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*Welcome to the Cubhouse!*

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# Butler Early Childhood Family Handbook



2017-2018

Adopted by Board of Education June, 2017

## **Teacher**

**You teach by what you say, you teach by the way you act, but you really teach by what you are. For each of your students, you are their model. They may listen to what you say, but they observe what you do and your attitude so much more closely.**

**Your attitude toward your students, your expectations of them will determine their progress this year. Expect the most of each one, accept nothing less than the best that each one can give, and your students will progress. If you expect little you will receive little.**

**Not only will your students watch how you treat them, they will watch how you treat other students, your colleagues and yourself. They will model your behavior. We can provide the most up to date materials and supplies, but the biggest influence on student achievement is you.**

**As a Parent, you are your child's First Teacher.**

**Butler R-V Early Childhood Center  
Parent Handbook  
2017-2018**

# **WELCOME TO THE CUBHOUSE**

**BUTLER R-V SCHOOL DISTRICT EARLY CHILDHOOD CENTER**

**FAMILY HANDBOOK**

**EARLY CHILDHOOD CENTER  
BUTLER R-V SCHOOL DISTRICT  
300 South Delaware  
BUTLER MO 64730**

**PHONE: 660-679-3912**

**FAX: 660-679-6457**

## Administration and Staff

<b>Mr. Darin Carter</b>	<b>Superintendent of Schools</b>
<b>Ms. Stacey Lawson</b>	<b>Early Childhood Building Administrator</b>
<b>Ms. Terry Bettels</b>	<b>Early Childhood Building Administrative Assistant</b>
<b>Ms. Bettie Dye</b>	<b>Pre-School Teacher/Early Childhood Special Education Teacher</b>
<b>Ms. Barbara Morgan</b>	<b>Preschool Teacher</b>
<b>Ms. Brani Vandenburg</b>	<b>Preschool Teacher</b>
<b>Ms. LouAnn Davis</b>	<b>Pre-School Paraprofessional</b>
<b>Ms. Erin Wainscott</b>	<b>Paraprofessional</b>
<b>Ms. Hailey Wainscot</b>	<b>Speech Implementer</b>
<b>Ms. Pam Craft</b>	<b>Speech Language Pathologist</b>
<b>Ms. Julia Barber</b>	<b>Parent Educator (PAT)</b>
<b>Ms. Tiffany Blaser</b>	<b>Parent Educator (PAT)</b>

## **MISSION STATEMENT**

The mission of the Butler R-V School District is to prepare our students to become productive, responsible citizens in a global society. In partnership with families and the community, the school seeks to provide an educational environment that will maximize the intellectual, physical, social, emotional, and career development of each child. "First the Child."

## **NON-DISCRIMINATION STATEMENT**

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment with the Butler R-V School District are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. The Superintendent of Schools has been designated by the Butler R-V School District to coordinate the institution's efforts to comply with regulations implementing Title VI, Title IX, and Section 504. Any person having inquiries concerning the Butler R-V School District compliance with the regulations implementing Title VI, Title IX or Section 504 is directed to contact the Superintendent of Schools, 420 S. Fulton, Butler, Mo 64730. Telephone number is (660) 679-0653. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulation implementing Title VI, Title IX, or Section 504.

## **PROGRAM OPTIONS & DESCRIPTIONS**

Butler R-V School District has long felt early education is critical to student success, not only in the formative years, but as the student progresses through the grade levels. Butler has offered high quality preschool for many years, however the limited number of spots has been frustrating for the District, as well as patrons.

The Early Childhood Center houses Parents as Teachers, Title-1 Preschool, Early Childhood Special Education, as well as a pay to attend Preschool room.

### **TITLE 1 EARLY CHILDHOOD (Four or five half-days per week)**

This program is offered at no cost to qualifying “at risk” students with placement priority going to students the year before kindergarten entry. Qualification is based on a number of factors including developmental screening scores as well as environmental concerns. Student qualification is also based upon a rating scale that takes into account various “at-risk” factors. The intent of this program is to offer extra support to pre-kindergarten students experiencing a developmental delay in one or more areas. The program meets four half days per week and is offered at no cost to parents. Students qualifying for early childhood special education services may also be included within this class setting.

### **EARLY CHILDHOOD EDUCATION (Four or Five half-days per week)**

This classroom offers a fee based half-day education to the typically developing student. All children, aged 4 by August 1 are eligible to attend. There is an enrollment limit of 20 children per session. This is a half day, school year program, operating in conjunction with the school calendar. Children must be in attendance throughout the entire year. If there becomes a waiting list, due to maximum capacity, then a waiting list will develop as additional parents apply. Following an open enrollment window, if there are openings, children who are 3 or kindergarten eligible but desiring an additional year of preschool may apply and attend for a fee of \$4.00 per day. Students qualifying for early childhood special education services may also be included within this class setting.

### **EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM**

This program offers a special education program to children three to five years of age. Individualized Education Plans are developed for qualifying students at no cost to parents. Qualifying students exhibit significant developmental delays and may have specific medical/health diagnosis or concerns. Students may be referred for special education by parents, parent educators, or teachers. The preschool classes meet four half-day sessions per week. Early childhood Special Education students attend according to their IEP, taking into consideration the goals, services, minutes included into each child’s plan. Transportation and other related services may be provided.

### **PARENTS AS TEACHERS**

Parents as Teachers is a free program for families with children ages newborn through school entry.

Services Offered by Parents as Teachers

- Information before the baby is born
- Information about things to look for in a growing child
- Periodic check-ups of the child’s development-language, social, motor, hearing, vision and health
- Visits in the home or at the center by certified parent educators
- Printed information on all aspects of parenting-prenatal to school entry
- Newsletters
- Activity calendars
- Family Fun Activity nights
- Community Resource Center

## **CURRICULUM**

Children learn by doing. Through active involvement with their environment, children attempt to make sense of the world around them. They learn by observing what happens when they interact with materials and other people. They spontaneously engage in activities such as block building, painting, or dramatic play, adding pieces of information to what they already know and thereby generating new understandings. Children learn simple concepts and then use these concepts to grasp more complex ideas.

Young children view the world concretely, and as they mature, their view changes. What they know at any given point will depend on the first-hand experiences they have had. By interacting with their physical environment (indoor and outdoor) and their social environment (other children and adults), they continually broaden their frame of reference.

**The Project Construct Curriculum** approach is implemented at Butler Early Childhood Center. This approach is based on constructivism, a research-based theory about how people – children and adults- learn. Understanding how children construct knowledge provides us with a solid framework with which to build our teaching practices around. The following four principles are integral to the Project Construct early childhood curriculum and assessment framework:

**Principle 1.** “Children have an intrinsic desire to make sense of their world. They will learn what they genuinely need and want to know. When children have opportunities to plan and select their own activities, they not only acquire knowledge and skills in the process but also the inclination to use them. Along with individual interests and needs, children also have personal styles of learning. Like adults, they learn in different ways and at different rates. By being flexible in expectations about when and how children will develop and by encouraging children to identify and solve problems that interest them, adults can give young children a good start on a course of lifelong learning.”

**Principle 2.** “Children actively construct knowledge and values by interacting with the physical and social worlds. Because their thoughts are still closely tied to action, young children require a learning environment within which they can interact physically, intellectually, and socially. They need to act on objects and observe reactions, to make predictions, and to attempt to produce desired effects through their own actions.”

**Principle 3.** “In their universal effort to understand the world, children’s thinking will contain predictable errors. These errors are necessary to the learning process. Children who ask questions and who risk making incorrect predictions are engaged in active thinking.”

**Principle 4.** “Children’s development is an interactive and interrelated process and spans the Sociomoral, Cognitive, Representational, and Physical Development domains. As children explore and expand on their interests and construct understanding in a particular domain, that understanding influences their development in other domains as well. While all developmental domains, thus, influence each other, it is within the Sociomoral domain (the area of children’s personal and social development) that children best further their cognition and language.”

**The Emerging Language & Literacy Curriculum (ELLC)** prepares preschoolers for success in kindergarten and gives them a strong foundation in oral language and literacy with this scientifically based curriculum. This program not only addresses all developmental domains with theme-based units, children's literature, multisensory activities, scaffolded instruction and parental involvement but also creates an engaging environment with activity and play-based learning.

### **Missouri Early Childhood Preschool Standards**

The Project Construct Curriculum correlates with the Missouri Preschool Standards. All instruction, IEPs (Individual Education Plans) and assessments are linked to the Missouri Early Childhood Standards. More information may be obtained from the Missouri Department of Education website.

- Learning Goals and Objectives for each child include:
- To experience and develop a sense of self-esteem and self-worth
- To develop and strengthen impulse-control skills
- To exhibit a positive attitude toward life and others
- To demonstrate cooperative, pro-social behavior
- To acquire learning and problem-solving skills
- To expand logical thinking skills
- To acquire concepts and information that will lead to a fuller understanding of the immediate world
- To demonstrate skills in make-believe play
- To expand verbal communication skills
- To develop beginning reading skills
- To acquire beginning writing skills
- To enhance and refine fine motor skills
- To use all senses in learning

### **ORIENTATION**

- You are encouraged to attend a brief orientation prior to school starting. This will allow you to tour the facility, review the policies, ask questions and be proactive in your child's success.

# PROCEDURES

## **ATTENDANCE**

Attendance is important and parents are responsible for fees when children are absent. Parents are not responsible to pay for days the center is not open due to weather or school calendar.

## **BEHAVIOR MANAGEMENT**

The purpose of discipline is to assist the child in developing internal controls for appropriate behavior. Each program sets standards that encourage the development of self-control, self-respect, respect for others and their property. Every attempt will be made to redirect negative behavior into more constructive channels. When necessary, parent(s) and staff will discuss together more positive methods of behavior management and develop a plan for implementation.

Staff guidelines for handling inappropriate behaviors include the following:

- The staff will inform the parent on a regular basis of the child's general day and will note any concerns, problems, or questions.
- Repeated inappropriate behaviors will be brought to the attention of the Principal. A conference may be scheduled with the parent.
- A "Safe Spot" will be used within the classroom as necessary to help children learn to maintain control of their own behavior and emotions.
- If reoccurrence of inappropriate behavior continues, staff will then consult with the school professionals as well as the parent to develop a strategy (i.e. observations, screenings, physician consultation, etc.) between home and school to address the inappropriate behavior.
- If inappropriate behavior continues that compromises the safety of the student and others, that student may be suspended from the Early Childhood Center as follows: 1-2 days out of school suspension,
- 3-10 days out of school suspension, expulsion from the program.

## **BUILDING SECURITY**

All school doors are to remain locked throughout the school day. All staff members should be alert to visitors in the building without visitor badges from the office. These individuals should be directed to the office prior to continuing their visit. School Security is the responsibility of all staff members.

Please report to the front desk when entering the building. Your support is appreciated in keeping our children secure.

Parents will be asked to identify persons who may pick their child up from school. If a person arrives to pick a child up and is not on the list, the child will not be released. If you need to change the list, please notify the school prior to the child needing to leave.

We will need a signed and completed permission slip form for all field trips. Children may wear helmets while on riding toys upon parent request.

In the event you do not want your child's photograph published in the local paper, newsletters or websites, please complete the required form.

## **CONFIDENTIALITY**

All student information should be considered confidential and teachers should exercise caution in discussing students. Teachers are not authorized to discuss student issues with other students, parents of other students, representatives of outside agencies, or members of the community. Teachers should be especially careful about revealing confidential information regarding student handicaps, student health issues, students' grades or test scores, student discipline issues, and students' personal lives.

## **CUSTODY/COURT RELATED ISSUES**

If a change in custody arrangements for your child should occur, the teachers must be notified immediately in writing. Court documents are required for staff to determine appropriate guardian.

## **DISCIPLINE**

Teachers shall secure and maintain such order and discipline in their rooms and classes as will promote a suitable atmosphere for learning. The first line of defense in maintaining order and discipline in the classroom includes having meaningful lessons and activities planned for student instruction, carefully identifying the expectations for student behavior in the classroom, and maintaining good communication with parents. Each teacher should be familiar with the school rules and with the discipline policy. Teachers are also charged with the responsibility of maintaining order and discipline in corridors, gymnasium, cafeteria, and on the school grounds until busses depart.

When the right classroom conditions exist, there are fewer opportunities for student misbehavior. While no school or teacher is without some discipline problems, these problems can be reduced when good classroom discipline is enforced. The following list of suggestions may help you to develop skills you may need in maintaining good discipline in your classroom:

1. Learn the names of students quickly.
2. Have a plan for each day and follow it.
3. Have materials ready for class. Begin each class promptly.
4. A smile and a sense of humor are very effective tools.
5. You are their teacher, not their friend.
6. Be firm but kind. Watch your voice and tone. Sarcasm and yelling are not effective.
8. Avoid criticizing students in front of their peers.
9. Overlook the unimportant. Don't engage in trivialities.
10. Be just and fair to all. Be consistent.
11. Maintain classroom rules and discipline until you dismiss the class.
12. Be proactive. Anticipate and observe, diagnose and treat. Evaluate the situation.

## **DROP OFF AND PICK UP**

The building will open at 7:50 am. Please park your vehicle and walk your child to the front door to meet the teacher. Do not block the driveway by parking in front of the building. Your child's safety is our primary concern and it is not safe to have children loading and unloading in the driving lane. Your teacher will communicate class times and drop off/pick up times.

## **EMERGENCY DRILLS**

Emergency procedure information must be posted near the door of each classroom. Teachers should review these procedures with their students at the start of the school year. Each building principal will schedule regular fire drills, tornado drills and lockdown drills. Teachers are responsible for making sure that students participate seriously in the drills. Building principals will review the procedures for other emergencies with their respective staff members.

## **ENROLLMENT**

The Early Childhood preschool has sessions available for three and four year olds. To attend one of these sessions a child must be age eligible by August 1 of the current school year. Parents must apply for the program by completing the necessary forms for the Butler R-V Schools and health records as required by law. All forms must be returned prior to acceptance and enrollment in the preschool program.

Preference is given to children 1 year away from Kindergarten. Placement for out of district students will be approved only after all in district children have been placed.

Before services begin, enrollment forms must be completed in full.

**In order to comply with state regulations, the following must be complete and on file:**

- **Child Enrollment Form**
- **Initial Physical/Medical Examination Report**
- **Shot Record**
- **Individualized Child Care Plan (if applicable)**
- **Medication Authorization**
- **Emergency Medical Release**
- **Birth Certificate**
- **Field Trip Permission Form**
- **Ambulance Form**
- **Free and Reduced Lunch Form (if applicable)**

## **ACCESS TO RECORDS**

**Families may access the following at the front office:**

- **Staff child abuse and neglect criminal record forms on all staff**
- **Accreditation self-studies**
- **Licensing regulations manual**
- **Licensing compliance reports**
- **Individual Class Lesson Plans**
- **Developmental records of their child**

## **FEES**

The Title 1 Pre-School is offered to children who may evidence a developmental delay, free of charge. There is an established selection criteria.

The Early Childhood Pre-School classroom is offered to children on a first come, first serve basis. It is the intent of The District to make this service affordable to parents. All families, regardless of income, have the opportunity to participate in this Pre-School classroom.

Payment is due the 15<sup>th</sup> of the month for the following month. For example, September Payment is due by August 15. The month of August will be prorated and due at time of enrollment. A \$15.00 late fee will be assessed if payment is not received by the 1<sup>st</sup> of the month. Every effort to work with parents will be made, however this program is partially reliant on fee recovery. Parents are responsible for fees regardless of attendance. Parents are not responsible for fees when the center is closed due to weather or school calendar.

Payments should be made at the front desk and not through your teacher. Do not hand cash or check directly to a staff member.

If your account becomes delinquent, your child will be ineligible to attend.

### **GREIVANCE PROCEDURE**

It is our hope that you and your child will have a wonderful experience in our classrooms. If you should have an issue that requires remediation, please contact your child's teacher. If that result is unsatisfactory, please contact the building administrator to set an appointment.

### **HEALTH and WELLNESS**

In order to protect the health of all children, children may not attend who are showing significant and persistent signs of any of the following symptoms:

- Fever of 100 degrees orally during the past 24 - 48 hours
- Skin rash or skin disorders that are contagious
- Inflamed or swollen throat or glands
- Persistent cough
- Diarrhea within the past 24 hours
- Vomiting within the past 24 hours
- Yellow or greenish mucus running from the nose
- Weeping or pinkish eyes (excluding allergies)
- Discharging ear or earache

The Butler R-V nurse and staff reserve the right to make decisions regarding student attendance when there are health concerns. If symptoms develop while the child is at school, parents will be contacted and asked to come for their child within the hour. This is for the health and safety of all children and the staff.

Once a child has been on adequate treatment (such as an antibiotic for infectious disease) 24 - 48 hours, and symptoms have subsided for at least as long without use of fever reducing medication, the child will again be admitted to school. Re-admittance may require a doctor's signed clearance. We reserve the right to terminate enrollment for any child whose parents do not observe this policy.

The Early Childhood Center cannot be held responsible for illnesses or injuries contracted at the Center, but will take all reasonable precautions to prevent such occurrence. Parents will be notified immediately in case of serious accident or injury to their child. In accordance with the signed release statement, staff may call 911 for emergency medical treatment and/or transportation.

At this time, the Early Childhood staff will not administer medication.

### **HOURS AND DAYS OF OPERATION**

The Butler pre-school building will be open from 7:50-3:20. Classes start at 8:00 and the morning session is from 8:00-11:00 with the afternoon session beginning at 12:00 and running to 3:00.

Your individual teacher may have additional information.

### **LATE PICK UP**

Parents picking up children late, according to the school clock, will be charged a 5.00 fee for the first 15 minutes, or any part thereof and 1.00 per minute for each minute thereafter. Emergency contacts will be called after 10 minutes.

### **PARENT RESPONSIBILITIES**

Your child should be fully dressed in street clothes when arriving at the Early Childhood Center. Clothing that is easily cleaned and appropriate for play is recommended. Dress your child ready to play. Children learn skills through actively exploring their environment. At school we encourage all children to use any of the materials we have available for them to help develop all areas (cognitive, fine motor, gross motor, etc.) Do not dress your child in clothes that should not get dirty or stained. We use paint, glue, clay, markers, etc. daily. The Early Childhood Center can't be responsible for paints, markers, etc. on clothing. Outdoor play is a daily occurrence when weather permits. Your child should dress in clothing appropriate for the weather. Everything you bring to the Early Childhood Center should be permanently labeled with your child's name.

### **PARTY INVITATIONS**

You are welcome to send party invitations to school, if the entire class is invited. We will not distribute selective invites.

### **SELF-HELP SKILLS**

Children who enroll in the pre-school programs are expected to be toilet trained including wiping themselves as well as able to wash and dry their own hands.

### **SCHOOL CLOSINGS**

Decisions about school cancellation due to inclement weather will be made as early as possible. Upon determination by the superintendent, staff members will be notified using the School Reach phone system. Information about school cancellation will also be broadcast on KMAM/KMOE (92.1 FM) and on Kansas City television stations. If weather conditions warrant early dismissal, announcements will be broadcast using the same process. The Early Childhood Center will follow the school calendar.

### **SNACKS**

Snacks will be provided. You are welcome to provide snacks for the classroom. Snacks should be pre-packaged. If bringing fruit or vegetables, they should be in whole form.

### **TOYS FROM HOME**

Toys should not be brought to school. A toy is a personal item that is not easily shared with others.

### **VISITORS**

All visitors to the school buildings should first report to the main office where he/she will be given a visitor identification badge. Any staff member, who sees visitors in the building without the proper visitor identification badge, should provide the visitor assistance in obtaining a badge from the office. Exceptions to this may be made with principal approval.

### **VOLUNTEERS**

Butler Early Childhood Center welcomes volunteers. When volunteering in the classroom, please ensure a signed volunteer form is on file in the office. Each volunteer must be subject to a Case.net search which will be performed by the office. Each teacher will be responsible for obtaining the signed form and turning it into the office. Please allow three days for the search to be performed.

### **WAITING LIST**

Names of children waiting to be enrolled in fee-based programs will be placed on a list according to first-come basis. Students will be assigned in order of list. Preference will be given to students residing in the Butler School District. If openings are available, non-resident children may apply to attend the fee based program.

### **WITHDRAWAL FROM THE PRESCHOOL PROGRAM**

A two week written notice is requested. This allows us time to notify the next person on the waiting list. Payment will be required for the full week when the child is withdrawn mid-week.

## NOTICES

**ALL STAFF ARE MANDATED REPORTERS** and are required by law to report all cases of suspected child abuse to the Division of Family Services. Staff will contact the Administrator immediately if there is a suspected instance of child abuse or neglect. The principal may involve the school nurse and/or school counselor, and if appropriate, use the "hotline."

Staff members who engage in any conduct that intrudes on a student's physical or emotional boundaries without a valid educational or health purpose will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and the district may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school 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 has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. 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.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

**The Butler R-V School District recognizes the right of parents to restrict the release of personally identifiable information concerning their child. Unless the district receives written notification from parents, the following information will be considered “Directory Information” and is not considered an invasion of privacy if disclosed: student’s name, parent’s name, address, telephone number, e-mail address, date and place of birth, grade level, major field of study, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended, and photograph . Any parents or students who choose to not have “Directory Information” released should contact the school in writing by September 1st of each school year.**

### **SPECIAL EDUCATION PUBLIC NOTICE**

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

The Butler R-V School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

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

The Butler School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency’s policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency’s assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed during regular school hours on days school is in session in the Office of the Superintendent of Schools.

This notice will be provided in native languages as appropriate.

The Butler R-V School District conducts an annual census of all children with disabilities or suspected disabilities from birth through age twenty who reside in the district or whose parent/legal guardian resides in the district. The information is treated as confidential and is submitted to the Missouri Department of Elementary and Secondary Education. Information collected includes the name of each disabled child, parent/legal guardians' name/address, birth date and age of child, and each child's disability or suspected disability. Patrons who have a child with a disability or know of a child with a disability who is not attending school should contact Stacey Lawson, Director of Special Services, at 679-3912.

Revised June 2015

## Butler R-V Pre-School Program

I received a copy of the Butler R-V Preschool Handbook. I am aware that while most procedures apply to all students attending the Early Childhood Center, they are dependent specifically to which class my child is Enrolled.

I understand that compliance of the policies and procedures are essential for my child's enrollment.

CHILD'S NAME: \_\_\_\_\_

\_\_\_\_\_  
(Parent/Guardian Signature)      DATE: \_\_\_\_\_