## Table of Contents

Parents As Teachers 3
District Overview (Values, Vision, Mission) 4
Julia Goldstein ECEC School Overview 4
Learning Reimagined: Strategies & Pillars 5
District Calendar 6
To Contact Staff 7
Julia Goldstein ECEC Staff List 7
School Calendar of Events 8
Welcome! 8
Daily Schedule 8
Breakfast and Lunch 9, 10
Attendance 9
Lunch Schedule 10
Changes in Dismissal Procedures 10
Discipline/Expectations 11
Bus Transportation 11, 12
Emergency Closing/Early Release 12
Parking 12
ELOs 13, 14
The Studio 14
Classroom Schedule 15, 16
Conferences and Progress Reports 17
Clinic 18, 19 & 20
Counseling and Social Work Services 21
School Field Trips 21
Classroom Parties 21
Visitors 22
Volunteers/Guest Speakers/Art Residencies 22
Communication 22
Parental Involvement 23
Gross Motor 23
Multipurpose Room Rules 24, 25
Parent-Student-Teacher Compact 27
PBIS 28
School/Home Matrix 29
BIRFs 31
Enrollment 32
Talented and Gifted Development (TAGD) 32
Telephone 33
Cell Phones/Games/Toys/ Electronic Equipment 33
Maintain Connections through Parent Portal 33
District Awards 33
Board of Education 34
2021-22 School Board Members 34

### State and Federal Regulations/Notices: 35

Every Student Succeeds Act (ESSA) Parent’s Right To Know 35
Every Student Succeeds Act (ESSA) Complaint Procedures 36
Confidentiality of Students (FERPA) 36
Protection of Pupil Rights Amendment (PPRA) 37
State Policy Regarding Reading Assessment, Reading Improvement Plans and Student Retention 38
English Language Learners (ELL) 38
Need homeless assistance? 38
McKinney-Vento Homelessness Education Assistance Act 38
Rights under McKinney-Vento 38
Notice for Students with Disabilities 39
ADA Accommodations 39
Notice of Non-Discrimination 39
USDA Civil Rights 39

### Board of Education Policies: 40

Technology Usage / Board Policy: EHB 40, 41
Programs For Students With Disabilities / Board Policy: IGBA 42
School Volunteers / Board Policy: IICC 43
Visitors To District Property/Events / Board Policy: KK 43, 44
Virtual Courses / MSBA Policy IGCD 45

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Rev. 090721

Julia Goldstein Early Childhood Education Center - 2021-22 Family Handbook
August 23, 2021

Dear JGECEC Parents & Caregivers:

Welcome to the Julia Goldstein Early Childhood Education Center (JGECEC). We thank you for choosing us to provide amazing learning experiences for your child. Our staff is so excited to partner with you as we build a strong foundation of social and academic readiness that will set our children off on a path of life-long learning.

Please use this handbook as an informational guide to our programs, services and curriculum. In addition, you will read about how we support the safety and wellness of all students.

The JGECEC Parent Handbook provides resourceful information for your family. If you have questions about any of the information in this book, please feel free to contact us at (314) 290-4391.

Thank you for joining our school community. We look forward to a rewarding partnership that supports the overall well-being and joy of our children.

Best regards,

Crystal Cauley
Principal
Parents As Teachers is a national program that offers free parent education program through personal visits and activities for all families that are expecting a child to those with children up to the age of five years old. Research-based neuroscience information enables parents to maximize their child’s learning potential.

**PAT families receive**
- Personal Visits: Parent educators share age-appropriate, child development and parenting information, help parents learn to observe children and address parenting concerns.
- Parent Group Meetings: Parents learn and support each other, observe their children with other children, practice parenting children and share information about parenting issues and child development.
- Screenings: Children’s overall development including health, hearing and vision are assessed.
- Resource Network: Families are linked to local community services and resources.

**PAT in University City**
- Provides an initial visit and screenings to all families. Additional visits are based upon qualifications such as income, children in the home with special needs, children with very low birth weight, military status and other special circumstances.
- Offers home or center visit options with experienced parent educators.
- Involves families in preschool activities in conjunction with Early Childhood classes to encourage parent/child interaction.
- Gives post-screening support to children and families.
- Prepares students and families for preschool and elementary school experience.
- Encourages early literacy by providing books to participating families.
- Independent evaluations show PAT benefits children throughout their school years.

If interested, call 314-290-4276 or email ccauley@ucityschools.org.

Join us on our journey of **Learning Reimagined**, a path to Humanize, Personalize and Problematize student education through modern, rigorous and relevant learning experiences.
District Overview
(Values, Vision, Mission, Strategic Plan)

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 are 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.

Julia Goldstein Early Childhood Education Center Overview

Mission: The Julia Goldstein Early Childhood Education Center’s mission is to partner with families of children prenatal to kindergarten as they gain knowledge through developmentally appropriate practices that encourage social emotional, intellectual, and physical growth while providing a strong foundation for successful life-long learning. (Revised Aug. 2009)

Background Information
The Julia Goldstein Early Childhood Education Center (JGECEC) officially opened on March 18, 1996. Covering an area of 27,000 square feet, the building includes 12 classrooms, a parent observation room, a multipurpose room, a fully-equipped kitchen and a developmentally appropriate preschool playground. It encompasses the following School District of University City programs: Parents as Teachers, Tuition Preschool, and Early Childhood Special Education. The Mid-County YMCA before and aftercare program is also located at the center.
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:

Rigorous, Relevant, Modern Learning Experiences
Well-Being and Joy
Excellent Staff
All Hands
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.

# 2021-22 District Calendar

## JULY 2021

- Independence Day/ District Closed
- 11-Month Employees Return

## JANUARY 2022

- Teacher Work Day
- Classes Resume
- Early Release/HS Exams
- Early Release/End Sem. 1
- Recordkeeping Day/ Quarter 2 Ends-44 days
- Dr. JLL, King Jr. Day
- Staff Sem. 2
- T-20 S-19

## AUGUST 2021

- New Teacher/Staff Orientation
- Teacher Work Day
- PD (.5)/Work Day (.5)
- Opening Day/PD
- PD District/Building
- Teacher Work Day (.5)
- Freshman Orientation (.5)
- First day of school
- T-14.5 S-7

## FEBRUARY 2022

- Early Release/Staff PD
- Presidents’ Day
- T-19 S-19

## SEPTEMBER 2021

- Labor Day
- Early Release/Staff PD
- T-21 S-21

## MARCH 2022

- Parent Teacher Conf. (evenings only)
- No School/Comp Day for Teachers
- Early Release/Recordkeeping Day/ Quarter 3 Ends-42 days
- T-18 S-17

## OCTOBER 2021

- Staff PD
- Election Day/No School
- Thanksgiving Break
- T-18 S-17

## APRIL 2022

- Early Release/PD
- Staff PD/No School
- T-21 S-20

## NOVEMBER 2021

- 24-26 Thanksgiving Break
- T-13 S-13

## MAY 2022

- Early Release/HS Exam
- Early Release/Recordkeeping
- Last Day of School
- Quarter 1 Ends-44 days
- Memorial Day
- Teacher Work Day
- T-21 S-20

## DECEMBER 2021

- Winter Break

## JUNE 2022

- Inclement weather days if needed
- Last Day of work for 1-month employees
- T-0 S-0
- T-186.5 (plus 3 Holidays)
- S-173
- PD-8.5

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*BOE Approved 052120*

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Julia Goldstein Early Childhood Education Center - 2021-22 Family Handbook
To Contact Staff

Teachers are always willing to meet with parents, but they are not available during scheduled class time. Arrangements can be made to meet before or after school or during the teacher’s planning time. Every staff member has an email address. You may contact the school at (314) 290-4391 to leave a message for a teacher if you do not have access to email.

School Staff List

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Room</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal Cauley</td>
<td>Principal</td>
<td>Office 6</td>
<td><a href="mailto:ccauley@ucityschools.org">ccauley@ucityschools.org</a></td>
</tr>
<tr>
<td>Barbara Dickerson</td>
<td>Administrative Secretary</td>
<td>Office 6</td>
<td><a href="mailto:bdickerson@ucityschools.org">bdickerson@ucityschools.org</a></td>
</tr>
<tr>
<td>Patricia Wilson</td>
<td>Nurse</td>
<td>Room 3</td>
<td><a href="mailto:pwilson@ucityschools.org">pwilson@ucityschools.org</a></td>
</tr>
<tr>
<td>Cynthia Ross</td>
<td>Counselor</td>
<td>Room 20</td>
<td><a href="mailto:cross@ucityschools.org">cross@ucityschools.org</a></td>
</tr>
<tr>
<td>Allegra Grawer</td>
<td>Social Worker</td>
<td>Room 6</td>
<td><a href="mailto:agrawer@ucityschools.org">agrawer@ucityschools.org</a></td>
</tr>
<tr>
<td>Nikole Shurn</td>
<td>Wyman Wrap Around Building Director</td>
<td>Room 6</td>
<td><a href="mailto:nshurn@ucityschools.org">nshurn@ucityschools.org</a></td>
</tr>
<tr>
<td>Annie Mann</td>
<td>Full Day Teacher</td>
<td>Room 14</td>
<td><a href="mailto:aneu@ucityschools.org">aneu@ucityschools.org</a></td>
</tr>
<tr>
<td>Jimmie Chambers</td>
<td>Full Day Teacher Assistant</td>
<td>Room 15</td>
<td><a href="mailto:jchambers@ucityschools.org">jchambers@ucityschools.org</a></td>
</tr>
<tr>
<td>Corrie Hamilton</td>
<td>Full Day Teacher</td>
<td>Room 15</td>
<td><a href="mailto:chamilton@ucityschools.org">chamilton@ucityschools.org</a></td>
</tr>
<tr>
<td>Christina Wellington</td>
<td>Full Day Teacher Assistant</td>
<td>Room 15</td>
<td><a href="mailto:christina@ucityschools.org">christina@ucityschools.org</a></td>
</tr>
<tr>
<td>Christopher Buschling</td>
<td>Full Day Teacher</td>
<td>Room 13</td>
<td><a href="mailto:cbuschling@ucityschools.org">cbuschling@ucityschools.org</a></td>
</tr>
<tr>
<td>Marie Smith</td>
<td>Full Day Teacher Assistant</td>
<td>Room 14</td>
<td><a href="mailto:msmith@ucityschools.org">msmith@ucityschools.org</a></td>
</tr>
<tr>
<td>Lauren O’Donnell</td>
<td>Full Day Teacher</td>
<td>Room 2</td>
<td><a href="mailto:lodonnell@ucityschools.org">lodonnell@ucityschools.org</a></td>
</tr>
<tr>
<td>Leslie Vincent</td>
<td>Full Day Teacher Assistant</td>
<td>Room 2</td>
<td><a href="mailto:levinton@ucityschools.org">levinton@ucityschools.org</a></td>
</tr>
<tr>
<td>Jessica Job</td>
<td>ECSE Teacher</td>
<td>Room 8</td>
<td><a href="mailto:jejob@ucityschools.org">jejob@ucityschools.org</a></td>
</tr>
<tr>
<td>Jessica Johnson</td>
<td>ECSE Teacher Assistant</td>
<td>Room 15</td>
<td><a href="mailto:jejohnson@ucityschools.org">jejohnson@ucityschools.org</a></td>
</tr>
<tr>
<td>Tahjai Lashley</td>
<td>ECSE Teacher</td>
<td>Room 9</td>
<td><a href="mailto:tlashley@ucityschools.org">tlashley@ucityschools.org</a></td>
</tr>
<tr>
<td>Lorraine Tate</td>
<td>ECSE Teacher Assistant</td>
<td>Room 8</td>
<td><a href="mailto:ltate@ucityschools.org">ltate@ucityschools.org</a></td>
</tr>
<tr>
<td>Courtney Barnes</td>
<td>ECSE Speech/Language</td>
<td>Room 12</td>
<td><a href="mailto:cbarnes@ucityschools.org">cbarnes@ucityschools.org</a></td>
</tr>
<tr>
<td>Katie Carpenter</td>
<td>ECSE Speech/Language</td>
<td>Room 12</td>
<td><a href="mailto:kcarpenter@ucityschools.org">kcarpenter@ucityschools.org</a></td>
</tr>
<tr>
<td>Colleen Davidson</td>
<td>ECSE Itinerant Teacher</td>
<td>Room 5</td>
<td>c <a href="mailto:davidson@ucityschools.org">davidson@ucityschools.org</a></td>
</tr>
<tr>
<td>Allison Thomas</td>
<td>ECSE Itinerant Teacher</td>
<td>Room 5</td>
<td><a href="mailto:allithomas@ucityschools.org">allithomas@ucityschools.org</a></td>
</tr>
<tr>
<td>Lori Walsh</td>
<td>ECSE Intake Facilitator/Itinerant Teacher</td>
<td>Room 5</td>
<td><a href="mailto:lwalsh@ucityschools.org">lwalsh@ucityschools.org</a></td>
</tr>
<tr>
<td>Dawn Pulsipher</td>
<td>Studio Teacher</td>
<td>Room 18</td>
<td><a href="mailto:dpulsipher@ucityschools.org">dpulsipher@ucityschools.org</a></td>
</tr>
<tr>
<td>Ashley Johnson</td>
<td>ECSE Paraprofessional</td>
<td>Room 11</td>
<td><a href="mailto:ashjohnson@ucityschools.org">ashjohnson@ucityschools.org</a></td>
</tr>
<tr>
<td>Pamela Ingram</td>
<td>ECSE Part-time Paraprofessional Support</td>
<td>Room 20</td>
<td><a href="mailto:pingram@ucityschools.org">pingram@ucityschools.org</a></td>
</tr>
<tr>
<td>Fannie Belle Lebby</td>
<td>Music/Drama</td>
<td>Room 20</td>
<td><a href="mailto:flebby@ucityschools.org">flebby@ucityschools.org</a></td>
</tr>
<tr>
<td>Valarie Brown</td>
<td>Parent Educator</td>
<td>Room 16</td>
<td><a href="mailto:vbrown@ucityschools.org">vbrown@ucityschools.org</a></td>
</tr>
<tr>
<td>Marla Wild</td>
<td>Parent Educator</td>
<td>Room 16</td>
<td><a href="mailto:mwild@ucityschools.org">mwild@ucityschools.org</a></td>
</tr>
<tr>
<td>Evelyn Williams</td>
<td>Food Service</td>
<td>Room 7</td>
<td><a href="mailto:ewilliams@ucityschools.org">ewilliams@ucityschools.org</a></td>
</tr>
</tbody>
</table>

ECSE Itinerant Teaching Assignments:

Lori Walsh, ECSE
Lauren O’Donnell

Colleen Davidson, ECSE
Erin Gutschenritter
Lauren O’Donnell
Corrie Hamilton

Allison Thomas, ECSE
Christopher Buschling
Annie Mann
Welcome!
Please take time to carefully review the following policies and procedures. Many parents ask how they can help their children be more successful in school. Your support is vital and understanding these routines and procedures will help your child achieve academically and socially. If you have any questions about any of our procedures, please contact Ms. Cauley at (314) 290-4391 for clarification.

Daily Schedule
YMCA Before care begins at 6:30 a.m.
Full Day Classes meet Monday – Friday 8:30 a.m. – 3:30 p.m.
Half Day Classes meet Monday – Thursday 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.
YMCA After care begins at 3:30 p.m. until 6:00 p.m.
Students may not enter the classroom before scheduled time.

Before and After Care
The Mid-County YMCA provides before and after care in classroom #1 and in the multipurpose room for families with students attending the full day classrooms and aftercare for students attending afternoon sessions. Aftercare is also provided on days that we release early (1:15 p.m.). The YMCA staff escort and sign the students in the classroom as well as sign them out at the end of the school day. If you are interested in enrolling your child, please contact (314) 962-9450.

2021-22 School Calendar of Events
Thursday, August 19 (various times) – Orientation/Open House
Wednesday, September 15 (6-7 p.m.) – Community Social
Saturday, October 2 (9 a.m.) – Homecoming Parade
Wednesday, October 27 (3:30-5 p.m.) – Fall Festival
Wednesday, December 15 (6-7 p.m.) – TENTATIVE Winter Musical
Wednesday, February 16 (6-7 p.m.) – TENTATIVE Black History Program
Wednesday, April 6 (8:30-9:30 a.m.) – Week of the Young Child Breakfast & (10 a.m.) Parade
Wednesday, May 18 (6-7 p.m.) – TENTATIVE Spring Musical
Thursday, May 26 (9:30-11:30 a.m. & 1:30-3:30 p.m) – Field Day

Breakfast and Lunch
Students may eat breakfast beginning at 8:30 a.m. or lunch in the cafeteria or bring his/her lunch from home. 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 or call the Food Services office at (314) 290-4068. Students may still be charged for additional food purchased.
Attendance

Regular and prompt attendance is one of the most important keys to a student’s academic success in school. Excessive tardiness or absences may be considered educational neglect or truancy and could result in intervention by a school social worker/counselor or withdrawal.

When a student has been absent (verified or unverified), more than 10% of the school year, a letter is sent home to the parent. If absences continue to accrue after the first notification, you will be contacted by the counselor and a second letter will be sent. If the student continues to show attendance concerns, the social worker will make contact with 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, withdrawal of a student from the program is a possible consequence.

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. Verified does not mean excused. All absences are counted.

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.

School Meals

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 more information about the new meal program, visit www.ucityschools.org or call the Food Services office at (314) 290-4068.

Breakfast: Breakfast is served from 8:30 – 8:50 a.m. Students arriving after 8:50 a.m. will need to eat in the multipurpose room with a parent.

Snacks: Students have snacks daily in the classroom. There is no charge for the snacks.

Lunch: Chartwells, the District Food Service Company, provides lunch for students at our site and publishes a monthly menu.
**Lunch Schedule**

*Certified staff members are to remain in the student eating area to maintain ratio

A 30 minute duty free lunch for teachers should be coordinated between teacher and teacher assistant.

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-11:30</td>
<td>MPR</td>
<td>O'Donnell</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>MPR</td>
<td>Gutschenritter/Hamilton</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Rm. 11</td>
<td>Ashley</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>MPR</td>
<td>Buschling/Mann</td>
</tr>
</tbody>
</table>

Rms. 8 & 9 will decide whether to feed students in the classroom (AM/PM) 11:00-11:30 & 12:30-1:00

**Multipurpose Room Time And Outdoor Time**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:30</td>
<td></td>
<td>Buschling &amp; O'Donnell</td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>Mann</td>
<td>Job/Lashley</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Gutschenritter</td>
<td>Hamilton</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td>Gutschenritter</td>
<td>O'Donnell</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Hamilton</td>
<td>Job</td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td>Mann</td>
<td>Buschling</td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td></td>
<td>YMCA After Care Program</td>
</tr>
</tbody>
</table>

**Dismissal**

All students are signed out by a parent in class unless they attend YMCA after-care or ride the bus.

**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 on 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.**

**Release of Students**

Children are signed in and checked out daily in the teacher’s classroom on an attendance sheet. Anyone picking up a child must be on the enrollment and emergency forms that are completed by the family during registration. All persons picking up children need to know the room number, child’s name, and the teacher’s name. In the event of an emergency and someone other than those listed to pick up the child, the main office must be notified. Once confirmed, the receiving adult will be required to show identification before the student is released. Please notify us ASAP if there is going to be a change in dismissal plans.
Early Dismissal
A sign-out sheet for parents taking children home early or to appointments will be kept in the office, and all students must be signed-out by parents. You will be notified by intercom when a parent is picking up a student early.

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 a copy, please contact the school office and it will be sent home with your child.

At Julia Goldstein ECEC, we implement Positive Behavior Intervention Supports (PBIS). We focus our efforts on reinforcing the behaviors that we want to see from children, rather than giving attention to those behaviors we don’t want to continue. We expect students to be kind, safe and responsible. When a child’s behavior does not meet expectations, we document that behavior on a Behavior Incident Reporting Form (BIRF). We use the information gained from the form to make instructional decisions on how to best help the student be more successful.

Cell Phone Usage
Please refrain from using your cell phone when picking up and dropping off your child. This time should be used as an opportunity for the parent, child and teacher to interact. It is a very limited period and should be protected. We look forward to communicating with you at this time.

Personal Belongings
Clearly label all articles of clothing and backpacks with your child’s name. They should have a seasonal change of clothing, underwear, and socks, at school at all times. A cot-sized blanket is needed for rest time. Please avoid sending items that do not pertain to the preschool learning environment.

Transportation
For those students eligible for transportation, through their Individual Education Plan as part of the Early Childhood Special Education Program. Transportation concerns should first be directed to Transpar at (314) 290-4046. If Transpar 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. Bus expectations are outlined in the District Student Expectations Guide. Bus routes and times will be mailed to the homes of eligible students.

Parking Guidelines

Parking procedures have been established to ensure the safety of students, their families and staff members. Please adhere to the following:

- The yellow painted curb should remain clear at all times. Curb parking is discouraged to avoid creating a pattern of illegal parking and most importantly to allow our school bus and emergency vehicles to get through.
- Only those who have a disabled sticker/tag may park in those spaces. By law, you must have a placard or plate to park in the handicapped spots. The striped lane in between the designated handicapped spots is not for parking.
- If the parking lot is full, please park on the street. Street parking is available on Kingsland Avenue and on the parking lot near the park across the street.
- Drive cautiously while on the parking lot. A slow speed on district property should be maintained for safety.
- Your cooperation and support with these requests is highly appreciated! The safety of our students is our #1 priority!

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. You must make sure that the school has a working phone number at all times.

Early Release Days

We follow the academic calendar for the school district. There are several days that we will dismiss early (1:15 p.m.) for professional development, record keeping, accountability meetings or conferences. There are other days built into the district calendar that we will be closed. Refer to the Important Dates and Reminders for those specific dates. A copy of the District calendar is also enclosed. In the event of closing due to weather or emergencies, the local television and radio stations will carry announcements. The center closes when other schools in the district are closed.

Curriculum

Our certified teaching staff and teacher assistants are trained in the Project Construct approach and are learning to implement the Reggio Emilia-Inspired approach. In addition, we assess students’ individual strengths and needs at the beginning of the year. We monitor progress throughout. An important facet is discovery through experiences and play.
Essential Learning Objectives

**Literacy ELO**

Phonemic Awareness
- Develop ability to hear and say separate sounds
- Develop alphabet and phonics language
- Attends to sounds in a language
- Repeats rhymes, simple songs, poems and fingerplays

Uses Concepts of Print
- Identifies some alphabet letters
- Recognizes that print represents spoken words

Print Concepts
- Demonstrate basic concepts of print
- Develop and apply, with assistance, pre-reading strategies to aid comprehension.
- During reading or read-alouds, develop and utilize with assistance, strategies
- Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text

Applies Early Reading Skills
- Comprehends and responds to text
- Develops sense of a story
- Develop an awareness that text and pictures provide information
- Plan and tell stories (through pictures and words) about familiar experiences and events, with teacher assistance (Retells)

Writing process
- Capitalize first letters of own first and last names
- Uses writing as a means of expression/communication
  - Uses scribbles, shapes, pictures and letters to write
  - Tells about intended meaning of drawings and writings

**Math ELO**

Patterns
- Uses Patterns in the Environment
- Recognizes and AB (or more complex) pattern
- Extends a simple AB (or more complex) pattern
- Recognize or repeat sequences of sounds or shapes
- Create and continue patterns

Sorting
- Recognizes Relationships in the Environment
- Classifies by one (or greater) attribute
Number Sense

- rote count to 20+ and recognize numbers up to 20+
- use concrete objects to compose and decompose values up to 10
- model situations that involve whole numbers, using pictures, objects or symbols

Numbers & Operation

- One to one correspondence

Exploring Data

- Gathers information to answer a question
  - Uses graphs & charts

Science ELO

Understand the difference between living and nonliving things as well as how living things grow and change

- Use one or more senses to observe the natural world
  - Observe and examine the environment
- Show knowledge of the characteristics of living things
  - Identifies living vs. nonliving things
- Recognize that living things have needs
  - Models appropriate care of living things
- Make predictions about living things based on experiences
  - Make connections between cause and effect

The Studio

A Laboratory for Reggio Emilia-Inspired Learning

Julia Goldstein is taking a step deeper in our approach to teaching and learning. Our source of inspiration for this learning is the Reggio Emilia approach. Embedded in the Reggio Emilia approach to education is an image of children, families and teachers working together to make schools dynamic and democratic learning environments. This image is one that mirrors the vision and mission of our school and is reflected in our mission statement.

Reggio Emilia is a belief about children and their capabilities. Children have the potential, curiosity, and interest in constructing their learning, in engaging in social interaction and in negotiating with everything the environment brings to them. It is creating an environment that encourages critical thinking, creativity and relationship. It is a place where children and adults construct knowledge and their understanding of the world together.

Much of this work takes place in the “Studio” of JGECEC. The studio is our laboratory. Located on the second floor of the school in room #18, the Studio serves as the space for teachers to observe, document, question, reflect and interpret the ideas and wonderings of students. All of which supports a collaborative forum to formulate and exchange ideas.

The studio will contain the tools and resources that allow children to express their ideas in many different languages of communication. The idea is that through various studies of the “hundred languages” that children
use to communicate such as movement, shadow, clay, self-portrait, or collage children are able to express their thinking about the world around them. They will engage in exploration and inquiry that leads to greater understanding. This is not separate from the work we are already doing in our classrooms. This will include and inspire the work that we do each day in the classroom and in other areas of the building.

### Sample Flexible Classroom Schedule

**Monday AM**
- 8:30-9:00 Breakfast/Table Toys/Restroom
- 9:00-9:30 Ms. Bell (Music/Drama)
- 9:30-10:00 Center time
- 10:00-10:30 MPR/Outside
- 10:30-10:50 Literacy
- 10:55-11:30 Studio

**Monday PM**
- 12:30-1:00 Ms. Bell (Music/Drama)
- 1:00-1:15 Restroom/Circle (Literacy)
- 1:20-1:55 Studio
- 2:00-2:30 MPR/Outside
- 2:30-2:45 Snack/Books/Puzzles
- 2:45-3:30 Center time

**Tuesday AM**
- 8:30-9:00 Breakfast/Table Toys/Restroom
- 9:00-9:30 Ms. Bell (Music/Drama)
- 9:30-10:00 Circle (Literacy or Science)
- 10:00-10:30 MPR/Outside
- 10:30-11:15 Center time
- 11:15-11:30 Math

**Tuesday PM**
- 12:30-1:00 Ms. Bell (Music/Drama)
- 1:00-1:30 Restroom/Circle (Literacy or Science)
- 1:30-2:00 Snack/Books/Puzzles
- 2:00-2:30 MPR/Outside
- 2:30-3:15 Center Time
- 3:15-3:30 Math

**Wednesday AM**
- 8:30-9:00 Breakfast/Table Toys/Restroom
- 9:00-9:30 Ready Reader or Journals/Table Toys
- 9:30-10:00 Circle (Literacy or Science)
- 10:00-10:30 MPR/Outside
- 10:30-10:50 Center time
- 10:55-11:30 Studio

**Wednesday PM**
- 12:30-1:00 Ready Reader or Journals/Table Toys
- 1:00-1:15 Restroom/Circle (Literacy)
- 1:15-1:55 Studio
- 2:00-2:30 MPR/Outside
- 2:30-2:45 Snack/Books/Puzzles
- 2:45-3:30 Center time

**Thursday AM**
- 8:30-9:00 Breakfast/Table Toys/ Restroom
- 9:00-9:30 Social Groups & Small Groups
  /Circle & Music
- 9:30-10:00 Social Groups/Small groups
- 10:00-10:30 MPR/Outside
- 10:30-11:10 Centers
- 11:10-11:30 Science

**Thursday PM**
- 12:30-1:00 Social Groups & Small groups/
  Table Toys/Restroom
- 1:00-1:30 Social Groups & Small groups/
  Circle & Small Groups
- 1:30-2:00 Snack/Books/Puzzles
- 2:00-2:30 MPR/Outside
- 2:30-3:10 Centers
- 3:10-3:30 Science

### Sample Flexible Daily Morning (AM) Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Routine</th>
<th>Possible Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:300 AM</td>
<td>Students Arrive</td>
<td>Games, puzzles, Construction</td>
</tr>
<tr>
<td>Breakfast</td>
<td>Learn and Practice Concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose table games</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Routine</td>
<td>Possible Learning Experiences</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Large Motor Activities</td>
<td>Outside/Multipurpose Room Climbing, Running, Ball Games, Ride Tricycles, Group Games</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Monday/Tuesday</td>
<td>Music/Drama/Movement (Ms. Bell)</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Morning Meeting time:</td>
<td>Take Attendance Class Discussion, ABC or Calendar Activity</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Choice Time:</td>
<td>Pretend play Creating with materials</td>
</tr>
<tr>
<td></td>
<td>Learning Centers</td>
<td>Exploration/ Experimentation Cooking Experience Group Games</td>
</tr>
<tr>
<td>10:50 AM</td>
<td>Tuesday/Friday</td>
<td>Studio (Ms. Dawn)</td>
</tr>
<tr>
<td>11:25 AM</td>
<td>Clean up</td>
<td>Independent Book time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take Turns to Use the Bathroom</td>
</tr>
<tr>
<td>11:40 AM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:10 noon</td>
<td>Bathroom/ Nap</td>
<td>Independent book or puzzle time, Bathroom</td>
</tr>
</tbody>
</table>

### Sample Flexible Daily Afternoon (PM) Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Routine</th>
<th>Possible Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:35 PM</td>
<td>Snack</td>
<td>Student Choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooking Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taste tests/ Patterning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fresh Fruits or Vegetables</td>
</tr>
<tr>
<td>1:50 PM</td>
<td>Circle time</td>
<td>Musical Activities, Read a Story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn a Concept</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Literacy Activities</td>
<td>Group Games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shared Reading/Shared Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Projects</td>
</tr>
<tr>
<td>2:50 PM</td>
<td>Clean up, Use Bathroom</td>
<td>Independent Book Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gather Belongings</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Large motor activities</td>
<td>Outside/Multipurpose Room Climbing, Running, Ball Games, Ride Tricycles, Group Games</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

Monday- Music/Drama/Movement 9:30 – Ms. Bell  
Tuesday- Music/Drama/Movement 9:30 - Ms. Bell  
Wednesdays- Computer Lab 2:00 & 2:30  
Thursday- Social Skills Groups 1:30 & 2:00- Ms. Bell  
Thursdays- Ready Reader 2:30
Assessment

The Dial IV assessment measures cognitive development, language, hearing, vision, and physical development. Students are evaluated twice a year to compare gains since preschool entry.

We also use teacher created assessments and observations to determine student growth and progress throughout the year.

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.

Conferences

Parent/teacher conferences are held in the fall and spring. Appointments should be scheduled with your child’s teacher. Teachers also hold meetings on an as-needed basis. Conferences count toward participation in eight involvement activities, the building goal.

Progress reports are given four times a year, once at fall parent conferences in October and once at spring parent conferences in March. The other two reports will be sent home in January and again at the end of the school year in May. During 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 also request a conference at any time during the school year.

The following scale is used to define student skill level:

- **D** = Demonstrates an understanding of concept
- **E** = Emerging in understanding concept moving towards demonstrating
- **B** = Student is beginning to understand concept
- **ND** = Student does not demonstrate any understanding

Meetings and Information

Parents participate in orientation at the beginning of the school year. During this time staff assists in updating enrollment documents and gathering important information. Informational parent meetings are held once a quarter. Sometimes, brief meetings are held before field trips. Teachers send home classroom newsletters to keep parents informed of classroom events. The main office publishes a calendar for parents each month.

Social Skills Group

Our building counselor meets with students from each class once a week for 30 minutes. The purpose of meeting with students is to work on social skills such as turn taking, play skills and communication.

Appropriate Dress

Children should be dressed appropriately for preschool. Clothes should allow children to feel comfortable and safe. Children will play and learn indoors and outdoors. Safe footwear should be worn at all times; shoes should have closed toes and closed heels.
Messy Play

Please remind parents that as a part of our curriculum, we take our students outside nearly every day as long as the weather permits. We also participate in messy play such as playdoh, painting, and clay on a regular basis.

With all of this being done, we ask that you please send your child to school in play clothes and play shoes to school each day! Also, please wear closed toed shoes for outside play. Wood chips can slip into sandals and flip flops and hurt student’s feet.

The outdoors has something more to offer than just physical benefits. Cognitive and social/emotional development are impacted, too. Outside, children are more likely to invent games. As they do, they’re able to express themselves and learn about the world in their own way. They feel safe and in control, which promotes autonomy, decision-making, and organizational skills. Inventing rules for games (as preschoolers like to do) promotes an understanding of why rules are necessary. Although the children are only playing to have fun, they’re learning:

- communication skills and vocabulary (as they invent, modify, and enforce rules);
- number relationships (as they keep score and count);
- social customs (as they learn to play together and cooperate).

Thank you in advance for your help with this matter.

Medical Information

Clinic/Nurse

Julia Goldstein ECEC has a registered nurse on staff full time. The nurse makes sure that immunizations are current and tends to students’ needs as necessary. In the event that your child becomes ill or injured during the school day, you will be notified accordingly. Please call the school at (314) 290-4391, if your child will be absent due to illness. It also helps to have a backup plan of care. If your child is exposed to a communicable disease notify us immediately. You will be notified if your child is exposed to a communicable disease at school. Our students must be healthy to make the most of their school experience. If your child has a long-term illness or condition that requires a medical action plan, please call or follow-up with the school nurse to discuss. It is important for us to have every child’s emergency information on file so we may contact you quickly. You can contact our school nurse directly at (314) 290-4393.

JGEC has a registered nurse on staff however; our school is equipped to render only minor first aid. Parents will be contacted and requested to assume the responsibility for any health care that goes beyond “first aid”. 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. Any prescribed medication you wish your child to take must be in the original bottle. Over-the-counter medications must be accompanied by a physician’s note. When a child takes medication all-year long (for asthma or allergy), one note to be kept on file is acceptable. No medication, including aspirin and cough medicine, is to be kept in a child’s desk, purse or backpack. These procedures are district policy. It is important for us to have every child’s emergency information on file so we may contact you quickly. You can contact our school nurse, Pat Wilson, directly at (314) 290-4393.
When a Child Should Stay at Home for Health Reasons

Your child’s school attendance is very important. In order for him/her to benefit from the planned educational program, wellness is essential. Therefore, to prevent the spread of any suspected contagious disease or illness, it is important that your child stay home or seek further treatment. If the school believes your child is ill or has a contagious disease, he/she will be sent home based on the following symptoms:

1. **Fever of 100 degrees and above as well as additional symptoms**
   a) Students with elevated temps are not able to concentrate in school. They have headaches, irritability, sleepiness, and require additional fluids and medication to reduce the fever.

2. **Persistent coughing not relieved with an inhaler for asthma**
   a) Follow up with your child’s doctor because persistent cough may be due to other medical causes such as the flu, bronchitis, pneumonia, pertussis, or worsening asthma symptoms.

3. **Persistent vomiting**
   a) This is dependent on additional symptoms such as fever, lethargy, dehydration from vomiting during the night. It is possible that a student will go home after vomiting one time during the day. A nursing assessment is necessary to determine whether or not to send a student home.

4. **Diarrhea unusual loose and/or watery stools**
   a) Viral and bacteria are the main causes of diarrhea and it can be contagious. Our biggest concerns are dehydration and the students inability to stay hydrated and alert in a school setting. If symptoms last longer than 24 hours and there are signs of dehydration, they need immediate medical attention. Diarrhea involves frequent toileting with abdominal cramping and school is not the best setting when a student is physically and mentally uncomfortable.

5. **Suspected communicable disease such as chicken pox and rashes of unknown origin and not treated by a physician**
   a) Rashes are uncomfortable for the student. They are not able to concentrate in school because of the itching and pain. In a school setting, we have limited resources for the treatment of rashes. Most rashes do not go away unless properly diagnosed and treated by a physician.

6. **Persistent and unusual pain without relief such as headache that lasts longer than 24 hours or severe right side stomach ache**
   a) A school nurse will call when we suspect a medical condition. If you gave us permission to treat, we have Over-The-Counter pain medication to treat anything that does not require further evaluation by a physician. Since OTC meds may mask underlying symptoms of more serious conditions this should be approached with caution, especially when talking about persistent and/or unusual pains and headache.
7. Awakes with eyes swollen or closed shut, painful, itchy, excessive drainage requires medical treatment.

   a) This may be conjunctivitis (Pink Eye) and it is contagious. Call your child’s physician for a prescription or an appointment ASAP. Most physicians will see your child right away when you tell them your child’s symptoms.

8. Head Lice- must be treated at home and the school nurse notified upon returning to school, your child will be rechecked for lice. We do not exclude for lice but your child must be treated.

9. Flu like symptoms such as sore throat, body aches, fever, chills, fatigue, and headaches

   (a) Call physician immediately or seek treatment

10. Sore throats with a fever, unable to eat, white patches in the back of the throat with difficulty swallowing and hoarseness, the student should be seen by her/his physician.

11. Possible concussion symptoms are headache, blurred vision, nausea, vomiting, and irritability, dizziness, unable to concentrate or unable to recall the incident, he or she should be examined by a physician immediately.

Procedure for Returning Back to School:

1. If any of the above symptoms last longer than 24 hours, please contact your child’s physician.

2. If your child has one or more of the listed above symptoms, please do not send to school. If in doubt, please contact the school nurse or your child’s primary care physician.

3. Student must be fever free for 24 hours without fever reducing medication such as Tylenol or Ibuprofen before returning to school.

4. Remember hand washing is the best way to prevent the spread of disease.

   If you are not available to pick up your child, please provide a name or number of a person who will be responsible for picking up your child. It is also important that the school has up-to-date contact information on file to reach you in an emergency.

   This list is not all inclusive, but a guideline to follow. By working together and following these guidelines, we can maintain our school as a healthy, learning environment for our children and staff.

   **Back-up Plan for a Sick Child**

When your child wakes up feeling ill and you have to go to work, what is the first thing you think of? A relative, a neighbor, send her to school and hope you don’t get a call from the nurse? Sending a sick child to school is harmful to your child and everyone with whom he or she comes in contact.

It is important that you have a child care plan for days in which your child is too ill to come to school.
The following recommendations are from the Child Day Care Association (CDCA). More information is available at www.childcarestl.org or call (314) 531-1412.

- Check with your employer about flextime that can be used when a family member is sick
- Check with your employer about contracts they may have with day care centers for sick childcare
- Check with other family and friends about their flextime and how you may be able to share time and day care responsibilities
- Contact CDCA before your child is sick to discuss your options and register so you can be referred for temporary back-up care if needed

**REMEMBER:** A child with a temperature of 100 degrees or higher (taken orally) should stay home or with a responsible adult to monitor the illness, keep him or her safe and avoid spreading infection. A student must be fever free for 24 hours; without the use of fever reducing medication such as Tylenol. Please develop and put a back-up plan into place for your child for sick days.

**Counseling and Social Work Services**

Julia Goldstein ECEC shares a counselor and social worker with other District schools. If you have a need or concern that requires either a counselor or social worker, please call the school office at (314) 290-4391.

**Field Trips**

Field trips provide new and rewarding learning experiences for our youngsters. Parents are highly encouraged to attend field trips to maintain our ratio of one adult per three children. We must have a signed permission slip in order to take your child. Be sure to notify the classroom teacher if you will be attending. Field trips are made on school buses. All students and staff members must be boarded before parents/guardians are admitted aboard the bus. Siblings are not allowed to ride the bus.

Julia Goldstein ECEC students engage in many walking field trips throughout the school year. A permission slip for each child must be completed in order to take a child on a trip. Teachers/staff must notify the office **BEFORE** taking students out of the building

All field trips must be justified with curricular objectives and therefore, we should make every effort to **include every student**. Excluding students from field trips for disciplinary reasons is strongly discouraged but necessary at times. If you believe a child should not be allowed to attend a field trip, due to safety or behavioral concerns, you must include the Principal in the final decision, provide a way for the student to meet the curricular objective, and you must notify the parent prior to the date of the trip.

- Parents accompanying the field trip are NOT to bring siblings on the trip.
- Parents may not transport children home from a field trip unless they first sign-out their child for early dismissal.
- You are to fill out your own bus transportation request form.

**Classroom Parties/Snacks**

Throughout the year celebrations take place at the discretion of the classroom teacher. Parents and families are not permitted to bring homemade food for parties or snacks. Please purchase healthy fruits and vegetables as snack choices. Please see your child’s teacher for suggestions. Families are also encouraged to send snacks and books, games or activities with their child to be shared with classmates.
Due To COVID Restrictions, 
Visitors are not allowed in the building

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/Guest Speakers/Art Residencies

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 which 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 experience 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.

Communication

- Tyler SIS Parent Portal
- SchoolMessenger calls/emails and Wednesday Peachjar
- Google Classroom
- District website (www.ucityschools.org) and school homepage (www.ucityschools.org/JGEC) along with the District APP (search “University City Schools”) host calendars, handbooks and much more.
- Detailed information about The School District of University City is also available in publications issued by the District such as the Student Expectations Guide and the PRIDE newspaper, which are available in the school office, the McNair Administration Building and on the website.
- Keep informed through school and District social media including Facebook, Instagram, Linked In, Twitter and YouTube.

School Involvement

Parents/guardians are required to participate in 8 involvement activities. Attending parent teacher conferences, field trips, “parent” child activities and participating in the classroom count toward meeting the 8 commitments. If you are interested in being a “room parent” i.e. representative or becoming involved in building committees, please inform your child’s teacher.
Building Involvement Opportunities -
Virtual with respect to COVID protocols

Families are encouraged to become involved in the following ways:
- Representation on the Building Leadership Team
- Hosting or supporting fundraisers such as Scholastic Book Fair
- Assist with coordination of parent child activities such as the Homecoming parade and Week of the Young Child.
- Organizing appreciation activities during Teacher Appreciation Week in May
- Promoting the programs of the Julia Goldstein Early Childhood Education Center

The director is available to assist and advise. Family members are encouraged to help organizers through participation at various levels in the mentioned events.

Parental Involvement Activities

Julia Goldstein Parents/Caregivers are required to participate in at least 8 parent involvement activities during the school year. Some of the activities can be done outside of the building.

Suggested Activities:

- Classroom Reader
- Special Projects
- Family Projects
- Homework
- Coordinating Celebrations
- Attending Parent Teacher Conferences
- Birthday Parties
- Attendance at School Wide Events
- Homecoming Parade
- Collecting Items for Class
- Providing Snacks for Class
- Attending an IEP Meeting
- Field Trips
- Help with Book Fair
- Volunteer in building or classroom
- Parent Meetings
- Lunch at school w/child
- Orange Parade

We are looking forward to partnering with you!

Gross Motor Play

Our indoor and outdoor playgrounds provide the children with important gross motor experiences. Engaging in gross motor play is a daily part of our curriculum whether it is raining, extremely cold or hot. As long as the temperatures are not hazardous, it is our assumption that if a child is well enough to be at school, he or she is well enough to go outside. Please dress your child for outdoor play. They may get messy. Sandals and flip-flop types of shoes are not safe to wear to school, they make the children more likely to fall when running and climbing on the playground. Enclosed shoes with laces or straps should be worn to avoid injury.

Multipurpose Room Rules

**Children should do the following:**

- **Slides:**
  - Climb up the ladder.
  - Slide down feet first.
  - Sit on your bottom.
- **Use hopping balls and Hula-Hoops on or around the mats.**
- **Bikes:**
  - Ride bikes inside the blue lines.
Follow the arrows.
Park your bike when you are finished riding.

Caterpillar: Crawl through the tunnel.
House: 4 Children may be in the house.
Use the door to go in and out of the house.
The Wheel: The wheel is to remain on the mats, lying down.
Adults need to supervise children using the wheel for rolling.
Large Blocks: Build as high as your shoulder
Walk on blocks that are flat on the ground.
The Box with Balls and Sponge Rings:
3 Children in the box at a time
Students need to take their shoes off
Keep the rings and the balls in the box

**Adults should do the following:**

- Adults need to space themselves individually around the room and watch the children so they are safe and making positive choices.
- Verbally describe the student’s abilities and positive choices. Model appropriate play and interact with the students.
- Mats should be all around the climbers so if a child fell off, the child would land on a mat. Mats should be used under hopping balls.
- Monitor Running.
- Help children ride bikes at a safe pace. Watch to see that they don’t bump into other bikes and that they park their bikes when finished.

**Outdoor Playground Rules**

**Children should do the following:**

- Climbers: One child at a time climbs up.
- Slides: Climb up the stairs/ladders.
- Slide down the slide, feet first.
- Sit on your bottom.
- Slide one at a time.
- Tunnel: Crawl through the tunnel.
- House: 3 children may be in the house.
- Use the door to go in and out of the house.
- Picnic Tables: Sit at the tables. Leave the tables under the canopy.
- Pole: Hold tight with both hands.
- Wrap your legs around the pole.
- Ask for help if you need it.
- Jump Ropes, Balls and Building Toys: Should stay on the blacktop area. Building toys should stay in one area
- Wood Chips: Should stay in the wood chip area.
- Sensory Table: Contents and toys should stay in the table.
Adults should do the following:

- Adults should space themselves individually around the playground to watch the students so they are safe and making positive choices. As the students move to different areas, move with them.
- Verbally describe the student’s abilities and positive choices. Model appropriate play and interact with the students.
- Tunnel: Don’t allow children to climb on top or crawl under.
- Slides: Remind children to stand away from the end of the slide and to go up the ladders, etc. and slide down.
- Pole: Remind children to stay away from the bottom of the pole. An adult needs to be in close proximity to the pole.
- Watch so toys are not thrown through the fence.
- Monitor the sensory table if it is available.
- If students fill buckets with chips, have them dump the chips back in the wood chip area.

**Parent Involvement Plan**

**INTRODUCTION**

The Julia Goldstein Early Childhood Education Center is committed to partnering with families of children prenatal to kindergarten to ensure that their children gain knowledge through developmentally appropriate practices that encourage social-emotional, intellectual and physical growth while providing a strong foundation for successful life-long learning.

**PARENT INVOLVEMENT PLAN**

The following plan was developed in coordination with parents, teachers, administration and other school and district staff. This plan was developed to help support our children and their families and to build a close working relationship between the home and the school. The goals of the plan are as follows:

- To engage parents in participating in their child’s education in a variety of ways;
- To inform parents of student progress and goals during parent conferences and visits;
- To monitor parent participation through various forms of feedback such as surveys, home visits, conferences and phone calls;
- To implement developmentally appropriate research-based curricula by highly trained staff;
- To coordinate with social service agencies to provide additional resources for families as an extension of the programs offered at the center;
- To advocate for quality early childhood intervention and programming available to all children prenatal to kindergarten.

Parent Involvement activities will be offered on the following dates and times:

- **Orientation/Open House:** An opportunity to meet staff, tour classrooms and learn about routines & procedures of the school and classroom
- **PBIS Kick Off Social:** Parents will be introduced to our Positive Behavior Intervention & Supports program and our attendance initiative
- **Homecoming:** School community will come together with the greater community to show support and pride in the school
- **Parent & Teacher Conferences:** Parents will be given an update on student progress and goals and the opportunity to offer input
● **Fall Festival:** School community will come together to extend learning through games and social activities

● **Week of the Young Child Breakfast & Parade:** School community will celebrate and support the children and early childhood learning

● **Sensory Fun Night:** School community will have the opportunity to extend learning through activities designed to engage the senses

● **Spring Musical:** School community will observe and celebrate the children through music and performance

● **Field Day:** School community will engage in numerous gross motor activities designed to address whole body learning

● **Quarterly Parent Meetings:** Parents come together to discuss and participate in topics and activities that will allow them to extend the learning to the home

● Other Initiatives to involve parents:
  ○ Home/School Compact
  ○ Parent Volunteers
  ○ Family Handbook
  ○ Parent & Teacher Conferences
  ○ Portfolio Share
  ○ A List of Parent Involvement Opportunities
  ○ PBIS Events
  ○ Book Fair
  ○ Weekly Newsletters
  ○ Attendance Awards/Parent Recognition

### Commitment to the Plan

Parent Allisa Simril  
Teacher Colleen Davidson  
Teacher Corrie Hamilton  
Teacher Christopher Buschling  
Principal Crystal Cauley
Home- School Compact

Julia Goldstein Early Childhood Education Center staff with the parents of students participating in activities, services, and programs, agree that this compact outlines ways parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state’s high standards.

Staff and School Responsibilities:
We, as a staff of Julia Goldstein Early childhood Education Center, will provide high-quality curriculum and highly effective instruction in a supportive environment that enables the participating children to meet the state standards of early learning. Staff development will continue to be an on-going process. The staff will:

- Be available for parent-teacher conferences to discuss individual student progress and achievement.
- Provide timely reports via email, phone, conferences and notes.
- Provide parents with the opportunity to visit/participate in their child’s academic activities. Workshops with literacy and math activities will be offered throughout the year. Parents are also encouraged to set up appointments to learn specific strategies to assist their child’s learning style.
- Provide a safe and supportive learning environment.
- Respect the school, students and families associated with Julia Goldstein Early Childhood Education Center.

Student Responsibilities:
We, as students, will share the responsibility to improve our academic skills and meet the state standards for early learning. We will:

- Come to school prepared to learn each day and work hard.
- Complete assignments at home and school.
- Ask for help when needed.
- Give my parents or guardian all notices and information received by me from school each day.
- Respect and cooperate with all adults in the school.
- Understand my classmates have the right to learn without distraction and disruption.
- Limit my TV watching, video game playing and internet usage.
- Study or read every day after school.

Parent and Guardian Responsibilities:
We, as parents (or guardians) of Julia Goldstein Early Childhood Education Center students, will share the responsibility to improve our children’s academic skills and meet the state standards for early learning. We will:

- Monitor attendance.
- Make sure our child is well fed and rested.
- Provide an area to read and work at home each evening.
- Make sure all forms, letters and projects are completed and signed if necessary.
- Participate, as appropriate, in decisions relating to our child’s education by attending parent-teacher conferences.
- Help our child to understand what his/her responsibilities are to the school, to the family, and to himself.

Student’s Name ______________________________________
Parent signature Date: ____________________
Teacher signature Date: ____________________
What is PBIS?

Our school-wide behavior management program for all students is called PBIS (Positive Behavior Intervention Supports.) This program supports the children’s social and emotional development. We have three primary expectations for students. We want them to be safe, kind and responsible.

We teach the students what these expectations mean and how they can demonstrate specific behaviors reflective of these expectations while at school and at home. You can help your child to use these positive behaviors at home by using the same phrases we teach them here at school. Listed below are three of the most commonly used at school and ways in which you can use them at home. Let’s all work together!

- **Look & Listen:** In school the children are encouraged to look and listen to their teachers during circle time, story time, and when receiving instructions. There are times when you want your child to look and listen to you at home too! Have them practice looking at someone who is speaking to them, and when you are giving directions. You can tell them, “Look into my eyes please!”

- **Stay with your class:** It is important for your child to know they need to stay with their class at all times; when walking to the playground, in the classroom and on field trips. They also need to know, for their safety, that they must stay close to you as well. You can remind your child to use their walking feet to stay close to you and to hold your hand when crossing the street or in busy places.

- **Keep your hands and feet to yourself:** Understanding the personal space of self and others is a developing skill at this age. At school it is important for children to keep their hands and feet to themselves at circle time, at the table and especially when they become frustrated with another child. Remind children that if someone is bothering them to ask them to please stop, and that they can ask an adult for help if the other child will not stop. It is never ok to advise a child to hit other children, even if a child is doing something to them. Encourage them to use their words and ask an adult for help in these situations.

**Encourage your child to be safe, be kind and to be responsible!**
## Discipline Philosophy, Policy, Procedures, and PBIS

### PBIS Matrix - School

**Julia Goldstein ECEC’s**

### PBIS Matrix of School Expectations

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Keeps your hands and feet to your self</td>
<td>- Use nice words</td>
<td>- Ask to play</td>
</tr>
<tr>
<td>- Look and Listen</td>
<td>- Use your inside voice</td>
<td>- Listen to the teachers</td>
</tr>
<tr>
<td>- Use walking feet</td>
<td>- Take turns</td>
<td>- Clean up</td>
</tr>
<tr>
<td>- Hold the Rail</td>
<td>- Share</td>
<td>- Take care of your belongings and materials</td>
</tr>
<tr>
<td>- Stay with your class</td>
<td>- Be gentle</td>
<td>- Follow the rules</td>
</tr>
</tbody>
</table>

### PBIS Matrix - Home

**Julia Goldstein ECEC’s PBIS Matrix of Possible Home Expectations**

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Keeps your hands and feet to your self</td>
<td>- Use nice words</td>
<td>- Listen to grown-ups</td>
</tr>
<tr>
<td>- Look and Listen</td>
<td>- Use your inside voice</td>
<td>- Help clean up</td>
</tr>
<tr>
<td>- Use walking feet</td>
<td>- Take turns</td>
<td>- Take care of belongings</td>
</tr>
<tr>
<td>- Ask a grown-up for permission</td>
<td>- Share</td>
<td>- Follow home rules</td>
</tr>
<tr>
<td></td>
<td>- Be gentle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Give a helping hand</td>
<td></td>
</tr>
</tbody>
</table>
Classroom vs Office Referral Procedures

Classroom Managed Behaviors
- Not following instructions
- Not getting along w/peers
- Lack of motivation
- Mild tantrums
- Off task
- Bad manners

Office Managed Behaviors
- Physical aggression
- Intentional self injury
- Eloping from class
- Overt sexual behavior
- Implied verbal threats
- (Including weapons or drugs)
- Possession of dangerous items
- A warning should be given for all classroom managed behavior.
- After a warning is given, a repeated behavior should result in the completion of a BIRF (Behavior Incident Reporting Form).
- Three or more occurrences of the same classroom managed behavior will result in an office referral.
- Office managed behaviors should be recorded on BIRF. Student is to be taken to the office immediately.
- Administrator handles office managed behavior. Decisions made will be communicated to teacher on BIRF yellow copy. Pink copy goes to PBIS Data Coordinator for data tracking.
- ALL BIRFS should be placed in BIRF box in the main office
Behavior Incident Reporting Form

Julia Goldstein Early Childhood Education Center

Behavior Incident Reporting Form

Name: __________________________ Date: ___________ Time: _______
Staff Reporting: _______________ Classroom Teacher: __________ IEP: Yes/No
Description of Behavior: complete when reporting physical aggression or tantrum:

<table>
<thead>
<tr>
<th>Purpose of Report:</th>
<th>Data Collection</th>
<th>Office Referral</th>
<th>Both</th>
</tr>
</thead>
</table>

WHEN TO COMPLETE A BIRF:

- ✓ Safety is an issue (intentional aggression to self or others, running away)
- ✓ Behavior is NOT age appropriate
- ✓ Chronic challenging behavior (crying, whining)
- ✓ Teacher’s instructional time is lost due to one child’s specific behaviors

Complete a BIRF for each incident or behavior of concern.
There should be 15+ minutes between episodes/reporting to determine a new incident.

MAIN ISSUE OF CONCERN (B):

<table>
<thead>
<tr>
<th>Physical Aggression</th>
<th>Property Destruction</th>
<th>Stereotypic Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape (leaves area)</td>
<td>Refusal to Comply</td>
<td>Repetitive</td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Self-Injury</td>
<td>Other:</td>
</tr>
<tr>
<td>Defiance/Disrespect</td>
<td>Intimidation</td>
<td>Tantrum</td>
</tr>
</tbody>
</table>

LOCATION:   ACTIVITY:   OTHERS INVOLVED:

| Classroom | Playground | Example: Centers | Peer | Principal |
| Hallway | MPR | | Teacher /Aide | Case Manager |
| Bathroom | Sidewalk | | Paraprofessional | Bus Driver/Aide |
| Stairwell | Other: | | Specialist | Other: |
| | | | Substitute | |

TRIGGER FOR BEHAVIOR (A):

| Adult Request/Direction | Task Presented | Unsure (unobserved) |
| Change in Environment | Transition | Other: |
| Peer interaction | Denied Access to | |
| | Preferred Activity | |

ACTION TAKEN AT TIME OF REPORTED BEHAVIOR (C):

| Communication Supports | Loss of Privilege | Peer Ignored Behavior |
| Access to Desired Object | Adult Ignored Behavior | Choice Given |
| Adult Physical Attention | Removal from Activity | Other: |
| Termination of Request | Peer Verbal Attention | Caregiver Contacted |
| Adult Eye Contact | Re-teach Rules/Routines | |

NAME: ____________________________ Copy Sent to Caregiver? Yes/No
White: Office Pink: Student File Yellow: Caregiver

Rev. 102715 - 071916

Administrator’s Signature: ____________________________
Rev. 090721

Julia Goldstein Early Childhood Education Center - 2021-22 Family Handbook Page 31
K-12 Student 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, with the exception of Julia Goldstein ECEC. For more information, visit www.ucityschools.org. 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
  - Property deed
  - Real estate tax receipt (current year)
  - Personal property tax receipt (current year)
  - Receipt or payment stub from rent check (previous month)
  - Paycheck stub identifying employee name and address (less than a month old)

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)

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 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.
Telephone

Telephones in the office are for business purposes and may be used by children only in an emergency or when it is essential for a child to receive information. Children will not be called to the phone. Parents are encouraged to call or email teachers when they have questions. Teachers will return calls during their planning times.

Cell Phones/Games/Toys/Electronic Equipment

To preserve the focus of a learning environment, we ask that all students abide by the following:

Children are not allowed to bring any electronic games or CD players to school. Children are also not allowed to bring any personal items to be used at recess such as balls, trading cards, etc. We have parents who feel that their children must have cell phones. Our policy is that no one should see or hear a cell phone. Students who need to contact their parents during the school day should do so through the office.

If children bring games/toys or other electronic equipment...or if we see or hear a cell phone, we will proceed as follows:

- 1st Time Violation: Item will be confiscated and sent to the office. The parent will be notified and the item will be returned at the end of the day.
- 2nd Time Violation: Item will be confiscated and sent to the office. The parent will be notified and must pick the item up.
- 3rd Time Violation: Item will be confiscated and sent to the office to be held until the end of the school year (at principal’s discretion).

Maintain Connections through Parent Portal

Parents of students in grades K-12 can connect with their student’s school and monitor student progress through the Parent Portal online system linked to the District’s home page. District administrators have been working with representatives from sisk12, the District’s student information system, to make enhancements that allow for easier posting by staff. As teachers post homework and grades for assignments and tests, parents and students can login to see grades and track their individual progress. Parents may sign up for Parent Portal by contacting their child’s school office.

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](http://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.

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**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](http://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](http://www.ucityschools.org/ULIVE)) and how to become a school board member is available at [www.ucityschools.org/BOE](http://www.ucityschools.org/BOE).

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**2021-22 School Board Members**

<table>
<thead>
<tr>
<th>President: Matt Bellows</th>
<th>Student Representative: Emma Scharff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice-President: Lisa Brenner</td>
<td>Directors: LaVerne Ford-Williams</td>
</tr>
<tr>
<td>Secretary: Traci Moore</td>
<td></td>
</tr>
</tbody>
</table>
State and Federal Regulations/Notices:
Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA) Parents Right to Know

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:

1. 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.
2. Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. Whether your student’s teacher is teaching in the field of discipline of the certification of the teacher.
4. 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:

1. 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.
2. 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).

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

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

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

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

10. What happens if a complaint is not resolved at the state level (the Department)?
    The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

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1 Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V Revised 4/17
2 In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

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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 federal 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 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 to 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:

- 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 ELL’s 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**

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@ucitieschools.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 assure 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 assure that personally identifiable information collected, used or maintained by the districts for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and or reviewed by their 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. 20250-9410;

(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, multi-media 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 e-mail 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 e-mail 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 access to visual depictions that are obscene or harmful to minors or are child pornography, as required by law. Filtering/Blocking technology is 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 which materials and uses are inappropriate, including network etiquette guidelines.

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 webpage 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 case 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 least restrictive environment.
6. Notification and maintenance of 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.

If it is determined that the student needs a surrogate parent, the executive director of student services for the district will document the date of the determination by the district. A request for the appointment of a surrogate parent shall be made on the appropriate DESE form and sent to the Division of Special Education within ten days of the execution director’s determination of need.

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 district property. Groups of visitors wishing to visit district schools or facilities must notify the superintendent as far in advance as possible. The district discourages parents or others from using the school as a site for visiting students and may refuse the use of the school for that purpose.

Students dismissed earlier from other schools are not permitted to be on the campus of any other school in the district.

The Board and administration will not tolerate any person whose presence disturbs classes or district activities or hinders the instructional process.

Visitors to district property may not possess weapons, including concealed weapons, on district property, on district transportation or at any district function or activity sponsored or sanctioned by the district unless the visitor is an authorized law enforcement official or is otherwise authorized by Board policy.

Visitors to district property must comply with district policy on vehicle idling set out in ECF.

**Appropriate Behavior**

The School District of University City believes that district events are a vital part of the total educational program and should be used as a means for developing positive social interaction, good sportsmanship and appropriate behavior, in addition to knowledge and skills. Well-organized and well-conducted programs contribute to the morale of the student body and strengthen school-community relations.

To this end, the Board encourages district patrons to exhibit good sportsmanship, citizenship, ethics and integrity at all district events and at all times while on district grounds. The district will work with the Missouri State High School Activities Association (MSHSAA) and other organizations to promote good behavior by the patrons at athletic and other events. The Board will work with parents, alumni associations and local service organizations to keep appropriate behavior a top priority. The superintendent will establish procedures for crowd control at district events consistent with this policy.

**Persons Prohibited on or Near District Property or Transportation**

The district prohibits all persons who have pled guilty or nolo contendere to or have been convicted of or found guilty of violating the following provisions from being on or within 500 feet of any school building, district property, district activity or any vehicle used to transport students:

1. Any of the provisions in Chapter 566 of the Missouri Revised Statutes.
2. Incest, § 568.020, RSMo.
3. Endangering the welfare of a child in the first degree, § 568.045, RSMo.
4. Use of a child in a sexual performance, § 568.080, RSMo.
5. Promoting a sexual performance by a child, § 568.090, RSMo.
6. Sexual exploitation of a minor, § 573.023, RSMo.
7. Promoting child pornography in the first degree, § 573.025, RSMo.
8. Furnishing pornographic material to minors, § 573.040, RSMo.
9. Any offense committed in another state, a foreign country, or under tribal, federal or military jurisdiction that, if committed in this state, would be a violation listed above

Despite the prohibition in this section, the superintendent may grant permission for a parent, guardian or custodian of a student to be on district property for the limited purpose of attending meetings with district staff or other events. Permission will be granted sparingly, if ever, and only 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 Highway Patrol’s sex offender registry, or who have pled guilty, pled nolo contendere 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 if it is determined that this is necessary to ensure the student’s safety. The superintendent may make exceptions for parents, guardians or custodians of students enrolled in the district if the student’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 in 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 student from a course if it does not meet the educational needs of the student. The district may terminate access to a course or refuse to allow students to enroll in a MOCAP course if the district determines that the course is not meeting the educational needs of the students enrolled in the course.

All concerns regarding the quality or delivery of a MOCAP course will be reported to DESE. The district may consider concerns regarding the quality of a course when making approval decisions for other students. In addition, the district will consider recommendations made by DESE regarding continued or future enrollment in MOCAP courses.

Transfers - The district will accept transfer credits students earn by successfully passing approved MOCAP courses if the course provider gives the district an official record of the completed course and the grade earned. Students who transfer to the district while enrolled in MOCAP courses will be allowed to continue enrollment in those courses even if the course provider is not one used by the district.

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?