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Julia Goldstein Early Childhood Education Center - 2016-17 Staff Handbook

0817176
DEVELOPMENTAL FOCUS
Preschool teachers are exploring how the Reggio Emilia approach can deepen instructional practices as well as the level of student learning by creating classroom learning environments conducive to inquiry learning. The goal is to have classrooms become more naturalistic to allow room for exploration and wonder. In 2014, the District opened an “atelier,” an arts studio, at Julia Goldstein. This enrichment room is used to explore the many ways that children communicate such as painting, drawing, building, or moving with long-term units designed by the teachers and students.

SCREENINGS: 314-721-2965
Developmental screenings are offered in general development, language, hearing, vision and physical development. Children ages six through 36 months are screened through Parents as Teachers. Screening for three- to five-year-olds is scheduled at the center.

TUITION PROGRAM: 314-721-2965
We offer tuition based classes. The tuition fee is based on family size and income. There is a $20 nonrefundable registration fee. Half day attendance is 8:30 to 11:30 a.m. or 12:30 to 3:30 p.m., Monday through Thursday only with a cost between $32 - $64 weekly. Full-day attendance is from 8:30 a.m. to 3:30 p.m. Monday through Friday and the tuition rates range from $80 - $160 weekly.

PARENTS AS TEACHERS (PAT): 314-721-4120
This parent education program offers personal visits and activities for families expecting a child or families with children birth to five years old. Research based neuroscience information is offered to enable parents to maximize their child’s learning potential. Resource materials and developmental health, hearing and vision screenings are also provided. Group meetings are held in conjunction with the Early Childhood classes to encourage parent/child interaction.

TITLE I PRE-KINDERGARTEN: 314-721-2965
Title I preschool is a federally-funded program that provides enriching early childhood experiences prior to kindergarten entry. Children who have reached their third or fourth birthday by July 31 can be screened for eligibility. We place four-year-olds first. Parental involvement is required. Opportunities include parent/child activities and parent teacher conferences. Full-day classes meet Monday through Friday 8:30 a.m. to 3:30 p.m. Half-day classes meet Monday through Thursday 8:30 to 11:30 a.m. or 12:30 to 3:30 p.m.

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE): 314-721-2965
The School District of University City provides special education services for children with developmental delays who are ages three up to kindergarten entry. Referrals from community agencies, screening, and Parents As Teachers help in identifying students for intervention. Diagnostic testing, evaluation, writing of Individual Education Plans (IEP) and delivery of most services are available at our center. Often, necessary special services are provided within the classroom setting, which allows the child to receive the benefit of inclusion with appropriate support to develop to potential. The IEP services determine half-day or full-day attendance.

THE MONSANTO YMCA BEFORE AND AFTER CARE: 314-367-4646
Before care (7:00 to 8:30 a.m.) and/or after care (3:30 to 6:00 p.m.) is provided on-site for families with students enrolled in our classrooms. To enroll your child, contact Sharon Holbrooks at [314]367-4646 ext. 36. Fees apply.
**Developmental Focus**
Preschool teachers are exploring how the Reggio Emilia approach can deepen instructional practices as well as the level of student learning by creating classroom learning environments conducive to inquiry learning. The goal is to have classrooms become more naturalistic to allow room for exploration and wonder. In 2014, the District opened an “atelier,” an arts studio, at Julia Goldstein. This enrichment room is used to explore the many ways that children communicate such as painting, drawing, building, or moving with long-term units designed by the teachers and students.

**Screenings: 314-721-2965**
Developmental screenings are offered in general development, language, hearing, vision and physical development. Children ages six through 36 months are screened through Parents as Teachers. Screening for three- to five-year-olds is scheduled at the center.

**Tuition Program: 314-721-2965**
We offer tuition based classes. The tuition fee is based on family size and income. There is a $20 nonrefundable registration fee. Half day attendance is 8:30 to 11:30 a.m. or 12:30 to 3:30 p.m., Monday through Thursday only with a cost between $32 - $64 weekly. Full-day attendance is from 8:30 a.m. to 3:30 p.m. Monday through Friday and the tuition rates range from $80 - $160 weekly.

**Parents As Teachers (PAT): 314-721-4120**
This parent education program offers personal visits and activities for families expecting a child or families with children birth to five years old. Research based neuroscience information is offered to enable parents to maximize their child’s learning potential. Resource materials and developmental health, hearing and vision screenings are also provided. Group meetings are held in conjunction with the Early Childhood classes to encourage parent/child interaction.

**Title I Pre-Kindergarten: 314-721-2965**
Title I preschool is a federally-funded program that provides enriching early childhood experiences prior to kindergarten entry. Children who have reached their third or fourth birthday by July 31 can be screened for eligibility. We place four-year-olds first. Parental involvement is required. Opportunities include parent/child activities and parent teacher conferences. Full-day classes meet Monday through Friday 8:30 a.m. to 3:30 p.m. Half-day classes meet Monday through Thursday 8:30 to 11:30 a.m. or 12:30 to 3:30 p.m.

**Early Childhood Special Education (ECSE): 314-721-2965**
The School District of University City provides special education services for children with developmental delays who are ages three up to kindergarten entry. Referrals from community agencies, screening, and Parents As Teachers help in identifying students for intervention. Diagnostic testing, evaluation, writing of Individual Education Plans (IEP) and delivery of most services are available at our center. Often, necessary special services are provided within the classroom setting, which allows the child to receive the benefit of inclusion with appropriate support to develop to potential. The IEP services determine half-day or full-day attendance.

**The Monsanto YMCA Before and After Care: 314-367-4646**
Before care (7:00 to 8:30 a.m.) and/or after care (3:30 to 6:00 p.m.) is provided on-site for families with students enrolled in our classrooms. To enroll your child, contact Sharon Holbrooks at 314-367-4646 ext. 36. Fees apply.
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 314-721-2965 or email ccauley@ucityschools.org.

Transform the life of every student every day!

Established in 1911
2016-17 District Calendar

JULY
4 Schools and Offices closed for Independence Day holiday
18 First Day of work for 227-day (11-month) employees
27-29 New Teacher Orientation

AUGUST
1 AM Opening Day Ceremony (All staff returns) and PM Building-level Meetings
2 PreK-12 Professional Development
3 PreK-12 Professional Development
4 Schools & Offices Open, Teacher Work Day
5 Schools & Offices Open, Teacher Work Day
8 Schools & Offices Open, Teacher Work Day (.5 Work Day)
UHS Freshman Orientation .5 Day
9 First day of school for all students

SEPTEMBER
5 Schools & Offices closed for Labor Day holiday
16 Schools Closed for District Professional Development
28 Early Release for PreK-12 Professional Development; Certified Staff Released 30 Minutes after Contractual Day

OCTOBER
7 Early Release for PreK-12 Record Keeping Day
First Quarter ends (42 days)
10 Second Quarter begins
20 Schools closed and Offices open; Parent/Teacher Conferences (12:00 p.m. - 7:30 p.m.)
21 Schools closed and Offices open; Parent/Teacher Conferences (8:00 a.m. - 11:45 a.m.)

NOVEMBER
8 Schools Closed for District Professional Development
23 Schools closed and Offices open
24-25 Schools & Offices closed for Thanksgiving holiday

DECEMBER
15 Early Release for 9-12 High School Exams
16 Early Release for PreK-12 Record Day
Second Quarter ends (44 days)
19-30 Winter Break
19-20,28-29 Schools closed and Offices open
21-23,26-27,30 Offices closed

JANUARY
2 Schools & Offices Closed for Winter Break
3 Classes resume / Third Quarter begins
16 Schools and Offices closed for MLK holiday

FEBRUARY
1 Early Release for PreK-12 Professional Development; Certified Staff Released 30 Minutes after Contractual Day
20 Schools and Offices Closed for Presidents' Day holiday

MARCH
1 Early Release for PreK-12 Professional Development; Certified Staff Released 30 Minutes after Contractual Day
10 Early Release for PreK-12 Record Keeping Day
Third Quarter ends (47 days)
13-17 Schools closed for Spring Break
17 Schools and Offices closed for Spring Break
20 Classes resume / Fourth Quarter begins
30 Schools closed and Offices open;
Parent/Teacher Conferences (12:00 p.m. - 7:30 p.m.)
31 Schools closed and Offices open;
Parent/Teacher Conferences (8:00 a.m. - 11:45 a.m.)

APRIL
Missouri Assessment Program (MAP) Testing
12 Early Release for PreK-12 Professional Development; Certified Staff Released 30 Minutes after Contractual Day

MAY
16 Early Release for High School Exams*
17 Early Release for Record Day*
Early Release for High School Exams*
Fourth Quarter ends - Last day of school* (41 days)
School Make Up Day #1 (if needed)
(Will result in 174 Student Attendance Days)
18 Teacher Work Day Schools and Offices open
or School Make Up Day #2 (if needed)
19 School Make Up Day #3 (if needed)
22 School Make Up Day #4 (if needed)
23 School Make Up Day #5 (if needed)
24 School Make Up Day #6 (if needed)
29 Schools & Offices closed for Memorial Day holiday

JUNE
23 Last Day of work for 227-day (11-month) employees

*If School Make Up Day(s) is/are needed, Early Release days will be postponed as appropriate.
** Teacher Work Day will be postponed until the day after the last day of school.

BOE Approved 031314 Revised 080116
### Highlights:

- **174 Student Attendance Days**
- **188.5 Teacher Contract Days**, with 3 Paid Holidays
- **2 Teacher Work Days – 8/4, 8/5, 8/6(5), 5/18**
- **2 Teacher Work Days – 8/4, 8/5, 8/6(5), 5/18 as Make Up Day #2**
- **3 Parent Teacher Conference Days – 10/20, 10/21(5), 3/30, 3/31(5)**

### 2016-2017 School Hours

<table>
<thead>
<tr>
<th>Day Begins</th>
<th>Day Ends</th>
<th>Early Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>8:30 AM</td>
<td>3:30 PM</td>
</tr>
<tr>
<td>Elementary</td>
<td>8:45 AM</td>
<td>3:35 PM</td>
</tr>
<tr>
<td>Brittney Woods</td>
<td>7:50 AM</td>
<td>2:50 PM</td>
</tr>
<tr>
<td>High School</td>
<td>7:25 AM</td>
<td>2:20 PM</td>
</tr>
<tr>
<td>Alternative School</td>
<td>7:35 AM</td>
<td>2:30 PM</td>
</tr>
<tr>
<td>HS Exams Early Release</td>
<td>10:25 AM</td>
<td></td>
</tr>
</tbody>
</table>

### Emergency Closing Make-Up Schedule

State law requires the District to designate six make-up days. Two of these days may be used in the event the school is canceled due to inclement weather.

**Applicant** for admission or employment, a person of academic and community, school, or for early release, please contact the superintendent or on file of an application for employment and professional qualifications, as sustained by the appropriate authorities. The School District does not discriminate on the basis of sex, race, color, national origin, or disability in providing educational services, activities, or opportunities. Inquiries should be directed to the School District of Newton County, 201 West Ninth Street, Newton, AR 71852-1131.

**Effective Date:** 08/17/17
**Revised:** 08/17/16
### 2016-17 School Building Calendar

- **Orientation/Open House** 
  - Friday, August 5, 2016 
  - 10 - 11 a.m. & 2 - 3 p.m.
- **PBIS Kick Off Social** 
  - Monday, September 12, 2016 
  - 6:00 – 7:00 p.m.
- **Homecoming Parade** 
  - Saturday, October 1, 2016 
  - 9:00 a.m.
- **Fall Festival** 
  - Wednesday, October 26, 2016 
  - 3:30-5:00 p.m.
- **Week of the Young Child Breakfast** 
  - Wednesday, April 26, 2017 
  - 8:30 - 9:30 a.m.
- **Week of the Young Child Parade** 
  - Saturday, May 13, 2017 
  - 9:00 a.m.
- **Sensory Fun Night** 
  - Tuesday, April 11, 2017 
  - 6:00 – 7:00 p.m.
- **Spring Musical** 
  - Tuesday, May 9, 2017 
  - 6:00 - 7:00 p.m.
- **Field Day** 
  - Thursday, May 11, 2017 
  - 9:30-11:30 a.m. & 1:30-3:30 p.m.

### Ancillary Schedule

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Planning</th>
<th>Gross Motor (Daily)</th>
<th>Ms. Bell-Music/Movement (M, T, ½ W)</th>
<th>Studio (1x per week, 90 min)</th>
<th>Social Skills (Whole group in Classroom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roseman, Rm. 2</td>
<td>11:30-12:00</td>
<td>9:30-10:00</td>
<td>9:00-9:30 M &amp; T</td>
<td>10-11:30 W</td>
<td>10:00-10:40 TH</td>
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<tr>
<td></td>
<td>Fridays</td>
<td>2:30-3:00</td>
<td>2:00-2:30 M &amp; T</td>
<td>12:30-2:00 M</td>
<td>1:30-2:10 TH</td>
</tr>
<tr>
<td>Crawford, Rm. 8</td>
<td>11:30-12:00</td>
<td>10:00-10:30 (10:30-11:00 M only)</td>
<td>9:30-10:00 T &amp; W</td>
<td>9-10:30 M</td>
<td>9:00-9:40 TH</td>
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<tr>
<td></td>
<td>Fridays</td>
<td>2:00-2:30 (2:30-3:00 T only)</td>
<td>12:30-1:00 M &amp; T</td>
<td>1-2:30 T</td>
<td>12:30-1:10 TH</td>
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<tr>
<td>Roeslein, Rm. 9</td>
<td>11:30-12:00</td>
<td>9:30-10:00 (10:00-10:30 T only)</td>
<td>10:30-11:00 M &amp; T</td>
<td>9:30-10:00 T</td>
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<td></td>
<td>Fridays</td>
<td>1:30-2:00 (2:30-3:00 TH only)</td>
<td>1:00-1:30 M &amp; T</td>
<td>1:00-2:30 TH</td>
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<td>Gutschenritter, Rm. 10</td>
<td>9:00-11:00 M</td>
<td>10:30-11:00</td>
<td>2:30-3:00 M &amp; T</td>
<td>2:00-3:30 W</td>
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<td>1:00-3:00 T</td>
<td>2:00-2:30 (1:30-2:00 W only)</td>
<td>2:00-3:30 W</td>
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<td>Buschling, Rm. 13</td>
<td>1:00-3:00 W</td>
<td>9:00-9:30</td>
<td>9:30-10:00 M</td>
<td>2:00-3:30 M</td>
<td>2:20-3:00 TH</td>
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<td>9:00-11:00 TH</td>
<td>3:00-3:30</td>
<td>10:30-11:00 W</td>
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<td>(1:30-2:00 M only)</td>
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<tr>
<td>Schaeffer, Rm. 14</td>
<td>1:00-3:00 M</td>
<td>9:30-10:00</td>
<td>10:00-10:30 M &amp; T</td>
<td>10:00-11:30 TH</td>
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<tr>
<td>Woolley, Rm. 15</td>
<td>9:00-11:00 T</td>
<td>10:30-11:00</td>
<td>2:00-2:30 T</td>
<td>9:00-10:30 F</td>
<td>9:50-10:30 TH</td>
</tr>
<tr>
<td></td>
<td>1:00-3:00 TH</td>
<td>2:30-3:00</td>
<td>10:00-10:30 W</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Floater will cover all planning times 9-11 & 1-3.
- Floater will cover Barb's lunch, Floater lunch & support with rest time/breaks for support staff between 11-1.
- Each teacher will coordinate their own lunch with that of assistant. Floater will cover the additional 15 min break for assistant between 12-1 or 3-3:30. Times will need to be submitted so schedule can be confirmed.
- Studio use will be decided upon by Teacher & Dawn (i.e. whole group, ½, rotation). Open studio times will need to be scheduled by teacher each week (mostly Friday). Dawn will reserve some time for planning. When not planning she will push in to classrooms preferably during centers. You will hear more about this. Cynthia will also push in to classrooms.
Floater’s Daily Coverage of Planning/Breaks

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:55</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
</tr>
<tr>
<td>9:00-11:00</td>
<td>Gutschenritter, Rm. 10</td>
<td>Woolley, Rm. 15</td>
<td>Schaeffer, Rm. 14</td>
<td>Buschling, Rm. 13</td>
<td></td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Office</td>
<td>Office</td>
<td>Office</td>
<td>Office</td>
<td>Office</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Chambers</td>
<td>Chambers</td>
<td>Chambers</td>
<td>Chambers</td>
<td>Chambers</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Nash</td>
<td>Nash</td>
<td>Nash</td>
<td>Nash</td>
<td>Nash</td>
</tr>
<tr>
<td>12:00-12:15</td>
<td>White</td>
<td>White</td>
<td>White</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td>Williams</td>
<td>Williams</td>
<td>Williams</td>
<td>Williams</td>
<td>Williams</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Schaeffer, Rm. 14</td>
<td>Gutschenritter, Rm. 10</td>
<td>Buschling, Rm. 13</td>
<td>Woolley, Rm. 15</td>
<td>Collaborations/Mtg</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:15-3:30</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
</tr>
</tbody>
</table>

Meeting Schedule

<table>
<thead>
<tr>
<th>Teams</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Fridays 12:30-1:30</td>
</tr>
<tr>
<td>Leadership</td>
<td>2nd &amp; 4th Fridays 1:30-2:30</td>
</tr>
<tr>
<td>PBIS</td>
<td>2nd &amp; 4th Fridays 2:30-3:30</td>
</tr>
<tr>
<td>Care Team</td>
<td>1st &amp; 3rd Fridays * as needed</td>
</tr>
</tbody>
</table>

Music, Movement & Drama Schedule

Mondays, Tuesday & AM Wednesdays: Music/Drama/Movement
*Assistants will need to assist with students.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Room #</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/Preparation</td>
<td>Office- 21</td>
<td>8:15-8:55</td>
</tr>
<tr>
<td>Roseman</td>
<td>Room 2</td>
<td>9:00-9:30 M &amp; T</td>
</tr>
<tr>
<td>Crawford</td>
<td>Room 8</td>
<td>9:30-10:00 T &amp; W</td>
</tr>
<tr>
<td>Roeslein</td>
<td>Room 9</td>
<td>10:30-11:00 M &amp; T</td>
</tr>
<tr>
<td>Gutschenritter</td>
<td>Room 10</td>
<td>2:30-3:00 M &amp; T</td>
</tr>
<tr>
<td>Buschling</td>
<td>Room 13</td>
<td>9:30-10:00 M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:30-11:00 W</td>
</tr>
<tr>
<td>Schaeffer</td>
<td>Room 14</td>
<td>10:00-10:30 M &amp; T</td>
</tr>
<tr>
<td>Woolley</td>
<td>Room 15</td>
<td>2:00-2:30 T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:00- 10:30 W</td>
</tr>
<tr>
<td>Room 1 Lunch</td>
<td>Room 1</td>
<td>11:30- 12:00 M, T &amp; W</td>
</tr>
</tbody>
</table>
Studio Schedule

*All groups will be held in classroom. Assistants will need to support with students.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Room #</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/Preparation</td>
<td>Room 20</td>
<td>8:15-8:55</td>
</tr>
<tr>
<td>Roseman</td>
<td>Room 2</td>
<td>10:00-11:30 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30-2:00 M</td>
</tr>
<tr>
<td>Crawford</td>
<td>Room 8</td>
<td>9:00-10:30 M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:00-2:30 T</td>
</tr>
<tr>
<td>Roeslein</td>
<td>Room 9</td>
<td>9:15-10:00 T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:15-2:00 TH</td>
</tr>
<tr>
<td>Gutschenritter</td>
<td>Room 10</td>
<td>2:00-3:30 W</td>
</tr>
<tr>
<td>Buschling</td>
<td>Room 13</td>
<td>2:00-3:30 M</td>
</tr>
<tr>
<td>Schaeffer</td>
<td>Room 14</td>
<td>10:00-11:30 TH</td>
</tr>
<tr>
<td>Woolley</td>
<td>Room 15</td>
<td>9:00-10:30 F</td>
</tr>
<tr>
<td>Room 1 Lunch</td>
<td>Room 1</td>
<td>11:30-12:00 M-TH</td>
</tr>
</tbody>
</table>

Social Skills Group

Thursdays & Fridays
*All groups will be held in classroom. Assistants will need to support with students.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Room #</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/Preparation</td>
<td>Office- 21</td>
<td>8:15-8:55</td>
</tr>
<tr>
<td>Roseman</td>
<td>Room 2</td>
<td>10:00-10:40 TH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30-2:10 TH</td>
</tr>
<tr>
<td>Crawford</td>
<td>Room 8</td>
<td>9:00-9:40 TH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30-1:10 TH</td>
</tr>
<tr>
<td>Gutschenritter</td>
<td>Room 10</td>
<td>9:30-10:10 F</td>
</tr>
<tr>
<td>Buschling</td>
<td>Room 13</td>
<td>2:20-3:00 TH</td>
</tr>
<tr>
<td>Schaeffer</td>
<td>Room 14</td>
<td>10:50-11:30 F</td>
</tr>
<tr>
<td>Woolley</td>
<td>Room 15</td>
<td>9:50-10:30 TH</td>
</tr>
<tr>
<td>Room 1 Lunch</td>
<td>Room 1</td>
<td>11:30-12:00 TH</td>
</tr>
</tbody>
</table>

Multipurpose Room Time And Outdoor Time

9:00 – 9:30 ................. Buschling
9:30 – 10:00 .............. Schaeffer, Roeslein/Roseman
10:00 – 10:30 ............ Crawford
10:30 – 11:00 ............. Gutschenritter, Woolley
11:00 - 12:00 ............ LUNCH, LUNCH
1:30-2:00 .................. Roeslein
2:00 – 2:30 ................ Gutschenritter, Crawford
2:30 – 3:00 ................ Woolley, Roseman
3:00 – 3:30 ............... Schaeffer, Buschling
3:30 – 4:00 .............. After Care Program

*See Floater Schedule
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 290-4360 to leave a message for a teacher if you do not have access to email.

## 2016-17 Staff Assignments

Crystal Cauley .................................................. Principal ................................................................. Office 6 ................................. ccauley@ucityschools.org
Barbara Dickerson .................. Administrative Secretary .......................... Office 6 ................................. bdickerson@ucityschools.org
Marguerite Schaeffer .......... Full Day Teacher ......................................................... Room #14 ................................. mmschaefer@ucityschools.org
Janice White ...................................... Full Day Teacher Assistant ................................................... jwhite@ucityschools.org
Erin Gutschenritter ............ Full Day Teacher ................................................................. Room #10 ................................. egutschenritter@ucityschools.org
Jimmy Chambers ........................ Full Day Teacher Assistant ..................................................... jchambers@ucityschools.org
Corrie Woolley ....................... Full Day Teacher ................................................................. Room #15 ................................. cwoolley@ucityschools.org
Debra Tolliver Nash ............... Full Day Teacher Assistant ................................................... dnash@ucityschools.org
Christopher Buschling .......... Full Day Teacher ................................................................. Room #13 ................................. cbuschling@ucityschools.org
Peggy Merriweather Williams ................................................................. pmerriweather-williams@ucityschools.org Margaret Crawford ............ Half Day Teacher ................................................................. Room #8 ................................. mcrawford@ucityschools.org
Marie Smith ........................ Half Day Teacher Assistant ..................................................... msmith@ucityschools.org
Stacie Roseman .................. ECSE Teacher ................................................................. Room #2 ................................. sroseman@ucityschools.org
Angela Roeslein ........................... ECSE Teacher ................................................................. Room #9 ................................. aroeslein@ucityschools.org
Lorrie Tate ......................................... ECSE Teacher Assistant ................................................................. ltate@ucityschools.org
Courtney Barnes .................... ECSE Speech/Language ......................................................... Room #12 ................................. cbarnes@ucityschools.org
Katie Carpenter .................. ECSE Speech/Language ......................................................... Room #12 ................................. kcarpenter@ucityschools.org
Colleen Davidson .................. ECSE Itinerant Teacher ......................................................... Room #5 ................................. ccdavidson@ucityschools.org
Allison Thomas ..................... ECSE Itinerant Teacher ......................................................... Room #5 ................................. allithomas@ucityschools.org
Lori Walsh .......................... ECSE Intake Facilitator/Itinerant Teacher ......................................................... Room #5 ................................. lwalsh@ucityschools.org
Dawn Pulsipher ..................... Studio Teacher ................................................................. Room #18 ................................. dpulsipher@ucityschools.org
Ashley Johnson .................. ECSE Lead Paraprofessional ......................................................... Room #11 ................................. ashjohnson@ucityschools.org
Pamela Ingram ..................... ECSE Part-time Support ................................................................. pingram@ucityschools.org
Rachel Collins ..................... ECSE Part-time Support ................................................................. rcollins@ucityschools.org
Robyn Lane ......................... ECSE Part-time Support ................................................................. rlane@ucityschools.org
Kathy Parran ..................... Parents As Teachers ................................................................. Room #16 ................................. kparran@ucityschools.org
Marla Wild ........................................... Nurse ................................................................. Room #3 ................................. mwild@ucityschools.org
Patricia Wilson ..................... Nurse ................................................................. Room #3 ................................. pwilson@ucityschools.org
Cynthia Ross ..................... Counselor ................................................................. Room #22 ................................. ccross@ucityschools.org
Vanessa Ragsdale ............... Social Worker ................................................................. Room #6 ................................. vragsdale@ucityschools.org
Nicole McFarland ................ Parent Liaison ................................................................. Room #6 ................................. nmcfarland@ucityschools.org
Fannie Lebby ..................... Art/Music/Drama ................................................................. various .................................. flebby@ucityschools.org
Andrew Purley ..................... Lead Custodian ................................................................. Room #7
TBA ........................................ Custodian

### ECSE Itinerant Teaching Assignments:

#### Lori Walsh, ECSE
- Margaret Crawford

#### Colleen Davidson, ECSE
- Erin Gutschenritter
- Margaret Crawford
- Corrie Woolley

#### Allison Thomas, ECSE
- Christopher Buschling
- Marguerite Schaeffer
Prekindergarten Teacher

- Assess present skill level of students through tests, records of tests, checklists, observations and ongoing interaction with the child
- Prepare an appropriate educational plan for each child with input from the parent
- Carry out the plan through class activities and individual sessions
- Maintain written plans for each session. Create lesson plans aligned to learning objectives
- Gather material for instructional activities, and plan class and experiences
- Keep records of each student's progress toward goals in each developmental area: language, cognitive, fine and gross motor and social-emotional
- Administer and score screening and pre and post tests
- Consult with other teachers regarding children served jointly
- Inform parents of child's progress on a regular basis through scheduled written reports and conferences
- Participate in plans for and implementation of any parent meetings, celebrations or social activities
- Model for parents learning aspects of parent-made games
- Record child's attendance, child/family contacts and conferences
- Perform beginning and end of year tasks for housekeeping, storage, inventory, etc.
- Keep abreast of early childhood best practices through conferences, professional journals, inservice and other means as available
- Supervise and support aides, volunteers and practicum students, if applicable
- Work cooperatively with aide, co-teacher, parent-coordinator and director
- Participate in meetings/collaborations
- Plan parent made games with other teachers
- Maintain attractive, well-organized and neat classroom with co-teacher and/or aides
- Perform beginning and end of year tasks for housekeeping, storage, inventory, etc.
- Prepare bulletin boards as assigned and update

ECSE Intake Facilitator

- Write summary report for each child screened
- Suggest further evaluation for those with developmental delay
- Schedule writing of IEP (Contact intake team – ECSE teacher, regular classroom teacher (Title I or Head Start) Parent Liaison, Inclusion Specialist, contact parent/s to schedule IEP writing. send letter to parents and follow up with telephone call.
- Assist teachers when writing the final IEP
- Keep accurate records of parent contacts
- Keep files up to date in order
- Attend coalition meetings

ECSE Itinerant Teacher

- Write IEP for Itinerant children
- Schedule classroom instructional time
- Model best practices
- Manage students on caseload
- Member of intake team
- Write IEP for Inclusion children
- Share finished products with teacher and families
- Schedule specific times to work with children in Inclusion classes
- Keep accurate records
- Model for teachers good teaching practices for including ECSE children in the academic setting

Screening Leader

- Organize screening schedule for Dial 4
- Contact parents for screening with (some assistant from teachers and main office)
- Contact person to do the three part screening, hearing and vision and exit review
Teacher Assistant

ESP-500

The Teacher Assistant reports to the Principal or other designated supervisor and is responsible for supporting the teaching staff by carrying out daily tasks designed to help students achieve both socially and academically.

Essential Duties and Responsibilities:
• Assist the classroom teacher in planning and implementing instructional activities
• Assist the classroom teacher in tutoring, testing, small group instruction and supervising study groups
• Assist with supervision of students during lunch periods, recess periods, assemblies, field trips and other activities, as assigned
• Assist classroom teachers in preparing, developing and constructing instructional materials, bulletin boards and other classroom aids
• Assist in administering, scoring and recording tests, checking notebooks, class assignments and homework; performing routine recordkeeping tasks and conducting guided practice activities
• Serve as a resource for substitute teachers, as needed
• Observe student behavior and assist in correcting minor problems and reporting major difficulties to the teacher
• Assist in operating instructional equipment
• Maintain the confidentiality of information about students at all times
• Perform other related duties as assigned

ABA Paraprofessional

The ABA Paraprofessional reports to the Principal or other designated supervisor and is responsible for supporting the teaching staff by carrying out daily tasks designed to help students achieve both socially and academically.

Essential Duties and Responsibilities:
• Reliable transportation.
• Consistent and reliable attendance.
• Following individual schedule in classrooms and with students.
• Independent completion of time and effort log.
• Professional and mature work behavior and confidentiality of the student.
• The ability to received feedback and change your behavior related to implementing sometimes unique and stringent techniques and behavior intervention.
• Communicate effectively with staff and students.
• The ability to be “hands on” with a child related to play/reinforcement and prompting.
• The ability to receive a high amount of external reinforcers for designated behavior (1 reinforcer every 2 – 3 mins.)
• The ability to play and have fun with the child.
• The ability to “follow through” when delivering an instruction to a child.
• The ability to intervene with behavior problems in a different fashion than used to.
• The ability to be directive to the child – adult initiated and guided.
• The ability to complete additional projects if assigned (e.g., make curriculum)
• Complete paperwork including data collection.
• Be able to work without a break for a 2 – 3 hour segment of time while keeping the child engaged during that time.
• Organize and/or maintain organization and cleanliness of work area.
• Attend trainings as necessary.
• Attend team meetings.
• Implement to the best of your ability and training specified teaching techniques and behavior intervention procedures.
**PAT Parent Educator**

- Schedules, plans and completes home visits with district families with children prenatal to kindergarten age
- Maintains complete/up-to-date records per home visit, screening program and end-of-the-year report guidelines
- Conducts screenings for children 6 months to kindergarten age during home visits or at the Center in accordance with program guidelines
- Collaborates with other Parents as Teachers staff members to plan and facilitate group meetings
- Attends PAT staff meetings and meetings with supervisor
- Completes yearly training and certification requirements in accordance with program guidelines
- Turn in time sheet weekly by Monday with completed home visit records
- Turn in local travel logs quarterly for monthly reimbursement – no later than the 5th of each month for the previous month.
- Ongoing recruitment
- Turn in weekly schedule by Friday for the upcoming week
- Performs other duties as assigned

**Parent Liaison**

Objective: To build and maintain a collaborative partnership between the school, home and community

According to Henderson & Berla, “When parents and schools collaborate to help children adjust to the world of school, bridging the gap between culture at home and the mainstream American school, children of all backgrounds tend to do well.”

*Primary Duties of Parent/Community Liaison:*

- To establish a framework for which parents can access resources that will help them to ensure the success of their child in school
- To work with school staff and community to support students/families that are at risk of being unsuccessful
- Demonstrate the role parents should play in their child’s education
- Establish on-going communication with parents and community through visits, phone calls and email, etc.
- Host parent forums/meetings that enhance parents’ ability to support their children academically
- Coordinates events and provides support for families to be engaged at the district level (i.e. Kdg. Transition, fund raisers, etc.)
- Host community meetings to inform stakeholders of what is happening in the school and how the school’s efforts can be supported
- Serve as a member of the school’s leadership team to represent the parent perspective
- Meet regularly with director to develop and review work plan and assess the impact of the liaison’s work on parental involvement and student outcomes

**School Counselor**

Scheduled time in Building: Thursdays & Fridays, 8:15 a.m. – 3:45 p.m. *(30 minute lunch)*

- Work with small groups
- Serve on PBIS Team and support PBIS initiatives (rewards & celebrations)
- Attend bi-weekly PBIS meetings
- Attend & Assist with PBIS Kick-Off
- Partner with PBIS Chair to facilitate and serve on Behavior Intervention Team (Tier 2)
- Facilitate Care Team on 1st and 3rd Fridays as needed
- Attend IEP meetings when needed
- Support Parent Involvement & Meet with parents as needed
- Provide office coverage for one 30 minute period per day and in the event of an emergency
- Provide Crisis support when needed
- Recruit outside agencies for additional family support
School Nurse

I. ESSENTIAL DUTIES AND RESPONSIBILITIES
• Promotes and protect the optimal health status of students
• Provides health assessments
  a. Obtain a health and development history
  b. Screen and evaluate findings of deficits in vision, hearing, etc.
  c. Observe the child for development and health patterns in making nursing assessment and nursing diagnosis
• Implements a health plan
  a. Interpret the health status of students to parents and school personnel
  b. Initiate referrals to parents, school personnel and community health resources for intervention, remediation and follow through
  c. Provide ongoing health counseling with students, parents, school personnel and health agencies
  d. Recommend and help to implement modifications of school programs to meet students’ health needs
  e. Utilize existing health resources to provide appropriate care for students
• Maintains, evaluates and interprets cumulative health data to accommodate individual needs of students
• Participates as the health specialist on a student’s education evaluation team to develop the Individual Education Plan (IEP) and CARE team plans where needed
• Plans and implements school health management protocols for students, including the administration of medication
• Develops procedures and provides for crises intervention for acute illness, injury, and emotional disturbances
• Promotes and assists in the control of communicable diseases through preventive immunization programs, early detection, surveillance and reporting of contagious diseases
• Provides health education
  a. Teach parenting skills as they relate to the development and health needs of students
  b. Provide direct health education and health counseling to students and families who are making decisions on health and life style issues
  c. Participate in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health consumers and to assume greater responsibility for their own health. Counsel with adolescents concerning problems such as teenage pregnancy, sexually transmitted diseases and drug abuse in order to facilitate responsible decision-making
• Coordinates school and community health activities and serve as a liaison person between the home, school and community
• Acts as a resource person in promoting health careers
• Engages in research and evaluation of school health services to act as a change agent for school health programs and school nursing practices
• Facilitates and monitors the Medicaid Logging at the building level
• Performs other related duties as assigned by the Executive Director of Student Services and building administration

School Social Worker

Scheduled time in Building: Wednesdays, 8:15 am – 3:45 pm (30 minute lunch)
• Monitor daily attendance and intervene upon excessive non-attendance and tardies
• Work with individual students and families as needed
• Attend Care Team on 1st and 3rd Fridays as needed
• Attend IEP meetings when needed
• Support parent involvement & meet with parents as needed
• Provide office/lunch coverage for one 30 minute period per day and in the event of an emergency
• Provide crisis support when needed
• Recruit outside agencies for additional family support
District Policies

The Board of Education expects that each certified and support staff member shall put forth every effort to become familiar with, enforce and follow all Board policies, Articles of Agreement, administrative procedures, other directions given by District administrators and state and federal laws as they affect the performance of job duties.

- District policies are available online at Boarddocs.org (http://policy.msbanet.org/universitycity/bycode.php)
- A binder containing District policies and procedures has been placed in the school library.
- Articles of Agreement (green book and blue book) between UCEA and UCFT, the Professional Development Handbook and the Evaluation Handbooks will also be available in the school library.

General Staff Responsibilities

Staff Conduct

The Board of Education expects that each professional and support staff member shall put forth every effort to promote a quality instructional program in the school District. In building a quality program, employees must meet certain expectations that include, but are not limited to, the following:

1. Become familiar with, enforce and follow all Board policies, regulations, administrative procedures, and other directions given by District administrators and state and federal laws as they affect the performance of job duties.
2. Maintain courteous and professional relationships with pupils, parents/guardians, other employees of the district and all patrons of the District.
3. Properly supervise all students. The Board expects all students to be under assigned adult supervision at all times during school and during any school activity. Except in an emergency, no employee will leave an assigned group unsupervised.
4. Keep all student records, medical information, and other sensitive information confidential as directed by law, Board policy, District procedures and the employee’s supervisor.
5. Transmit constructive criticism of other staff members or of any department of the school district through the District’s administrative organizational structure or chain of command.
6. Dress professionally and in a manner that will not interfere with the educational environment.
7. Refrain from using profanity.

Contractual Time for Faculty Meetings and Professional Development

Please do not plan appointments or travel that interferes with Faculty Meetings and/or Professional Development. It is vital that everyone is present when we make decisions together and when we learn together.

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 classroom before scheduled time.

Before and After Care

The Monsanto 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 Ms. Sharon Holbrooks (314) 367-4646 ext. 36.

Student Attendance / Tardies / Early Dismissal

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 of absence. Please clarify whether the absence is due to illness/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 absence are counted.*

**Tardies and Early Dismissals** – 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.

**Dismissal**

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

**Student Attendance/Lunch Count**

The lunch count needs to be sent to the office by 9:30 a.m. If you receive any attendance notes, please send promptly to the building secretary. We attempt to contact parents when students have an unexplained absence. (Review attendance procedures for beginning of the year.)

**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.

**TEACHER/ASSISTANT** ................................................................. **TIME**

Gutschenritter/Chambers/Woolley/Nash ........................................11:00 – 11:30

Schaeffer/White/ Buschling/Williams ............................................11:30 – 12:00

YMCA ............................................................................................11:30 – 12:00

**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. We recommend purchasing healthy fruits and vegetables as snack choices. Please see your child’s teacher for suggestions. Families are also encouraged to bring and/or read books, games and activities to be shared with classmates.
Staff Attendance/Absences/Aesop for Substitute Teachers

- Review Articles of Agreement covering Absences, Leave and Vacation 4300
- The quality of the education that we provide for our students is directly impacted by teacher absences. That being said, at times, teachers will not be able to attend to their duties due to illness, family illness, bereavement or other personal reasons. In that case, teachers must use Aesop to arrange for substitutes.

Please see the following procedure for securing substitute teachers:
- Certified employees and administrators who require a substitute during school hours should make arrangements through the District’s automated substitute system - Aesop
- If assistance with the procedures is needed, please schedule a meeting with a building representative regarding utilizing to Aesop.
- Report certified employee and administrator absences on-line at www.aesoponline.com or via telephone at 1-800-942-3767
- When reporting an absence on the telephone, please ensure you are in receipt of the Job Number before disconnecting or your absence may not be recorded.

In the event you have an emergency situation, please contact the Office of Human Resources at 314-290-4022. If calling at or after 6:30 a.m., you must speak directly to Ms. Haddox. Do not leave a message.

Please also notify Crystal Cauley of your absence by calling or texting 314-914-6495 or Barbara Dickerson at 314-565-7340 or school office 314-721-2965after 8 a.m.

A folder for Substitute Teachers should be kept in a prominent location. Team teachers should help the Substitute Teacher get oriented. The folder should contain a daily schedule, class lists and/or seating chart for all groups, names of those who go to special classes, and other pertinent information for the day to run well. A brief lesson plan with materials and texts required is also needed. Please let the office know if the substitute has not done an effective job. If this is the case, a pink form must be filled out and given to your principal to send to Human Resources.

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.

School Closings

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.

Contact Methods: School Messenger

The main office may launch an automated phone call from the principal to inform families of important events. Please make sure that all contact numbers are current.

Personal Belongings

Please keep all personal belongs such as mugs, cups and keys out the sight and reach of children.
Cell Phone Usage

Please gently encourage your parents not to talk on the phone while in the building picking up and dropping off their 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.

Building Security and Keys

Teachers will be issued keys at the beginning of the school year. Teachers will need to return the keys during check-out at the end of the year. Lost or damaged keys must be reported to the building secretary who will place a work order. Exterior doors are always locked. All visitors must report to the main office to sign in and receive a visitors’ pass. Please report any persons entering the building or in the halls who does not display said pass.

Scheduling of Events and Building Requisitions

All scheduling of events must be done through the building principal. When planning an event, submit the special event worksheet (Google.doc) to your principal. Once the event has been approved, the building secretary will add it to the District Google calendar.

Outside groups (e.g. Scouts, neighborhood associations, sport teams) wishing to use District facilities must submit a building requisition form and should be directed to the office.

Special Event Worksheet

Event: ____________________________________________ Date: __________________
Set Up Time: ___________________ Beginning Time: ___________________ End Time: _________________
Number of Expected Participants: ____________________________________________
Contact Person: ____________________________________________ Phone/Email: __________________
Special Instructions:
- Promotional Materials Needed ____________________________________________
- Room Set-up _____________________________________________________________
- Food _________________________________________________________________
- Technology _____________________________________________________________
- Child care _____________________________________________________________
- Other ________________________________________________________________

Approved by Administrator / Date: ____________________

Technology Usage

Phones, computers, laptops, printers, copiers, cameras, etc. - see Board Policy: EHB

Technology Work Orders

For hardware, software, or professional development support requests, please email wo@ucityschools.org or call 314-594-7288 (R2TT) for the Rapid Response Tech Team.

Staff Use of Communication Devices

Communications devices and vehicles use - see Board Policy: GBCC

Traffic And Parking Controls

Traffic, driving and parking - See Board Policy: ECD.
Parking
Staff should use rear parking lot and staff-designated spaces in front lot. 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 parking lot is full, please park on street. Street parking is available on Kingsland Avenue and on the parking lot near the park across the street.
• Drive cautiously while on 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!

Custodial Concerns
A log is maintained in the main office. If you have a custodial concern, please log the entry. The lead custodian will check the log daily and will log a response once the problem has been corrected.

Work Orders
Maintenance work orders must be approved by Operations, the building principal or designee.

Purchasing/Fund Raising and All Other Fiscal Matters
All staff must follow Board policies and Administrative procedures, as it relates to purchasing, fundraising, and all other fiscal matters.

Resources for Instruction
Building has two copiers and a laminator Please report any problems with either copier or laminator to the school office as soon as they occur. All Print Shop orders require completed form along with administrative approval. Print shop order forms (PSOF’S) are found in the main office and on District website.

Educational Larceny
Student Services will investigate when we have suspicions that a child is not living in the district. If you receive information that leads you to suspect that a child is not living in the district (e.g. a comment by a student or a returned letter), please convey that information to me. It is very important to maintain the teacher-student relationship and the teacher-parent relationship; therefore, building staff needs to be separated from the investigative process.

Building Community/Creating Community Perceptions

Customer Service
Staff members can be most effective ambassadors to the community. Armed with knowledge and a customer service attitude, staff members have the power to create positive experiences which will lead to positive perceptions.
These simple steps can make an enormous difference in how the District is perceived in the community:
• When approached by a community member with a question, answer it yourself if you are certain of the answer. If not, direct the person to the correct resource. Avoid sending the public on to another source if you have the answer. It frustrates the person who is seeking clarity and also gives the impression that we don’t know our own business.
• Learn what each department does and keep a District phone and email list on hand so that you can direct parents and community members when you are unable to answer a question or a concern yourself.
• If you hear a concern, share it with your immediate supervisor. Improvement is impossible when the problems are not apparent.
• Follow-up on questions and concerns when appropriate. This shows that you care.
• Read District policies and ask questions of your immediate supervisor if you find something you do not understand. District policies can be viewed on BoardDocs. There is a Quick Link on the District website.
• Know the District demographics and District achievement found in the first part of this handbook. Familiarize yourself with the Annual Performance Report and current District and Building status.
• Familiarize yourself with the District Comprehensive School Improvement Plan (CSIP) as well as your building School Improvement Plan (SIP). These documents direct our work towards continuous improvement. These documents are available at each school site but are also be available on the website at ucityschools.org.
• Stay informed about the good news in the District. Like us on Facebook. Follow us on Twitter. Subscribe to our new UTube Channel. It is so easy to do. Go to ucityschools.org and click on the links in the upper right of the home page.
• Add the District app to your mobile device.
• Share your good news stories. Send an email to Pat Washington, Director of Communications. Photos and videos really help to sell your message, so send whatever you have. Please check for media exclusions before you send any images so that we can share.

Communications

• You are expected to check email before the start of the school day and at the end of the school day. Most communications from the District and from the principal will come via email. You are expected to respond in a timely manner.
• Parents and community members should receive a response within one working day of any contact. Even if you do not have a precise answer, make contact.
• Make sure you check your mailboxes in the morning before school and again before you leave at the end of the day.

Events Occurring Outside of the Contractual Day
Teachers are expected to attend Parent Teacher Conferences as part of the contractual agreement. Staff is strongly encouraged to participate in “PBIS Kick Off” and other events throughout the year.

Building Tours/Parent Observations
Reference Policy KK – Visitors to District Properties or Events
We often get requests from parents or prospective parents to tour the building or to observe in classrooms. We will make every attempt to give you advance notice if a parent plans to do a classroom observation so that you will have advance notice that you will have visitors.

Visitors to District Property/Events
Visitors on District property, appropriate behavior, etc. - see Board Policy: KK

Volunteers/Guest Speakers/Artistic Residencies
Community and parent volunteers - see Board Policy IICC.
In the spirit of improving parent and community involvement, please encourage visits to the classroom, volunteering for classroom activities or field trips, or participation in other District events or committees. Effective July 1, 2010, our District implemented comprehensive volunteer screening protocol in order to ensure a safe, nurturing environment for students being tutored, mentored, coached or sponsored.

School Volunteers
Community and parent volunteers - see Board Policy IICC.

Leadership/Service Opportunities
There are various committees/teams that are involved in the work of Julia Goldstein ECEC. If interested, please let Principal Crystal Cauley know your willingness to support.

• Leadership Team – CARE Team
• PBIS Team – Building Improvement Team
• Key Communicator
• Field Day
• Week of the Young Child
• Homecoming
Common Areas

Staff Lounge is to be used for lunch/breaks, scheduled gatherings for teachers/staff. Please keep area clean and free from clutter. Dispose of all personal items in a timely manner.

Community Room (17) & Teacher Work Room (basement) are to be used for planning and job related duties. Community room is accessible to parents and student when meeting or using computers.

Main Office

To be used for all job related duties and parent communication. It is not to be used for planning purposes beyond scheduling and access to student records. All conversations held in any of these areas should be professional and maintain the confidentiality of students and families.

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 toes 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.

Multipurpose Room Rules

There are basic rules that we teach our students to promote safe play and respect for all children using the equipment.

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

1. Adults need to space themselves individually around the room and watch the children so they are safe and making positive choices.
2. Verbally describe the student’s abilities and positive choices. Model appropriate play and interact with the students.
3. 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.
5. 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.
- Tunnel: Crawl through the tunnel.
- House: 3 children may be in the house.
- Picnic Tables: Sit at the tables. Leave the tables under the canopy.
- Pole: Hold tight with both hands.
- Sensory Table: Contents and toys should stay in the table.

Adults should do the following

1. Adults need to 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.
2. Verbally describe the student’s abilities and positive choices. Model appropriate play and interact with the students.
3. Tunnel: Don’t allow children to climb on top or crawl under.
4. Slides: Remind children to stand away from the end of the slide and to go up the ladders, etc. and slide down.
5. Pole: Remind children to stay away from the bottom of the pole. An adult needs to be in close proximity to the pole.
6. Watch so toys are not thrown through the fence.
7. Monitor the sensory table if it is available.
8. If students fill buckets with chips have them dump the chips back in the wood chip area.

Policies and Procedures to Protect/Support Staff

- Certification and Professional Development Requirements (Reference PD Handbook)
- Evaluation Procedures (Reference Evaluation Handbooks)

Evaluation of Professional Staff

Performance based evaluation - See Board Policy: GCN.

Health and Wellness Initiatives

On the District website (www.ucityschools.org), under Human Resource and Current Staff, there is a tab for the District Health and Wellness Program. On this page, you can receive updates of initiatives as well as find a login for the Coventry My Online Services.
Allergy Response and Prevention Policy

• The District has adopted the Missouri School Boards Association policy allowing us to set up allergy free zones (like a Peanut Free lunch table), but it does not allow us to declare the entire building Peanut Free. The school nurse will make certain that all staff members who supervise children with allergies will be aware of the dietary restrictions and possible reactions. All staff members will receive training to recognize the signs of an extreme allergic reaction and will repeat the training in the fall.
• We may still ask that parents restrict classroom snacks and treats to items that do not have peanuts or other products to which students are allergic. Above all, we ask that all staff demonstrate awareness and respect for those with severe allergies by being cautious with products containing such allergens, as they do pose a risk to some of our students.

Communicable Diseases
Immunization, Universal Precautions, Risk, Confidentiality, Reporting, Notification, etc. - See Board Policy: EBB.

Illness and Injury Response and Prevention
First aid and emergency treatment, training, incident reports, employee injury, etc. - See Board Policy: EBBA

Disposal of Hazardous Materials
Secondary science teachers must adhere to procedure EBAB-AP2 describing the disposal of hazardous materials.

Hazardous Materials
Hazardous materials, asbestos, etc. - See Board Policy: EBAB-AP2

Employee Alcohol and Drug Testing
Alcohol and drug prohibitions, testing, consequences, notification, reports, etc. - See Board Policy: GBEBB

Medical Information
We share the following information with families... We have 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 during the school day, you will be notified accordingly. Please call the school (721-2965) 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. A letter is enclosed in the Appendix that provides guidelines for parents when gauging their child’s state of health.

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 if he/she has any of the following symptoms:
1. Fever of 100 degrees and above when temperature is taken orally, underneath the arm, or ear scan
2. Persistent coughing (not relieved with prescribed inhaler if your child has asthma)
3. Persistent vomiting (stay at home for 48 hours)
4. Diarrhea unusual loose and or watery stools (stay at home for 48 hours)
5. Suspected communicable disease such as chicken pox, flu, etc.
6. Persistent and unusual pain
7. Red, crusted or draining eyes
8. Ring Worm, Scabies, or Head Lice - must be treated at home and the school nurse notified. Upon returning to school, your child will be rechecked. Parent/guardian must provide proof of treatment prior to child returning to class.
If any of these symptoms listed above are present while the child is in school, you will be requested to take him/her home. In the event that we are unable to reach you, we will call the next person listed as the emergency contact. We must always have the name and number of a person responsible for picking up your child.

If any of the above symptoms last longer than 24 hours, please contact your child’s physician. Students may not return until he/she is free from all symptoms for a 24 hour period, 48 hours in some circumstances; the Center for Disease Control recommends 3 - 5 days.

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) www.childcaresl.org

- 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

Other options

- Care for a sick child is provided by two organizations for a fee:
  - Nanny Childcare – in your home. Contact CDCA for a referral – 314-531-1412
  - Strictly Pediatrics – sick room for children 314-439-0800

REMEMBER

A child with a temperature 100 degrees or higher (taken orally) should stay home or with a responsible adult to monitor his 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 put a back-up plan into place for your child for sick days.

**Mandatory Reporting and Investigating Child Abuse/Neglect**

Protect students, reporting, investigating, referrals, etc. - See Board Policy: JHG

**Drug/Alcohol/Tobacco-Free District**

Facilities, activities, etc. - See Board Policy: AH.

**Protect/Support Students Staff/Student Relations**

Professional relationships with students, boundaries, electronic communications, etc. - See Board Policy: GHB

**Confidentiality of Students (FERPA)**

Parents/guardians and students who are at least 18 years of age have rights regarding education records. FERPA explains these rights and offers a process to file complaints if those rights are violated. - See FERPA regulation

**Privacy Protection**

Collect, create, access and store confidential information etc. - See Board Policy: EHBC

**Protection of Pupil Rights Amendment (PPRA)**

Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. - See PPRA regulation
Interrogations, Interviews and Searches
By school personnel, school resource officers, police or juvenile officers/other law enforcement officials; removal of students from school by law enforcement officials; interview with the Children's Division; contacts by guardian ad litem and court-appointed special advocate, etc. - See Board Policy: JFG

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

Title I 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 ............................................ Nicole McFarland
Principal ......................................... Crystal Cauley
Teacher ............................................ Christopher Buschling
Teacher ............................................ Colleen Davidson
Teacher ............................................ Corrie Woolley
Teacher ............................................ Stacie Roseman

Title I Home- School Compact

Julia Goldstein Early Childhood Education Center staff with the parents of students participating in activities, services, and programs funded by Title 1, 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 e-mail, 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 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: __________________
Programs for Students With Disabilities

JGECEC offers services to all eligible students through Early Childhood Special Education (ECSE), under the District’s jurisdiction; IDEA, ECSE, IEP, FAPA, YCDD, ADA, etc. - See Board Policy: IGBA

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 in the classroom. Translation services are available upon request.

Homeless or Migrant Worker Status

Programs For Homeless Students

Defined, enrollment, services, transportation, records, staff development, governances, etc. - See Board Policy IGBCA

NCLB Complaint Procedures

The federal No Child Left Behind (NCLB) Act of 2001, Public Law 107-110), requires public school districts to provide parents with accountability information and the Missouri Department of Elementary and Secondary Education to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C. Questions regarding NCLB should be directed to Rebecca Soriano at 314-290-4020 or rsoriano@ucityschools.org. - See regulation.

Notice of Non-Discrimination

District does not discriminate against students, parents, employees, etc. based on race, color, national origin, sex, age or disability; provides equal access to designated youth groups - see Non-Discrimination compliance regulation

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. There are items in the Appendix that address and explain our work with Project Construct and Reggio Emilia-Inspired learning.

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 finger plays

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
  o Uses scribbles, shapes, pictures and letters to write
  o Tells about intended meaning of drawings and writings

Math ELO

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

Sorting
• Recognizes Relationships in the Environment
  o 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
  o One to one correspondence

Exploring Data
• Gathers information to answer a question
  o 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
  o Observe and examine the environment
• Show knowledge of the characteristics of living things
  o Identifies living vs. nonliving things
• Recognize that living things have needs
  o Models appropriate care of living things
• Make predictions about living things based on experiences
  o 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 construction 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

<table>
<thead>
<tr>
<th>Monday AM</th>
<th>8:30-9:00</th>
<th>Breakfast/Table Toys/Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Ms. Bell (Music/Drama)</td>
<td></td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Center time</td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>MPR/Outside</td>
<td></td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>Literacy</td>
<td></td>
</tr>
<tr>
<td>10:55-11:30</td>
<td>Studio</td>
<td></td>
</tr>
<tr>
<td>Monday PM</td>
<td>12:30-1:00</td>
<td>Ms. Bell (Music/Drama)</td>
</tr>
<tr>
<td>1:00-1:15</td>
<td>Restroom/Circle (Literacy)</td>
<td></td>
</tr>
<tr>
<td>1:20-1:55</td>
<td>Studio</td>
<td></td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>MPR/Outside</td>
<td></td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Snack/Books/Puzzles</td>
<td></td>
</tr>
<tr>
<td>2:45-3:30</td>
<td>Center time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday AM</th>
<th>8:30-9:00</th>
<th>Breakfast/Table Toys/Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Ms. Bell (Music/Drama)</td>
<td></td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Circle (Literacy or Science)</td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>MPR/Outside</td>
<td></td>
</tr>
<tr>
<td>10:30-11:15</td>
<td>Center time</td>
<td></td>
</tr>
<tr>
<td>11:15-11:30</td>
<td>Math</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday PM</th>
<th>12:30-1:00</th>
<th>Ms. Bell (Music/Drama)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:30</td>
<td>Restroom/Circle (Literacy or Science)</td>
<td></td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Snack/Books/Puzzles</td>
<td></td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>MPR/Outside</td>
<td></td>
</tr>
<tr>
<td>2:30-3:15</td>
<td>Center Time</td>
<td></td>
</tr>
<tr>
<td>3:15-3:30</td>
<td>Math</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday AM</th>
<th>8:30-9:00</th>
<th>Breakfast/Table Toys/Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Ready Reader or Journals/Table Toys</td>
<td></td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Center time</td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>MPR/Outside</td>
<td></td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>Circle (Literacy)</td>
<td></td>
</tr>
<tr>
<td>10:55-11:30</td>
<td>Studio</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday PM</th>
<th>12:30-1:00</th>
<th>Ready Reader or Journals/Table Toys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:15</td>
<td>Restroom/Circle (Literacy)</td>
<td></td>
</tr>
<tr>
<td>1:15-1:55</td>
<td>Studio</td>
<td></td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>MPR/Outside</td>
<td></td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Snack/Books/Puzzles</td>
<td></td>
</tr>
<tr>
<td>2:45-3:30</td>
<td>Center time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday AM</th>
<th>8:30-9:00</th>
<th>Breakfast/Table Toys/ Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Social Groups &amp; Small Groups/Circle &amp; Music Groups</td>
<td></td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Social Groups/Small groups</td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>MPR/Outside</td>
<td></td>
</tr>
<tr>
<td>10:30-11:10</td>
<td>Centers</td>
<td></td>
</tr>
<tr>
<td>11:10-11:30</td>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday PM</th>
<th>12:30-1:00</th>
<th>Social Groups &amp; Small groups/Table Toys/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:30</td>
<td>Social Groups &amp; Small groups/Circle &amp; Small Groups</td>
<td></td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Snack/Books/Puzzles</td>
<td></td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>MPR/Outside</td>
<td></td>
</tr>
<tr>
<td>2:30-3:10</td>
<td>Centers</td>
<td></td>
</tr>
<tr>
<td>3:10-3:30</td>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>
### 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>8:30 AM</td>
<td>Students Arrive</td>
<td>Games, puzzles, Construction</td>
</tr>
<tr>
<td></td>
<td>Breakfast</td>
<td>Learn and Practice Concepts</td>
</tr>
<tr>
<td></td>
<td>Choose table games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the bathroom</td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Large Motor Activities</td>
<td>Outside/Multipurpose Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climbing, Running, Ball Games, Ride Tricycles, Group Games</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Monday</td>
<td>Music/Drama/Movement</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>(Ms. Bell)</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Morning Meeting time:</td>
<td>Take Attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Discussion,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ABC or Calendar Activity</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Choice Time:</td>
<td>Pretend play</td>
</tr>
<tr>
<td></td>
<td>Learning Centers</td>
<td>Creating with materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploration/ Experimentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooking Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Games</td>
</tr>
<tr>
<td>10:50 AM</td>
<td>Tuesday</td>
<td>Studio</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>(Ms. Dawn)</td>
</tr>
<tr>
<td>11:25 AM</td>
<td>Clean up</td>
<td>Independent Book time</td>
</tr>
<tr>
<td></td>
<td>Take Turns to Use the Bathroom</td>
<td></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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climbing, Running, Ball Games, Ride Tricycles, Group Games</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Music/Drama/Movement 9:30 -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Bell</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Music/Drama/Movement 9:30 -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Bell</td>
<td></td>
</tr>
<tr>
<td>Wednesdays</td>
<td>Computer Lab 2:00 &amp; 2:30</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Social Skills Groups 1:30 &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:00- Ms. Ross</td>
<td></td>
</tr>
<tr>
<td>Thursdays</td>
<td>Ready Reader 2:30</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

Classroom/Hall Documentation & Narration

These should be writing documentation detailing the learning experience and the focus for learning. These narrations should share the pathway to learning. Documentation boards should be updated frequently. If it is an ongoing project, changes and updates should be evident.

Planning for Academic Success

Each classroom teacher is responsible for the planning and execution of an effective instructional program centered on our instructional core; Evidence of Planning, Learning Objective, Assessment & Feedback, and Student Engagement. We are an academic institution and student progress should be realized daily. Not all teachers teach the same way nor are they expected to. Use the method that is most effective for you. Do not be afraid to try new ideas. The key is to meet the needs of our children. As a school, we must commit ourselves to increasing student achievement, maintaining a safe and secure environment, and involving stakeholders.

Academic Achievement

Evaluation, assessment, sharing, grades, etc. - see Board Policy: IK

Classroom Walkthroughs

Administrative and peer walkthroughs focusing on the four components of the instructional core will take place weekly. A rubric for each component will be shared with you. Our goal is to have at least 80% of observations at the implemented/integrated level. The purpose of the walkthrough is to improve our practice so that we better serve our children.

Classroom Management

Dealing with student behavior is part of our job. A rubric explaining classroom and office referral procedures will be provided as an addendum to this booklet. As professional educators, we teach and reteach expected behaviors and discipline with dignity. See Discipline section.

Classroom Environment

Classroom management and organization are intertwined. While rules and routines influence student behavior, classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. How the classroom environment is organized influences the behavior in it.

Classroom organization is evident in a room even if no one is present. Furniture arrangements, location of materials, displays, and fixed elements are all part of organization. Effective teachers decorate the room with student work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working (Kohn, 1996). They also consider student needs in arranging the room by leaving space for wheelchairs to maneuver; having walkways so students can access materials, pencil sharpeners, and the trashcan with minimal disturbance to others; and organizing in such a way as to allow the teacher to freely move around the room to monitor student progress (McLeod et al., 2003).
Teachers are observers of behavior and understand the rhythm of the classroom. Effective teachers think about the little details that enhance the use of available space in the classroom as well as the big issues.

*Handbook of Qualities of Effective Teachers, Janes H. Stronge, Pamela Tucker and Jennifer L. Hindman*

It’s easy to accept the idea that children who attend clean, well-maintained schools have an easier time succeeding than those who don’t. But do the environments teachers create in their classrooms have an impact on their students’ ability to learn?

The research says they can. According an article by Dr. Sheryl Reinisch, Director of Early Childhood Education Programs at Concordia University, studies indicate that high-quality classroom environments “help children feel safe, secure, and valued. As a result, self-esteem increases and students are motivated to engage in the learning process.

Because children have an almost infinite capacity for making messes and spreading germs, it’s incumbent on teachers to tackle cleanliness issues head-on. A few things to keep in mind:

- Spills should be reported to the maintenance staff immediately to prevent mold and bacteria from taking on a life of their own.
- Kids should be schooled in sanitation, washing their hands after potty breaks, using hand sanitizer and avoiding hand-to-hand contact when they have colds and the flu.
- Never let your own work pile up and clutter your desk or any areas of the classroom. Clutter makes it that much harder to get through your lessons efficiently.
- Always tidy up before you leave for the day.

The evidence appears to show that small changes can make a big difference in classroom environments. Teachers who include cleanup time in their classroom management or create something as simple as a space to display students’ art can help students feel empowered to learn.

*Do Welcoming Classrooms= Better Students? Concordia University Online Staff*

http://education.cu-portland.edu/blog/news/welcoming-classrooms-better-students

**Routines and Procedures**

Routines and procedures need to be clearly stated, modeled, practiced, and reviewed on a regular basis.

**Lesson Plans**

The importance of well-planned and well-executed lessons cannot be overemphasized. It is the expectation that teachers are prepared to deliver effective instruction each day. Lesson plans must be available upon entry into the classroom. Literacy/Math lessons available outside door. Use Gradual Release Template to plan weekly lessons.

**Progress Reporting**

Parents should never be surprised by their child’s report card. Clear and effective communication is essential.

**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
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.

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.

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 (See appendix for more suggestions). If you are interested in being a “room parent” i.e. representative or becoming involved in building committees, please inform your child’s teacher.

Being a “Room Parent”
Please encourage your parents to become room parents. Room parents can do one or more of the following:
• Read stories to your child’s class
• Teach a song in your natural language (French, Spanish, etc.)
• Help with a cooking project
• Share a hobby
• Provide a favorite activity for center time
• Help prepare learning materials and/or make games
• Telephone classroom members to inform of activities
• Accompany children on field trips
• Help with coordinating party or special event plans and participate
• Go with us on walking field trips to the Market, Library, and Post Office etc.
• Attend “Parent” Child Activities
• Walk with us in the Homecoming Parade

Permanent Files for Students
Your role in maintaining your students is to update the file with the most recent report card each quarter. Place the new report in front of the old. Each time you remove a record from the permanent file, you must sign the record out and in.

Substitute Plans
You are responsible for preparing a substitute folder that provides the substitute teacher with information specific to your classroom concerns schedules, routines, and procedures. The folder should contain the following information and materials: daily schedule/routines/procedures, class roster, seating chart, dismissal list (before/after-care, bus riders), JGECEC Matrix, and classroom rules.

Supervision Expectations
Students are expected to be supervised in all public areas in and outside of the building. Students are not to be left alone in classrooms. There should always be proper ratio of no more than 10:1 in the classroom with the exception of napping.

We are responsible for all of the children in the building. We are responsible to teach, nurture and train the children in content knowledge, conduct, character and life skills. We are responsible for seeing to it that the children follow the rules and learn the school skills that enable school and life success. After the children’s parents we set the tone for their school behavior, school attendance, homework and the way they cooperate at school.

An incident report must be completed by any staff member who is present when incident occurs.

Please Note: if a child is injured in any way and supervision was not provided, the district and the teacher in charge could face legal consequences. Close supervision ensures the safety of our children and keeps our teachers safe also.
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 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.

- If you want an electronic version of Field Trip forms, please request them from building secretary using Email. A copy of all forms is at the back of the Staff Handbook.
  - A Universal Form will be sent home to parents in the first day packet asking their permission for all field trips during that school year. Once returned, these will be kept in the office in each child’s permanent file. These forms are due in the office by the end of September.
  - Parent information form. This is NOT a permission form but rather a notice to parents that a field trip is coming up. If you’d rather substitute your own form, that is fine.
  - Educational Field Trip Form –MUST be submitted to building principal at least 2 weeks prior to trip. If a bus is required for a field trip, the documentation is not submitted at least 2 weeks prior to the trip, we may not be able to get buses.
  - Notice must be given to the lunch room, to nurses and to specialists at least one week prior to trip.
  - “Day of” the trip form to be completed by you on the day of the trip and submitted to the office before you leave.
- 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.

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

Be Safe
- Keeps your hands and feet to your self
- Look and Listen
- Use walking feet
- Hold the Rail
- Stay with your class

Be Kind
- Use nice words
- Use your inside voice
- Take turns
- Share
- Be gentle

Be Responsible
- Ask to play
- Listen to the teachers
- Clean up
- Take care of your belongings and materials
- Follow the rules

PBIS Matrix - Home

Julia Goldstein ECEC’s PBIS Matrix of Possible Home Expectations

Be Safe
- Keeps your hands and feet to your self
- Look and Listen
- Use walking feet
- Ask a grown-up for permission

Be Kind
- Use nice words
- Use your inside voice
- Take turns
- Share
- Be gentle
- Give a helping hand

Be Responsible
- Listen to grown-ups
- Help clean up
- Take care of belongings
- Follow home rules
Classroom vs Office Referral Procedures

Classroom Managed Behaviors
- Not following instructions
- Not getting along with 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 Susan for data tracking.
- ALL BIRFS should be placed in BIRF box in office

Discipline

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.

Student Discipline Handbook

Comprehensive written code of conduct including application, enforcement, etc. - See Board Policy: JG

Crisis Intervention Team

Team includes Principal, Crystal Cauley, Allison Thomas, Colleen Davidson, Lori Walsh/ECSE teachers, Barbara Dickerson, Secretary, Vanessa Ragsdale, Social Worker, Pat Wilson, Nurse, and Andrew Purley, Lead Custodian.

Seclusion, Isolation and Restraint of Children

Purpose, define, interventions, supports, records, notice, IEPs etc. - See Board Policy: JGGA

Emergency Procedures

Ensuring the safety of our staff and students is top priority. We will practice procedures for a fire each month. We will have one intruder drill, three tornado drills, and two earthquake drills during the year. Always know where and what you are supposed to do in the event we are faced with a disaster or dangerous situation.

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):**
- Physical Aggression
- Property Destruction
- Stereotypic Behavior (Repetitive)
- Escape (leaves area)
- Refusal to Comply
- Inappropriate Language
- Self-Injury
- Defiance/Disrespect
- Intimidation
- Stereotypic Behavior (Repetitive)
- Tantrum

**LOCATION:** Classroom

**ACTIVITY:** Example: Centers

**OTHERS INVOLVED:**
- Peer
- Teacher /Aide
- Paraprofessional
- Specialist
- Paraprofessional
- Bus Driver/Aide
- Substitute

**TRIGGER FOR BEHAVIOR (A):**
- Adult Request/Direction
- Change in Environment
- Peer interaction
- Task Presented
- Transition
- Denied Access to Preferred Activity

**ACTION TAKEN AT TIME OF REPORTED BEHAVIOR (C):**
- Communication Supports
- Access to Desired Object
- Adult Physical Attention
- Termination of Request
- Adult Eye Contact
- Loss of Privilege
- Adult Ignored Behavior
- Removal from Activity
- Peer Verbal Attention
- Re-teach Rules/Routines

**ADDITIONAL COMMENTS:** ______________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**ADMINISTRATIVE COMMENTS:** ________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Administrator’s Signature: ___________________________ Copy Sent to Caregiver? Yes/No

White: Office  Pink: Student File  Yellow: Caregiver

Rev. 102715 - 071916
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.

**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

**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.**

Board of Education

The 21st century school governance process, BoardDocs, has been adopted for paperless school board meetings. Agendas are posted online at www.boarddocs.com/mo/ucity/Board.nsf/Public 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. A direct link to University City’s BoardDocs site is available at www.ucityschools.org.

To communicate with school board representatives, contact the administrative assistant to the Board at 314-290-4003, fax 314-726-2753 or mail correspondence to Board Member Name, c/o School District of University City, 8136 Groby Road, University City, MO 63130.

Additional Information

Detailed information about the School District of University City is available in various publications issued by the District. These publications may be obtained from the school office or the District Office. Such booklets include the School Discipline Code, Instructional Objectives for Elementary Schools and the Volunteer Handbook for elementary grades K-5, in addition to others. We are also on the web at www.ucityschools.org, as well as Facebook and Twitter. Subscribe to the UTube Channel.
### SPECIAL EVENT WORKSHEET

**Title of Event:** ____________________________________________________________  **Date:** ____________________

**Purpose:** (ie: build community, fund raising, celebrate student performances, etc.) ____________________________________________
__________________________________________________________________________________________________

**Contact Person(s): Name** ________________________________________________

**Day Phone** ___________________________ **Email** ____________________________

**Location:** (Building & Rooms) ____________________________________________

**Building Use Permit:**
- [ ] Submitted (date _______________)  
- [ ] Approved (date _______________)

**Set Up Time:** ________________ a.m. / p.m.

**Beginning Time:** ________________ a.m. / p.m.

**End Time:** ________________ a.m. / p.m.  **Number of Expected Participants:**___________

**Facility Set-up:** (Which rooms will be used? Are tables and chairs needed? Who will place delivery work order?)
__________________________________________________________________________________________________
__________________________________________________________________________________________________

**Maintenance Work Order** for special deliveries:
- [ ] Submitted (date __________)  
- [ ] Approved (date _________)

**Technology Needs:** ______________________________________________________
__________________________________________________________________________________________________

**Food:** Is food being delivered? Where should food be placed? Who will monitor food and clean-up?)
__________________________________________________________________________________________________

**Child Care:** (Who is providing child care? Volunteer or Paid? Where will it be located? Where and to whom should child-care providers report? Who will create directional signs? _________________________________
__________________________________________________________________________________________________

**Promotional Needs (calendar, fliers, newsletter, social media, etc.):** ________________
__________________________________________________________________________________________________

**Special Instructions:** (Who is setting up and cleaning up afterwards? Are outside performers expected? Where and to whom should they report?)  
__________________________________________________________________________________________________
__________________________________________________________________________________________________

**Other:** ________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

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CC: Special Event Worksheet 020215
State and Federal Regulations/Notices:

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.

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.
NCLB Complaint Procedures
Revised Jan. 2015

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

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

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

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

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

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

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

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

2. Who may file a complaint?
Any individual or organization may file a complaint.

3. How can a complaint be filed?
Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?
Complaints filed with the LEA are to be investigated and attempted to be resolved according to locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?
A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?
A complaint filed with the Department must be a written, signed statement that includes:
1. A statement that a requirement that applies to an NCLB program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?
The investigation and complaint resolution proceedings will be completed within a time limit of forty calendar days. That time limit can be extended by the agreement of all parties.

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

8. How are complaints related to equitable services to private school children handled differently?
If the complaint is an LEA is not providing equitable services for private school children, in addition to the procedures listed in number 7 above, the complaint will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Departments’ resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?
The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. An independent on-site investigation may be conducted if the Department determines that it is necessary. The investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

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

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

Under federal law, parents have the right to know:

- whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether a teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- the baccalaureate degree major of a teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;

In addition to the information that parents may request, a school that receives Title I funds must provide each individual parent a timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. This applies to all teachers teaching core academic subjects in a Title I school, regardless if the school has a school wide or targeted assistance program.

**NCLB: Standard Complaint Resolution Procedure**

This complaint resolution procedure applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the No Child Left Behind Act. A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by DESE personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member or other person directly involved with an activity, program or project operated under the general supervision of the department, may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy 1680. If the issue cannot be resolved at the local level, the complainant may file a complaint with DESE. If there is not evidence that the parties have attempted in good faith to resolve the complaint at the local level, the department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied or misinterpreted by the department itself.

Anyone wanting more information about this procedure or how complaints are resolved may contact local district or department personnel.

**Protection of Pupil Rights Amendment**

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).

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 blind, 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.

Need homeless assistance or know someone else who does?

The homeless coordinator plays a vital role in ensuring that children and youth experiencing homelessness enroll and succeed in school. The McKinney-Vento Act requires that every school district appoint a homeless coordinator who serves as the link between homeless families and school staff, district personnel, shelter workers and social service providers. The homeless coordinator is responsible for:

- Assisting homeless children and youth with enrolling and accessing school services
- Obtaining immunization or medical records
- Coordinating transportation services
- Informing parents, school personnel of the rights of homeless children and youth
- Collaborating and coordinating with Missouri’s State homeless coordinator, the community and other school personnel
- Handling disputes over enrollment, school placement and transportation
- Ensuring that homeless children and youth are immediately enrolled in school pending resolution of any disputes

For more information regarding services for homeless students in the School District of University City, contact Student Services at 314-290-4045.

Homelessness or migrant worker status under the McKinney-Vento Act

If your family lives in any of the following situations:
- In a shelter
- In a motel or campground due to the lack of an alternative adequate accommodation
- In a car, park, abandoned building, bus or train station
- Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act. The School District of University City has established a Homeless Coordinator who is responsible for:

Ensuring that homeless or migrant children are immediately enrolled in school, pending the resolution of any disputes.

Assisting parents with enrollment (including obtaining school, medical or immunization records)

Coordinating transportation services.

Serving as a link between homeless and migrant families and school staff, district personnel, shelter workers, social service providers and the Missouri State Homeless Coordinator.

Handling disputes over enrollment, school placement or transportation.

For more information regarding services for homeless students in the School District of University City, contact Student Services at 314-290-4045.
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 and Employee Compliance Coordinator
Department of Human Resources
Ronald E. McNair Administrative Building
School District of University City
8136 Groby Road, University City, MO 63130
314-290-4022

Student Compliance Coordinator
Department of Student Services
Ronald E. McNair Administrative Building
School District of University City
8136 Groby Road, University City, MO 63130
314-290-4045

Missouri Revised Statutes:

Chapter 210 - Child Protection and Reformation - Section 210.003.1

#7. All public, private and parochial day care centers, preschools and nursery schools shall notify the parent or guardian of each child at the time of initial enrollment in or attendance at the facility that the parent or guardian may request notice of whether there are children currently enrolled in or attending the facility for whom an immunization exemption has been filed. Beginning December 1, 2015, all public, private and parochial day care centers, preschools and nursery schools shall notify the parent or guardian of each child currently enrolled in or attending the facility for whom an immunization exemption has been filed.
Board of Education Policies:

Tobacco-Free District / Board Policy: AH

To promote the health and safety of all students and staff and to promote the cleanliness of district property, the district prohibits all employees, students and patrons from smoking or using tobacco products in all district facilities, on district transportation and on all district grounds at all times. This prohibition extends to all facilities the district owns, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children. This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the district provides services.

Students who possess or use tobacco products on district grounds, district transportation or at district activities will be disciplined in accordance with Board policy.

Communicable Diseases / Board Policy: EBB

The School District of University City School Board recognizes its responsibility to protect the health of students and employees from the risks posed by communicable diseases. The Board also has a responsibility to protect individual privacy, educate all students regardless of medical condition and treat students and employees in a nondiscriminatory manner.

Immunization: In accordance with law, students cannot attend school without providing satisfactory evidence of immunization, unless they are exempted from immunization.

Universal Precautions: The district requires all staff to routinely employ universal precautions to prevent exposure to disease-causing organisms. The district will provide the necessary equipment and supplies to implement universal precautions.

Categories of Potential Risk: Students or employees with communicable diseases that pose a risk of transmission in school or at school activities (such as, but not limited to, chicken pox, influenza and conjunctivitis) will be managed as required by law and in accordance with guidelines provided by the Department of Health and Senior Services (DHSS) and local county or city health departments. Such management may include, but is not limited to, exclusion from school or reassignment as needed for the health and safety of students and staff.

Students or employees infected with chronic communicable diseases that do not pose a risk of transmission in school or at school activities (such as, but not limited to, hepatitis B virus or HIV) shall be allowed to attend school or continue to work without any restrictions based solely on the infection. The district will not require any medical evaluations or tests for such diseases.

Exceptional Situations: There are certain specific types of conditions, such as frequent bleeding episodes or uncoverable, oozing, skin lesions that could potentially be associated with transmission of both bloodborne and nonbloodborne pathogens. In the case of students, certain types of behaviors, such as biting or scratching, may also be associated with transmission of pathogens.

Students who exhibit such behaviors or conditions may be educated in an alternative educational setting or, if appropriate, disciplined in accordance with the discipline code. In the case of a student with a disability, the Individualized Education Program (IEP) team or 504 team will make any change of placement decisions.

Employees who exhibit such conditions will not be allowed to work until the condition is resolved or appropriately controlled in a way that minimizes exposure.

Confidentiality: The superintendent or designee shall ensure that confidential student and employee information is protected in accordance with law. Medical information about an individual, including an individual with HIV, will only be shared with district employees who have a reasonable need to know the identity of the individual in order to provide proper health care or educational services. Examples of people who may need to know a student's medical information are the school nurse and the IEP or 504 team if applicable. An example of an individual who may need to know an employee's medical information is the employee's immediate supervisor, if accommodations are necessary.

All medical records will be maintained in accordance with law and Board policy. Breach of confidentiality may result in disciplinary action, including termination.

Reporting and Disease Outbreak Control: Reporting and disease outbreak control measures will be implemented in accordance with state and local law, DHSS rules governing the control of communicable diseases and other diseases dangerous to public health, and any applicable rules distributed by the appropriate county or city health department.

Notification: Missouri state law provides that superintendents who supply a copy of this policy, adopted by the district Board of Education, to DHSS shall be entitled to confidential notice of the identity of any district student reported to DHSS as HIV-infected and known to be enrolled in the district. Missouri law also requires the parent or guardian to provide such notice to the superintendent.

Illness and Injury Response and Prevention / Board Policy: EBBA

District personnel will provide appropriate first aid and emergency treatment, and contact emergency medical services (EMS) when appropriate, for any individual who is injured or becomes ill while on district property, on district transportation or at a district activity. Further medical attention, including the cost of services provided by EMS, is the responsibility of the individual unless otherwise required by law. In accordance with law, any qualified employee will be held harmless and immune from civil liability for administering medications, cardiopulmonary resuscitation (CPR) or other lifesaving methods in good faith and according to standard medical practice. A qualified employee is one who has been trained to administer medication or medical services according to standard medical practice. Procedures for handling emergencies will be established and distributed in each school building.

Training

The superintendent or designee, in consultation with the school nurse, is authorized to implement a program to train students and employees in CPR and other lifesaving methods. If CPR instruction is provided to students in grades 9–12, instruction will be based on a program established by the American Heart Association, the American Red Cross or a similar nationally recognized program and will be delivered as required by law.

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

The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and enrich the curriculum are readily available to teachers and 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 visual depictions that are obscene or harmful to minors or are child pornography, as required by law. Filtering/Blocking technology are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. However, district employees will monitor student usage and enforce the operation of the filtering/blocking technology and district rules prohibiting access to inappropriate material. Evasion or disabling, or attempting to evade or disable, a filtering/blocking technology, firewall or other safeguard installed by the district through the use of proxies or any other means is prohibited.

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

Online Safety, Security and Confidentiality

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

Staff Use of Communication Devices / Board Policy: GBCC

The School District of University City encourages district employees to use technology, including communication devices, to improve efficiency and safety. The district expects all employees to use communication devices in a responsible manner that does not interfere with the employee’s job duties. Employees who violate district policies and procedures governing the use of communication devices may be disciplined, up to and including termination, and may be prohibited from possessing or using communication devices while at work. Communication devices may not be used in any manner that would violate the district’s policy on student-staff relations.

Definitions

Communication Device – Any portable device that sends or receives calls or text messages, allows the retrieval of e-mail or provides access to the Internet.

Use/Using – Answering the phone or talking on the phone; sending or responding to a text, e-mail or other communication; opening and viewing pictures or digital recordings; opening and listening to music or audio communications; continuously checking a communication device; or any activity with a communication device that interferes with the employee’s job duties or appropriate supervision of students.

General Use

The district prohibits employees from using any communication device that interrupts or disrupts the performance of duties by the employee or otherwise interferes with district operations, as determined by the employee’s supervisor. This prohibition applies regardless of whether the communication device used is owned by the employee or provided by the district.

Employees are responsible for keeping communication devices secure and, if possible, password protected.

Supervision of students is a priority in the district, and employees who are responsible for supervising students must concentrate on that task at all times. Employees shall not use communication devices when they are responsible for supervising students unless any of the following conditions occurs:

1. The device is being used to instruct the students being supervised at the time.
2. The use is necessary to the performance of an employment-related duty.
3. The employee has received specific and direct permission from a supervisor.
4. There is an emergency.

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

Use in Vehicles

3. The employee has received specific and direct permission from a supervisor.
4. There is an emergency.

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.
Regardless of other provisions of this policy, unless there is an emergency, employees shall not use communication devices when:
1. Driving district-provided vehicles.
2. Operating a vehicle in which a student is being transported when the transportation is provided as part of the employee’s job.
3. Supervising students who are entering or exiting a vehicle, crossing thoroughfares or otherwise safely reaching their destinations.

Even in emergency situations, employees should first take all possible safety precautions before using communication devices.

Use of District-Provided Communication Devices

The district may provide communication devices and service to some employees to assist them in carrying out their employment-related duties on and off district property. Use of a district-provided communication device is a privilege. The superintendent or designee has sole discretion as to which employees will be provided communication devices and may recall any previously issued communication device. Employees do not have any expectation of privacy in district-provided communication devices or any information stored on them, and such devices may be confiscated and searched at any time.

Employees are expected to exercise reasonable care to protect district-provided communication devices from damage or theft and must report any such incidents immediately. The district may require employees to reimburse the district for any damage or theft that was the result of the employee's negligence. Users of district-provided communication devices must abide by any use limitations included in the district's service contract.

Personal Use of District-Provided Communication Devices

Personal use of district-provided communication devices is permissible as long as the use does not exceed the limits of the applicable plan. An employee whose use exceeds plan limitations will be required to reimburse the district for all expenses beyond those covered by the plan and may have privileges suspended or revoked unless the employee can show that all use was for employment-related duties and the device was not used for personal reasons. The amount of personal use of a communication device or service paid for under E-Rate can be no greater than the cost allocation submitted in the request for the E-Rate discount.

Employee Alcohol and Drug Testing / Board Policy: GBEBB

Provisions Applicable to All Employees

Alcohol and Drug Prohibitions: No employee may manufacture, use, possess, sell, distribute or be under the influence of alcohol or drugs in violation of the district's Drug-Free Workplace policy. All employees may be tested for alcohol and drugs if the district has reasonable suspicion that the employee has consumed alcohol or drugs in violation of Board policy.

Program Coordinator: The superintendent or designee will serve as the program coordinator to implement the alcohol and drug testing program of the district within the guidelines of this policy.

Training: All staff who have supervisory duties over other staff members will be provided training on the effects of drug and alcohol use. The training will include physical, behavioral, speech and performance indicators of drug and alcohol use.

Testing Program: The district will use testing facilities with appropriately trained personnel for alcohol and drug testing. The district's drug and alcohol testing program shall provide individual privacy in the collection of specimen samples to the maximum extent possible. The specimen collection procedures and chain of custody shall ensure that specimen security, proper identification and integrity are not compromised.

Refusal to Submit to Tests: Drug or alcohol tests administered pursuant to this policy are mandatory. An employee refuses to submit when he or she fails to provide adequate breath or urine for testing when notified of the need to do so or engages in conduct that clearly obstructs the testing process. Any employee who operates district-owned vehicles or machinery is prohibited from opting out of a drug test when there is reasonable suspicion the employee has consumed, is using and/or is under the influence of alcohol or controlled substances as prohibited under the district's Drug-Free Workplace policy.

Any employee who refuses to undergo a drug test must sign an affidavit, the form of which will be prescribed by the district, which evidences that the employee has refused to submit to such test when required to do so by the district administration. The affidavit shall be retained in the employee's personnel file.

Consequences: Employees who refuse to submit to a test, who test positive for prohibited substances or who take deliberate action with the intent to falsify test results will be subject to discipline, including termination, in accordance with Board policy and law.

Treatment: In addition to any disciplinary action taken, the district will provide employees a list containing the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs when employees have a positive drug or alcohol test, refuse to take a test or otherwise request information about substance abuse treatment.

District Records and Reports: Alcohol and drug test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, an employee shall receive copies of any records pertaining to his or her use of alcohol or drugs, including any records pertaining to his or her tests. Test records shall be maintained with the separate medical files of each employee. The district shall maintain records and reports of its alcohol and drug prevention program as required by law.

Notification to Employees: The program coordinator shall ensure that all employees receive written materials explaining the district's drug and alcohol misuse prevention program, including copies of or access to applicable policies, procedures or handbooks.

Employees shall sign statements certifying that they have received the materials.

Provisions Applicable to Drivers

In addition to the drug testing provisions applicable to all employees, the University City School District, which contracts with an outside agency for the student transportation services of the district, will only contract with an agency that follows the guidelines of the Omnibus Transportation Employee Testing Act and complies with state reporting requirements. In meeting these guidelines the agency must provide a comprehensive program that includes conducting pre-employment drug testing and reasonable suspicion, random and post-accident testing for use of alcohol or drugs by operators of commercial motor vehicles; notifying such operators of the requirements and consequences of the program; maintaining appropriate records; and complying with Missouri Department of Revenue's reporting requirements. The contract between the agency and the district will specify this condition.

Policies and Procedures to Protect/Support Students


Staff/Student Relations / Board Policy: GBH

Definitions

Educational Purpose – A reason associated with the staff member's duties in the district including, but not limited to: counseling, the treatment of a student's physical injury, or coordination of an extracurricular activity, depending on the staff member's job description.

Staff Member – For the purposes of this policy, a staff member is any individual employed by the district, including part-time and substitute employees and student teachers.

Student – Individuals currently enrolled in the School District of University City.

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in the district. Students are unable to legally welcome or consent to relationships of a physical, sexual or dating nature, so whether such conduct is welcome or whether the student consents is not a defense.

Although this policy applies to the relationships between staff members and district students, staff members who inappropriately interact with any child may be disciplined or terminated when the district determines such action is necessary to protect students.

Absolute Prohibitions

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited including, but not limited to:

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.
2. Dating a student or discussing or planning a future romantic or sexual relationship with a student. The district may presume that this provision has been violated if a staff member begins a dating or sexual relationship with a student immediately after graduation or immediately after a student has left the district.
3. Making sexual advances toward a student or engaging in a physical or sexual relationship with a student.
4. Engaging in any conduct that constitutes illegal harassment or discrimination as defined in policy AC or that could constitute a violation of that policy if pervasive.
5. Engaging in any conduct that violates Board policies, regulations or procedures or constitutes criminal behavior.

Exceptions to This Policy

The goal of this policy is to protect students from harm and staff members from allegations of misconduct by requiring staff members to maintain professional boundaries with students. The district does not intend to interfere with or impede appropriate interactions between staff members and students.

An emergency situation or an educational purpose might justify deviation from some of the professional boundaries set out in this policy. Likewise, staff members might be related to students or have contact with students outside the school environment through friends, neighborhood or community activities, or participation in civic, religious or other organizations. These contacts might justify deviation from some of the standards set in this policy, but under no circumstance will an educational or other purpose justify deviating from the “Absolute Prohibitions” section of this policy.

The staff member must be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student. To avoid confusion, the district encourages staff members to consult with their supervisors prior to engaging in behaviors or activities that might violate professional boundaries as defined in this policy.

Failure to Maintain Boundaries

Unless an educational purpose exists or an exception as defined in this policy applies, examples of situations where professional physical and emotional boundaries are violated include, but are not limited to:

1. Being alone with a student in a room with a closed or locked door or with the lights off. Counselors or others who need to work with students confidentially must discuss with their supervisors the appropriate manner of meeting with students.
2. Meeting students in nonwork settings without the parent/guardian being present, even if the parent/guardian grants permission.
3. Associating with students in any setting where students are provided, are consuming or are encouraged to use or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.
4. Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.
5. Discussing the staff member's personal problems with or in the presence of students.
6. Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.
7. Inviting students to the staff member's home.
8. Being present when students are fully or partially nude.
9. Sending students on personal errands.
10. Allowing a student to drive the staff member's vehicle.
11. Providing a student (other than the staff member's children, stepchildren or other children living in the staff member's home) transportation in the staff member's personal vehicle without a supervisor's approval, unless another staff member or the student's parent/guardian is also present in the vehicle.
12. Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students.
13. Giving gifts to individual students.
14. Frequently pulling a student from another class or activity to be with the staff member.

Electronic Communication

Staff members are encouraged to communicate with students and parents/guardians for educational purposes using a variety of effective methods, including electronic communication. As with other forms of communication, staff members must maintain professional boundaries with students while using electronic communication regardless of whether the communication methods are provided by the district or the staff member uses his or her own personal electronic communication devices, accounts, webpages or other forms of electronic communication.

The district's policies, regulations, procedures and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional,
and student communications must be appropriate. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose.

1. When communicating electronically with students for educational purposes, staff members must use district-provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and district-sponsored webpages or social networking sites), when available. If district-provided devices, accounts and forms of communication are unavailable, staff members communicating electronically with students must do so in accordance with number two below. Staff members may communicate with students using district-provided forms of communication without first obtaining supervisor approval. These communications may be monitored. With district permission, staff members may establish websites or other accounts on behalf of the district that enable communications between staff members and students or parents/guardians. Any such website or account is considered district sponsored and must be professional and conform to all district policies, regulations and procedures.

2. A staff member’s supervisor may authorize a staff member to communicate with students using the staff member’s personal telephone numbers, addresses, webpages or accounts (including, but not limited to, accounts used for texting) to organize or facilitate a district-sponsored class or activity if the communication is determined necessary or beneficial, if a district-sponsored form of communication is not available, and if the communication is related to the class or activity. The district will provide notification to the parents/guardians of students participating in classes or activities for which personal electronic communications have been approved. Staff members may be required to send the communications simultaneously to the supervisor if directed to do so. Staff members are required to provide their supervisors with all education-related communications with district students upon request.

3. Staff use of any electronic communication is subject to the district’s policies, regulations and procedures including, but not limited to, policies, regulations, procedures and legal requirements governing the confidentiality and release of information about identifiable students. Employees who obtain pictures or other information about identifiable students through their connections with the district are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a supervisor.

4. The district discourages staff members from communicating with students electronically for reasons other than educational purposes. When an electronic communication is not for educational purposes, the section of this policy titled “Exceptions to This Policy” applies, and if concerns are raised, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communicating with their children, stepchildren or other persons living within the staff member’s home who happen to be students of the district.

**Consequences**

Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the Children’s Division (CD) of the Department of Social Services for further investigation, and the district may seek revocation of a staff member’s license(s) with the Department of Elementary and Secondary Education (DESE). Staff members who violate this policy will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may seek revocation of a staff member’s license(s) with the Department of Elementary and Secondary Education (DESE).

**Reporting**

Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student should bring this concern immediately to the attention of the principal, counselor or staff member’s supervisor. If illegal discrimination or harassment is suspected, the process in policy AC will be followed. Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to the district’s administration. All staff members who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with Board policy. Staff members must also immediately report a violation or perceived violation of the district’s discrimination and harassment policy (AC) to the district’s nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports. The district will not discipline, terminate or otherwise discriminate or retaliate against a staff member for reporting in good faith any action that may be a violation of this policy.

**Training**

The district will provide training to district staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

**Evaluation of Professional Staff / Board Policy: GCN**

The Board of Education’s ultimate goal in education is to provide the highest quality educational experience to all district students. The district’s performance based evaluation system for teachers, counselors and librarians contributes to that goal by recognizing areas of outstanding performance, by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance based evaluation is a process endorsed by the Board of Education for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each tenured teacher every three years. All other district employees will receive performance evaluations annually.

**Teaching Standards**

All teachers in the School District of University City shall:

1. Be knowledgeable of the content and prepared for instruction.
2. Keep current on instructional knowledge and explore changes in teaching behaviors that will improve student performance.
3. Promote active student participation in the learning process and ensure that all students have success.
4. Use various forms of assessment to monitor and manage student learning.
5. Communicate and interact with the school community in a professional manner.
6. Effectively maintain student time on task.
7. Act as a responsible professional in carrying out the mission of the district.
Teaching About Human Sexuality / Board Policy: IGAEB

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, pursuant to requirements of state law, if the district chooses to use any course materials and instruction relating to human sexuality and sexually transmitted diseases the materials and instruction shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity. Students shall be advised that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.

2. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases.

3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases, or present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law.

4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan.

5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.

6. Inform students of the laws pertaining to their financial responsibility to children born in and out of wedlock and inform students of the provisions of chapter 566, RSMo., pertaining to statutory rape.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if the person or entity is a provider of abortion services. District personnel or district agents will not encourage students to have an abortion. The district will not distribute or aid in the distribution of obscene materials to minors on school property.

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.

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 student 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 executive 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.

Homeless or Migrant Worker Status
Programs For Homeless Students / Board Policy: IGBCA
The School District of University City Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:
1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

Enrollment/Placement
The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. To the extent feasible, and in accordance with the homeless student's best interest, the homeless student should continue his or her education in the school of origin, except when contrary to the wishes of the parent or guardian. If the homeless student is unaccompanied by a parent or guardian, the homeless coordinator will consider the views of the homeless student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the homeless student lives with the homeless parents or has been temporarily placed elsewhere.

The school selected shall immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, immunization records, proof of residency or other documentation. However, the district may require a parent or guardian of a homeless student to submit contact information.

The district must provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, or to the homeless student if unaccompanied, if the district sends him or her to a school other than the school of origin or other than a school requested by the parent or guardian.
If a dispute arises over school selection or enrollment in a school, the homeless student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The homeless student, parent or guardian shall be referred to the district homeless coordinator, who will carry out the dispute resolution process as expeditiously as possible.

For the purposes of this policy, “school of origin” is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled.

**Services:** Each homeless student shall be provided services comparable to services offered to other students in the district including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities and gifted students; vocational programs and technical education; school meals programs; preschool programs; before- and after-school care programs; and programs for students with limited English proficiency. Homeless students will not be segregated in a separate school or in a separate program within a school based on the students’ status as homeless.

**Transportation:** If the homeless student’s school of origin and temporary housing are located in the School District of University City, the district will provide transportation to and from the school of origin at the request of the parent, guardian or homeless coordinator, provided it is in the best interest of the student. If the homeless student’s school of origin and temporary housing are located in two (2) different school districts, the districts will equally share the responsibility and costs for transporting the student.

**Records:** Any records ordinarily kept by the school for each homeless student, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs shall be maintained so that appropriate services may be given to the student, so that necessary referrals can be made and so that records may be transferred in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act (FERPA).

**Staff Development:** Professional development activities will be provided for school personnel. These activities will be designed to heighten staff sensitivity to the needs of homeless students, the rights of such students, and the specific educational needs of runaway and homeless students. The district may provide staff with professional development activities provided by knowledgeable shelter personnel or staff from other school districts or with training packages available from other education agencies.

**Coordinator:** The Board designates the following individual to act as the district’s homeless coordinator:

   Executive Director of Student Services  
   School District of University City  
   8136 Groby Road, St. Louis, MO 63130  
   Phone: 314-290-4045/Fax: 314-725-0965

The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the district homeless coordinator. The homeless coordinator will ensure that:

1. Homeless students are identified by school personnel and by other entities and agencies with which the school coordinates activities.
2. Homeless students enroll and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students receive educational services for which they are eligible, including Head Start, Even Start and preschool programs administered by the district, as well as referrals to health care services, dental services, mental health services and other appropriate services based on their assessed needs.
4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless students is disseminated where such students receive services, such as schools, family shelters and soup kitchens.
6. Enrollment disputes are mediated in accordance with law.
7. The parent or guardian of a homeless student and any unaccompanied student is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered and they will be provided notice of the right to appeal.
9. Students who need to obtain immunizations, or immunization or medical records, will receive assistance.

**Resolving Grievances**

**Level I --** A complaint regarding the placement or education of a homeless student shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the superintendent of the formal complaint and the disposition.

**Level II --** Within five business days after receiving the decision at Level I, the complainant may appeal the decision to the superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

**Level III --** If a resolution is not reached in Level II, a similar written appeals package shall be directed through the superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. Within 30 business days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For district purposes, the decision of the Board of Education is final.

**Level IV --** If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction may be filed with the State Homeless Coordinator, Federal Discretionary Grants, P. O. Box 480, Jefferson City, MO, 65102-0480. An appeal of this decision can be made within ten days to the Deputy Commissioner of Education.
English Language Learners - Title III

Programs For English Language Learners / Board Policy: IGBH

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the school district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

Definitions

Language Minority (LM) – Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

Limited English Proficiency (LEP) – Proficiency in reading, writing, listening or speaking English that is below grade- and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English Language Learner – Refers to an LM student with limited English proficiency.

English for Speakers of Other Languages (ESOL) – An instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.
1. Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

Bilingual Education – An instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many ELL students share the same language and where qualified bilingual teachers are available.

Child – Any individual age 3-21.

Parent – Parent, legal guardian or person otherwise responsible for the child.

Language Instruction Education Program – An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

The district's coordinator for ELL programs is the coordinator of ESOL.

The Board directs the coordinator to develop and implement language instruction programs that:
1. Identify language minority students through the use of a Student Home Language survey (see IGBH-AF1). The building administrator will develop procedures to ensure that all new and currently enrolled students complete the Home Language survey.
2. Identify LM students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.
3. Determine the appropriate instructional environment for ELL students.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Monitor the progress of students receiving services in the regular classroom and after exiting the program.
6. Establish appropriate exit criteria from the program.
7. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

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.

Academic Achievement / Board Policy: IK

The evaluation of the academic achievement of students in the school district is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. This evaluation assesses student growth in expression of ideas, communication, achievement of educational goals and personal growth and development.

It is essential that the professional staff have adequate information to assess a student's educational needs, growth patterns and other factors necessary to design meaningful instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process.

Through the district's methods of student evaluation and parent/guardian-student-teacher communications, the district strives to meet the following objectives:
Parents/Guardians are to be informed regularly, at least four times a year, as to the quality of achievement and progress their children are making in school.

Parents/Guardians will be consulted as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.

Insofar as is possible, distinctions will be made between a student's attitude and academic performance.

At comparable levels, the school district will require consistency in grading and reporting, except when inappropriate for certain classes or students.

When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians. The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance in the school district.

Grading shall not be influenced by pressure from parents/guardians. In addition, grades are not to be used as a disciplinary measure.

**Interrogations, Interviews And Searches / Board Policy: JFG**

Searches by School Personnel: School lockers, desks and other district property are provided for the convenience of students and, as such, are subject to periodic inspection without notice.

Student property may be searched based on reasonable suspicion of a violation of district rules, policy or law. Reasonable suspicion must be based on facts known to the administration, credible information or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses and not in front of other students, unless exigent circumstances exist.

It is a privilege, not a right, to park on school grounds. The school retains the authority to conduct routine patrols of any vehicle parked on school grounds. The interior of a student's automobile on school premises may be searched if the school authority has reasonable suspicion to believe that such a search will produce evidence that the student has violated or is violating either the law or district policy.

The administration will contact law enforcement officials to perform a search if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such items. Law enforcement officials may be contacted for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot safely be conducted.

School employees and volunteers, other than commissioned law enforcement officers, shall not strip search students, as defined in state law, except in situations where an employee reasonably believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available. If a student is stripped searched, as defined in state law, by a school employee or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible.

During an examination, and if reasonable under the circumstances, school employees may require students to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing that when removed do not expose underwear. Employees may also remove student clothing to investigate the potential abuse or neglect of a student, give medical attention to a student, provide health services to a student or screen a student for medical conditions.

School Resource Officers: The school resource officer (SRO) may interview or question students regarding an alleged violation of law. A school resource officer may also accompany school officials executing a search or may perform searches under the direction of school officials.

Interview with Police or Juvenile Officers/Other Law Enforcement Officials: Law enforcement officials may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Such interviews and interrogations are discouraged during class time, except when law enforcement officials have a warrant or other court order or when an emergency or other exigent circumstances exist. It is the responsibility of the principal or designee to take reasonable steps to prevent disruption of school operations while at the same time cooperating with law enforcement efforts.

When law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private. The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal ordinarily will make reasonable efforts to notify the student's parents/guardians unless the interviewer raises a valid objection to the notification.

Removal of Students from School by Law Enforcement Officials: Before a student at school is arrested or taken into custody by a law enforcement official or other legally authorized person, the principal will verify the official's identity. To the best of his or her ability, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parents/guardians that the student is being removed from school.

Interview with the Children's Division: Representatives of the Children's Division (CD) of the Department of Social Services may meet with students on campus. The district liaison will work with CD to arrange such meetings so they are minimally disruptive to the student's schedule. If the student is an alleged victim of abuse or neglect, CD may not meet with the student in any school building or child care facility where the abuse of the student allegedly occurred. The principal will verify and record the identity of any CD representatives who request to meet with or take custody of a student.

Contacts by Guardian Ad Litem and Court-Appointed Special Advocate: When a court-appointed guardian ad litem or special advocate finds it necessary to interview a student during the school day or during periods of extracurricular activities, the school principal or designee must be notified. The principal will verify and record the identity of the individual through the court order that appoints him or her. The interview must be conducted in a private setting and with the least disruption to the student's schedule.

**Discipline Handbook: Student Discipline / Board Policy: JG**

It is essential that the district maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. To assist district staff in maintaining the necessary classroom environment, the Board of Education has created a discipline code that addresses the consequences, including suspension or expulsion, for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

The comprehensive written code of conduct of the district is composed of this policy and includes, but is not limited to, the following policies,
procedures and regulations: JG-R, JGA, JGB, JGD, JGE and JGF. A copy of the district's comprehensive written code of conduct will be distributed to every student and the parents/guardians of every student at the beginning of each school year and will be available in the superintendent's office during normal business hours.

**Application**

These policies, regulations and procedures will apply to all students in attendance in district instructional and support programs as well as at school-sponsored activities. Off-campus misconduct that adversely affects the educational climate will also be subject to these policies, regulations and procedures. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law.

The Board authorizes the immediate removal of a student upon a finding by a principal or superintendent that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

**Enforcement**

Building principals are responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision. All such regulations and procedures shall be consistent with Board-adopted discipline policies. Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the building principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All district staff are required to enforce district policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All employees of the district shall annually receive instruction related to the specific contents of the district’s discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

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**Secluding and Restraining Children**

Seclusion, Isolation and Restraint / Board Policy: JGGA

**Purpose**

Through the adoption of this policy, the Board of Education expects to:

1. Promote safety and prevent harm to students, school personnel and visitors in the school district.
2. Foster a climate of dignity and respect in the use of discipline and behavior-management techniques.
3. Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint in response to emergency situations.
4. Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
5. Promote the use of nonaversive behavioral interventions, including positive behavioral support techniques.

**Definitions**

**Assistive Technology Device** – Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a student with a disability.

**Aversive Behavioral Intervention or Aversive Intervention** – An intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful or intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other similar interventions. The term does not include such interventions as voice control limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions. Corporal punishment administered in accordance with state law is not an aversive intervention for the purpose of this policy.

**Behavioral Intervention** – An individualized instructional and environmental support that teaches students appropriate behaviors to replace problem behaviors. Behavioral interventions are guided by a functional behavioral assessment that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitation(s) of the student.

**Behavioral Intervention Plan (BIP)** – A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

**Behavior Management** – Comprehensive, schoolwide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

**Chemical Restraint** – Administration of a drug or medication to manage a student's behavior that is not a standard treatment and dosage for the student's medical condition.

**Confinement** – The act of preventing a student from leaving an enclosed space.

**Discipline** – Consequences for violating the district's student code of conduct.

**Emergency Situation** – A situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

**Functional Behavior Assessment** – A formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers and the student to determine the frequency, antecedent and response of the targeted behavior.

**Individualized Education Program (IEP)** – A student's Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).
Use of Time-Out

Nothing in this policy is intended to prohibit the use of time-out as defined in this policy.

Use of Aversive Interventions

Aversive interventions will only be used in accordance with this policy. District personnel shall never use aversive interventions that compromise health and safety.

Use of Seclusion, Isolation and Restraint

Seclusion - Seclusion as defined in this policy is prohibited except in an emergency situation while awaiting the arrival of law enforcement officers as provided for in state law.

Isolation - Isolation shall only be used:
1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Isolation shall never be used as a form of punishment or for the convenience of district personnel.

A student in isolation must be monitored by district personnel who are in close proximity and able to see and hear the student at all times. Monitoring shall be face to face unless personal safety is significantly compromised, in which case technology-supported monitoring may be utilized. The total time in isolation is to be reasonably calculated based on the age of the student and the circumstances and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents/guardians or administrative staff, unless otherwise specified in an IEP, Section 504 plan or other parentally agreed-upon plan to address a student's behavior.

The space in which the student is isolated should be a normal-sized meeting room or classroom commonly found in a school setting with standard lighting, ventilation, heating, cooling and ceiling height and that is free of objects that could cause harm to the student.

Physical Restraint - Physical restraint shall only be used:
1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. With parental approval as specified in a student's IEP, Section 504 plan or other agreed-upon plan to address a student's behavior.

Physical restraint will:
1. Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
2. Be no greater than the degree of force necessary to protect the student or other persons from imminent bodily injury or to protect property.
3. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat that restricts breathing.

District personnel who use physical restraint may only do so in the presence of at least one (1) additional adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of district personnel.

Mechanical Restraint - Mechanical restraint shall only be used as specified in a student's IEP or Section 504 plan with two exceptions:
1. Vehicle safety restraints shall be used according to state and federal regulations.
2. Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with appropriate professional standards and applicable policies.

Chemical Restraint - Chemical restraints shall never be used by district personnel.

Emergency Situation Follow-ups

Following any emergency situation involving the use of seclusion, isolation or restraint, a meeting shall occur as soon as possible but no later than
two school days after the emergency situation. The meeting shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any traumatic reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process. All staff members directly involved with the emergency situation will be included in the meeting, which will be scheduled and led by the building principal or designee.

Positive Behavior Supports
The superintendent or designee is responsible for implementing the districtwide use of appropriate positive behavior supports designed to support or alter behavior in all students.

Training
This policy will be reprinted annually in staff handbooks. Appropriate staff training will occur as deemed necessary by administration.

Records
The superintendent or designee will maintain records documenting the use of seclusion, isolation and restraint showing when they were used and the reason for use; the duration of the use; names of district personnel involved; whether students or school personnel were injured; the name and age of the student; whether the student has an IEP, Section 504 plan or BIP; when the parents/guardians were notified; if the student was disciplined; and any other documentation required by federal or state law.

Notice to Parents/Guardians
Except as otherwise specified in a student's IEP or Section 504 plan, following an emergency situation involving the use of seclusion, isolation or restraint, the parent/guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident.

The parent/guardian shall receive a written report of the emergency situation within five school days of the incident. The written incident report shall include all of the following:

1. Date, time of day, location, duration and description of the incident and interventions.
2. Event(s) that led up to the incident.
4. Name of an employee the parent/guardian can contact regarding the incident.
5. Plan to prevent the need for future use of seclusion, isolation or restraint.

Students with Disabilities
If the IEP or Section 504 plan of a student with a disability includes the use of seclusion, isolation, restraint or aversive behavior intervention:

1. The IEP or Section 504 plan must specify the conditions under which seclusion, isolation, restraint or aversive behavior intervention may be used.
2. The IEP or Section 504 plan must include steps to eliminate the need for the use of seclusion, isolation, restraint or aversive behavior intervention.
3. Any use of seclusion, isolation, restraint or aversive behavior intervention must be limited to what is set forth in the IEP or Section 504 plan.

Before adding the use of seclusion, isolation, restraint or aversive behavior intervention to an IEP or Section 504 plan, the student must have undergone appropriate assessments including, but not limited to, a formal functional behavior assessment, and the student must have a BIP in place.

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**Reporting And Investigating Child Abuse/Neglect / Board Policy: JHG**

The School District of University City and its employees will take action to protect students and other children from harm including, but not limited to, abuse and neglect, and will respond immediately when discovering evidence of harm to a child. Employees must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any district employee who, in good faith, reports alleged child abuse or neglect, including alleged misconduct by another district employee.

Employees failing to follow the directives of this policy or state or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution.

**Definitions**

Child Abuse – Any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody and control, except that discipline, including spanking administered in a reasonable manner, shall not be construed to be abuse.

Neglect – Failure to provide, by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical or any other care necessary for the child's well-being.

Public School District Liaison - The superintendent shall designate a specific person or persons to serve as the public school district liaison(s) and forward that information to the local division office of the Children's Division (CD) of the Department of Social Services. The liaison(s) shall develop protocols in conjunction with the chief investigator of the local division office to ensure information regarding the status of a child abuse or neglect investigation is shared with appropriate school personnel. The liaison(s) will also serve on multidisciplinary teams used in providing protective or preventive social services along with law enforcement, the juvenile officer, the juvenile court and other agencies, both public and private.

**Training**

The superintendent or designee shall implement annual training necessary to assist staff members in identifying possible instances of child abuse and neglect, including annual updates regarding any changes in the law. Such training shall:

1. Provide current and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.
2. Emphasize how to establish an atmosphere of trust so that students feel that their school has concerned adults with whom they feel comfortable discussing matters related to abuse.
3. Emphasize that all mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect. These reports must be made even if the person suspected of abusing the child is another mandated reporter, such as another school employee.
4. Emphasize that no supervisor or administrator may impede or inhibit any reporting under state law.
5. Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.
Reporting Child Abuse/Neglect

The Board of Education requires its staff members to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. Any school official or employee acting in his or her official capacity, hereafter referred to as the “primary contact,” who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, shall directly and immediately make a report to the CD, including any report of excessive absences that may indicate educational neglect. District employees who know or have reason to believe that another district employee has abused a student have an additional duty to notify their supervisor immediately. No internal investigation shall be initiated until such a report has been made, and even then the investigation may be limited if the report involves sexual misconduct by a school employee. Employees who make such reports to the CD must notify the school principal or designee that a report has been made. The principal or designee will notify the superintendent or designee and the district liaison(s) about the report.

The school principal or designee may notify law enforcement or the juvenile office when appropriate. If an employee has reason to believe that a victim of such abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state, then, in addition to notifying the Missouri CD pursuant to this policy, he or she may also make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state.

In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall immediately report the allegation to the CD as set forth in law. For the purposes of this policy, the term “sexual misconduct” is defined as engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct; illegal sexual harassment as defined in policy AC, as determined by the district; or child abuse involving sexual behavior, as determined by the CD.

The reporting requirements in this section are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. No employee making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report. Further, the superintendent and other district administrators shall ensure that any employee mandated by law to make a report shall have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for such time as is required to make any mandated report.

Investigating Child Abuse/Neglect: Except in situations involving sexual misconduct, when the CD receives a child abuse report alleging that an employee of the district has abused a student, the report shall be immediately referred to the superintendent (or the president of the School Board in situations concerning the superintendent), who will conduct an initial investigation. If the initial investigation determines that the report relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the report will be investigated as detailed below in accordance with law. All other reports of any nature will be immediately returned to the CD for investigation.

Harassment, Spanking or Protection of Persons or Property: If a report to the CD relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of other persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the superintendent or the assistant superintendent of human resources will notify law enforcement of the county in which the alleged incident occurred. The district will jointly investigate the matter with the law enforcement officer. The superintendent, Board president and their designees are authorized to contact and utilize the district’s attorneys to assist in the investigation.

Once the investigation is concluded, the law enforcement officer and the investigating district personnel will issue separate reports of their findings, no later than seven days after the district receives notice of the allegation from the CD. The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will consider the separate reports and will issue its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be made as required by state law and will be sent to the CD.

Sexual Misconduct Involving an Employee: The district takes all allegations of sexual misconduct seriously, regardless of the source. When an allegation is made, district employees will immediately take appropriate action to protect students and other children, which will include reporting to the CD in accordance with Board policy and notifying the superintendent. The superintendent or designee will contact law enforcement and begin an investigation.

In accordance with law, if a student reports alleged sexual misconduct on the part of a teacher or other employee of a school district to a district employee, the employee who receives the report shall notify the superintendent immediately and report the allegation to the CD. The CD will investigate all allegations of sexual misconduct involving district employees. The district may investigate the allegations for the purpose of making employment decisions.

Referral to the Office of Child Advocate for Children’s Protection and Services: If the CD determines that a report of child abuse or neglect is unsubstantiated, the district or a district employee may request that the report be referred to the Office of Child Advocate for Children's Protection and Services for additional review.

Information from the Children's Division: In accordance with law, as mandated reporters district employees reporting child abuse and neglect are entitled upon request to information on the general disposition of a report of child abuse or neglect and may receive findings and information concerning the case at the discretion of the CD. The CD will also notify the district when a student is under judicial custody or when a case is active regarding a student.

Any information received from the CD will be kept strictly confidential in accordance with law and will only be shared with district employees who need to know the information to appropriately supervise the student or for intervention and counseling purposes. All written information received by any public school district liaison or the district shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Information received from the CD will not be included in the student’s permanent record.

Immunity: In accordance with law, any person who in good faith reports child abuse or neglect; cooperates with the CD or any law enforcement agency, juvenile office, court, or child-protective service agency of this or any other state in reporting or investigating child abuse or neglect; or participates in any judicial proceeding resulting from the report will be immune from civil or criminal liability.

Any person who is not an employee of the district and who in good faith reports to a district employee a case of alleged child abuse by any district employee will be immune from civil or criminal liability for making such a report or for participating in any judicial proceedings resulting from the report.
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. 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 except to attend a meeting of a public governmental body. The superintendent may make exceptions for parents, guardians or custodians of students enrolled in the district if the person's presence is necessary to transport the student, may benefit the student educationally, or in situations where the parent, guardian or custodian will be supervised at all times. This paragraph does not apply if the person is otherwise prohibited or banned from district property by other sections of this policy.

Enforcement

If a visitor prohibited from district property or events under this policy is on district property, district staff will contact law enforcement and/or escort the person from district grounds and inform the person of the district policy prohibiting his or her presence.

The superintendent, principal or designee may file a report or sign a complaint with law enforcement on behalf of the district. The Board grants the superintendent or designee the authority to consult an attorney for guidance or to seek a court order banning the visitor from district property. A visitor denied access to district property may request to address the Board on the matter in accordance with Board policy.