

# SULLIVAN



## PRIMARY



### Preschool Handbook 2026-2027

Dear Parents,

Welcome to the Sullivan Primary School's Early Childhood Center Programs. Our team is excited to get to know your child and family as we embark on this educational journey together. This handbook is designed to provide you with information and dates that may answer questions you have. Please refer to this booklet for schedules and procedures. The number to reach Early Childhood Programs is 468-5171 ext.4. We look forward to a year of growth, discoveries, and memorable experiences together!

Sincerely,

**Deidra Brinker**  
Principal

**Tori Hofstetter**  
Assistant Principal

**Angel House**  
Early Childhood Special Education Teacher

**Becky Halfaker**  
Early Childhood Special Education Teacher

**Jalessa Stolte**  
Early Childhood Special Education Teacher

**Taylor Ward**  
Early Childhood Special Education Teacher

**Taylor Whitney**  
Early Childhood Title I Teacher

**Teresa Huxel**  
Full Day Preschool, Head Start and Tuition Teacher

**Christy Nolie**  
Full Day Preschool, Head Start and Tuition Teacher

**Olivia Schnieders**  
Parents As Teachers  
(468-5171 ext. 4158)

**Jill Buffer**  
Early Childhood Special Services Process Coordinator  
(468-5171 ext. 4111)



## **INSTRUCTIONAL SERVICES**

### **EARLY CHILDHOOD EDUCATION RATIONALE**

Sullivan School District is committed to providing educational services to all children who reside in our boundaries and meet Early Childhood Education and Title I At-Risk guidelines. We are committed to the philosophy that early intervention and prevention strategies will help children succeed academically and socially in order to become productive and independent adults. Through a "hands on" curriculum using manipulatives and the structure of play to construct knowledge, we will be providing a solid foundation that is necessary for future educational success. It is this district's belief that all children have the right to an appropriate education and that disabled and non-disabled children can benefit from daily interactions with one another.

### **GOALS**

- To provide an environment conducive to the learning of academic and social skills.
- To provide an environment conducive to daily interactions that foster understanding and acceptance of peers with mental and physical challenges.
- To provide a curriculum designed to prepare students for kindergarten and meet goals included on Individualized Education Plans (IEP)
- To foster open communication between parent, child and school by providing frequent opportunities for interaction between parents and staff.
- To help parents team and participate in the educational responsibilities of their child through Parent as Teacher (PAT) home visits and parent support meetings.

### **TITLE I CRITERIA**

- The child must have below a 40 percentile in one or more areas of the DIAL-4 screening to be considered for the program. Scores in this area are considered areas of concern. The child can have up to 6 concerns: DIAL-4 Motor score, DIAL-4 Concepts score, DIAL-4 Language score, DIAL-4 Self Help score, DIAL-4 Social, and DIAL-4 Total Percentage.
- Children enrolled in the Parents as Teachers program can be given a teacher referral for Title I preschool. These children must still qualify under the same guidelines stated previously.
- The program is required to have on file a pre and post screening to maintain the program for the following year.
- The child must have proper paperwork on file: enrollment forms, certified birth certificate, immunization records and social security card.

### **EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)**

Children are placed in the Early Childhood Special Education (ECSE) Program following testing and meeting special education criteria. If a developmental delay is detected, parents will be contacted to begin the referral process. An Individualized Education Plan (IEP) meeting to determine appropriate placement for the child will be conducted if ECSE criteria is met. This is the only preschool program that the Sullivan School District offers that will permit requests for non-resident students who may need ECSE services. The local district reserves the right to accept or decline any non-resident request based on availability of services and contingent on state reimbursement for ECSE thus ensuring that no local funds are expended on non-resident ECSE students.

### **FULL DAY PRESCHOOL**

Two full-day early childhood education services are provided for 18 children in double-staffed classrooms. The program is funded by Head Start, Sullivan School District, and parent-paid tuition. Head Start eligibility is based on need. Tuition students are accepted on a first come first serve basis.

### **HOURS OF OPERATION**

|                                                    |                   |
|----------------------------------------------------|-------------------|
| <b>Head Start/Tuition</b> Preschool Hours:         | 8:00 AM – 2:00 PM |
| <b>Head Start/Tuition</b> Preschool Hours full day | 8:00 AM – 2:40 PM |

## **HEAD START**

**EQUAL OPPORTUNITY:** No person shall, on the grounds of race, color, gender, sexual orientation, marital status, age, national origin, disability, political affiliation or belief, be excluded from participation in, be denied benefits of, be subjected to discrimination, and/or be denied employment in connection with any program or activity of this agency. No child shall be excluded from participation due to toileting needs.

**EMPLOYMENT OPPORTUNITIES:** Parents are encouraged to apply for positions posted by Jefferson Franklin Community Action Corporation for which they are qualified. Ask your Family Advocate about any opening at the agency or visit the website at: [www.jfcac.org](http://www.jfcac.org)

**ELIGIBILITY:** All children up to 5 years of age and expectant women are eligible to apply for Head Start services. Homeless families are prioritized for enrollment. Parents of children with special needs are encouraged to apply. JFCAC Head Start reserves 10% of total enrollment for children with special needs.

**INTAKE:** Typically inquiries are taken over the phone to allow staff the contact information needed to set up an application visit. Once the Family Coach receives the families contact information they set up a time to meet and do the application paperwork. Data from the application is entered into the computer system for Head Start. Each family is assigned a numerical value based on the age of the child, the income level, and any special circumstances the family is experiencing. Applications will be updated by the Family Coach as needed.

**ATTENDANCE/ABSENCES:** In order for children to benefit from our services it is imperative that they attend Head Start/Early Head Start in a consistent manner. We will strive to maintain a monthly average daily attendance rate of at least 85 percent. Head Start is committed to maintaining the enrollment in all Head Start Centers. Parents will be asked to call their center and provide an explanation for a child's absence on the day they miss school.

- **Attendance Process for Center Based:**
  - When a child is absent for the first day, and the parent does not contact the center, the teacher will call the family, inquiring about the absence.
  - If a second day of absence occurs, and the parent does not contact the center, the Family Partnership Specialist will call the family.
  - If a third day of absence occurs, and the parent does not contact the center, the Family Partnership Specialist will conduct a home visit to check on the family.
  - If a fourth day of absence occurs, and the parent does not contact the center, a letter will be sent to the family regarding the consecutive absences.
  - If there is no contact with the family, on the seventh day, a letter will be sent to the family, citing a vacancy has been declared and the child may be either placed on a waiting list or dropped from the program.

## **Process for Addressing Frequent Absenteeism in the Center**

When ongoing absenteeism continues, a family may be required to attend a staffing meeting in order to discuss the child's attendance and a decision will be made regarding reassigning the child to another program option or if determined the best option terminating the child's participation in the program. If your child is dropped from the program you must RE-APPLY for the program. This

process will include all new paperwork and income re-verification. Regular attendance is critical to a student's success; it also establishes a positive pattern for school attendance beyond their Head Start years.

#### Head Start Performance Standard/Head Start Act 1305.8 Attendance

When the average daily attendance rate in a center-based program falls below 85%, a Head Start program must analyze the causes of absenteeism. The analysis must include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days.

**HOME VISITS:** Visits will be made to your home in the fall and spring. Home visits are considered opportunities for Head Start teachers to share your child's accomplishments and developmental milestones as well as developing educational goals. You can also share other information or request referrals at these times.

**PARENT/TEACHER CONFERENCES:** Conferences are held at each center, once in the fall and once in the spring, or any other time by request.

\*It is a requirement by Head Start that each child in a center-based program must complete 2 Home Visits and 2 Conferences.

**DISABILITIES:** Head Start serves children with disabilities. At least ten percent of our enrollment will be children who have special needs. Head Start works closely with school districts to provide special services when they are needed. Referrals are made by the Disabilities Service Supervisor to community resources or local public schools. A Mental Health Professional is also available for consultation and will visit each center throughout the year to perform Mental Health Observations.

**ORIENTATION:** Upon enrollment, and prior to the child's first day in the classroom or 1<sup>st</sup> home visit, all families are required to participate in a Head Start Orientation. At this time the Teacher or Family Educator will review specific paperwork and information about the class or home based program as well as allow you to see the classroom and ask any questions you may have.

**FAMILY PARTNERSHIP:** Parents, together with our staff, are partners in this program. Every family has a Family Coach assigned to them. Events such as parent/family meetings or other special events are posted at each center. Your center's Family Advocate is ready to help you and your family with resources, a family need, or with ideas to engage in activities with your child. Your advocate will also help guide you during your monthly parent/family meetings as well as assist you in obtaining guest speakers or gathering needed materials to distribute at the meeting.

**POLICY COUNCIL:** The parents of each center make up the committee that elects representatives and conducts business at the monthly Policy Council meetings, which are held in Hillsboro at the Merchant street office in the conference room. The Policy council operates as a policy-making body to support the goals and purpose of Head Start/Early Head Start program. The council is made up of Head Start/Early Head Start parents and community representatives. Parents must make up 51% or more of the Policy council membership, they make important decisions for children, parents and staff. Regular attendance at the monthly meetings is very important and elected representatives will carry out their responsibilities for an entire program year.

### **SULLIVAN EARLY CHILDHOOD CENTER PLANNING AND IMPLEMENTATION**

The following section is an in depth description of the "mechanics" of the Sullivan Early Childhood Center. This includes information on location, hours, eligibility forms, sick child and medication policies, discipline, parent-teacher conferences, schedules, and curriculum.

#### **LOCATION**

The Center is located at 1132 Elmont.

#### **HOURS OF OPERATION**

**Title I** Preschool Hours: 8:00 - 10:30 AM Morning Session

11:30 - 2:00 PM Afternoon Session  
Program is in session **Monday-Friday**

***Early Childhood Special Education*** Preschool Hours:

8:00 – 10:30 AM Morning Session  
11:30 – 2:00 PM Afternoon Session  
Programs is in session **Monday-Friday**

**NOTE:** Classes will be dismissed if the school is closed for snow, cold, or other reasons. Listen to KTUI 102.1 FM or 1560 AM Sullivan Radio for school closings. Preschool follows the Sullivan School District Calendar.

**ATTENDANCE POLICY**

Regular attendance is necessary for your child to benefit from the program. Please submit a written excuse when your child returns after an absence. **If your child misses more than 10 days, you will have a conference with the building principal. Title I students having more than 10 unexcused absences will be dismissed from the program.**

**EXCUSED ABSENCES**

The following absences will be excused:

- Doctor's appointment that cannot be made other than school time
- Death in the family
- Court appearance
- Illness
- Extenuating circumstances (these will be approved by the principal prior to absence)
- Religious holidays

**ARRIVAL AND PICK UP PROCEDURES**

Preschool children should arrive by 8:00 AM and the afternoon children at 11:30 AM. Preschoolers must be picked up by 10:30 AM for the morning session and 2:00 PM for the afternoon session. If you are going to be late, please notify the office. Your child will be in the office until you arrive. If you are late picking your child up more than **three** times, you will have a conference with the building principal. Title I students who are picked up late more than **three** times will be dismissed from the program. Children will not be released to anyone other than their parent(s). If it is necessary for someone else to pick up your child, please let us know in writing that morning. We will check for the school issued ID card or a driver's license to verify identity.

An entrance procedure, for the safety of our students, has been implemented district wide. **All Primary School doors will be locked from 8:10 am to 3:05 pm including the front entrance.** Entry will require pushing a monitor button located outside the front doors and notifying the office your reason for entrance. At that time, the door will be unlocked and we ask that you immediately go to the office. If you will be visiting anywhere in the Primary, you will be asked to swipe your driver's license on the counter in the Visitor Manager System. At that time, a visitor badge will dispense that is to be worn during your entire visit at the Primary whether it be as a volunteer, parent/teacher conference, eating lunch with your child or chaperoning a field trip. Teachers have been instructed not to release students to anyone without consent from the office. Thank you for your cooperation in this matter and helping to keep our students safe.

**Morning Drop-Offs & Afternoon Pick-ups-**To help ensure a safe and smooth arrival and dismissal for all of our preschool families, please follow the procedures below:

- Preschool families should park in the **designated preschool parking spaces** located in the last rows nearest the Primary and Middle School athletic fields.
- After parking, please **walk your child to the preschool sidewalk** using the pathway closest to the fields.
- Students will enter through the **Preschool entrance**, located at the back of the Primary

and Middle School buildings.

- For your child's safety, **always hold your child's hand** while walking through the parking lot, as Primary and Middle School families will also be using this area during arrival and dismissal.
- Please **do not park in the designated No Parking Zone**. This area is reserved to provide a safe walking route for our preschool students and their families.
- At dismissal, please follow these same parking and walking procedures when picking up your child.

Thank you for helping us create a safe and welcoming environment for all of our preschool students and families!

### **BUS POLICY**

Title I preschool program does not provide bus services. With the exception that students may only ride the school bus if an older sibling is also riding that bus with them. **If the older sibling is absent from school or stays after school, other transportation must be provided for your preschool student.** Special Education preschool students' transportation is provided according to their IEP.

### **CHANGE OF INFORMATION**

***It is very important that the school office be notified immediately of a change of address, home or office telephone number, or a change in emergency information during the academic school year. It is necessary that we have some way to contact parents during the school day.***

- Please notify the Center of any changes that may take place throughout the year.
- New address or phone number
- Changes to family situations (divorce, separation, marriage, etc.)
- Changes in a parent's job.
- Upsetting events (serious family illness, death in the family, new siblings, loss of job, etc.)

### **REQUIRED FORMS AND INFORMATION**

- Enrollment/Online Enrollment Forms
- Child's Immunization Record
- Copy of Birth Certificate
- Copy of Social Security Card
- Medication Permission Form (Please discuss with your child's teacher if they are taking any medication daily.)
- Proof of Residency
- Parents' Driver's License

These forms **MUST BE ON FILE BY YOUR CHILD'S FIRST DAY**. He/she will not be able to attend until all forms are filled out completely.

### **SICK CHILD POLICY**

- If your child is experiencing any of the following symptoms, please keep them home:
- Running a fever of 100.4 degrees or higher.
- Vomiting
- Diarrhea
- Any communicable disease (i.e. chicken pox, ringworm, pink eye, etc.)
- Infections (i.e. strep throat, runny noses with colored discharge, etc.)
- Head lice or scabies

If your child is identified with any of the above symptoms, you or a designated person must pick up the child immediately. Your child will be kept in the nurse's office until you arrive.

Any medical attention your child receives at the Center will be recorded in his/her file. Parents will be asked to sign an accident report when they pick them up. Parents will be notified immediately of any serious or questionable injury.

The Missouri Department of Health requires that all children entering school must be properly immunized. Students will be excluded from school if they do not meet these requirements. ***(Refer to Sullivan School District Board Policy and Regulation 2850 found on the district website.)***

#### Immunization Requirements

|             |          |                                                                           |
|-------------|----------|---------------------------------------------------------------------------|
| DTaP        | 4+ doses | The last dose received at age 4 or older. Booster dose every 10 years.    |
| IPV (Polio) | 3+ doses | The last dose received at age 4 or older.                                 |
| MMR         | 2 doses  | At 12 months or after.                                                    |
| PCV         | 4 doses  | The last dose received at age 4 or older.                                 |
| Hepatitis B | 3+ doses | Last dose must be given after age of 24 weeks.                            |
| Varicella   | 2 doses  | At 12 months or after (documented history of disease in lieu of vaccine). |

#### **Medication**

Board of Education policy states that the giving of medicine to students during school hours be discouraged and restricted to medication that cannot be given on an alternative schedule.

Students needing occasional medications such as penicillin, etc., for colds, earaches, and sore throats, are to take these medications at home if possible. Medication that is prescribed three (3) times a day can be given before the student comes to school, after school, and again at bedtime. **However, if medicine must be taken at school, it should be delivered to the nurse by the parent in the original prescription bottle.** You can assist your school nurse by:

- Keeping home students who are running a fever of 100.4 or above (student must be fever free without medication for 24 hours), vomiting and /or seem too ill to benefit from the school program.
- Sharing any medical information that might affect your student's performance at school in any way.
- Notifying her of immunization boosters and the results of physical and dental exams.
- Notifying her of any change in the information on the student's Emergency Card (phone number, business phone, address, or emergency contact person).
- If your child misses school for being sick in the morning on party day, please keep him/her home the rest of the day.

***(Refer to Sullivan School District Board Policy and Regulation 2870 found on the district website.)***

#### **Students with Communicable Diseases**

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the Board of Education or its designee has determined, based upon medical evidence, that the student:

- No longer has the disease.
- Is not in the contagious or infectious stage of an acute disease.
- Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with District policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action. ***(Refer to Sullivan School District Board Policy and Regulation 2860 found on the district website.)***

## **HEAD LICE**

The Sullivan Public Schools have a **NO** live lice policy.

- ☐ Children will be screened at school if lice are suspected or as a result of a reported case.
- ☐ The screening activities will be at the discretion of the school nurse and general classroom screenings are not recommended.
- ☐ Families will be notified by school personnel the same day their child has been identified with head lice.
- ☐ Other students in the classroom will not be notified unless there are multiple cases in the classroom.
- ☐ Treatment for head lice will be done at home.
- ☐ Children will be checked by the nurse when returning to school. (This is kept confidential).

### **Head Lice Tips:**

Use a blow dryer. Also, use hair products (i.e. mousse, hairspray, etc.). These products make it hard for the nits to attach to the hair strand.

### **Head Lice Facts:**

Just thinking about them makes your head itch. Up to 12 million Americans each year, mostly children, contract head lice. In fact, other than the common cold, more children get head lice than all other communicable childhood diseases combined.

The most important things to know about head lice are that **ANYONE** can get them, and that if your child does, it is absolutely essential to inform the school and the parents of his/her playmates. Beyond those two key facts, here's an introduction to dealing with these blood-sucking parasites.

Where do they come from? You can catch head lice either directly or indirectly from another person. If two people are in head-to-head contact, the lice can travel directly from one head to the other. Usually, however, the "transfer" is made through contact with something that an infected person's head has touched.

Sometimes, it's **NOT** good to share. Teach your children never to share, or borrow, anything that touches the head or hair. This includes earphones, pillows, scarves, hooded jackets, combs, brushes, hair bows, barrettes, ponytail holders, costumes, towels, hats and other headgear. Role play with them what to say,

"I'm sorry, but I'm not allowed to share my ."

Clean or dirty doesn't matter. Lice usually prefer clean hair, so frequent bathing and short haircuts are no help, nor are shampoos designed to fight dandruff or other scalp conditions. Preventive treatment doesn't work. Don't be fooled into thinking that you can avoid "catching" head lice by using an anti-lice treatment before any lice have been found. These products are effective only as treatments, no preventatives.

Play detective. Intense head scratching is usually the first clue that lice have come to visit. For proof, use a magnifying glass to look for tiny red bite marks on the scalp or neck, or sesame seed-sized lice eggs, called nits, "glue on" to strands of hair. (If it looks like dandruff, but won't "flake off"- or even budge-it's probably a nit.)

### **Multi-step Treatment:**

Treating head lice is tedious, but to succeed you have to follow **EVERY** step, to the letter. Here's a quick overview

- Talk to your family physician about what Lice killing product to apply and when and how to use it.
- Buy a special nit comb and use it daily to "nitpick" each affected person's hair.
- Thoroughly vacuum.
- Hot water wash, dry clean, or seal in a plastic bag for two weeks, everything that could have come in contact with the infested person's head.
- Re-treat the hair and scalp a second time 7-10 days after the first treatment. Continue daily monitoring for nits until your family is lice and nit free.
- Avoid "Old Time" cures. Children have suffered horrific and sometimes fatal burns from treatments with gasoline or kerosene. Vaseline treatments don't effectively smother the lice and then you have to get the petroleum jelly out.
- **Don't keep it a secret!** Sure it's embarrassing to notify others that your family is dealing with lice, but it's not a social disgrace. Think of it like those other "bugs" that people pass to each other, like colds and flu. **The sooner you let people know they've been exposed, the better able they'll be to deal with it promptly and effectively and the less likely you'll catch it from them later.**

**TOILETING-** Diapers and pull-ups are not allowed upon entry into preschool or kindergarten unless the child has an IEP addressing the need for toilet-training. If there are persistent toileting accidents, a child may be dismissed from the program. Students will be offered frequent opportunities for toileting.

Accidents occur and we ask that the preschool students always have a change of clothing in their backpack or at school. If a student does not have an extra change of clothing and has an accident, parents will be asked to bring them a change of clothing. If your child has a medical reason prohibiting them from meeting our guidelines, please contact the Primary School Nurse.

### **CURRICULUM**

Project Construct and Creative Curriculum is used in the preschool classrooms. The Child Development Model is followed as we develop and implement hands-on activities with the kinesthetic (different senses), auditory, visual and language activities for all of the preschool students.

The preschool rooms are divided into centers such as: Art, Music, Blocks, Science/Sensory, Puzzles, Reading, Dramatic Play, and Housekeeping. The children progress through the centers in small groups or large groups, depending on the daily lesson plan. Themes are utilized and units are developed from the themes. The activities are "Hands On" type activities, as we do not use worksheets in our program. Children use manipulatives, cook, explore, and discuss their findings and projects.

The ECSE and At-Risk educators give instruction together, or by gathering small groups of mixed challenged and non-challenged children together at a specific center. Cooperative

learning experiences are provided to help challenged and non-challenged students learn to work together. These types of experiences tend to help the children look beyond disabilities and more towards how to work together to reach the solution.

Parents of children with mental and physical challenges, along with the ECSE educator will develop an IEP which will be implemented through the district preschool curriculum.

Listed below are the goals, possible indicators for assessment, and age appropriate checklists. Each goal will be observed and progress documented.

### **SOCIOMORAL DOMAIN**

Sociomoral development is defined as the growing capacity to relate emotionally, ethically, and intellectually to the world outside oneself.

#### **Social Relationships:**

1. The children will build relationships of mutual trust and respect with adults
  - Uses adults as resources
  - Expresses own ideas or feelings
  - Exchanges points of view on equal footing
  - Offers resources to adults
  - Admits to wrongdoing without fear of punishment
2. The children will build relationships with peers
  - Expresses interest in peers
  - Engages in sustained periods of play with another child
  - Demonstrates consideration for peers
  - Works with peers to generate ideas
  - Forms special friendships
  - Uses peers as resources
  - Offers resources to peers
  - Masters own aggressive impulses.
  - Resolves conflicts
3. The children will consider the perspectives of others
  - Expresses concern/consideration for another
  - Responds to others' ideas
  - Recognizes and accepts individual differences
  - Respects rights and property of others
4. The children will negotiate and apply rules
  - Remembers and follows rules
  - Verbalizes rules to other children
  - Plays games according to rules
  - Offers explanation of rules
  - Negotiates with others
  - Changes existing rules
  - Suggests new rules
  - Participates in rule making with others

#### **Dispositions:**

1. The children will be curious
  - Shows interest in people, activities, and the environment
  - Expresses interest in new things
  - Actively explores on own
  - Notices changes in people and environment
2. The children will take initiative
  - Directs own behavior
  - Begins conversations
  - Offers to help and/or offers solution to problems
  - Takes lead in group games or activities
  - Makes decisions independently

3. The children will develop confidence
  - Views self as competent
  - Takes reasonable risks
  - Contributes to discussion
  - Asserts own attitudes/opinions
  - Defends rights of others
  - Copes with frustrations/failures
  - Perceives self as a learner
4. The children will be creative
  - Generates a variety of ideas
  - Transfers ideas into different contexts
  - Transforms materials to suit own needs
  - Exhibits sense of humor

### **COGNITIVE DOMAIN**

#### **Logico-Mathematical Knowledge:**

1. The children will construct classificatory relationships
  - Constructs relationships of similarities and differences
  - Makes collections of related objects
  - Makes inferences
2. The children will order things according to relative differences
  - Orders based on perception
  - Orders using trial and error
  - Orders based on logical system
3. The children will construct numerical relationships
  - Makes judgments of same, more than and less than.
  - Establishes one-on-one correspondence
  - Makes comparisons using logical numerical relationships
  - Develops understanding of part/whole relationships
  - Solves problems using logical numerical relationships
  - Recognizes that quantities do not change even when objects are rearranged
4. The children will construct spatial and temporal relationships
  - Solves spatial problems
  - Measures the size and volume of object using standard and non-standard units
  - Represents the distance, position, and direction of objects and places
  - Knows and follows familiar time cycles
  - Describes and predicts the order of events
  - Uses standard and non-standard measurement devices to mark events in time

#### **Physical Knowledge:**

1. The children will act on objects and observe reactions
  - Inspects objects
  - Produces and observes changes in objects
  - Compares reactions of different objects to same action
2. The children will act on objects to produce desired effects
  - Predicts effects of own actions
  - Varies actions in attempt to produce desired effects
  - Explains own actions or changes in objects

#### **Conventional Knowledge:**

1. The children will know personal information
  - Demonstrates knowledge of name
  - Demonstrates knowledge of address
  - Demonstrates knowledge of phone number
  - Demonstrates knowledge of birth date
  - Demonstrates knowledge of age
  - Demonstrates knowledge of gender

- Demonstrates knowledge of own family
- 2. The children will know about the community
  - Demonstrates knowledge of family or social roles
  - Demonstrates knowledge of occupational roles
  - Demonstrates knowledge of special days and holidays
  - Demonstrates knowledge of community sites and their functions
- 3. The children will know conventional notations, manners, and customs
  - Demonstrates knowledge of manners
  - Demonstrates knowledge of social customs
  - Demonstrates knowledge of signs and symbols
  - Demonstrates knowledge of letters
  - Demonstrates knowledge of capitalization and punctuation
  - Demonstrates knowledge of numerals/mathematical symbols
  - Recognizes musical notation
  - Recognizes tables, charts, and maps

### **REPRESENTATIONAL DOMAIN:**

Children organize experiences and expand their enjoyment as well as their understanding of the world. The ability to represent ideas and feelings, whether through language, or through some other shared system of representation provides individuals with the tools for creating, for communicating and understanding others communications, and for making informed judgments. In addition, this ability to form images enables individuals to think hypothetical about imaginary and real-life situations, as well as to plan for the future. Thus, representational development becomes an instrument of the imagination. As such, it plays an important role in the child's development of autonomy. This area is divided into two areas: Symbolic Development and Language Development.

#### **Symbolic Development:**

1. The children will represent ideas and feelings through pretend play
  - Assumes role
  - Develops play themes
  - Takes part in interactive play
  - Uses language to elaborate on make-believe situations
  - Expresses preferences for particular play themes.
2. The children will represent ideas and feelings through movement.
  - Expresses self through movement
  - Communicates through gestures or pantomimes
  - Associates patterns of movement with context
  - Creates and extends patterns of movement
  - Expresses preferences for certain patterns of movement
3. The children will represent ideas and feelings through art and construction
  - Assigns meaning to own drawings or models
  - Combines shapes, textures, or colors into meaningful arrangements
  - Expands and elaborates drawings or models
  - Interprets the drawings or models of others
  - Expresses preferences for particular colors or textures
4. The children will represent ideas and feelings through music
  - Responds to music
  - Sings or makes music spontaneously
  - Assigns meaning to sound or rhythm
  - Associates music with context in which it is usually heard
  - Modifies, extends, and elaborates songs or musical patterns
  - Creates new songs
  - Expresses preferences for certain sounds or rhythm.

### **Language Development:**

1. The children will use language for a variety of functions
2. The children will develop fine motor skills
  - Uses objects with increasing purpose and coordination
  - Refines small muscle movements
3. The children will develop healthy living practices
  - Eats healthy diet
  - Gets sufficient rest and exercise
  - Has adequate health care
  - Follows safety precautions
  - Practices personal hygiene

## **General School Policies**

### **BOX TOPS/LABELS FOR EDUCATION**

Please save box tops for General Mills Products and send them to school with your child. We will redeem them for cash and use it for classroom equipment.

### **CHILD ABUSE OR NEGLECT**

Should a child be suspected of abuse or neglect, it is the responsibility of the observer to contact the child abuse counselor. The number is toll free and is 1-800-392-3738.

### **CONFIDENTIALITY**

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline is

Maintained in the schools. (***Refer to Sullivan School District Board Policy and Regulation 2520 found on the district website.***)

### **DISCIPLINE**

Positive reinforcement and natural consequences are the forms of discipline used at the Center. Children will be rewarded throughout the day as staff members see those following directions and handling situations appropriately. Positive reinforcements include verbal praise, stickers, hugs, awards, visits to the principal, etc. If inappropriate behavior occurs, the child will receive a warning. If the inappropriate behavior(s) continues, the child will be given a time out. During a time out the child sits in a chair for one minute times the child's age without interaction from the staff or students. At the end of the time out, the student is asked to review why he/she received a time out and more appropriate behaviors are discussed with the child. Natural consequences are also used. For example, if a child paints on the wall, he/she would have to wash it off. Corporal punishment (spanking) is not used at the Center. If the above techniques are unsuccessful, a parent-teacher conference would be required.

### **FIRE/TORNADO/DISASTER DRILLS/INTRUDER**

Every precaution is taken to ensure the safety of your child during normal school hours. Periodically, we practice fire, tornado, disaster, and intruder drills to make certain students learn proper safety procedures and adhere to all safety guidelines. (***Refer to Sullivan School District Board Policy and Regulation 5240 found on the district website.***)

### **INCLEMENT WEATHER**

When severe weather creates hazardous conditions, the regular school schedule may be suspended to ensure students' safety. It is the parent's/guardian's responsibility to monitor

news reports via television and radio stations. Announcements are normally broadcast on TV channels 5, 2, 4 and 30. The following radio stations will announce school closures: 1560 AM, 102.1 FM, 1220 AM, 101.7 FM, 1490 AM, 105.3 FM, 1350 AM, 104.5 FM. **Please do not call the school for cancellations or early dismissals.**

### **PARENTS AS TEACHERS**

This program is a free program for everyone. It serves families that have children from birth to three years of age. For information call 468-5171 ext. 4158. This program is housed in the Primary Building.

### **PARENT-TEACHER CONFERENCES**

Parent-Teacher conferences are scheduled one twice a year, in the fall and winter (Oct. and March). Please see the calendar for dates. Additional conferences may be set up by either the teacher or parent as needed. Parents of students with Individual Education Plans (IEP) will be asked to conference with the teacher to review and rewrite the IEP at least annually. Parents are welcome to visit the Center at any time during the year. Please schedule a visit with the staff, as unscheduled appearances are disruptive to the children. The Sullivan Early Childhood Staff strives hard to work together with parents to make the students' early learning years very successful. We will see most of you on a daily basis. Please feel free to ask questions or express concerns at this time.

### **PARTIES AND BIRTHDAYS**

We will have Halloween, Christmas, and Valentine's Day celebrations. Notes will be sent home telling you what supplies we may need and will describe any special events that will take place on that day. Parents may also send treats for their child's birthday.

### **PARENT INVOLVEMENT**

It is our belief that parent involvement is a MUST to ensure the success of your child. Goals and objectives should be carried out and practiced at home, consistency is the key. We have an open door policy for your questions and concerns. Please feel free to contact us any time at school or home.

|                         |                        |
|-------------------------|------------------------|
| Sullivan Primary Office | 573-468-5171 ext. 4100 |
| Angel House             | 573-468-5171 ext. 4304 |
| Taylor Ward             | 573-468-5171 ext. 4306 |
| Teresa Huxel            | 573-468-5171 ext. 4311 |
| Christy Nolie           | 573-468-5171 ext. 4314 |
| Taylor Whitney          | 573-468-5171 ext. 4301 |
| Becky Halfaker          | 573-468-5171 ext. 4305 |
| Jalessa Stolte          | 573-468-5171 ext. 4303 |

### **RECESS**

We will go outside daily, if the weather is appropriate. We do go outside if the temperatures and wind chill are above 20 degrees. Please be sure your child is dressed appropriately for the weather, and has a jacket or coat, hat, and gloves. Please **label** each item with your child's name.

### **SUPPLIES**

Please send the following supplies as your child enters the program.

1. A backpack large enough to hold a standard size folder.
2. A change of clothing placed in a zip lock bag with your child's name on the outside.
3. Please see the school supply list.

Children are not allowed to bring toys to school. We do not want them to get lost or broken.

Your child's teacher will notify you of special "Show and Tell" days.

### **SMOKE FREE CAMPUS**

All campuses in the Sullivan District are "smoke free". This includes outside areas.

### **SNACK (Title I and ECSE only)**

A snack schedule will be sent home at the beginning of each month. Please send snacks on the day of the week your child is scheduled. The snack should include prepackaged food, and enough drinks to serve 10 children. We are a **peanut free** facility due to allergies. Do not send peanut butter or peanut butter crackers. Please keep this in mind when sending snacks. Some possible snacks may include: fruit, crackers, cheese slices or spread, rolls of beef sausage or cereal. Recommended drinks are 100% fruit juice or milk. We would like to keep the snacks and drinks as healthy as possible. Please limit cupcakes to special occasions such as holiday parties and birthdays.

Dear Parent:

On October 22, 1986, President Reagan signed into law the Asbestos Hazard Emergency Response Act (AHERA, Public Law 99-519). The law required EPA to develop regulations which provided a comprehensive framework for addressing asbestos problems in public and private elementary and secondary schools.

On October 30, 1987, EPA published the Asbestos-Containing Materials in Schools Rule (40 CFR Part 763 Subpart E). This new rule requires all public and private elementary and secondary schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings, and implement response action in a timely fashion. This rule became effective December 14, 1987.

The Sullivan School District has conducted a complete inspection of its facilities in May, 1989, utilizing the services of Larron Laboratories. Trust Environmental Solutions, LLC completed its three-year re-inspection of Sullivan School District's facilities Spring 2023. The results of the inspections have been included in a management plan. This management plan is available in the administrative office of the school district and in the principal's office of each campus during normal business hours, without cost or restriction, for re-inspection by representatives of the EPA and the State, the public, including teachers, other school personnel and their representatives, and parents. The school district may charge a reasonable cost to make copies of the management plan.

The purpose of the Federal and State regulations is to protect the health and well-being of all persons entering the buildings of this district for any reason. This district takes very seriously, the recommendations made in the management plan, which has been approved by the Missouri Department of Health.

I have been trained to oversee asbestos activities and ensure compliance. As required in the Rule, I am the assigned contact person for the public to obtain information about asbestos-related activities in the District. You may contact me at 468-5171.

Thank you for your cooperation and understanding.

Respectfully,

*Jessica Becker*

Mrs. Jessica Becker

Assistant Superintendent of Student Services

**Equal Opportunity****(Regulation 1300)****Prohibition Against Harassment, Discrimination and Retaliation****(Form 1300)**

The District is committed to maintaining an educational and workplace environment that is free from discrimination, harassment, and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. The District is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service.

In its programs and activities, the District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law and as required by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990, and state law. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups. Further, no person shall be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination based on the above listed characteristics under a school nutrition program for which the District receives federal financial assistance from the U.S. Department of Agriculture (USDA Food and Nutrition Service).

This Policy governs the District's compliance with the laws identified above, outside of Title IX. The following person is designated and authorized as the District's Compliance Officer to coordinate compliance with the laws identified above (outside of Title IX), including to handle inquiries or complaints regarding the District's non-discrimination policies:

Title and/or Name: Jessica Becker, Assistant Superintendent

Title IX Coordinator

Address: 138 Taylor Street, Sullivan MO 63080

Number: 573-468-5171

Email: [beckerj@sullivan eagles.org](mailto:beckerj@sullivan eagles.org)

A complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above (outside of Title IX) should be filed in accordance with the procedures outlined in Regulation 1300. A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in Regulation 1301. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 should be filed in accordance with the procedures outlined in Regulation 2110.

**Equal Opportunity**

**(Regulation 1301)**

**Prohibition Against Sexual Harassment and Retaliation under Title IX**

Sexual harassment as protected by law is prohibited in this District. The District also prohibits retaliation against a person who files a complaint of sexual harassment or who participates in an investigation of allegations of sexual harassment under this Regulation.

This Policy governs the District's compliance with Title IX of the Education Amendments of 1972. The following person is designated and authorized as the District's Title IX Coordinator, with the responsibility to identify, prevent, and remedy unlawful harassment and retaliation under Title IX in the District:

Title and/or Name: Jessica Becker, Assistant Superintendent  
Address: 138 Taylor Street, Sullivan MO 63080  
Number: 573-468-5171  
Email: beckerj@sullivan eagles.org

A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in Regulation 1301. A complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above (outside of Title IX) should be filed in accordance with the procedures outlined in Regulation 1300. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 should be filed in accordance with the procedures outlined in Regulation 2110.

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Approved by Board of Education 8/24/2020  
*Revision approved by Board of Education 6/24/2024*

## TITLE IX, TITLE VI, SECTION 504

### GRIEVANCE PROCEDURE

Students, parents of students or employees have the right to file a formal complaint alleging noncompliance with regulations outlined in Title VI of the 1964 Civil Rights Act\*, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

**Level One** - Principal or Immediate Supervisor (Informal and Optional - may be bypassed by the grievant) - Employees with a grievance of nondiscrimination on the basis of sex, race, national origin or disability may first discuss it with their principal or immediate supervisor, with the objective of resolving the matter informally. A student or parent with a complaint of discrimination on the basis of sex, race, national origin or disability may discuss it with the teacher, counselor, or building administrator involved.

**Level Two** - Title IX and Section 504 Coordinator(s) - If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, they may formalize it by filing a written complaint on a Compliance Violation Form, which may be obtained from the Title IX and Section 504 Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance or from the date that grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX and Section 504 Coordinator. A minor student may be accompanied at the meeting by a parent or guardian. The Title IX and Section 504 Coordinator shall investigate the complaint and attempt to solve it. A written report from the Compliance Officer regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

**Level Three** - Superintendent - If the complaint is not resolved at level two, the grievant may proceed to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievants receive the report from the Title IX and Section 504 Coordinator. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

**Level Four** - Board of Education - If the complaint is not resolved at level three, the grievant may proceed to level four by presenting a written appeal to the President of the Board of Education within ten (10) working days after the grievant received the report from the Superintendent. The grievant may request a meeting with the board to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting. The grievant will be notified in writing of their decision within ten (10) working days after the Board of Education action.

This procedure in no way denies the right of the grievant to file formal complaints with the Missouri Civil Rights Commission, the Office for Civil Rights, or other agencies available for mediation or rectification of rights, grievances, or to seek private counsel for complaints alleging discrimination.

Title VI\*, Title IX, and Section 504 Coordinator:

Jessica Becker

Assistant Superintendent

Title IX Coordinator

138 Taylor Street

Sullivan, MO 63080

573-468-5171

Monday-Friday 8:00-3:00

Email: beckerj@sullivan eagles.org

\*Not required by federal regulations but recommended as good administrative policy.

**STUDENTS*****Form 2400.1*****Student Educational Records****FERPA Educational Rights Annual Notification**

Each year the Sullivan School District is required to give notice of the various rights accorded to parents or students pursuant to the Family Educational Rights and Privacy Act (FERPA). Parents and students have a right to be notified and informed. In accordance with FERPA, you are notified of the following:

**RIGHT TO INSPECT:** You have the right to review and inspect substantially all of your education records maintained by or at this institution.

**RIGHT TO PREVENT DISCLOSURES:** You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in your education records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, consultant, or therapist); or a parent, student or volunteer serving on an official committee, such as a disciplinary or grievance committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**RIGHT TO REQUEST AMENDMENT:** You have the right to seek to have corrected any parts of an education record which you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if this institution decides not to alter the education records according to your request.

**RIGHT TO COMPLAIN TO FERPA OFFICE:** You have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C., 20202-4605, concerning the Sullivan School District's failure to comply with FERPA.

**RIGHT TO OBTAIN POLICY:** You have the right to obtain a copy of the written policy adopted by the Board of Education of the Sullivan School District in compliance with FERPA. A copy may be obtained in person or by mail from: Secretary to the Superintendent/Board of Education, 138 Taylor Street, Sullivan, MO 63080.

**Student Educational Records****FERPA Notice of Designation of Directory Information****NOTICE OF DESIGNATION OF DIRECTORY INFORMATION**

Dear Parents and Guardians:

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Sullivan School District, with certain exceptions, obtains your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Sullivan School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Sullivan School District to include this type of information from your child's educational records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Sullivan School District to disclose directory information from your child's educational records without your prior written consent, you must notify the District in writing by August 30 each year. Sullivan School District has designated the following information as directory information:

- |                           |                                                                |
|---------------------------|----------------------------------------------------------------|
| ● Student's name          | ● Grade Level                                                  |
| ● Address                 | ● Participation in officially recognized activities and sports |
| ● Telephone listing       | ● Weight and height of members of athletic teams               |
| ● Photograph              | ● Degrees, honors and awards received                          |
| ● Date and place of birth |                                                                |
| ● Dates of attendance     |                                                                |

**School Volunteer Confidentiality Agreement**

I understand that in the course of my volunteer time with the Sullivan School District, I may become aware of confidential information about specific students. This information may include such information as students' grades, academic performance, behavior, disabilities, and related matters. I understand and agree that I will not disclose such confidential information except to school employees that have a need to know.

\_\_\_\_\_  
Volunteer Signature

\_\_\_\_\_  
Date

**Parent Volunteer Form**

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone No.: \_\_\_\_\_

Name of Volunteer's Student(s)

School Attending: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Have you ever been convicted, or plead guilty to a felony or a misdemeanor related to sexual misconduct?

Yes \_\_\_\_ No \_\_\_\_

If yes, please provide details:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Has a finding of probable cause of child abuse by any state agency been entered against you?

Yes \_\_\_\_

No \_\_\_\_

If yes, please provide details:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

Falsification of this document is a misdemeanor.

## **PUBLIC NOTICE/SURROGATE PARENT ANNOUNCEMENT**

All public schools are required to provide a free and appropriate public education to all students with disabilities, including those attending private/parochial schools, beginning on the child's third birthday to age twenty-one (21), regardless of the child's disability. Disabilities include: Autism, Mental Retardation, Hearing Impaired or Deafness, Speech or Language Impairment, Visual Impairment or Blindness, Emotional Disturbance, Orthopedic Impairment, Traumatic Brain Injury, Other Health Impaired, Specific Learning Disability, Deaf Blindness, Multiple Disabilities, or Young Child with a Developmental Delay.

The public schools 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's First Steps Program.

All public schools are required to provide parents the right to inspect and review personally identifiable information collected and used or maintained by the district relating to their children. Parents have the right to request amendment of these records if they feel the information is inaccurate, misleading, or violates the privacy or other rights of their children. 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). You may contact your local school district if you wish to review the requirements provided by FERPA.

The public school has developed a Local Compliance Plan for implementation of Special Education and this Plan is available for public review during regular school hours on days school is in session in the Office of the Superintendent of Schools. The Local Compliance Plan is a written narrative which describes the district's plan for compliance with the requirements for identifying and serving all students with disabilities. Included in this plan are the policies and procedures which the district must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information. The plan also describes the assurances that services are provided in compliance with the requirement of 34 CFR 76.301 of the General Education Provision Act.

Public schools 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) who reside in the district or whose parent/legal guardian resides in the district. This census is compiled as of December 1 of each year. This information is treated as confidential and submitted to the Missouri Department of Elementary and Secondary Education. Information to be collected includes: name of each child, parent/legal guardian's name/address; birthdate and age of each child; and each child's disability or suspected disability. Should the district fail to submit an annual census, the State Board of Education may withhold state aid until the census is submitted.

Pursuant to the requirements of state law 162.997-999 RSMo, the State Board of Education is required to appoint a surrogate parent at such time as it becomes evident that a child with a disability does not have a parent or a person acting as a parent to participate in matters dealing with the provision of special education. For purposes of surrogate parent appointment, A parent is defined as a biological parent, a guardian, or a person acting as a parent of a child including, but not limited to, a grandparent, step parent, or a foster parent with whom the child lives. The term does not include the State if the child is a ward of the State. The term does not include a person whose parental rights have been terminated.

The local school district is given the responsibility to determine when a child with a disability who requires special education and who resides in the District is without a parent. The District must notify the Missouri Department of Elementary and Secondary Education of the need to appoint a surrogate parent. Training for such persons serving as surrogate parents will be provided by the Missouri Department of Elementary and Secondary Education and the district.

This notice can be provided in languages such as Chinese, Spanish, Arabic, and Vietnamese or any other language as may be necessary.

If you have a child with a disability or know of a child with a disability who is not attending the public school; or, if you are interested in learning more about volunteering to serve as a surrogate parent for a child with a disability you may contact your school district's Director of Special Education at 573-468-5171 X 4110

## **MEDICAID SCHOOL-BASED HEALTH SERVICES PROGRAM**

As a result of your child's Individualized Education Plan (IEP), your School District will provide your child's needed direct school-based therapy service(s), i.e., speech/language, occupational and/or physical therapy. Federal funds under Medicaid are available to the District to help cover the rising cost of providing these services.

If your child is or becomes Medicaid or MC+ identified, the School District will follow federal and state Medicaid regulations to claim entitled reimbursement for the direct school-based therapy services provided to your child. Regulations include review and consideration of your child's Individual Educational Plan (IEP) and possibly other pertinent records, e.g., evaluations and physicals by a physician retained by the District to determine medically necessary as defined by Division of Social Services/Department of Medical Services. If the physician reviews your child's records, that review will be performed without charge to you.

If you have any questions or concerns, please contact the Director of Special Services at 573-468-5171 X 4110

Dear Parent or Guardian:

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

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

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

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

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

**Missouri Department of Elementary and Secondary Education**  
**Every Student Succeeds Act of 2015 (ESSA)**  
**COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>

| Missouri Department of Elementary and Secondary Education<br>Complaint Procedures for ESSA Programs<br>Table of Contents                                                    |                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Information</b><br>1. What is a complaint under ESSA?<br>2. Who may file a complaint?<br>3. How can a complaint be filed?                                        |                                                                                                                                                                                                                                                                                    |
| <b>Complaints filed with LEA</b><br>4. How will a complaint filed with the LEA be investigated?<br>5. What happens if a complaint is not resolved at the local level (LEA)? | <b>Complaints filed with the Department</b><br>6. How can a complaint be filed with the Department?<br>7. How will a complaint filed with the Department be investigated?<br>8. How are complaints related to equitable services to nonpublic school children handled differently? |
| <b>Appeals</b><br>9. How will appeals to the Department be investigated?<br>10. What happens if the complaint is not resolved at the state level (the Department)?          |                                                                                                                                                                                                                                                                                    |

**1. What is a complaint?**

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

Complaints can be filed with the LEA or with the Department.

**4. How will a complaint filed with the LEA be investigated?**

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

**5. What happens if a complaint is not resolved at the local level (LEA)?**

A complaint not resolved at the local level may be appealed to the Department.

<sup>1</sup>Programs include Title I, A, B, C, D, Title II, Title III, Title IV(A), Title V  
<sup>2</sup>In compliance with ESSA Title VIII- Part C, Sec. 8304(a)(3)(C)

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

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

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

## **7. How will a complaint filed with the Department be investigated?**

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

## **8. How are complaints related to equitable services to nonpublic school children handled differently?**

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

## **9. How will appeals to the Department be investigated?**

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

## **10. What happens if a complaint is not resolved at the state level (the Department)?**

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

## Library, Media, and Technology Services

### Internet Usage

#### ***Personal Responsibility***

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of District electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or violation of District policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

#### ***Acceptable Use***

The use of the District technology and electronic resources is a privilege, which may be revoked at any time. Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system hardware or software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other users' rights to privacy; unauthorized disclosure, use or dissemination of personal information regarding minors; using another person's name/password/account to send or receive messages on the network; sending or receiving personal messages on the network; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The Internet allows access to a wide variety of media. Even though it is possible to download most of these materials, students and staff shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The District E-mail system is designed solely for educational and work related purposes. ***E-mail files are subject to review by District and school personnel.*** Chain letters, "chat rooms" or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or "chat" groups that are created by teachers for specific instructional purposes or employees for specific work related communication.

Students or employees who engage in "hacking" are subject to loss of privileges and District discipline, as well as the enforcement of any District policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to "inappropriate matter" which includes materials that may be deemed inappropriate to minors, unlawful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions. Similarly, the use of any District computer to access sites which allow the user to conceal their objective of accessing inappropriate material is not permitted.

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy to appropriate authorities or for other disciplinary action.

### **Internet Access**

In compliance with the Children's Internet Protection Act ("CIPA"), 47 U.S.C. § 254, the District uses technological devices designed to filter and block the use of any District computer with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or "harmful to minors" as defined by CIPA and material which is otherwise inappropriate for District students.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that do not fall into these categories are blocked by the filter. In the event that a District student or employee feels that a website or web content has been improperly blocked by the District's filter and this website or web content is appropriate for access by District students, the process described below should be followed:

1. Follow the process prompted by the District's filtering software (or to remain anonymous, log in under log in name: 123anonymous) and submit an electronic request for access to a website, or:
2. Submit a request, whether anonymous or otherwise, to the District's Superintendent/the Superintendent's designee.
3. Requests for access shall be granted or denied within three days. If a request was submitted anonymously, persons should either attempt to access the website requested after three days or log back in at 123anonymous to see the status of the request.
4. Appeal of the decision to grant or deny access to a website may be made in writing to the Board of Education. Persons who wish to remain anonymous may mail an anonymous request for review to the Board of Education at the School District's Central Office, stating the website that they would like to access and providing any additional detail the person wishes to disclose.
5. In case of an appeal, the Board of Education will review the contested material and make a determination.
6. Material subject to the complaint will not be unblocked pending this review process.

In the event that a District student or employee feels that a website or web content that is available to District students through District Internet access is obscene, child pornography, or "harmful to

minors” as defined by CIPA or material which is otherwise inappropriate for District students, the process described set forth in Regulation 6241 should be followed.

Adult users of a District computer with Internet access may request that the “technology protection measures” be temporarily disabled by the chief building administrator of the building in which the computer is located for lawful purposes not otherwise inconsistent with this Policy.

### ***Privileges***

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

### ***Network Etiquette and Privacy***

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.
4. System users may not use the District's electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.
5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis.
6. Use of the District's electronic network for unlawful purposes will not be tolerated and is prohibited.

### ***Services***

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

### ***Security***

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the user sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system.

Users are required to report immediately any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator.

The District shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain visual depictions that are obscene, child pornography or harmful to minors. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA), and the Neighborhood Internet Protection Act (NCIPA).

### ***Vandalism of the Electronic Network or Technology System***

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

### ***Consequences***

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including dismissal.

**Technology Acceptable Use**

**General Guidelines**

- Students will have access to forms of media and communication which is in support of education and research and in support of educational goals and objectives at Sullivan School District. Access to media and communication beyond these specific uses will not be supported or allowed.
- Students are responsible for their ethical and educational use of the technology resources of the Sullivan School District.
- Access to the Sullivan School District technology resources is a privilege and not a right. Each employee, student, and/or parent will be required to follow the rules of the District's Acceptable Use Policy. Violations of these rules will result in the loss of privileges as well as other disciplinary action as defined by the Sullivan School District Acceptable Use Policy, Discipline Policy, or other policies.
- Recognizing that it is impossible to define every instance of acceptable and unacceptable use, it will be at the discretion of the network administrator and/or school administration to use judgement as to what is acceptable in any undefined instances that may arise.
- Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and computer viruses.
- Any attempt to alter data, the configuration of a computer, or the files of another user, without the consent of the individual, school administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with school discipline policy.
- All users of the district's technology resources and/or school network must sign the District Acceptable Use Policy and abide by the rules defined in the District's Acceptable Use Policy. This is in addition to the rules and policies that this document (Sullivan School District Chromebook Policy) contains.

**Privacy and Safety**

- Do not go into any chat rooms other than those set up by your teacher or mandated in other distance education courses.
- Do not open, use, or change computer files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, passwords, or passwords of other people.
- Remember that network storage is not guaranteed to be private or confidential. District Administration reserves the right to inspect your files at any time and will take the necessary steps if files are in violation of the District's Acceptable Use Policy.
- If you inadvertently access a website that contains obscene, pornographic, or otherwise offensive material, notify a teacher or the principal immediately so that such sites can be blocked from further access. This is not merely a request. It is a responsibility.

## **Legal Propriety**

- All students and staff must comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask the network administrator if you are in compliance with the law.
- Plagiarism is a violation of the Sullivan School District discipline code. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.

## **Email**

- Students who will be using school email for academic reasons will be allowed email access through an address assigned by the district. This email access will be through a Google Gmail system managed by the Sullivan School District. The interface is heavily monitored by district network administrators and is subject to filtering of inappropriate content.
- Always use appropriate language.
- Do not transmit language/material that is profane, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam.
- No private chatting is allowed during class without permission.
- Email is subject to inspection at any time by school administration.

## **Consequences**

- Students will be responsible for accounts and/or computer hardware issued to them. Non-compliance with the policies of the Sullivan School District Acceptable Use Policy will result in disciplinary action as outlined by the discipline code and/or other school policies for the user.
- Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by the network administrator or other school administrators to ensure appropriate use. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations or computer crime laws.

**Human Sexuality Instruction**

Any course materials and instruction related to human sexuality and sexually transmitted diseases will be medically and factually accurate and will:

1. Provide instruction on human sexuality and HIV prevention that is age appropriate;
2. Present abstinence from sexual activity, as the preferred choice of behavior, in relation to all sexual activity for unmarried students.
3. Advise students that teenage sexual activity places them at a higher risk of dropping out of school;
4. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity;
5. Provide students with the latest medical information regarding exposure to human immunodeficiency virus, AIDS, human papillomavirus, hepatitis, and other sexually transmitted diseases;
6. Present students with the latest factually accurate information regarding the possible side effects and benefits of all forms of contraception;
7. Include discussions of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity. Such discussions will include the consequences of adolescent pregnancy, the advantages of adoption, the adoption of special needs children, and the process involved in making an adoption plan;
8. Teach skills of conflict management, personal responsibility, and positive self-esteem. Instructions will include the prohibition against making unwanted sexual advances and methods to resist sexual advances and other negative peer pressures;
9. Advise students of the laws relating to their financial responsibility to children born out of wedlock and the criminal sanctions for statutory rape;
10. Not encourage or promote sexual activity;
11. Not distribute or aid in the distribution of legally obscene materials to minors on school property.
12. Teach students about the dangers of sexual predators, including on-line predators.
13. Teach students how to behave responsibly and remain safe on the Internet.
14. Teach students the importance of having open communications with responsible adults.
15. Teach students how to report an inappropriate activity to a responsible adult, and where appropriate, to law enforcement, Federal Bureau of Investigations or the National Center for Missing and Exploited Children's CyberTipline.
16. Teach students about the consequences, both personal and legal, of inappropriate text messaging, including texting among friends.
17. Teach students about sexual harassment defined as uninvited and unwelcome verbal or physical behavior of a sexual nature, including, but not limited to, conduct of a person in authority towards a subordinate.

18. Teach students about sexual violence defined as causing or attempting to cause another person to involuntarily engage in any sexual act by means of force, threat of force, duress or without the person's consent.
19. Advise students that in the context of sexual activity consent means a freely given agreement to engage in specific acts by a competent person. Consent is not given when:
  - a. A person does not verbally or physically consent; or
  - b. Submission to an act is the result of force, threat of force, or the placement of another in fear; or
  - c. A previous or current dating, social, or sexual relationship in and of itself; or
  - d. A person chooses to dress in any particular manner; or
  - e. A person is unable to make informed decisions because of the influence of alcohol or the influence of controlled substances.

An expression of lack of consent through words or conduct means there is no consent.

The parents/guardians of each student will be advised of:

1. The content of the District's human sexuality instruction;
2. Their right to remove their student from any part of the District's human sexuality instruction.

The District's human sexuality curriculum will be available for public examination prior to its use in actual instruction. Consideration will be given to separating students by gender for human sexuality instruction.

The District will not permit any individual or organization that provides abortion services, to offer, sponsor, or furnish course materials related to human sexuality or sexually transmitted diseases.

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