

Trenton R-IX Preschool

Parent Handbook



660-359-2003

Director:
Tara Hoffman

Teachers:
Colbi Kirk
Anna Muselman
Cara Leininger
Emily Voorhies

Parents as Teachers (prenatal to age 5)
Connie Hoffman
Marcia Gutshall



Welcome

We welcome the opportunity of sharing these exciting young years with you and your child! Recognizing the importance of the development in the early years of childhood, the Trenton R-IX School District has made an important commitment to provide a vital educational opportunity to improve the future of children and actively support parents as the child's most important teacher in the preschool years.

To this aim, the district has adopted the Emerging Language and Literacy Curriculum. This curriculum is a program that has been adopted in districts across the state, as well as out of state.

The provisions of the Preschool Program are comprehensive, with a five-day-a-week "In-School" program for both the 3 and 4-year-old child. Home visits can be arranged through Parents as Teachers.

The Group Meetings and Playgroups provide an excellent opportunity to share with other parents, focusing on specific issues and areas of interest regarding the young child as well as to establish a supportive network for each other.

Emerging Language and Literacy Curriculum (ELLC)

The Emerging Language and Literacy Curriculum (ELLC) prepares preschoolers for success in kindergarten, all while giving them a strong foundation in oral language and literacy. 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.

ELLC believes that an exemplary practice for effective instruction requires intention, integration, interaction and inclusion to create the most opportunity for children to learn.

- Intentional
 - o There is a purpose for the activities and materials in the ELLC. Lessons are planned with goals and objectives for the children at the forefront of instruction.
- Integrated
 - o Concepts are moved across the curriculum in all learning environments; language and literacy experiences are woven into the entire preschool day; literature is used to model language structure, access prior knowledge and motivate; skill development is integrated into meaningful units of learning; learning centers support the theme of the two week storybook unit.
- Interactional
 - o Adult/child and child/child interaction form a learning environment for the ELLC. Lessons are planned so that opportunity is available for language stimulation and modeling.
- Inclusive
 - o ELLC research has demonstrated the benefit of the curriculum for all children, typically developing and children with disabilities. The ELLC is considered to be a curriculum with universal design.

Our Goals for Children Through ELLC

- To develop self-awareness through interaction with children and adults in a planned learning environment.
- To build on prior knowledge, construct new knowledge and practice skills in an interactive environment.
- To expand abilities in all developmental domains: social/emotional, physical/motor, cognitive/academic, and language/literacy.
- To acquire knowledge and skills consistent with school readiness.

Key Components of the ELLC

- Shared storybook reading
- Language, literacy, cognitive circle time
- 11 learning centers
- Small phonological awareness groups

What Children and Teachers Do Throughout the Daily Routine

We have an open-door policy which invites you to observe and participate in our classroom. We ask that you wait to do this until mid-September when children have had ample time to transition into their school day.

Below is a listing of what you will see children and teachers doing during each part of our daily schedule:

Planning Time

Each child is:	Each teacher is:
<ul style="list-style-type: none">● Sitting on the floor or at a low table with a teacher and a small group of children.● Indicating what he is going to do during “Center Time” by:<ul style="list-style-type: none">- describing what he is going to do;- describing how he is going to do something;- drawing or tracing what he is going to do; or- dictating or writing what he is going to do.● Going to the area he intends to work in as soon as he has talked with an adult about his plan.	<ul style="list-style-type: none">● Sitting with a small group of children at their level.● Pointing out things to the children in her group, such as:<ul style="list-style-type: none">- new materials if any have been added;- special activities the children might like to plan for, like cupcake decorating, if any are to occur that day.● Talking individually with each child in turn:<ul style="list-style-type: none">- asking him what he likes to do;- giving him time to respond;- acknowledging the choice or plan he does make;- helping him expand his plan;- giving suggestions if he cannot think of anything;- reminding him of something he began yesterday, if such is the case.● Watching to see which children need assistance getting started on their plans.● Going to children who need assistance as soon as every child in the small group has planned.

Center Time

Each child is:	Each adult is:
<ul style="list-style-type: none"> ● Actively involved with materials he has chosen to work with. ● Getting his own materials ● Working on his plan. ● Conversing, off and on, with an adult or other children about what he is doing. ● Attempting to solve problems he encounters or getting the assistance of an adult. ● Cleaning up his own materials when he is finished with them, unless another child is using them. 	<ul style="list-style-type: none"> ● Assisting children who need help getting started on their plans. ● Assisting children who ask for help as they are working. ● Working with children on their own level. ● Talking conversationally with children about what they are doing. ● Asking open ended questions to help children extend their plans or solve problems.

Clean-Up Time

Each child is:	Each adult is:
<ul style="list-style-type: none"> ● Putting materials back where they belong 	<ul style="list-style-type: none"> ● Helping children define what materials they are going to put away. ● Talking with children about the kinds of things they are putting away.

Outside Time or Activity Room

Each child is:	Each adult is:
<ul style="list-style-type: none"> ● Physically Active (running, walking, climbing, pushing, pulling, swinging). ● Involved with large motor equipment or is in an active game. 	<ul style="list-style-type: none"> ● Actively participating with children. ● Talking conversationally with children about what they are doing.

Small Group Time

Each child is:	Each adult is:
<ul style="list-style-type: none"> ● Working with his own set of materials. ● Talking with the adult and the other children about what he is doing. ● Helping clean up at the end of the activity. 	<ul style="list-style-type: none"> ● Moving from child to child to see what each child is doing and talking with him about it. ● Asking open-ended questions to help children see new possibilities. ● Responding to and acknowledging children's efforts and suggestions.

Circle Time

Each child is:	Each adult is:
<ul style="list-style-type: none"> ● Joining the large group activity ● Actively participating in the group game, song, dance, story, or planning for a special event. ● Contributing his ideas to the activity at appropriate times. 	<ul style="list-style-type: none"> ● Either leading or participating in the group activity. ● Asking children for their suggestions for the activity. ● Inviting parents who have brought their children to join the activity. ● Changing the activity when the children have lost interest.

Goals for In-School Program

Goals for Teachers:

- Opportunity to promote “active learning” or the direct and immediate experiencing of objects, people and events.
- Opportunity to provide a safe and appropriate room arrangement which will challenge decision making and choice.
- Opportunity to extend the capabilities which are emerging unique to each child in every area of development.
- Opportunity to foster good physical and social development.
- Opportunity to observe and expand as problem solving possibilities arise throughout the daily routine.
- Opportunity to form a cooperative bond with parent and child, working as partners within a valid developmental framework.

Goals for Parents:

- Opportunity to “actively” participate in the Early Childhood Program through classroom visits, home visits, and quarterly group meetings.
- Opportunity to encourage, support and follow the development of their child’s emerging capacities by extending the “active” learning in the home and in cooperation with the preschool teachers.

Goals for the Teaching Team

In-School Program

Children participating in the program attend classes five days a week, two hours and forty five minutes per session. Parents are responsible for making transportation plans for their child. They can either bring and pick up their child at the arrival and dismissal time, or have their child ride the bus.

Buses

The riding of a school bus is a free service that is provided by the district to the students and is a **privilege and not a right**. The bus driver and monitor are in charge of the children while they are on the bus, just as the teacher is in charge in the classroom. The students are to respect a driver's and monitor's authority and follow his/her directions. Students that have multiple issues of not following the directions of a bus driver or the bus regulations of the district may not be allowed to use the bus service as transportation to or from school. The parents will be notified of any discipline issues that occur on the bus.

If you need to change your child's transportation plan for the day you need to notify the bus barn and notify the preschool. If you send a note with your child to school include the following information, (1) child name and, (2) address and name of the person your child is going to. If you are calling, ***you need to call by 10:00 for the morning session and 1:45 for the afternoon session*** so that messages can be sent to the teachers.

Arrival and Dismissal for Car Riders

Arrival time is scheduled for 8:00 a.m. for the morning class, and 11:30 for the afternoon class. Please do not arrive earlier, as teachers need time to set up the classroom before the children arrive.

Pick up time is 10:45 a.m. for the morning class, and 2:15 p.m. for the afternoon class. On days when the Trenton R-IX School District dismisses early, the afternoon class will not meet. It is important to pick up your child at the appropriate time. Your delay in picking up your child makes it difficult to maintain our schedule. We thank you for working cooperatively with us.

We ask that you park and walk your child into the building at arrival, then park and come to the classroom door to pick up your child at dismissal. All cars should be removed from the parking lot by 2:30 in order for buses to line-up to pick up elementary students. If you are in the parking lot after 2:30, then your car will remain there until the buses leave (around 3:00).

Comfort and Safety

Please dress children in comfortable play clothes and tennis shoes as we will be actively exploring both our indoor and outdoor environments. As the weather grows cooler, please send a sweater or jacket with your child's name printed on the label.

Birthdays & Holiday Parties

All birthdays will be celebrated in the classroom. Summer birthdays will be celebrated in May. If you wish to bring a treat for the children, let us know in advance so we can plan our snacks accordingly. All treats sent to school must be pre-packaged or from a bakery that is approved by the health department. (Items prepared at home cannot be served).

Three classroom activity days are held during the school year: Fall Holiday, Winter Holiday, and Valentine's Day. The Fall and Winter Holiday will be classroom activities organized by the classroom teacher. If the classroom teacher requires any assistance from parents for the Fall and Winter activities, they will communicate this with parents at the beginning of the school year. The Valentine's Day party will be a traditional classroom party with more information to follow.

Cancellation of Classes

KTTN Radio Station, the Trenton R-IX Thrill Share, and cable Channel 11 will provide school closing announcements on days of severe weather conditions. On occasion, conditions arrive during the school day which makes it necessary to dismiss children early. In this event, we will follow the dismissal schedule for Rissler. You are urged to make arrangements for your children in the event that you are unable to pick them up yourself. We must receive a call or note from you informing us of the change of the pick-up person.

(359-2003)

Inclement Weather Procedures

Earthquake:

The earthquake signal is an intercom announcement. On this announcement, all occupants of the building will move to the closest interior wall away from windows and take cover. When the quake is over, classes will evacuate the building according to fire exits and meet in a safe, open location.

Fire:

The fire signal is a siren sound over the school intercom. On this signal, all occupants of the building will evacuate by exiting from the door nearest their classroom. Classroom doors and windows should be closed. Walk briskly, do not run. Do not talk; talking leads to confusion and panic. Do not go to your locker/cubby. Upon leaving the building, go with your teacher to your designated area without stopping. Once you have arrived at your designated location, your teacher will take roll and give you further instructions.

Tornado:

The tornado signal is a pulse sound over the school intercom. On this signal, all occupants of the building will do directly to their designated area. Leave classroom doors and windows as they are: Use the route nearest to your classroom. Walk briskly, do not run. Do not talk; talking

leads to confusion and panic. Do not go to your locker/cubby. Stay away from the windows at all times. Once you have arrived at your designated location, you should assume the “tornado posture” of head down and hands clasped behind your head. Your teacher will take roll and give you further instructions.

Serious Accident or Illness

Please do not send your child to school with a temperature, for his or her sake, and for the protection of others. If your child becomes ill while at school or has a fever, we will notify the parent to pick up the child. For this reason, it is extremely important to keep your child’s records up to date concerning emergency contact information.

Medication

A child may not receive medication of any type from the school unless such medication is absolutely necessary and required by a doctor on a schedule basis (every two hours, etc). If this is the case, we ask the parents to follow these procedures:

1. Send a signed note to the school along with medication, advising teachers of the amount of the dosage, the last time given, and the frequency of the dosage.
2. The medication must be in the original container with a pharmacists label marked with the prescription number, date, child’s name, and the physician’s name.

Immunization Exemption

The district must notify parents of children in the preschool, if any child in the preschool, has an immunization exemption on file. The district will not release the name of any child who has the exemption, the type of exemption, or any information other than the fact that there is at least one student with an exemption.

Return to School After Illness

When children have been absent from school because of illness and elevated temperature, the child needs to be kept at home ***until his temperature has been normal for 24 hours without the use of a fever reducing medication.***

Discipline

If children are having difficulties following the classroom rules the teacher will help remind them of the rules. If they continue to have difficulties, they may be asked to sit by themselves and calm down. The teacher will discuss the behavior with the student and make a plan on how to improve this behavior. If the behavior still continues they may be removed from the classroom and go to the Preschool Director’s office to calm down. They will discuss the behavior and make a plan to correct this behavior. If a child becomes violent and out of control, the parent may be called to pick up the student.

Bullying Policy

In order to promote a safe learning environment for all students, the Trenton R-IX School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Student Searches

Students and parents should realize that the administration has the legal right to search lockers and other school property used by students, as well as cars parked on school property. This may be done without the student present. Students and their bags may be searched with reasonable suspicion.

Dress Code

Any attire deemed to create a health, safety, or discipline concern will be considered inappropriate for school and will not be allowed. Hats and other head covering are not to be worn in the building except on specially designated days. Dress and grooming must not disrupt the teaching/learning process or cause undue attention to an individual student. All dresses and shorts worn should be no shorter than fingertip length. Bare midriffs and spaghetti straps are inappropriate for school, as each classroom is properly heated and air conditioned. When in the judgment of the Principal a student's appearance or mode of dress disrupts the educational process, the student may be required to make modifications.

1. Inappropriate markings – Items of clothing and buttons may not bear alcoholic beverage, drug, or tobacco insignias, advertisements, nor provocative, profane, rude, suggestive, or otherwise inappropriate writing.
2. Personal hygiene – Students are expected to be clean and free of odor at school.

Goals for Home Visit and/or Conference Sessions

Home visits are scheduled, by request, by our Parents as Teachers coordinator. Home visits will last approximately 45-60 minutes. Visits may be conducted at an alternative sight such as the classroom setting at your choosing.

Parents should always feel free to request additional conferences as needed.

Goals for Teachers:

- To consider the developmental level of each child
- To consider each child's unique strengths and interests.
- To consider the needs, concerns, and interests of parents.
- To consider ways to involve siblings and other adults in the learning process when applicable.
- To consider ways to materials in the home can be used to support or extend the learning process.

Goals for Parents:

- Provide a means to increase the quality and quantity of contact between home and school.
- Increase understanding about the preschool child.
- Provide a means for the teacher to learn from the parent about some strategies and activities used successfully in the home.

Teacher Responsibilities:

- Be on time for appointments.
- Remind parents in advance of appointments.

Parent Responsibilities:

- Keep appointments, or notify the teacher in advance in regard to cancellations and to reschedule appointments.
- Schedule visits so that you can share your undivided attention with your child and the teacher during the home visit session, or with the teacher during the conference.

Goals for Group Meetings

Group meetings involving speakers, films, and/or small group activities will be used to build on a parent's knowledge of child development and parenting skills.

Teacher Responsibilities:

- To keep informed about topics and dates of upcoming group meetings.
- To be sensitive to the needs, interests, and concerns of families being served.

Parent Responsibilities:

- To attend group meetings. Group meetings are an integral part of the preschool program, a time to gain knowledge and share with other parents.
- To actively participate in group meetings. A portion of each group meeting may be designed for small group activities. We believe that having parents participate in actual problem solving situations teaches more than does a lecture on how to use problem solving techniques.

4 –Year-Old Class Daily schedule

Morning Session

8:00	Arrival Sign In/QofD
8:05	Centers & PA Groups
8:55	Clean-up
9:00	Opening Circle & Story
9:20	Snack
9:35	Gross Motor
10:05	ELLC
10:25	Pack Bags
10:30	Music & Movement
10:35	Load Buses

Afternoon Session

11:30	Arrival Sign In/QofD
11:35	Centers & PA Groups
12:25	Clean-up
12:30	Opening Circle & Story
12:50	Snack
1:05	Gross Motor
1:35	ELLC
1:55	Pack Bags
2:00	Music & Movement
2:05	Load Buses

3-Year-Old Class Daily Schedule

Morning Session

7:55	Arrival
8:00	Morning Table Work
8:10	Circle Time
8:30	Snack
8:50	Story Time & Student Daily Planning
9:10	Centers, Phonemic Awareness Groups, & Craft
9:50	Clean Up
9:55	Recall
10:05	Gross Motor Development
10:25	Closing Circle
10:45	Dismissal

Afternoon Session

11:25	Arrival
11:30	Morning Table Work
11:40	Circle Time
12:00	Snack
12:20	Story Time & Student Daily Planning
12:40	Centers, Phonemic Awareness Groups, & Craft
1:20	Clean Up
1:25	Recall
1:35	Gross Motor Development
1:55	Closing Circle
2:15	Dismissal

Playgroup Dates

Trenton R9 Preschool staff and Parents as Teachers staff partner together to host Playgroup 6 times a year at the Trenton R9 preschool. All children birth to age 5 (before entering kindergarten) are welcome to attend. Children must be accompanied by an adult. This can be a parent, grandparent, daycare provider or family friend. This is a great opportunity to spend time with your child and interact with them in the Preschool setting. Playgroup times are from 8:00-9:30 unless otherwise specified. **If your child attends Trenton R9 Preschool they will NOT have classes on Playgroup days and there will NOT be bus transportation on Playgroup days.**

September 11

October 9

November 13

December 11

January 15

February 12

April 9

May-Big Bash (Date and Time to Be Determined)

Family Nights

Trenton R9 Preschool staff and Parents as Teachers staff partner together to host three family nights per school year. We encourage you to bring your entire family to join in the fun! Family nights are for you and your family to engage in educational play together. Children are required to be accompanied by an adult.

Screening

All children that enter the district as preschoolers or kindergarteners will need to be screened in the areas of concepts, motor, and language development. Vision, speech, and hearing screenings will also be conducted. This enables the district to make the best placements for all involved to help them meet their full potential.

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 Trenton R-IX Schools 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, 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 Trenton R-IX 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 First Steps program.

The Trenton R-IX 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 Trenton R-IX 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 at S.M. Rissler.

This notice will be provided in native languages as appropriate.

DESE non-discrimination statement

It is the policy of the Trenton R-IX School District not to discriminate on the basis of race, color, religion, gender, national origin, age or disability in its programs or employment practices as required by Title 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 the Title II of the Americans with Disabilities Act of 1990.

Inquiries related to Trenton School employment practices may be directed to the Superintendent, 1607 Normal Street, Trenton, MO 64683; telephone number 660-359-3994. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Director of Supportive Services, 1607 Normal Street, Trenton, MO 64683.

Inquiries or concerns regarding civil rights compliance by school districts should be directed to the local school district. Inquiries and complaints may also be directed to the Office for Civil Rights, Kansas City Offices, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, MO 64106; telephone: (816)268-0550; FAX: (816)823-1404; TDD: (877)521-2172

Protection of Pupil Rights Amendment (PPRA)

Protection of Pupil Rights Amendment (PPRA): The right to consent to disclosures of personally identifiable information contained in the student's records, except to the extent that FERPA affords parents and students over the age 18 years of age certain rights with respect to the student's education records. These rights are the following:

1. The right to inspect/review the student's educational records within 45 days of the day the School receives the request for access. Parents or eligible students should submit to the appropriate school official a written request that identifies the records to inspect. S. M. Rissler Student Handbook – 2017-18 20 The school official will make arrangements for access and notify the parent/eligible student of the time and place for inspection.
2. The right to request the amendment of the student's education records that the parent/eligible student believes are inaccurate. Parents or eligible students should write to the school official, clearly identifying the part that wants changed and specify why it is inaccurate. If the school decides not to amend the record, the School will notify the parent/eligible student and advise them of their right to a hearing. Additional information regarding the hearing procedures will be provided.
3. FERPA authorizes disclosure without consent. One expectation is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervision, instructor, support staff member, official committee member, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest; he/she needs to review an educational record to fulfill his/her professional responsibility.
4. The right to file a complaint with the ED concerning alleged failures by the School District to comply with the requirements of FERPA. Parents/eligible students who believe their rights according to PPRA or PERPA have been violated may file a complaint with the following:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Missouri Department of Elementary & Secondary Education
**No Child Left Behind Act of 2001 (NCLB) COMPLAINT
PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the No Child Left Behind Act of 2001 (NCLB)².

Missouri Department of Elementary and Secondary Education

Complaint Procedures for NCLB Programs

Table of Contents

General Information

1. What is a complaint under NCLB?
2. Who may file a complaint?
3. How can a complaint be filed?

Complaints filed with LEA

4. How will a complaint filed with the LEA be investigated?
5. What happens if a complaint is not resolved at the local level (LEA)?

Complaints filed with the Department

6. How can a complaint be filed with the Department?
7. How will a complaint filed with the Department be investigated?
8. How are complaints related to equitable services to private school children handled differently?

Appeals

9. How will appeals to the Department be investigated?
10. What happens if the complaint is not resolved at the state level (the Department)?

1. What is a complaint under NCLB?

For these purposes, a complaint is an 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 NCLB.

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 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.

¹Programs include Title I, A, B, C, D, Title II, Title III.A.2, Title IV.A, Title VI, Title VII.C Revised 1/15 ²In compliance with NCLB Title IX Part C. Sec. 9304(a)(3)(C) Local education agencies are required to disseminate, free of charge, this information regarding NCLB complaint procedures to parents of students and appropriate private school officials or representatives.

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 NCLB 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 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 ten 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 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 ten 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, and/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 private school children handled differently?

If the complaint is an LEA is not providing equitable services for private school children, in addition to the procedures listed in number 7 above, the complaint 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 Departments' 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. An independent on-site investigation may be conducted if the Department determines that it is necessary. The 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.

Migrant, Homeless, English as a Second Language Learners

Missouri School districts are responsible for meeting the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Our school district has programs designed to help meet the unique educational needs of children working to learn the English language, student who are advanced learners, students with disabilities, homeless students, the children of migratory workers, and neglected or delinquent students. For more information, contact Tara Hoffman, Special Education Process Coordinator, 660-359-2003.

Title I Preschool Program

Parents may request professional qualifications of teachers including certification and teaching assignment, whether their student is served by a paraprofessional and that person's teaching assignment, degrees, and endorsements. Schools will notify parents if their student is taught by a non-qualified teacher for four or more consecutive weeks. The school will inform parents of their student's level of performance on statewide assessments.

Suicide Awareness & Prevention

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The Trenton R-IX School District is committed to maintaining a safe environment to protect the health, safety and welfare of students.

This policy will outline key protocols and procedures the district will use to educate employees and students on the resources and actions necessary to promote suicide awareness and prevent suicide. The goal of the district is to help students who may be at risk of suicide without stigmatizing or excluding students from school. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

Definitions

Crisis Response Team (CRT) – A team of district employees trained in suicide awareness and prevention.

Student at Risk of Suicide – A student who is demonstrating individual, relationship, community or societal factors that are associated with suicide and that in combination indicate that an individual might be contemplating suicide.

Suicide Crisis – A situation in which a person is attempting to kill him- or herself or is seriously contemplating or planning suicide. Planning may include, but is not limited to, a timeframe and method for attempting suicide or obtaining or attempting to obtain the means to attempt suicide. A suicide crisis is considered a medical emergency requiring immediate intervention.

