running, pushing, shoving or engaging horseplay.

Extortion

Obtaining or attempting to obtain an item or money by threats or force is considered extortion.

Fireworks and/or Explosive Devices

The possession or use of fireworks or explosive devices is forbidden.

Fighting

Fighting is defined as physical contact and/or verbal abuse or other acts of violence where all parties have contributed to the conflict either verbally or physically.

Lying

The presenting of false information or the withholding of accurate information which leads students or school personnel to erroneous conclusions constitutes lying and is unacceptable behavior.

Inappropriate Language

Any offensive comment, obscene gesture, cursing, whether verbal or written, is considered inappropriate language.

Insubordination

Failure by students to obey the direct request of teachers, administrators or other school personnel constitutes insubordination.

School Bus

Students must follow the rules and instructions of the bus driver.

Sexual Misconduct

A student shall not intentionally touch another person's body and/or clothing in a way which constitutes sexual contact. Indecent exposure or sexual gestures constitute sexual misconduct.

Theft

Theft is considered to be the unauthorized acceptance, possession, purchase, taking and/or transfer of property belonging to another.

Threats

Threatening gestures, verbal comments, pictorial or written statements, made to harm an individual's life, family, physical well-being, emotional well-being and/or personal property are prohibited.

Weapons

Students are not to bring any type of weapon to school, real, imitation or toys.

Lindbergh Schools Policies

Non-discrimination Policy

Lindbergh Schools do not discriminate on the basis of handicap, race or sex in addition or access to treatment or employment in its programs and activities. The district does comply with Section 504 and Title IX and Title VI regulations.

Dr. Tara Sparks, Assistant Superintendent for Curriculum and Instruction, is designated as the person who coordinates the district's efforts for students and Dr. Brian McKinney, Assistant Superintendent for Personnel, for staff to comply with Section 504 and Title IX and Title VI regulations. If further information is needed, please contact either person at 314-729-2480.

Employee Background Check

All employees of LECE complete an FBI fingerprint background check upon employment for the safety of your child. Employees are also screened through the Missouri Department of Health and Senior Services Family Care Safety Registry.

Equal Opportunity Employment

LECE is an equal opportunity employer. The school complies with the provisions of Title IX, Title VI and Section 504 and does not discriminate on the basis of age, race, sex, national origin or disabling conditions, in regards to employment, services or programs. Inquiries regarding compliance with provisions should be directed to the school's Business Office.

File: JO, Critical, Student Records

In order to provide students with appropriate instruction and education services, it is necessary for the district to maintain extensive and sometimes personal information about students and families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardians or the student in accordance with law and yet, be treated as confidential information.

The Board of Education shall, upon the recommendation of the superintendent, adopt a plan whereby all pertinent student information shall be recorded and adequately safeguarded.

It will be the responsibility of the superintendent to provide for the proper administration of student records in keeping with the state law and federal requirements and to standardize procedures for the collection and transmittal of necessary information about individual students through the district. The building principal shall assist the superintendent in developing the student records system, ensure the maintenance and security of the records in his or her building and formulate a plan for recording the school activities of all students.

A parent, including a parent without custody, will have the right to inspect and receive copies of his or her child's records as allowed by law.

School districts may report or disclose education records to law enforcement juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student who records are released. The officials and authorities to who such information is disclosed must comply with applicable restrictions set forth in 20 U.S.C. § 1232g (b)(1)(E).

Information received by the district regarding a student from the juvenile divisions of the circuit courts and the state Departments of Social Services, Mental Health, Elementary and Secondary Education and Health will be kept strictly confidential. The district will be subject to the same confidentiality requirements as are imposed on the departments that originally collected the information.

State Law requires that the juvenile officer, sheriff, chief of police or other appropriate law enforcement authority notify the superintendent of the superintendent's designee in writing when petition is filed in juvenile court alleging that a student has committed one of the crimes listed in §167.115, RSMo. Further, the juvenile office or the prosecuting attorney or their designee will send a second written notification to the superintendent providing the disposition of the case. The district will retain these notifications and upon the transfer of the student, the district will forward the notifications to the superintendent of the new school district in which the student has enrolled.

State law requires the juvenile officer or an employee of the Children's Division of the Department of Social Services to notify the superintendent or his/her designee in writing in some instances when a currently enrolled student or a student seeking enrollment has been taken in judicial custody. The information shall not be part of the student's permanent record.

* * * * *

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 non-resident children attending private schools; highly mobile children, such as migrant and homeless children; and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Special School District of St. Louis County in partnership with the Component Districts assure that a free, appropriate public education (FAPE) is provided to all eligible children with disabilities between the ages of 3 and 21 under their jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and youngest child with a developmental delay.

The Special School District in partnership with the Component Districts assure that it will provide information and referral services necessary to assist the State in the implementation or early intervention services for infants and toddlers eligible for the Missouri First Steps Program.

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

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

This notice will be provided in native languages as appropriate.

July 2005