Pershing Elementary School
is committed to empowering all students
to become high academic achievers and life-long learners!

Student/Parent Handbook
2021-2022
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District Overview (Values, Vision, Mission)

VALUE STATEMENTS
We value...
- Engaging in open communication with our stakeholders.
- Being accountable for student learning and achievement.
- Demonstrating integrity by operating with high ethical standards.
- Promoting collaboration that leads to innovation.

VISION STATEMENT
The School District of University City...
Where all students graduate college and career ready.

MISSION STATEMENT
We will... Transform the life of every student every day.

STRATEGIC PLAN
Learning Reimagined: Creating a Modern Learning Experience.
See graphic on next page.

Pershing Elementary School Overview

Mission:
Pershing Elementary School is committed to empowering all students to become high academic achievers and life-long learners.

Vision Statement:
We are innovators and collaborators. We aim for excellence, bringing our whole hearts and minds to our learning work. We know that together we can create something bigger and better than any of us could do.
Learning Reimagined

Creating a Modern Learning Experience

Five Overarching Strategies

Students are at the core of our plan. We strive for them to be well-prepared for their future with a sense of purpose and the skills to creatively impact their communities. To do this we must strive to achieve:

1. Rigorous, Relevant, Modern Learning Experiences
2. Well-Being and Joy
3. Excellent Staff
4. All Hands
5. Resources

Three Core Pillars

Learning Reimagined stands on three core pillars that humanize, personalize and problematize learning for all students. We know academic performance rises in school climates that embrace these core principles. The Pillars provide a foundation of vital relationships, connections and learning possibilities to elevate our students, teachers and school community.

HUMANIZE
PERSONALIZE
PROBLEMATIZE

Pershing Elementary School Calendar
2020-2021

All District Days can be found on the District Calendar, which is included in this handbook.
Pershing Elementary School events will be shared throughout the year through
SchoolMessenger,
Facebook,
Pershing’s school website
and Peachjar.

Our school events will follow all social distancing guidelines and mask mandates.
# 2021-22 District Calendar

## JULY 2021
- Independence Day/ District Closed
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31

## JANUARY 2022
- Teacher Work Day
- 3
- Classes Resume
- 4
- Early Release/HS Exams
- 13
- Early Release/End Sem. 1
- 14
- Recordkeeping Day/ Quarter 2 Ends-44 days
- 17
- Dr. M.L. King Jr. Day
- 18
- Start Sem. 2
- T-20
- S-19

## AUGUST 2021
- 4-6 New Teacher/Staff Orientation
- 9-10 PD (5)/Work Day (5)
- 11-12 PD District/Building
- 13-16 PD District/Building
- 20-23 Teacher Work Day (5)
- 23-26 First day of school
- T-14.5
- S-7

## FEBRUARY 2022
- Early Release/Staff PD
- 21
- Presidents’ Day
- T-19
- S-19

## SEPTEMBER 2021
- Labor Day
- 6
- Early Release/Staff PD
- 17
- T-21
- S-21

## MARCH 2022
- Parent Teacher Conf. (evenings only)
- 9-10
- No School/Comp Day for Teachers
- 11
- Early Release/Recordkeeping Quarter 3 Ends-42 days
- 21-25 Spring Break
- 25 Schools and Offices Close
- T-18
- S-17

## OCTOBER 2021
- Parent Teacher Conf. (evenings only)
- 6-7
- No School/Comp Day for Teachers
- 8
- Early Release/Recordkeeping Quarter 1 Ends-34 days
- T-21
- S-20

## NOVEMBER 2021
- Election Day/No School
- 2
- Thanksgiving Break
- 24-26
- T-18
- S-17

## DECEMBER 2021
- Winter Break
- 20-31
- T-13
- S-13

## JANUARY 2022
- Staff PD
- 5
- Early Release/FCAP
- 22
- T-21
- S-20

## MARCH 2022
- Early Release/HS Exam
- 26
- Early Release/Recordkeeping Last Day of School Quarter 1 Ends-44 days
- 30
- Memorial Day
- 31
- Teacher Work Day
- T-21
- S-20

## MAY 2022
- Last Day of School Quarter 1 Ends-44 days
- 26 Early Release/HS Exam
- 27 Early Release/Recordkeeping Last Day of School
- T-0
- S-0
- T-168.5 (plus 3 Holidays)
- S-173
- PD-8.5

## JUNE 2022
- Inclement weather days if needed
- 1-3
- Last Day of work for 11-month employees
- 10
- T-0
- S-0
- T-168.5 (plus 3 Holidays)
- S-173
- PD-8.5

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**Pershing Elementary School - 2021-22 Parent Handbook**

*Page 5*
Greetings Pershing Community!

We are so excited to serve as the principals of Pershing Elementary School this upcoming year. Pershing Elementary School is an amazing school because of each of you! There is an African Proverb that states, “It takes a village to raise a child,” which simply means we need our entire Pershing community to interact so our students experience and grow in a safe and healthy environment. One of our main goals is to be a community hub for the families we serve, ensuring students thrive academically and experience joy throughout their time with us.

Families who are new to Pershing: Welcome! We cannot wait to meet you. Pershing has a dynamic staff who will embrace your child(ren) with compassion and care. To our existing families: Welcome back! We have missed seeing your faces and are happy that you are continuing with us. We believe that Pershing is an awesome place because of the families we serve.

As we work through our new normal, it is important to us that we keep clear lines of communication. We ask that you send any questions you have to us at dcolquitt@ucityschools.org and jhawkins@ucityschools.org or contact us (314) 290-4150. Additionally, our District website is a great place to find the most up to date information. Please be sure to check it periodically, www.ucityschools.org. Another one of our goals is transparency through ongoing communication with our families.

We are honored to serve in the School District of University City at Pershing Elementary School. We look forward to working alongside you and your child(ren) this school year. This will be a year to remember!

Warm regards,

Deitra Colquitt & Jessica Hawkins
Co-Principals
Pershing Elementary School Staff Contact Information

Pershing Elementary School’s staff is committed to ensuring we have a clear-efficient communication system. Please contact the grade level team to schedule a time to set up a Zoom meeting or email your questions and/or concerns and someone from the team will contact you. Staff members are not available during scheduled class time.

<table>
<thead>
<tr>
<th>Pershing Elementary School Staff Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principals/SSD Administrator</strong></td>
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<td>Deitra Colquitt</td>
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| **5th Grade**                                        |
| Kea Daniels-Person                                  |
| Jessica Clark                                       |
| Matthew Dunavant                                     |
| pefifth@ucityschools.org                            |

| **Secretary**                                        |
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| **Kindergarten**                                     |
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| Janice Vaughn                                       |
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| **SSD STAFF**                                       |

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<th>Wellness Team</th>
<th>Tiffany Bocos - Grades 3-5</th>
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</table>
Attendance

Distance Learning
During Distance Learning, attendance is important and will be taken in a Google doc. Data about attendance can help school teams support all students. Students are expected to be logged in the entire day, see the school schedule for times: Pershing School Schedule (www.ucityschools.org/PershingSchoolSchedule). Please let us know when your child will not be logged into Zoom sessions by email or phone.

Blended Learning
Regular and prompt attendance is one of the most important keys to a student’s academic success in school. The School District of University City complies with state laws regarding excessive student absences. Excessive tardiness or absences may be considered educational neglect or truancy and could result in school disciplinary action, intervention by school social workers or school resource officers, a referral to Children’s Division, and/or a referral to the Juvenile Court System.

When a student has a pattern of tardiness and/or absenteeism, a letter is sent home to the parent. If absences continue to accrue after the first notification, the school social worker will contact the parent and a second letter will be sent. If the student continues to show attendance concerns, the social worker will contact the family to establish a plan for improved attendance. Each step is an effort to support the family and the student to improve attendance, but if attendance continues to be a concern after taking these steps, a referral will be made to the Family Court/Children’s Division for chronic absenteeism.

Verified Absence – Parents should notify the school on the day of or prior to the day for absences due to illness or injury, death in family, health/medical appointment, religious observance, legal situation and/or participation in a valid educational opportunity.

Notification of Absence – For planned absences (e.g. doctor’s appointments, funerals), send a written note with your child at least one day prior to the absence. For unplanned absences (e.g. illnesses or accidents), contact the 24-hour school attendance line at (314) 290-4152 before 9:30 a.m.

Tardies and Early Dismissals – Students who are tardy or who are leaving school early must check-in with the main office so that attendance can be adjusted. Students who are tardy to school or leave early disrupt classroom procedures and learning time. Tardies and early dismissals will be documented. When tardies and early dismissals equal the time of a full school day, the student will be counted as absent for one full day.

Parents requesting early dismissal must send a note. Children are to be picked up from the school office ONLY by a parent or legal guardian unless a release form is provided. Students are NOT to be picked up directly from the classroom. This procedure is followed to protect your child.

Bus Transportation
For students eligible for transportation, school buses pick up and drop children off in close proximity to their homes. According to District policy, students in The School District of University City who reside 1.25 miles or more from their neighborhood school are eligible for transportation services to
and from school. To find out if your child is eligible for school bus service, please first ask the secretary in the school office. If your child is eligible for transportation and you need to find the location of his or her bus stop and bus number, contact your child’s school office or visit the District mobile APP or website at www.ucityschools.org/BUS. Bus transportation schedules are posted prior to the start of the school year and are updated as routes change. Transportation concerns should first be directed to Transpar at (314) 290-4046. If Transportation is unable to provide resolution, contact Chief Financial Officer Scott Hafertepe at (314) 290-4008.

**Safe and respectful behavior on the bus is required of all children.** The cooperation of parents is required to assure every child a safe ride to and from school. During the first week of school, we will review behavioral expectations for the bus. Bus expectations are outlined in the District Student Expectations Guide (www.ucityscools.org/SEG). Inappropriate behavior on the bus may result in the loss of bus riding privileges.

### Cell Phones

Although we are living in an increasingly digital environment, cell phones can prove to be a distraction at school. Students have access to all the technology they need during the school day via computers, iPads and laptops. Tillman will not be responsible for the loss of personal electronic items. If your child must bring a cell phone, we will follow these procedures:

1. All cell phones must be muted or off when in the school building.
2. Cell phones must be kept in backpacks or turned into the classroom teacher during the day.
3. Cell phones out during the day will be confiscated and a parent will have to retrieve.

If you must get a message to your child during the day, please follow our standard procedures for communication to teachers.

### Changes in Dismissal Procedures

If a student normally attends the after-care program or rides a school bus, the parent/guardian must notify the school in writing if there is a change in plans. Without this notification, the school will follow the child’s normal procedures. Children who ride the bus may only ride their assigned bus and may not have “student guests” on the bus. **Please do not call the school after 3:00 p.m. to make changes in your child’s dismissal.** The office is very busy after 3:00 p.m. and we cannot guarantee that we can communicate the change to the classroom teacher in a timely manner.

### Communication

We have a variety of ways for families to stay informed and connected to our school community.

**Email Updates:**

A weekly newsletter is sent from the office after school hours each Friday, which includes a note from the principals, details on upcoming events, and other important and timely information. You do not need to sign up for this communication as long as we have a current email address. Families preferring a hard copy of this newsletter may receive one by making their child’s classroom teacher aware.
PRIDE:
The PRIDE Newspaper is a twice a year publication of The School District of University City mailed to the homes of all U. City residents and businesses. Its history dates back to 1945 under the name of University City Schools newspaper.

Wednesday Backpack Mail:
Important permission slips, flyers, etc., are sent home in backpacks on Wednesdays.

Additionally, we use the following platforms to share school and District information.

PeachJar – Flyer Distribution: www.peachjar.com
This is an electronic flyer communication and a delivery tool. It allows schools and community organizations to save paper and reduce copy costs by thousands of dollars. It also reduces the number of flyers sent home in students’ backpacks. All flyers from community organizations will be posted on your school website and sent directly to your email. To view school-approved flyers, simply click the PeachJar button on your school’s website homepage.

Social Media – Facebook: www.facebook.com/UCitySchoolsPER
Social media is used for sharing information about school and district events, community activities, and schedule and time changes. Social media provides a rich and engaging platform for the expression of diverse opinions. Our social media sites are moderated and all comments are reviewed by the communications team.

Conferences and Progress Reports
Progress reports are given four times a year, one at fall parent conferences in September and one at spring parent conferences in February. One will be sent home with your child in January and one mailed home at the end of the school year. At the fall and spring conferences, parents have the opportunity to discuss their children’s academic and social progress with classroom teachers and specialists. Parents can request a conference at any time during the school year.

Cultural Holidays
All activities included in the instructional program will ensure that all students feel included and comfortable. Student participation in any program or performance that may involve holiday material should be voluntary. Parents who believe a school activity is in conflict with their cultural beliefs should alert the school in advance and a positive alternative will be provided.

Daily Schedule

Blended Learning Model Schedule
This section will be updated when it is safe to return to in-person learning. Please note, no decisions have been made on returning students to classrooms at this time. The School District of University City will ensure all plans are safe, gradual, and kind. Pershing Elementary School will align with all District plans.
**Distance Learning Schedule**

Our Distance Learning schedule was created with the whole child in mind. Please click here for schedules by grade level. Class starts at 9 a.m. Students can begin logging into Zoom as early as 8:50 a.m.

**Discipline (Expectations)**

Effective discipline is essential for the public school to discharge all of its basic responsibilities: instruction, guidance, and socialization. An effective instructional program will occur in a safe environment conducive to learning. The School District of University City has established specific behavioral expectations with regard to student conduct as required by the State of Missouri and School District of University City Board of Education.

We believe that each student is unique and has the potential to make positive contributions to society. In a cooperative effort with parents, staff, and students we commit ourselves to provide an atmosphere that will encourage all students to become well rounded, college bound, career ready, responsible citizens. When behavioral expectations are not met, it is our goal to educate, restore, and provide appropriate interventions for the re-education of students to prevent repeated infractions and violations of District policies and behavioral expectations.

The District Student Expectations Guide lists rules and consequences for misbehavior. This guide is available on the school/District website. If you need a printed copy, please contact the school office and it will be sent home with your child.

**Education Support Services**

**MTSS Teams: (Multi-Tiered Systems of Support)**

Effective support and interventions must be readily available as soon as teachers become aware that an individual student is experiencing difficulty meeting or is greatly exceeding grade-level academic and behavioral expectations. In order to respond quickly, our schools have established school-based MTSS Problem Solving Teams. These teams utilize a structured problem-solving process to MTSS classroom teachers design – as well as implement and evaluate the effectiveness of intervention strategies when typical classroom strategies have not been successful. MTSS Problem Solving Teams convene at both the grade level for general intervention planning (e.g. grade-level planning of differentiated instruction, learning supports, social skill lessons) and at the building level for more focused individualized intervention planning.

When the identified concerns are significant or the response to general intervention is inadequate, the building-level MTSS team will convene. The building-level MTSS team is facilitated by a building administrator, school counselor, and school psychologist. It is comprised of classroom and instructional support specialists that may include:

1. Nurses
2. Literacy, resource, and gifted teachers
3. Educational support counselors
4. Occupational, physical, or speech language therapists
5. Directors of learning and innovation
These specialists have been trained in problem-solving and intervention strategies specific to academic and social, emotional, and behavioral needs. Parents are welcome to participate in the Building MTSS Team process for their child and are always informed of the plans designed by the MTSS team.

The Building MTSS team’s role is to conduct individualized problem-solving, research-based intervention planning, implementation support, data collection, and monitoring of the student’s response to interventions (RtI). Intervention plans often include small, flexible instructional groups which target essential skills and frequent curriculum-based progress monitoring.

School-based specialists may include:
1. Occupational, physical, or speech language therapists
2. School psychologists
3. Special educators

The specialists may conduct in-class observations, collect progress monitoring data, help implement in-class interventions, or provide short-term instruction. Building MTSS teams use progress monitoring data to determine when more or less intense interventions are required in order to support the learning needs of the student. Parents are apprised of their child’s progress regularly and are notified whenever a referral for formal evaluation needs to be considered.

**Students with IEPs**
During University City’s distance and blended learning models, it is essential that student services, general educators, and Special School District (SSD) collaborate. If any questions arise, please contact the school counselor, building principals, SSD Area Coordinator or case manager.

The School District of University City ensures that Distance Learning for students with disabilities will follow each student’s individualized education program (IEP). According to the Missouri Department of Elementary and Secondary Education (DESE) that the requirements of Part B of the Individuals with Disabilities Education Act are implemented by public agencies in this state responsible for the education of children with disabilities. DESE ensures that each educational program for children with disabilities administered in the State, including each program administered by another State or local agency, is under the general supervision of the Office of Special Education, DESE, and that their programs meet the educational standards of DESE.

It is the policy of the state of Missouri that all children/students with disabilities ages three (3) to twenty-one (21) years, as prescribed by Missouri statutes and residing in the state, have a right to a free appropriate public education (FAPE), including students with disabilities who have been suspended or expelled from school. The term "students with disabilities" as used in this document includes all students defined as "handicapped" and "severely handicapped" in accordance with 162.675(1) and (3) RSMo and the Individuals with Disabilities Education Act (IDEA). Definitions of each disabling condition are found in this document. A free appropriate public education (FAPE) is defined to include regular and special education and related services which: (1) Are provided at public expense, under public supervision and direction, and without charge to the parent; (2) Meet the educational standards of the State Education Agency pertaining to the education of students with disabilities; (3) Includes preschool, elementary school, and secondary school education; and, (4) Are provided in conformity with the individualized education program (IEP).
Sampling of Special Education Services provided based on IEP
➤ Speech and Language ➤ Occupational Therapy ➤ Physical Therapy ➤ Music Therapy

Students with 504s
School counselors can provide guidance on 504 plans.

Talented and Gifted Development (TAGD)
The Talented and Gifted Development (TAGD formerly GATE) program provides services to identified students in grades kindergarten through 12th who require more challenging enrichment opportunities to realize their full potential, especially through elementary and middle school years. TAGD provides planned experiences for all District students in grades K-5. It integrates critical and creative thinking, independent research, and problem-solving curricular activities while providing effective education through the development of intelligent behaviors and leadership qualities. If interested in more information, contact the school office for an updated brochure regarding the TAGD, PEGS (Program for Exceptionally Gifted Students), Honors and AP (Advanced Placement) programs or call the office of Curriculum & Instruction at (314) 290-4020.

Emergency Closing
In the event of emergency closing of schools due to inclement weather or other factors, families will be notified by a District automated call and/or email, District website, Facebook and Twitter postings. School closings are also announced on major television and radio stations. PLEASE DO NOT CALL THE SCHOOL since it ties up the phone lines and makes communication regarding emergencies difficult. Unscheduled closings due to equipment failure or weather conditions may also occur. If school is dismissed early, make sure your child understands where to go in case a parent is not home. If an emergency should arise at school, the parents will be notified. Please make sure that the school has a working phone number at all times.

Enrollment
Beginning July 1, 2016, The School District of University City moved to an online enrollment process utilizing Parent Portal that will help ensure more accurate student and family data while streamlining the enrollment process. For more information, visit www.ucityschools.org/Enroll.

Children entering kindergarten must be five years old before August 1. Online re-enrollment is required for all students prior to the start of school.

When enrolling or re-enrolling your child, please bring the following documentation with you:
● Child’s original Birth Certificate
● Immunization Record (Complete from infancy required by State) (original, if not on file)
● Parent photo identification along with proof of guardianship if other than custodial parent. (e.g. driver’s license, employment photo identification badge)
● Proof of Guardianship (if other than custodial parent)
● Updated University City Occupancy Permit (Contact University City, City Hall at (314) 505-8500 for more information.)
● PLUS, two of the following:
  - Current unpaid utility bill (electric, gas, water, trash, sewer, phone, cell phone)
  - Voter registration card
  - Current lease
If your child is transferring from a different school, the following information is needed:

- Last report card for children enrolling in first through fifth grade
- Withdrawal form from previous school (if issued)
- Discipline report
- Placement of report in a sealed envelope from previous school/district will expedite enrollment
- Individual Education Plan (IEP) and Evaluation (if serviced by Special School District or out-of-area equivalent) Required by the Missouri Safe Schools Act (HB 1301 & 1298 & SB 944)

Health & Wellness Support Services

Counseling & Guidance Program

The elementary counseling program reaches all children through classroom guidance activities as well as small group sessions. The approach is developmental and preventive.

The school counselor, Ms. Michelle Turner, works with students to promote growth.

The counselor is an integral part of the school program and works with all those involved in meeting the needs of the students.

The counselor offers the following services: classroom guidance, individual and small group counseling, crisis support, referral to outside agencies, consultation to parents and teachers to better help them understand the behavior or academic concerns of the child, parent workshops, and provide and recommend materials and resources to meet the specific needs of students.

If you wish to consult with about a problem concerning your child, please feel free to contact Ms. Michelle Turner at 314-290-4154 for an appointment. By working with the counselor, teacher, and principal to resolve a problem, your child’s educational and social potential can be met.

Health Services

Pershing’s health service has a registered professional nurse on staff, Patricia Chandler, RN. The health services provided by the nursing staff will include:

- Ensuring compliance with immunization requirements
- Provide nursing care and referral for medical care, as well as management of acute and chronic health conditions. This may include, but is not limited to asthma and diabetes education/monitoring and infectious disease reporting
- Excluding students who have contagious diseases from attendance when authorized by law
- Emergency first aid treatment for injury or illness occurring during the school day, however, illnesses or injuries occurring outside of school hours, should be addressed by the parent and reported to the school nurse if follow up is required or restrictions or modifications are indicated for participation in activities or classes. Any restrictions or modifications should be accompanied by a note from a medical provider (e.g. ER, PCP, Urgent care). The statement should include a description and duration of the specific restrictions/modifications
• Administration of medication, including emergency medications stocked by the district pursuant Board policy, Medication must be in the original container with a label attached. Prescription medications must be labeled with the student’s and doctor’s name, dosage, frequency, expiration date and pharmacy name and telephone number. No medication including Tylenol or cough medicine, is to be kept in a child’s desk, purse or backpack (district policy).
• Promote health and safety of students and faculty, including promoting a healthy learning environment
• Provide/conducts health screenings: Vision, Hearing and Dental, these screenings are part of the periodic health examination in schools. Dental screenings are done per parents written consent and Hearing and Vision screenings are during the year for kindergarten, first, third, fifth and any new second and fourth grade students. If a problem is determined, parents will be notified and referral information available
• Maintain student health records, including the maintenance of emergency information forms for each student. It is important for us to have every child’s emergency information current so that we can quickly contact you. You can contact our school nurse directly at (314) 290-4155.

**Social Work Services**

The school social worker assists with linking the home, school and community. Resources are identified to connect families who are experiencing various situations that may impact their student’s learning.

The social worker will provide the following support: 1) Assist with bridging the communication gap between parents and teachers through visiting a students home, and assisting with problem solving. 2) Provide individual and group counseling to address the social emotional needs of the students. 3) Provide holiday assistance. 4) Assist families with meeting their basic needs of food, housing, utilities, and clothing through community resources and working closely with the Office of Student Services. 5) Assist families living in transition to ensure students are able to remain in school. 6) Help coordinate and connect families to mental health services. 7) Work with teachers to create strategies for student success. 8) Pershing Site Coordinator for the Grab and Go Meal Program provided during distance learning. 9) Available to meet with parents to discuss life stressors and concerns they have for themselves and their student(s). 10) Address challenges that affect consistent school attendance.

Please don’t hesitate to call your social worker Stacey Miller by office number (314) 290-4160 or district cell phone (314) 313-2097.

**Trauma Informed Interventions**

Pershing Elementary is taking the proper steps to become a trauma informed school. It requires a layered approach to create an environment with clear expectations for everyone, open communication, and sensitivity to the feelings and emotions of others. We are weaving trauma-informed approaches to the fabric of our school including strategic planning by administrators, staff training, and direct intervention for all students, regardless of trauma background.

Our Trauma Informed Intervention Specialist provides students with lessons on emotional identification, self-regulation, and mindfulness through classroom guidance, group sessions and individual sessions.
To meet our humanizing pillar, we are also braiding in Restorative Practices to emphasize the development of safe and nurturing relationships. Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing.

If you would like further information regarding our Trauma Informed work, you can reach our Trauma Informed Intervention Specialist, Roxy Isaguirre at 314-502-1746.

**Homework**

Homework is given to provide additional opportunities for reinforcement and practice of classroom learning. We value this home-school learning connection; we also believe it is important for students to play, engage in extracurricular activities, and spend quality time with their families.

**Meal Services: Breakfast and Lunch**

The School District of University City is partnering with the U.S. Department of Agriculture to offer a free, nutritious meal program to all students in the District. All students enrolled in District schools are automatically eligible to participate in the meal program at no charge and with no additional application required. Breakfast and lunch will be served to all students. The meals served follow U.S. Department of Agriculture guidelines for healthy school meals. For details about the new meal program, visit [www.ucityschools.org/Food](http://www.ucityschools.org/Food) or call the Food Services office at (314) 290-4068. Students may still be charged for additional food purchased.

**Grab & Go Meal Registration Information**

More information is available at [www.ucityschools.org/GrabAndGo](http://www.ucityschools.org/GrabAndGo)

To register: [www.ucityschools.org/MealsSupport](http://www.ucityschools.org/MealsSupport)

Meals support is available to families with students enrolled in the school district (grades preK-12). Students enrolled in Click Academy or Brick Academy are eligible for the meals. Students who are homeschooled and/or not enrolled in the District will not qualify for the meals.

At this time, the District hopes to serve three meals a day for seven days a week for a total of 21 meals per student per week. Parent(s)/Guardians of students must fill out the registration form to continue with the program. For children who qualify, the pick-up day, time and locations are Wednesday from 10 a.m. to 1 p.m. at Barbara C. Jordan, Jackson Park, Pershing and Brittany Woods schools.

**School Field Trips**

At this time, all field trips will be virtual until further notice. This section will be updated on an ongoing basis. All decisions we make will be safe, gradual, and kind.
Social Media

Generally speaking, communication between and among students that takes place outside of school is not of concern to University City staff unless it is brought to our attention because there is a disruption to the learning environment and to U. City students. If there are conflicts or disruptions brought to our attention, these will be addressed through our discipline guidelines. Common reasons for District involvement include name calling, bullying and threats.

Here are some examples to further clarify how District discipline guidelines and school procedures can intersect with student cell phones and internet activities:

Social Media:

Example #1: A conflict at school that begins with comments written on the internet will be evaluated according to our discipline guidelines. If the comments reflect name calling, bullying or threats, we will address these as if they happened at school or were written on a piece of paper.

Example #2: If students have identified themselves as University City School District students on social media sites, and it is brought to our attention that they have made comments which do not reflect our behavior expectations, the student may be investigated and or disciplined pursuant to our discipline guidelines.

Cell Phones:

Example #3: If, while responding to a disciplinary concern, there becomes a reasonable suspicion resulting in an investigation of student belongings (backpack, pockets), we may also search the calls, photos, and text records of a phone if the phone records relate to the disciplinary investigation.

Example #4: If a phone has been lost and is then found, we will read information in the phone in order to learn the identity of the owner.

We want parents and students to be fully informed that internet communication and cell phones will remain private until something causes us to have an interest in them and then we will review them in the same way we would review any other item thought to be posing a threat or disruption.

Visitors

Visitor Requirements as of 2020-21 SY

Visitors, including parents/guardians, will need to make an appointment to be on site. We will do temperature checks for all visitors upon arrival. Additionally, all visitors will be required to wear a mask and abide by social distancing guidelines.

The welcome mat is always out at our schools. In spring 2019, the District fully implemented the Raptor Visitor Management System district wide. Raptor tracks visitors and volunteers, providing a more secure environment for students and staff. This nationally-recognized, cutting-edge safety and security system scans valid state issued IDs before entering the school and creates a visitor’s badge. Visitors are asked to check in at the office first to receive visitor identification. If you would like to meet with your child’s teacher, please call in advance so your visit can be scheduled for a
time when the teacher can meet with you. Students may not bring guests to school without prior approval from the classroom teacher and principal. If you wish to observe in classrooms, please call our main office to make an appointment for the observation.

Volunteers

Whatever your talent, whatever your time, there is a place for your volunteer efforts. Volunteers help in the classroom, work with the library staff and much, much more. There are also evening and at home projects that need volunteer support. Please contact your child’s classroom teacher or the office if you would like to volunteer your time and your talents. The School District of University City appreciates your willingness to volunteer and create educationally, socially and emotionally enriching experiences for our students.

Effective July 1, 2010, our District implemented a comprehensive volunteer screening protocol in order to ensure a safe, nurturing environment for students being tutored, mentored, coached or sponsored, nurturing environment for students being tutored, mentored, coached or sponsored.

Title I Status

Title I is a federal program that was enacted to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The Title I program primarily serves children in the areas of communication arts and mathematics. Pershing Elementary School receives Title I funds for schoolwide assistance.

Title I Parent and Family Engagement Policy

Type of Title I Program: Schoolwide

In support of strengthening student academic achievement, Pershing receives Title I, Part A funds and therefore must jointly develop with, agree with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means of carrying out the requirements of The Every Students Succeeds Act (ESSA) Section 1116.

Pershing will seek and obtain the agreement of parents to the parent and family engagement policy in the following ways:

➢ PER Curriculum Night - September 7, 2021
➢ Parent surveys quarterly
➢ Share policy on school website

● Parents are notified of the policy in an understandable and uniform format.
● The school parent and family engagement policy is provided in a language that parents can understand.

POLICY INVOLVEMENT

● At the beginning of the school year, the school convenes an annual meeting at a convenient time, to which all parents of participating children are invited and encouraged to attend.
● The agenda reflects the purpose of the meeting:
  ○ To inform parents of their school’s participation in the Title I.A program
  ○ To explain the requirements of Title I.A
  ○ To explain the rights of parents to be involved
● The school offers a flexible number of meetings.
● Using Title I.A funds to promote parental involvement, the school provides at least one box checked below:
  ❑ Transportation
The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school.

Pershing will involve parents in the planning, review, and improvement of the Title I.A program and/or Schoolwide Program Plan in the following ways:

- Invite parents to be review, provide feedback and update Schoolwide Program Plan (a.k.a. Comprehensive Strategic School Improvement Plan)
- Parent surveys quarterly
- Share policy on school website

- In the planning, review, and improvement of the school parent and family engagement policy.

Pershing will involve parents in the planning, review, and improvement of the Parent and Family Engagement Policy in the following ways:

- Share policy and compact at Curriculum Night
- Share policy on school website
- Invite parents to participate in District Strategic Planning meetings in the fall and spring
- Feedback/Comments box on the school’s Title I.A information tab
- Parent surveys quarterly

The school provides parents of participating children:

- Timely information about the Title I.A programs.

Pershing will provide information to parents about the Title I.A program in the following ways:

- Share information about the Title I.A program at Back to School/Curriculum Night/Annual Meeting
- Title I.A tab on the school website will have information about the Title I.A program
- Use multiple methods of communication to families such as school reach system, Peachjar and Parent Portal
- Agenda item at PTO meetings

Pershing will provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels in the following ways:

- Share information at Back to School Curriculum Night/Annual Meeting
- Share information at Curriculum Night
- Parent/Teacher Conferences – Fall/Spring – Teachers will share MAP Achievement data
- School Website – The school website will have information about courses, curriculum, syllabi
- SDUC Website – Curriculum and Instruction tab will have information regarding curriculum and assessments

- Opportunities, as appropriate, to participate in decisions relating to the education of their children.
- Responses to their suggestions as soon as possible.

**SCHOOL CAPACITY FOR INVOLVEMENT**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Pershing will:

- Provide assistance to parents, as appropriate, in understanding:
- the Missouri Learning Standards
- the Missouri Assessment Program
- local assessments
- how to monitor a child’s progress and
- how to work with educators to improve the academic achievement of their children.

Pershing will provide assistance on the aforementioned topics in the following ways:

- Provide materials and training to help parents work with their children to improve achievement.

Pershing will provide materials and training in the following ways:

- Encourage participation in family learning events where parents can learn strategies to support their child’s learning at home:
  - Weekly Community Conversations with PER principals (Fridays)
  - District Parent Cafes
  - Events through community partners that align with Pershing’s mission, vision and goals
  - Ongoing virtual opportunities that showcase teaching/learning experiences and parents partnerships: Jazz & More Under the Stars, Cultural Awareness Activities, and outdoor learning through the community garden

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the values and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Pershing will educate school personnel regarding working with parents in the following ways:

- Review and update with school staff communication procedures with parents
- Provide training for school staff regarding effective communication techniques for working with parents

- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State and local programs, including public preschool programs, and conduct activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Pershing will coordinate and integrate with other programs in the following manner:

- Kindergarten Transition program will introduce and acclimate incoming kindergarten students and parents to the elementary school setting
- Sixth Grade Transition program will allow students and parents to understand the academic programs at the middle school level

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language parents can understand.
- Provides reasonable support for parental involvement activities under this section as parents may request.

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
  - Parents and family members who have limited English proficiency
  - Parents and family members with disabilities
  - Parent and family members of migratory children
- Provides information and school reports in a format and, in a language parents understand.
Title I Parent-Student-Teacher Compact

Pershing Compact

The school-parent compact is a written agreement between Pershing Elementary School teachers/staff and parents/guardians. The purpose of the school-parent compact is to build and foster the development of a school parent partnership that supports students academic and social-emotional development by explicitly stating what is needed for students to be successful and thrive.

SCHOOL RESPONSIBILITIES:
Pershing teachers and staff will:

1. Create an environment that embraces equity, diversity, and inclusion by honoring student unique identities and cultures; provide opportunities for parent engagement and involvement;
2. Provide high-quality curriculum and instruction in a supportive and student centred learning environment that prepares children to meet Missouri’s student academic achievement standards as follows:
   - Provide high-quality, virtual curriculum that is responsive to the needs of each student.
   - Provide a blended learning environment that supports student online and one-on-one
3. Abide by social distancing guidelines and mask mandates to ensure the safety of all students;
4. Develop and implement programs that focus on the social-emotional well being of all students;
5. Establish a clear and transparent communication system that supports reciprocal communication, access to staff, continuous student progress updates, and annual parent-teacher conferences;
   Parent-Conference Dates: October 6-7, 2021, March 9-10, 2022

PARENT RESPONSIBILITIES:
I will, as parents of student(s) at Pershing will support our children’s learning in the following ways:

1. Ensure my child attends school on a regular basis and arrives at school on time (virtual and in-person);
2. Protect the learning environment by following Zoom norms:
   - Privately chat teachers if concerns arise during Zoom meetings;
   - Have your child set up for the meeting in a space where there will be minimum disruptions;
   Consider having a digital background to minimize distractions;
3. Support Pershing’s communication system by responding to messages, participating in annual parent-teacher conferences, sharing questions and concerns as soon as they arise;
4. Abide by social distancing guidelines and mask mandates to ensure the safety when on site;
5. Engage in opportunities planned for the Pershing Community throughout the school year;

Student Responsibilities:

We, as students of Pershing, will share the responsibility to improve academic achievement and achieve to the State of Missouri’s high standards. Specifically we will:

1. Attend school regularly and arrive at school on time.
2. Complete all daily homework and return to school on time.
3. Be responsible for giving my family members all information sent home from school.
4. Consistently plan a portion of every day for a period of uninterrupted reading time.
5. Be a positive member of the school community.
6. I read or an adult read the student responsibilities to me. I understand my responsibilities as a Pershing Student.

Principal(s): Ms. Jessica Hawkins, Ms Deitra Colquitt
District Awards

The nomination forms, deadlines and past recipients for each of the following awards are contained on the District website at www.ucityschools.org/Nominations.

Teacher of the Year Awards – Nominees should be excellent, dedicated teachers who plan to continue teaching as a career. They should be respected and admired by students, parents and colleagues, and actively involved in school, community, and humanitarian activities. In addition, nominees should be outgoing, energetic and an exemplary model of the outstanding educators in University City. Students, staff, parents and administrators can nominate individuals for this award. Once chosen, the District’s representative will participate in the Missouri Teacher of the Year program, sponsored by the Missouri Department of Elementary and Secondary Education (DESE) and Emerson Electric’s Excellence in Teaching Awards reception. **Nomination deadline is the last Friday in January.**

Educational Support Person of the Year – Nominees must be a current employee who is respected and admired by students and colleagues and play an active role in the District, whether it is job-related or through extracurricular activities. Persons holding supervisory positions are ineligible. **Nomination deadline is the last Friday in January.** Individuals are evaluated on the following areas:

- Inspiration and role model to students and staff in the District
- Active role in the District
- Service and Leadership in school and/or District
- Special Job-related strengths and skills which affect the educational process
- Personal qualities (i.e.: attitude, creativity, relationships, etc.)
- Above and beyond what is required for the job

Pacesetters – PACEsetters are individuals who have made contributions to a particular school or the district by Positively Affecting Community Education and are evaluated on the following areas:

- Commendable district/school accomplishments
- Above and beyond what is normally expected
- Special abilities that enhance student/school success
- **Nomination deadline is the third Friday in March.**

MLK Spirit Award – This award honors individuals and groups, living or deceased, who work or have worked toward racial unity and justice. Nominations should include contact information, as well as how the nominee has worked or is working toward racial unity and justice. Nominees must be, or have been, residents of University City. Nominations are reviewed by a committee of school board members. One or two awardees are selected each year. New awardee(s) are recognized during the Annual Dr. Martin Luther King Jr. Birthday Celebration traditionally held the Saturday afternoon prior to the Monday holiday celebrating Dr. Martin Luther King. **Nomination deadline is the first Friday in December.**

Hall of Fame – University City High School alumni who are 10-years or more from graduation are eligible to be nominated for the UCHS Alumni Hall of Fame. Details are at www.ucityschools.org/HOF.

Board Recognitions – Each month, the University City Board of Education recognizes students and community members during the monthly school board meetings. Recommendations for these may be emailed to communications@ucityschools.org throughout the year.
Board of Education

The 21st century school governance process, BoardDocs, has been adopted for paperless school board meetings. Agendas are posted online at www.ucityschools.org/BoardDocs when finalized. Supporting documents (formerly public packet) are made public the day of the meeting. Meeting results are live as voting is completed. Minutes are posted after approval during the next scheduled meeting.

To communicate with school board representatives, contact the administrative assistant to the Board at (314) 290-4001, fax (314) 726-2753 or mail correspondence to Board Member Name, c/o The School District of University City, 8136 Groby Road, University City, MO 63130. More information including a link for live stream (www.ucityschools.org/ULIVE) and how to become a school board member is available at www.ucityschools.org/BOE.

2021-22 School Board Members

President: Matt Bellows  
Vice-President: Lisa Brenner  
Secretary: Traci Moore  
Student Representative: Emma Scharff

Directors:  
LaVerne Ford-Williams  
George Lenard  
Joanne Soudah  
Monica Stewart
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.

Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures

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

Missouri Department of Elementary and Secondary Education - Complaint Procedures for ESSA Programs - Table of Contents

General Information

1. What is a complaint under ESSA?
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 nonpublic 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?

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.

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

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

- A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
- 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 a 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.

Confidentiality of Students (FERPA)

The School District of University City (“District”) complies with the Family Educational Rights and Privacy Act (“FERPA”), which affords parents/guardians (“parents”) and students who are at least age 18 (“eligible students”) the following rights:

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

RIGHT TO PREVENT DISCLOSURE: Parents or eligible students have the right to prevent disclosure of educational records to third parties with certain limited exceptions. The District will attempt to limit the disclosure of information contained in educational records to those instances when prior written consent has been given for the disclosure. However, upon request, the District will disclose information to officials of other schools in which a student seeks or intends to enroll. The District may also disclose information under the provisions of FERPA that allow disclosure without prior written consent, as well as directory information (unless you have refused to permit such disclosure of directory information), in accordance with FERPA regulations. The District will disclose educational records to school officials who have a legitimate educational interest in the records. Officials include those persons employed by the District, whether paid or unpaid, as an administrator, supervisor, instructor, or support staff member, including health or medical staff; persons retained by or under contract to the District to perform a special task, such as an attorney, auditor, etc.; or persons who are employed by the District’s law enforcement unit. School officials have a legitimate educational interest if the officials are: performing a task related to a student’s education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student’s family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus.

DESIGNATION OF DIRECTORY INFORMATION: The District has designated certain information contained in the educational records of its students as directory information for purposes of FERPA. Directory Information is information contained in an educational record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. The district designates the following as Directory Information: Name; Grade level; Parent/legal guardian name; Date and Place of birth; Dates of school attendance; Most-recent previous school attended; Whether Diploma received and date of receipt; Awards; Team and activity membership/participation; Weight and height of athletic participants; Student artwork or course work displayed in the district; Photographs, videos, digital images and recordings of students at public events, unless the district determines, in its sole discretion, that the release of such items would be considered harmful or an invasion of the student’s privacy or if the release of such items could be considered a closed record under federal or state law.

In addition to the Directory Information addressed above, the following information may be disclosed as part of an internal school directory and to organizations, school foundations, or booster clubs that are recognized by the Board and created solely to work with the district, its staff, its students and parents for the purposes of promoting the District or raising funds for District activities. Such information may also be released to governmental entities, including but not limited to law enforcement, the Children’s Division of the Missouri Department of Social Services and state agencies. The district designates the following as Limited Directory Information: Student’s/Parent’s addresses, Student’s/Parent’s telephone numbers and Student’s/Parent’s email addresses.

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

**MILITARY RECRUITER ACCESS/STUDENT RECRUITING INFORMATION:** Upon request of military recruiters, the District is required by law to provide access to secondary students’ names, addresses, and telephone listings. The District is also required to provide military recruiters with the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers. However, any secondary student or parent of a secondary student may request that the student’s name, address, and telephone listing not be released without prior written consent of the parent. Requests that a student’s name, address, and telephone listing not be released to military recruiters must be submitted, in writing, to the District’s Executive Director of Student Services.

**RIGHT TO REQUEST AMENDMENT:** Parents or eligible students have the right to request that the District correct any parts of an educational record believed to be inaccurate, misleading or otherwise in violation of your rights. A request should be submitted to the District’s Executive Director of Student Services. Parents or eligible students must identify, in writing, the part of the record sought to be corrected and specify why it is inaccurate/misleading. If the District decides not to amend the record, it will notify the parents or eligible student and provide information on the right to a hearing to present evidence that the record should be changed.

**RIGHT TO COMPLAIN TO FERPA OFFICE:** Parents or eligible students have the right to file an external complaint regarding the District’s implementation of FERPA, and such complaint may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

### Protection of Pupil Rights Amendment (PPRA)

The federal Protection of Pupil Rights Amendment (“PPRA”) affords parents certain rights regarding a school district’s initiation of certain federally funded surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education: Political affiliations or beliefs of the student or student’s parent; Mental or psychological problems of the student or student’s family; Sex behavior or attitudes; Illegal, anti-social, self-incriminating, or demeaning behavior; Critical appraisals of others with whom respondents have close family relationships; Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; Religious practices, affiliations, or beliefs of the student or parents; or Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the District or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use: Protected information surveys of students; Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. The District has adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement: Collection, disclosure, or use of personal information for marketing, sales, or other distribution; Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; and Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights under the PPRA have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

### State Policy Regarding Reading Assessment, Reading Improvement Plans and Student Retention

Enacted in 2001, Senate Bill 319 clarified reading assessment as defined in Missouri Revised Statute § 167.645. Senate Bill 319 calls for the early assessment of students’ reading skills and requires school districts to intervene with students who are reading below grade level. The law requires:

- Initial reading assessment of students in grades 3-6 (with some exceptions) to determine their reading level.
- Individualized “Reading Improvement Plans” for students in grades 4-6 who are substantially below grade level in reading.
- Additional reading instruction for students with Reading Improvement Plans.
- Retention of students in grade 4 if they are reading below the third-grade level. (Several exceptions to this requirement are specified in the law).

### English Language Learners (ELL)

If a child’s native or home language is not English, The School District of University City has a procedure in place for identifying enrolling students (Home Language Survey). Qualified staff (certification in English as a Speakers of Other Languages) will assess the learning needs for each ELL in reading, writing, speaking, listening and comprehension. Instruction services for ELLs include direct English language instruction and appropriate content modifications. The School District of University City will provide notification to parents within 30 days from the start of the school year that their child is being placed in an English language program. If a child enters the program during the school year, this time frame is two weeks. ESOL staff will provide parents with timely notification of student progress in conjunction with the quarterly progress reports.

### McKinney-Vento Homeless Education Assistance Act

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**Pershing Elementary School - 2021-22 Parent Handbook**
The McKinney-Vento Homeless Education Assistance Act (McKinney-Vento) is a federal law that protects the educational rights of homeless students to eliminate barriers to the enrollment, retention, and success of homeless students; and to ensure they receive equal access to the same free, appropriate public education as is provided other students.

Who is Homeless?
According to McKinney-Vento, homeless children and youth include individuals who lack a fixed, regular and adequate nighttime residence. This includes the following situations:
- Sharing the housing of others (known as doubling up) due to loss of housing or economic hardship;
- Living in motels, hotels, trailer parks or camping grounds;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Living in a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation;
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings.

McKinney-Vento also recognizes unaccompanied youth who are homeless. According to the act, an unaccompanied youth is a youth not in the physical custody of a parent or legal guardian.

Rights Under McKinney-Vento
McKinney-Vento assures every student experiencing homelessness has the right to:
- Immediate enrollment, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, or proof of residency;
- Remain in the school of origin, if in the student’s best interest;
- Receive transportation to/from the school of origin; and
- Receive services comparable to services offered to other students in the District.

To seek assistance under the McKinney-Vento Act, or to file a complaint regarding the placement or education of a homeless student, please contact The School District of University Homeless Liaison:

Mr. Gary Spiller, Executive Director of Student Services
The School District of University City
8136 Groby Road
St. Louis, MO 63130
(314) 290-4045 / gspiller@ucityschools.org

Board of Education Policy IGBCA, Programs for Homeless Students, provides additional information regarding the District’s programs for students experiencing homelessness.

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

The Special School District in partnership with The School District of University City 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.

The Special School District in partnership with The School District of University City assures that personally identifiable information collected, used or reviewed by their parents or guardians. Parents or guardians may request amendment to the educational record if the parent or 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.

The Special School District of St. Louis County has developed a local Compliance Plan for implementation of State Regulations for the Individuals with Disabilities Education Act—2004.

ADA Accommodations

The School District of University City wants all parents, staff and community members to be able to attend and enjoy District events. If you are in need of special assistance or accommodations in order to participate or attend a meeting or event in The School District of University City, contact the office of Operations at (314) 290-4044.

Notice of Non-Discrimination
Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment and all professional organizations that have entered into agreements with The School District of University City are hereby notified that the District does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups.

Any person having inquiries concerning the District’s compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964...
(Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boy Scouts of America Equal Access Act, is directed to the respective Compliance Coordinator listed below, who oversees The School District’s efforts to comply with the laws and regulations implementing the laws and regulations cited above.

The School District has established grievance procedures for persons unable to resolve problems arising under the statutes above. The School District’s Compliance Coordinator will provide information regarding those procedures upon request.

Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact the Office for Civil Rights, Region VII, at 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114 or 816-268-0550.

Adult, Employee and Title IX Compliance Coordinator  
Department of Human Resources  
Administrative Building  
The School District of University City  
8136 Groby Road, University City, MO 63130  
(314) 290-4022

Student Compliance Coordinator  
Department of Student Services  
Administrative Building  
The School District of University City  
8136 Groby Road, University City, MO 63130  
(314) 290-4045

U.S. Department of Agriculture (USDA) Civil Rights

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027) of found at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992.

Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-0410;

(2) fax: 202-690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.
The School District of University City’s technology exists for the purpose of maximizing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and Board and increases engagement of students’ families and other patrons of the district, all of which positively impact student achievement. The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology.

**Definitions:** For the purposes of this policy and related procedures and forms, the following terms are defined:

- **Technology Resources** – Technologies, devices and resources used to access, process, store or communicate information. This definition includes, but is not limited to: computers, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, Internet, electronic mail, electronic communications devices and services, multimedia resources, hardware and software.

- **User** – Any person who is permitted by the district to utilize any portion of the district’s technology resources including, but not limited to, students, employees, School Board members and agents of the school district.

- **User Identification (ID)** – Any identifier that would allow a user access to the district’s technology resources or to any program including, but not limited to, e-mail and Internet access.

- **Password** – A unique word, phrase or combination of alphabetic, numeric and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

- **Authorized Users**

  The district’s technology resources may be used by authorized students, employees, School Board members and other persons such as consultants, legal counsel and independent contractors. All users must agree to follow the district’s policies and procedures. Unless authorized by the superintendent or designee, all users must have a signed User Agreement on file with the district before they are allowed access to district technology resources.

- **Use of the district’s technology resources is a privilege, not a right.** No potential user will be given an ID, password or other access to district technology if he or she is considered a security risk by the superintendent or designee.

- **User Privacy**

  A user does not have a legal expectation of privacy in the user’s electronic communications or other activities involving the district’s technology resources, including email and access to the Internet or network drives. By using the district’s network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district. A user ID with email access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

  Electronic communications, downloaded material and all data stored on the district’s technology resources, including files deleted from a user’s account, may be intercepted, accessed or searched by district administrators or designees at any time in the regular course of business to protect users and district equipment. Any such search, access or interception will be reasonable in inception and scope and shall comply with all applicable laws.

- **Technology Administration**

  The Board directs the superintendent or designee to create procedures governing technology usage and to assign trained personnel to maintain the district’s technology in a manner that will protect the district from liability and will protect confidential student and employee information retained on or accessible through district technology resources.

  Administrators of computer resources may suspend access to and/or availability of the district’s technology resources to diagnose and investigate network problems or potential violations of the law or district policies and procedures. All district technology resources are considered district property. The district may maintain or improve technology resources at any time. The district may remove, change or exchange hardware or other technology between buildings, classrooms or users at any time without prior notice. Authorized district personnel may install or remove new programs or information, install new equipment, upgrade any system or enter any system to correct problems at any time.

- **Content Filtering and Monitoring**

  The district will monitor the online activities of minors and operate a technology protection measure (“filtering/blocking technology”) on the network and all district technology with Internet access, as required by law. The filtering/blocking technology will be used to protect against visual depictions that are obscene or harmful to minors or are child pornography, as required by law. Filtering/Blocking technology are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. However, district employees will monitor student usage and enforce the operation of the filtering/blocking technology and district rules prohibiting access to inappropriate material. Evasion or disabling, or attempting to evade or disable, a filtering/blocking technology, firewall or other safeguard installed by the district through the use of proxies or any other means is prohibited.

  The superintendent, designee or the district’s technology administrator may fully or partially disable the district’s filtering/blocking technology to enable an adult user access for bona fide research or for other lawful purposes. In making decisions to fully or partially disable the district’s filtering/blocking technology, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

- **Online Safety, Security and Confidentiality**

  In addition to the use of filtering/blocking technology, the district will take measures to prevent access by minors to inappropriate matter on the Internet and World Wide Web or materials harmful to minors when using district technology including, but not limited to, supervising and monitoring student technology use and online activities, careful planning when using technology in the curriculum, and instruction on appropriate resources. The district will also take measures to protect the safety and security of minors when using electronic mail, chat rooms and other forms of electronic communications. The superintendent, designee and/or the district’s technology administrator will develop procedures to provide users guidance on
All students will be instructed on safety and security issues. Instruction will address:

1. appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms;
2. the dangers of sharing personal information about themselves or others when using electronic mail, social media, chat rooms or other forms of direct electronic communications; and
3. cyberbullying awareness and appropriate responses to cyberbullying.

Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district. All users will abide by state and federal law and Board policies and procedures when communicating information about personally identifiable students to prevent unlawful disclosure, dissemination and use of student information or student records.

All users are prohibited from using district technology for “hacking” purposes, including but not limited to gaining unauthorized access to a technology system or information; connecting to other systems in evasion of the physical limitations of the remote system; copying district files without authorization; interfering with the ability of others to utilize technology; secure a higher level of privilege without authorization; or introducing computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology.

Closed Forum

The district’s technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district’s web page will provide information about the school district, but will not be used as an open forum.

All expressive activities involving district technology resources that students, parents/guardians and members of the public might reasonably perceive to bear the imprimatur of the district and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of the school district for legitimate pedagogical reasons. All other expressive activities involving the district’s technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policies.

Records Retention

Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on district technology resources that complies with the Public School District Records Retention Manual as well as the General Records Retention Manual published by the Missouri Secretary of State. In the event of pending or threatened litigation, the district’s attorney will issue a litigation hold directive to the superintendent or designee.

The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by the district’s attorney. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the district’s information technology department until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Violations of Technology Usage Policies and Procedures

Use of technology resources in a disruptive, manifestly inappropriate or illegal manner impairs the district’s mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the district’s technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district’s technology resources.

Employees may be disciplined or terminated, and students suspended or expelled, for violating the district’s technology policies and procedures. Any attempted violation of the district’s technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation.

Damages

All damages incurred by the district due to a user’s intentional or negligent misuse of the district’s technology resources, including loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides.

The district’s technology resources are available on an “as is, as available” basis.

The district is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district’s technology resources.

Programs for Students With Disabilities / Board Policy: IGBA

(Districts Served by a Special School District)

It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities, including those who are in need of special education and related services.

General: Any individual who knows or has reason to suspect that a student has a disability is expected to promptly contact the school's principal or guidance counselor.

The district will notify all parents and students of its obligations as required by law.

Students Eligible for Special Education Services under the IDEA: The district will operate its own early childhood special education (ECSE) for resident students who are three and four years old. The Special School District of St. Louis County (SSD) will offer special education services and programs for resident students ages five through twenty. All services offered will comply with applicable federal and state laws governing special education services.

Students Placed in Private Schools by Their Parents: In general, The School District of University City has no obligation to provide a free, appropriate public education (FAPE) or special education and related services to any student enrolled in a private school by his or her parents. A proportionate amount of IDEA Part B funds will be expended on the group of privately placed students as a whole, as required by law.

Parents of a student previously enrolled in the district who choose to unilaterally place the student in a private school because of a dispute regarding FAPE will not be reimbursed for tuition costs except as required by law.
Mediation: The Board of Education authorizes the executive director of student services to legally bind the school district to a mediation agreement affecting any student enrolled in the district’s ECSE program developed in accordance with the IDEA and Missouri law and further authorizes the executive director of student services to contact an attorney for legal advice prior to making any decisions regarding any student enrolled in the district’s ECSE program. Mediations involving other district students receiving special education services and programs will be handled by SSD representatives.

Resolution: The Board of Education designates the executive director of student services to represent the school district in resolution meetings and gives the executive director of student services decision-making authority on behalf of the district regarding any student enrolled in the district’s ECSE program. The executive director of student services has the authority to sign and legally bind the district to a settlement agreement reached at the resolution meeting affecting any student enrolled in the district’s ECSE program. Resolution meetings involving other district students receiving special education services and programs will be handled by SSD representatives.

Special School Children, Subject to Assignment

A student, once receiving services through SSD, will only be assigned to a district classroom as required by the Individualized Education Program (IEP) of the student.

Early Childhood Special Education

The School District of University City shall operate its own early childhood special education program for resident three-year-old and four-year-old children. In so doing, the district assumes the following responsibilities for those children (SSD still assumes these responsibilities regarding the special education of children ages 5 to 21) as required by law:

1. Parental notification and request for permission to screen.
2. Recommendation to the parent of alternative intervention strategies for the child.
3. Screening review process for the purpose of identifying students with disabilities.
4. Development of an IEP.
5. Placement in educational programs and maintenance of the least restrictive environment.
6. Notification and maintenance of the least restrictive environment.
7. Conducting hearings initiated by the district or parent.
8. Determining whether a student with a disability is in need of a surrogate parent. Within 30 days after the enrollment of a student with a disability or a student who is suspected of having a disability or of the district receiving notice that a student with a disability within its jurisdiction may be in need of a person to act as a surrogate parent, the special education director will determine whether a surrogate parent should be appointed.
9. All other obligations required by law.

Children Three and Four Years of Age

When identifying children three and four years of age who qualify for special education but are not yet eligible for kindergarten, the district will use any of the disability categories, including that of Young Child with a Developmental Delay (YCDD). When a child so identified reaches kindergarten age, his or her eligibility will continue to be determined using any of the disability categories, including that of YCDD. A child who is not identified as eligible for special education services prior to reaching kindergarten age will be identified using disability categories excluding that of YCDD.

Qualified Students with Disabilities Not Eligible for Special Education Services under the IDEA

The district seeks to identify, evaluate and provide free and appropriate education in the least restrictive environment to all qualified students with disabilities within the definitions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Professional Development for Special Education

The district and SSD are responsible for ensuring that their respective staff members are properly trained to implement their individual special education responsibilities. District employees will cooperate in identifying needed professional development activities related to special education. The district will forward identified needs in this area, if any, to SSD and will make staff available to attend professional development activities conducted by SSD.

Allocation of Instructional Resources

The district and SSD representatives will meet at least annually to review allocation of instructional resources. This meeting normally occurs in the spring to allow adequate planning time for providing sufficient instructional space and other resources to meet the educational needs of students with disabilities within the district during the following school year. The district will ensure that facilities, services and activities provided to students with disabilities are comparable to those available to students without disabilities.

School Volunteers / Board Policy: IICC

The Board of Education recognizes that community and parent volunteers make valuable contributions to the district’s schools and encourages volunteer participation in district programs. Further, parent and community involvement are essential components of high student achievement. The Board endorses a volunteer program and expects its professional staff to encourage and strengthen community and parent involvement in the schools.

The superintendent or designee will create appropriate procedures for attracting, screening and training community and parent volunteers. Volunteering in the district is a privilege, not a right. The district will conduct screening and criminal background checks before any volunteer is placed in a position where he or she will be left alone with a student. The district may decline the services of any volunteer for any legal reason. All information collected on volunteers will be considered confidential to the extent allowed by law and will only be used to protect the students or minimize disruption to the educational environment.

Although volunteers will provide support services, they are not substitutes for the professional building staff. Volunteers will work under the direction and supervision of district staff.

Visitors To District Property/Events / Board Policy: KK

District Property

Parents and patrons of the district are welcome to visit district schools and attend district events; however, all visitors during business hours, including Board members, shall sign or check in at the principal’s office prior to proceeding elsewhere in the building and must wear identification tags while on
For the student or his or her parents/guardians to meet with the principal or superintendent or designee the authority to consult an attorney for guidance or to seek a court order banning the visitor from district property. A visitor or for a specific period of time. During any period of prohibition, the visitor will not be allowed on district property except to attend a meeting of a public governmental body. The superintendent may make exceptions for parents, guardians or custodians of students enrolled in the district if the person’s presence is necessary to transport the student, may benefit the student educationally, or in situations where the parent, guardian, or custodian will be supervised at all times. If the superintendent does not grant permission, the parent, guardian or custodian may seek permission from the Board. The superintendent will inform the principal and other relevant district staff of the scope of the permission granted.

Registered Sex Offenders

Sex offenders required to be listed on the Missouri High Priority sex offender registry, or who have pled guilty, pled no contest or been convicted of crimes for which the law currently requires offenders to be listed, regardless of when those crimes were committed, are not allowed on district property or at district activities held on district property except to attend meetings of a public governmental body. The superintendent may also make exceptions for parents, guardians or custodians of students enrolled in the district if the person’s presence is necessary to transport the student, may benefit the student educationally, or in situations where the parent, guardian, or custodian will be supervised at all times. This section may not apply to a student entitled by law to be on school grounds for educational services if the student’s presence is necessary to obtain those services. The exceptions cited in this section do not apply if the person is otherwise prohibited or banned from district property by other sections of this policy.

Disruptive Conduct

If a visitor’s conduct becomes disruptive, threatening or violent, the superintendent, principal or designee may require the visitor to leave. In extreme situations, the superintendent or designee may inform the visitor that he or she is not welcome back on district property or at district events indefinitely or for a specific period of time. During any period of prohibition, the visitor will not be allowed on district property except to attend a meeting of a public governmental body. The superintendent may make exceptions for parents, guardians or custodians of students enrolled in the district if the person’s presence is necessary to transport the student, may benefit the student educationally, or in situations where the parent, guardian, or custodian will be supervised at all times. This paragraph does not apply if the person is otherwise prohibited or banned from district property by other sections of this policy.

Enforcement

If a visitor prohibited from district property or events under this policy is on district property, district staff will contact law enforcement and/or escort the person from district grounds and inform the person of the district policy prohibiting his or her presence. The superintendent, principal or designee may file a report or sign a complaint with law enforcement on behalf of the district. The Board grants the superintendent or designee the authority to consult an attorney for guidance or to seek a court order banning the visitor from district property. A visitor denied access to district property may request to address the Board on the matter in accordance with Board policy.

Virtual Courses / MSBA Policy IGCD

Original Adopted Date: 01/24/2019

Because virtual instruction can be an effective education option for some students, the district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP). The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP.

The district will pay the costs of a virtual course only if the district has first approved the student's enrollment in the course as described in this policy. Even if a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or
designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals. The district is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The district will provide supervision for students who take virtual courses in district facilities but will not provide supervision for students taking virtual courses offsite.

Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

**Enrollment in Virtual Courses** - The superintendent or designee will establish open enrollment periods and registration deadlines for students to enroll in virtual courses offered by the district or through MOCAP. These enrollment periods and registration deadlines will be enforced unless the superintendent or designee determines that an exception is warranted.

A student or parent/guardian must notify the student’s principal or designee before the student may enroll in a district-sponsored virtual course or a MOCAP virtual course through the district. The student will be enrolled unless the principal or designee, in consultation with the student’s parents/guardians and relevant staff, such as the school counselor or district special education director, determines that there is good cause to refuse the student enrollment in the course. For enrollment in a MOCAP course, good cause is limited to situations where it is not in the best educational interest of the student to enroll in the course.

Students or parents/guardians who disagree with the principal’s or designee’s determination about a MOCAP course can appeal the decision to the Board of Education and the Department of Elementary and Secondary Education (DESE) as detailed later in this policy. For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent’s or designee’s decision will be final.

**Students with Disabilities** - In general, students with disabilities may enroll in district-sponsored virtual courses or MOCAP virtual courses using the same approval process applicable to other students. However, in accordance with federal law, if a student receives special education services, the student’s individualized education program (IEP) team may determine that a virtual course is not appropriate for the student even if the course has otherwise been approved. Any appeal of that decision must be made through the special education process rather than to the superintendent or designee or the Board.

If a student who is receiving accommodations for a disability under Section 504 of the Rehabilitation Act (Section 504) is enrolled in a virtual course, the student’s Section 504 team will determine whether any additional accommodations are necessary for the student.

**Attendance and Completion** - Students who enroll in district-sponsored virtual courses or MOCAP courses through the district are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not successful in the course, the district may remove the student from the virtual course and refuse to enroll the student in virtual courses in the future.

Students enrolled in virtual courses are expected to complete all course requirements in the time allotted for the course.

Students enrolled in a district-sponsored or MOCAP course through the district will be considered attendance for state aid purposes in accordance with law. A completed virtual course shall be counted as no less than 95 percent attendance for purposes of A+ eligibility.

**End-of-Course (EOC) Examinations** - Students are required to take state-required EOC examinations administered by the district regardless of whether the course for which the examination is required was taken virtually or in the traditional classroom.

**Notice** - The district will inform students and parents/guardians in handbooks, registration documents and on the homepage of the district's website of the option to enroll in virtual courses, including courses offered through MOCAP, as required by law.

**MOCAP** - In accordance with state law, the district will pay the cost of student enrollment in MOCAP virtual courses as long as:

1. The student meets eligibility requirements;
2. The student has approval for enrollment in accordance with this policy; and
3. Taking the course does not cause the student to exceed full-time enrollment in the district.

In addition to the requirements listed above and in accordance with law, a student is eligible to enroll in a MOCAP course through the district if:

1. The student resides in and is enrolled in the district on a full-time basis;
2. The student has attended a public school or charter school for at least one semester immediately prior to enrolling in a MOCAP course; and
3. The enrollment is approved by the principal or designee.

*A student will be excused from this requirement if he or she has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the district during the previous semester.

The district is not obligated to provide students computers, equipment or Internet access to take a MOCAP course unless otherwise required by law to accommodate a student with a disability.

District counselors or certificated staff will develop an individual career and academic plan (ICAP) for district students enrolled in three or more virtual courses. If a student already has an ICAP, the plan will be reviewed and modified as necessary. In accordance with law, school counselors cannot be required to make the final decision regarding a student's enrollment in a MOCAP course.

**Appeal** - If the principal or designee determines that it is not in a student’s best educational interest to take a virtual course, the student and the parents/guardians will be notified in writing, provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Board. However, if the student is receiving special education services, the student’s IEP team will make the final decision regarding student enrollment in a virtual course in accordance with federal law, and the decision must be appealed through the special education process rather than through the Board.

If the student or parent/guardian appeals to the Board, the principal or designee will provide the Board written reasons for denying the student’s enrollment, and the student or parent/guardian will provide written reasons the student should be allowed to take the course. Both documents will be retained by the Board and will be incorporated into the minutes. In addition, the student, parents/guardians and the principal or designee will be allowed to present their arguments at a Board meeting.

The appeal to the Board shall be held in closed session. The Board will consider the information presented and release a written decision within 30 calendar days of the meeting. The student or parents/guardians may appeal the decision to DESE. The appeal to DESE must be filed within seven days of the Board’s final decision.

**Payment** - The district will pay a MOCAP course provider a monthly pro rata amount based on a student’s completion of assignments and assessments, subject to the cost limitations in state law. The district will stop making monthly payments if a student discontinues enrollment. The superintendent or designee is authorized to negotiate lower course rates with MOCAP course providers when possible.

**Monitoring and Reporting** - The district will monitor the progress and success of students enrolled in MOCAP courses. The district may remove a
Virtual Courses: Best Educational Interest Determination

IGCD-AP1.1A - Original Issued Date: 12/13/2018

A student or the student's parent/guardian must notify the student's principal or designee before the student may enroll in a district-sponsored virtual course or a Missouri Course Access Program (MOCAP) virtual course through the district.

The principal or designee will educate the student and the student's parents/guardians about how virtual instruction is provided and the key differences between virtual and in-person instruction. The principal or designee will discuss the virtual course options available to the student, determine which course or courses interest the student and how the course or courses will assist the student in meeting his or her academic and personal goals. The principal or designee will also inform the student and the student's parents/guardians of whether the course is available in a traditional setting, whether the student must complete any prerequisites prior to taking a particular course and whether the prerequisite courses are offered by the district virtually or traditionally.

The principal or designee, in consultation with the student's parents/guardians and other relevant staff, such as the school counselor or the district's special education director, will determine whether there is good cause to refuse the student enrollment in the course. Students or parents/guardians who disagree with the principal's or designee's determination about a MOCAP course can appeal the decision to the Board of Education and the Department of Elementary and Secondary Education (DESE). For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent's or designee's decision will be final. In accordance with federal law, if a student receives special education services, the student's individualized education program (IEP) team may determine that a virtual course is not appropriate for the student even if the course has otherwise been approved by the district.

If district staff determine that it is not in the best educational interest of a student to take a virtual course, that decision will be documented in writing and provided to the student and the parents/guardians.

Best Educational Interest Considerations
District staff should minimally consider the following when deciding whether a virtual course is in the best educational interest of a student but may consider other factors not listed.

District Course Availability
1. If the course is offered onsite by the district, are there extenuating circumstances that make it difficult or impossible for the student to take the onsite course offered by the district?
2. If the course is offered onsite by the district and the student is able to take that course, what are the reasons the student wants to take the virtual course?

Virtual Course Characteristics
1. Does the course meet or exceed district curriculum standards and graduation requirements?
2. Does the course align with the student's career goals and the student's individual career and academic plan (ICAP)?
3. If the course is for remediation, will it personalize instruction to the student's specific needs?
4. Is the district aware of any complaints or concerns regarding the quality of the course, and have those complaints or concerns been resolved?
5. Has the district had difficulty working with the course instructor or provider to ensure a student with disabilities receives the required accommodations or modifications?

Student Skills Necessary for Success in Virtual Courses
1. Has the student demonstrated time-management skills that indicate that the student is capable of submitting assignments and completing course requirements without reminders?
2. Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?
3. Has the student demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not have sufficient nonverbal cues to indicate the student's level of understanding?
4. Does the student have the necessary computer or technical skills to succeed in a virtual course?

Other Relevant Factors
1. Does the student have adequate access to computers, Internet and other necessary technology resources to participate in a virtual course and complete assignments?
2. If the student has previously attempted a virtual course and struggled with or failed the class, have the issues that caused the student to struggle or fail been identified and addressed?