



Julia Goldstein Early Childhood Education Center

FAMILY HANDBOOK

2016-17

Crystal Cauley
Principal

737 Kingsland • University City, Missouri 63130
(314) 721-2965



THE SCHOOL DISTRICT OF
UNIVERSITY CITY

Transform the Life of Every Student Every Day!

Table of Contents

Letter from the Principal	3	Social Skills Group	18
JGEC Overview	4	Appropriate Dress	18
School Mission	4	Messy Play	18
School History	4	Medical Information	18
PBIS	4	When a Child Should Stay at Home	
School Motto	4	for Health Reasons.....	19
District Mission	4	Back-up Plan for a Sick Child.....	19
JGEC Programs	5	Counseling and Social Work Services	20
Developmental Focus.....	5	Field Trips	20
Screenings.....	5	Classroom Parties/Snacks.....	20
Tuition Program.....	5	Visitors	20
Parents As Teachers.....	5	Volunteers/Guest Speakers/Art Residencies.....	21
Title I Pre-Kindergarten.....	5	Communication Tools.....	21
Early Childhood Special Education.....	5	School Involvement.....	21
Monsanto YMCA	5	Being a “Room Parent”	21
Parents As Teachers Overview	6	Building Involvement Opportunities	21
Personal Visits	6	Parental Involvement Activities	22
Parent Group Meetings.....	6	Gross Motor Play.....	22
Screenings.....	6	Multipurpose Room Rules	22
Resource Network.....	6	Adults should do the following:.....	23
District Overview (Values, Vision, Mission).....	7	Outdoor Playground Rules	23
Julia Goldstein Early Childhood Education Center		Adults should do the following:.....	23
Overview	7	Title I Status	24
Background Information	7	Title I Parent Involvement Plan	24
To Contact Staff	8	Commitment to the Plan	25
2016-17 Staff Assignments.....	8	Title I Home- School Compact	25
2016-17 District Calendar	9	What is PBIS?	26
Welcome!	11	Discipline Philosophy, Policy, Procedures, and PBIS.....	26
Daily Schedule	11	PBIS Matrix - School.....	26
Before and After Care	11	PBIS Matrix - Home	27
2016-17 School Building Calendar.....	11	Classroom vs Office Referral Procedures	27
Attendance / Tardies / Early Dismissal	11	Behavior Incident Reporting Form	28
School Meals.....	12	District Awards	29
Lunch Schedule.....	12	Board of Education	29
Multipurpose Room Time And Outdoor Time.....	12	Additional Information	29
Dismissal	12	State and Federal Regulations/Notices:	30
Release of Students.....	12	Confidentiality of Students (FERPA)	30
Early Dismissal	12	NCLB Complaint Procedures	31
Discipline.....	13	NCLB: Parents Right to Know	32
Cell Phone Usage.....	13	NCLB: Standard Complaint Resolution Procedure	32
Personal Belongings.....	13	Protection of Pupil Rights Amendment	32
Transportation	13	ADA Accommodations.....	32
Parking Guidelines	13	State Policy Regarding Reading Assessment, Reading	
Emergency Closing.....	13	Improvement Plans and Student Retention	33
Early Release Days	14	Need homeless assistance?	33
Curriculum	14	Homelessness or migrant worker status under the	
Essential Learning Objectives	14	McKinney-Vento Act.....	33
Literacy ELO.....	14	Notice of Non-Discrimination.....	33
Math ELO.....	15	Notice for students with disabilities	34
Science ELO.....	15	English Language Learners (ELL).....	34
The Studio	15	Missouri Revised Statutes:.....	34
A Laboratory for Reggio Emilia-Inspired Learning.....	15	Chapter 210 - Child Protection and Reformation -	
Sample Flexible Classroom Schedule.....	16	Section 210.003.1.....	34
Sample Flexible Daily Morning (AM) Schedule	16	Board of Education Policies:	34
Sample Flexible Daily Afternoon (PM) Schedule.....	17	Technology Usage / Board Policy: EHB.....	34
Assessment.....	17	Programs For Students With Disabilities / Board Policy:	
Conferences and Progress Reports	17	IGBA.....	36
Conferences	18	School Volunteers / Board Policy: IICC	37
Meetings and Information	18	Visitors To District Property/Events / Board Policy: KK 37	



THE SCHOOL DISTRICT OF
UNIVERSITY CITY

Transform the Life of Every Student Every Day!

Crystal Cauley

Principal

**Julia Goldstein Early Childhood
Education Center**

737 Kingsland Avenue

University City, Missouri 63130

(314) 721-2965 / Fax: (314) 721-2045

ccauley@ucityschools.org

Dear Families,

Welcome to the Julia Goldstein Early Childhood Education Center (JGECEC). The teachers, staff and I look forward to partnering with you as we lay the foundation for life-long learning for your child. We welcome you to visit us throughout the school year. Feel free to tour the building and visit our classrooms.

Please use this handbook as an informational guide to our programs, services and curriculum. In addition, there is important information related to safety and wellness.

It is our hope that this handbook provides resourceful information for your family. If you have questions about any of the information included in this book, please feel free to contact us here at (314) 721- 2965.

Thank you for choosing Julia Goldstein as your child's school. We look forward to an exciting partnership and preschool experience.

Sincerely,

Crystal Cauley
Principal

www.ucityschools.org • Like us on Facebook • Follow us on Twitter

JULIA GOLDSTEIN EARLY CHILDHOOD EDUCATION CENTER

737 Kingsland Avenue • University City, MO 63130 • 314-721-2965

Welcome to Julia Goldstein Early Childhood Education Center, providing services for children from birth up to Kindergarten along with their families through Title I and tuition-based options, as well as early childhood special education and Parents As Teachers. Julia Goldstein ECEC currently serves 120 students through the school programs and more than 550 children through PAT screenings and/or home visits and is accredited by the Missouri Accreditation of Programs for Children and Youth. It provides before and aftercare programs through Monsanto YMCA



SCHOOL MISSION

Julia Goldstein ECEC's mission is to partner with families of children prenatal to kindergarten as they gain knowledge through developmentally appropriate practices that encourage curiosity, creativity, and responsibility while providing a strong foundation for successful life-long learning.



HISTORY

Julia Goldstein ECEC officially opened on March 18, 1996. The 27,000 square-foot building includes 12 classrooms, a parent observation room, a multipurpose room, a fully-equipped kitchen and a developmentally-appropriate preschool playground.



ADDRESSING NEEDS OF ALL STUDENTS

Students have access to support services from the school nurse, guidance counselor and social worker. Academics are enhanced with hands-on learning activities for all students. Early Childhood Special Education offers instruction and lessons designed specifically for students with disabilities. Personalized support for English language learners is also provided.



POSITIVE BEHAVIOR INTERVENTION SUPPORTS

Students must learn to work within the structures of the school environment to improve achievement for all. Not all children come to school with the same understanding regarding appropriate school behavior. The structures, routines and processes of Positive Behavior Intervention Supports (PBIS) ensure that schools provide teaching of these expectations so students will experience social, emotional and academic success. All of our schools have been implementing PBIS since 2008 with pilot schools as early as 2006. Julia Goldstein ECEC earned the national Silver Award in 2011-15; and Bronze Award in 2010.



SCHOOL DISTRICT
OF UNIVERSITY CITY

Transform the life of every student every day!

Established in 1911

Rev. 071916

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.

Rev. 0071916

PARENTS AS TEACHERS

Julia Goldstein Early Childhood Education Center
737 Kingsland Avenue • University City, MO 63130
314-721-4120

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.

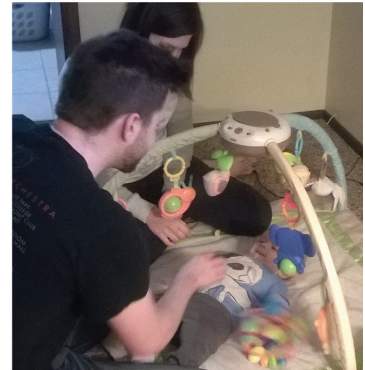
PAT IN UNIVERSITY CITY

- 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.*



SCHOOL DISTRICT
OF UNIVERSITY CITY

Transform the life of every student every day!
Established in 1911

Rev. 052115

District Overview (Values, Vision, Mission)

VALUE STATEMENTS

We value...

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

VISION STATEMENT

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

MISSION STATEMENT

We will...

Transform the life of every student every day.

Julia Goldstein Early Childhood Education Center Overview

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

Background Information

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

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	mschaeffer@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	cdavidson@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			mwild@ucityschools.org
Patricia Wilson	Nurse	Room #3	pwilson@ucityschools.org
Cynthia Ross	Counselor	Room #22	cross@ucityschools.org
Vanessa Ragsdale	Social Worker	Room #6	vragdale@ucityschools.org
Nicole McFarland	Parent Liaison		
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

2016-17 District Calendar

	Su	M	Tu	W	Th	F	Sa
July 2016						1	2
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							
Aug. 2016	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				
Sept. 2016					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		
Oct. 2016						1	End Q1
2	3	4	5	6	7	8	10/7/16
9	10	11	12	13	14	15	42 days
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
Nov. 2016			1	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				
Dec. 2016					1	2	3
4	5	6	7	8	9	10	End Q2
11	12	13	14	15	16	17	12/16/15
18	19	20	21	22	23	24	44 days
25	26	27	28	29	30	31	

	Su	M	Tu	W	Th	F	Sa
Jan. 2017	1	2	3	4	5	6	7
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					
Feb. 2017				1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28					
Mar. 2017				1	2	3	4 End Q3
5	6	7	8	9	10	11	3/10/17
12	13	14	15	16	17	18	47 days
19	20	21	22	23	24	25	
26	27	28	29	30	31		
Apr. 2017							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							
May 2017		1	2	3	4	5	6
7	8	9	10	11	12	13	End Q4
14	15	16	17	18	19	20	5/17/17
21	22	23	24	25	26	27	41 days
28	29	30	31				
June 2017					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

Legend:

- Schools and Offices Closed
- First/Last day for 227-day (11 month) employees
- New Teacher Orientation
- Opening Day Ceremony for Staff
- No School, Faculty Reports
- First/Last day of School or Return to School for Students
- Schools Closed and Offices Open
- Parent/Teacher Conference (No School)
- Early Release for students
- Exams (Early Release High School Only)

HIGHLIGHTS:

- 174 Student Attendance Days
- 188.5 Teacher Contract Days, with 3 Paid Holidays
- 3.5 Teacher Work Days – 8/4, 8/5, 8/8(.5), 5/18
- 2.5 Teacher Work Days – 8/4, 8/5, 8/8(.5), 5/18 as Make Up Day #2
- 7 Professional Development Days – 8/1, 8/2, 8/3, 9/16, 9/28(.5), 11/8, 2/1(.5), 3/1(.5), 4/12(.5)
- 3 Parent Teacher Conference Days – 10/20, 10/21(.5), 3/30, 3/31(.5)
- 2 Record Keeping Days – 10/7(.5), 12/16(.5), 3/10(.5), 5/17(.5)
- 6 Make-up Days – 174th Student Attendance Day (5/17), Final Teacher Work Day (5/18), 5/19, 5/23, 5/24, 5/25

2016-2017 SCHOOL HOURS

	Day Begins	Day Ends	Early Release
Early Childhood	8:30 AM	3:30 PM	1:15 PM
Elementary	8:45 AM	3:35 PM	1:20 PM
Brittany Woods	7:50 AM	2:50 PM	12:20 PM
High School	7:25 AM	2:20 PM	11:55 AM
Alternative School	7:35 AM	2:30 PM	10:35 AM
HS Exams Early Release			10:25 AM

EMERGENCY CLOSING MAKE-UP SCHEDULE

State law requires the District to designate six make-up days. These will only be used in the event school is canceled due to inclement weather.

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 ("School District") are hereby notified that the School 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 School District provides equal access to the Boy Scouts of America and other designated youth groups. Any person having inquiries concerning the School 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 8080 Ward Parkway, Suite 2057, Kansas City, Missouri 64114 or 816-284-4501. Adult and Employee Compliance Coordinator: Dr. Cathy Caroll, Linnco, assistant superintendent for Human Resources, Ronald E. McNair Administrative Building, School District of University City, 8250 Cosby Road, University City, MO 63138, 314-290-4002. Student Compliance Coordinator: Bernadette White, District consultant, Student Services, Ronald E. McNair Administrative Building, School District of University City, 8250 Cosby Road, University City, MO 63138, 314-290-4945.

BOE Approved 031314 Revised 080116

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)
UCHS 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.*

Welcome!

Please take time to carefully review the following policies and procedures. Many parents ask how they can help their children be more successful in school. Your support is vital and understanding these routines and procedures will help your child achieve academically and socially. If you have any questions about any of our procedures, please contact Ms. Cauley at 314-721-2965 for clarification.

Daily Schedule

YMCA Before care begins at 6:30 a.m.

Full Day Classes meet Monday – Friday 8:30 a.m. – 3:30 p.m.

Half Day Classes meet Monday – Thursday 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.

YMCA After care begins at 3:30 p.m. until 6:00 p.m.

Students may not enter 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.

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 10:00 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.

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 absences 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.

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 AM Class	11:00 – 11:30
Schaeffer/White/ Buschling/Williams Full Day Class	11:30 – 12:00
YMCA	11:30 – 12:00

Multipurpose Room Time And Outdoor Time

9:00 – 9:30	Buschling
9:30 – 10:00	Schaeffer Roeslein/Roseman
10:00 – 10:30	Gutschenritter Crawford
10:30 – 11:00	Woolley
11:00 - 12:00	LUNCH LUNCH
12:00 – 12:30	
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

Dismissal

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

Release of Students

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

Early Dismissal

A sign-out sheet for parents taking children home early or to appointments will be kept in the office, and all students must be signed-out by parents. You will be notified by intercom when a parent is picking up a student early.

Discipline

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

Cell Phone Usage

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

Personal Belongings

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

Transportation

For those students eligible for transportation, through their Individual Education Plan as part of the Early Childhood Special Education Program. Transportation concerns should first be directed to Transpar at 314-290-4046. If Transpar is unable to provide resolution, contact Chief Financial Officer Scott Hafertepe at 314-290-4008

Safe and respectful behavior on the bus is required of all children. The cooperation of parents is required to assure every child a safe ride to and from school. Bus expectations are outlined in the Discipline Guide. Bus routes and times will be mailed to the homes of eligible students.

Parking Guidelines

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

- The yellow painted curb should remain clear at all times. Curb parking is discouraged to avoid creating a pattern of illegal parking and most importantly to allow our school bus and emergency vehicles to get through.
- Only those who have a disabled sticker/tag may park in those spaces. By law, you must have a placard or plate to park in the handicapped spots. The striped lane in between the designated handicapped spots is not for parking.
- If 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!

Emergency Closing

In the event of emergency closing of schools due to inclement weather or other factors, families will be notified by a District automated call and/or email, District website, Facebook and Twitter postings. School closings are also announced on major television and radio stations. PLEASE DO NOT CALL THE SCHOOL since it ties up the phone lines and makes communication regarding emergencies difficult.

Unscheduled closings due to equipment failure or weather conditions may also occur. If school is dismissed early, make sure your child understands where to go in case a parent is not home.

If an emergency should arise at school, the parents will be notified. You must make sure that the school has a working phone number at all times.

Early Release Days

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

Curriculum

Our certified teaching staff and teacher assistants are trained in the Project Construct approach and are learning to implement the Reggio Emilia-Inspired approach. In addition, we assess students' individual strengths and needs at the beginning of the year. We monitor progress throughout. An important facet is discovery through experiences and play. 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
 - Uses scribbles, shapes, pictures and letters to write
 - Tells about intended meaning of drawings and writings

Math ELO

Patterns

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

Sorting

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

Number Sense

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

Exploring Data

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

Science ELO

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

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

The Studio

A Laboratory for Reggio Emilia-Inspired Learning

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

Reggio Emilia is a belief about children and their capabilities. Children have the potential, curiosity, and interest in 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

Monday AM

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

Monday PM

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

Tuesday AM

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

Tuesday PM

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

Wednesday AM

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

Wednesday PM

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

Thursday AM

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

Thursday PM

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

Sample Flexible Daily Morning (AM) Schedule

Time	Routine	Possible Learning Experiences
8:300 AM	Students Arrive Breakfast Choose table games Use the bathroom	Games, puzzles, Construction Learn and Practice Concepts
9:000 AM	Large Motor Activities	Outside/Multipurpose Room Climbing, Running, Ball Games, Ride Tricycles, Group Games
9:300 AM	Monday Tuesday	Music/Drama/Movement (Ms. Bell)
10:000 AM	Morning Meeting time:	Take Attendance Class Discussion,

10:300 AM	Choice Time: Learning Centers	ABC or Calendar Activity Pretend play Creating with materials Exploration/ Experimentation Cooking Experience Group Games
10:50 AM	Tuesday Friday	Studio (Ms. Dawn)
11:25 AM	Clean up Take Turns to Use the Bathroom	Independent Book time
11:40 AM	Lunch	
12:10 noon	Bathroom/ Nap	Independent book or puzzle time, Bathroom

Sample Flexible Daily Afternoon (PM) Schedule

<u>Time</u>	<u>Routine</u>	<u>Possible Learning Experiences</u>
1:35 PM	Snack	Student Choice Cooking Experience Taste tests/ Patterning Fresh Fruits or Vegetables
1:50 PM	Circle time	Musical Activities, Read a Story Learn a Concept
2:30 PM	Literacy Activities	Group Games Shared Reading/Shared Writing Journals Projects
2:50 PM	Clean up, Use Bathroom	Independent Book Time Gather Belongings
3:00 PM	Large motor activities	Outside/Multipurpose Room Climbing, Running, Ball Games, Ride Tricycles, Group Games
3:30 PM	Dismissal	
Monday- Music/Drama/Movement 9:30 – Ms. Bell		
Tuesday- Music/Drama/Movement 9:30 - Ms. Bell		
Wednesdays- Computer Lab 2:00 & 2:30		
Thursday- Social Skills Groups 1:30 & 2:00- Ms. Ross		
Thursdays- Ready Reader 2:30		

Assessment

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

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

Conferences and Progress Reports

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

Conferences

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

Progress reports are given four times a year, once at fall parent conferences in October and once at spring parent conferences in March. The other two reports will be sent home in January and again at the end of the school year in May. During the fall and spring conferences, parents have the opportunity to discuss their children's academic and social progress with classroom teachers and specialists. Parents can also request a conference at any time during the school year. The following scale is used to define student skill level:

D = Demonstrates an understanding of concept

E = Emerging in understanding concept moving towards demonstrating

B = Student is beginning to understand concept

ND = Student does not demonstrate any understanding

Meetings and Information

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

Social Skills Group

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

Appropriate Dress

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

Messy Play

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

With all of this being done, we ask that you please send your child to school in play clothes and play shoes to school each day! Also, please wear closed 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.

Medical Information

Julia Goldstein ECEC has a registered nurse on staff full time. The nurse makes sure that immunizations are current and tends to students' needs as necessary. In the event that your child becomes ill or injured during the school day, you will be notified accordingly. Please call the school (314-721-2965) 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. If your child has a long-term illness or condition that requires a medical action plan, please call or follow-up with the school nurse to discuss. It is important for us to have every child's emergency information on file so we may contact you quickly. You can contact our school nurse directly at 314-290-4362

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.childcarestl.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.

Counseling and Social Work Services

Julia Goldstein ECEC shares a counselor and social worker with other District schools. If you have a need or concern that requires either a counselor or social worker, please call the school office at 314-721-2965.

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, and 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.

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.

Visitors

Visitors are asked to check in at the office first to receive visitor identification. If you would like to meet with your child's teacher, please call in advance so your visit can be scheduled for a time when the teacher can meet with you. Students may not bring guests to school without prior approval from the classroom teacher and principal. If you wish to observe in classrooms, please call our main office to make an appointment for the observation.

Volunteers/Guest Speakers/Art Residencies

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

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, nurturing environment for students being tutored, mentored, coached or sponsored.

Communication Tools

- Wednesday Backpacks – flyers, newsletters, field trip forms, etc.
- Detailed information about the School District of University City is available in publications issued by the District and may be obtained from the school office or the McNair Administration Building. Such publications include PRIDE and the District Discipline Handbook.
- The main office of District administration may launch an automated phone call and/or email message to inform families of important events. Please make sure that all contact numbers are current.
- We are also on the web at www.ucityschools.org.
- Like UCity Schools on Facebook. Follow the District on Twitter. Subscribe to UTube.

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"

We recognize that you are invaluable as first teachers of your children. Therefore, we want your input and expertise in educating your child. The staff welcomes you and encourages you to partner with us in the following ways:

- 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

Building Involvement Opportunities

Families are encouraged to become involved in the following ways

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

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

Parental Involvement Activities

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

Suggested Activities:

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

We are looking forward to partnering with you!

Gross Motor Play

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

Multipurpose Room Rules

Children should do the following:

Slides: Climb up the ladder.
 Slide down feet first.
 Sit on your bottom.

Use hopping balls and Hula-Hoops on or around the mats.

Bikes: Ride bikes inside the blue lines.
 Follow the arrows.
 Park your bike when you are finished riding.

Caterpillar: Crawl through the tunnel.

House: 4 Children may be in the house.
 Use the door to go in and out of the house.

The Wheel: The wheel is to remain on the mats, lying down.
 Adults need to supervise children using the wheel for rolling.

Large Blocks: Build as high as your shoulder
 Walk on blocks that are flat on the ground.

The Box with Balls and Sponge Rings:
 3 Children in the box at a time
 Students need to take their shoes off
 Keep the rings and the balls in the box

Adults should do the following:

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.
4. Monitor Running.
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.
Slide down the slide, feet first.
Sit on your bottom.
Slide one at a time.

Tunnel: Crawl through the tunnel.

House: 3 children may be in the house.
Use the door to go in and out of the house.

Picnic Tables: Sit at the tables. Leave the tables under the canopy.

Pole: Hold tight with both hands.
Wrap your legs around the pole.
Ask for help if you need it.

Jump Ropes, Balls and Building Toys: Should stay on the blacktop area. Building toys should stay in one area

Wood Chips: Should stay in the wood chip area.

Sensory Table: Contents and toys should stay in the table.

Adults should do the following:

1. Adults should space themselves individually around the playground to watch the students so they are safe and making positive choices. As the students move to different areas move with them.
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.

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: _____

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 w/peers
- Lack of motivation
- Mild tantrums
- Off task
- Bad manners

Office Managed Behaviors

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

Julia Goldstein Early Childhood Education Center



Behavior Incident Reporting Form

Name: _____ Date: _____ Time: _____
 Staff Reporting: _____ Classroom Teacher: _____ IEP: Yes/No
 Description of Behavior: complete when reporting physical aggression or tantrum:

Purpose of Report: Data Collection Office Referral Both

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):

- | | | |
|---|---|---|
| <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Property Destruction | <input type="checkbox"/> Stereotypic Behavior |
| <input type="checkbox"/> Escape (leaves area) | <input type="checkbox"/> Refusal to Comply | (Repetitive) |
| <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Self-Injury | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Defiance/Disrespect | <input type="checkbox"/> Intimidation | <input type="checkbox"/> Tantrum |

LOCATION:

ACTIVITY

OTHERS INVOLVED

- | | | |
|--|---|--|
| <input type="checkbox"/> Classroom <input type="checkbox"/> Playground
<input type="checkbox"/> Hallway <input type="checkbox"/> MPR
<input type="checkbox"/> Bathroom <input type="checkbox"/> Sidewalk
<input type="checkbox"/> Stairwell <input type="checkbox"/> Other: | Example: Centers

_____ | <input type="checkbox"/> Peer <input type="checkbox"/> Principal
<input type="checkbox"/> Teacher /Aide <input type="checkbox"/> Case Manager
<input type="checkbox"/> Paraprofessional <input type="checkbox"/> Bus Driver/Aide
<input type="checkbox"/> Specialist <input type="checkbox"/> Other:
<input type="checkbox"/> Substitute |
|--|---|--|

TRIGGER FOR BEHAVIOR (A):

- | | | |
|--|--|--|
| <input type="checkbox"/> Adult Request/Direction | <input type="checkbox"/> Task Presented | <input type="checkbox"/> Unsure (unobserved) |
| <input type="checkbox"/> Change in Environment | <input type="checkbox"/> Transition | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Peer interaction | <input type="checkbox"/> Denied Access to Preferred Activity | |

ACTION TAKEN AT TIME OF REPORTED BEHAVIOR (C):

- | | | |
|---|--|--|
| <input type="checkbox"/> Communication Supports | <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Peer Ignored Behavior |
| <input type="checkbox"/> Access to Desired Object | <input type="checkbox"/> Adult Ignored Behavior | <input type="checkbox"/> Choice Given |
| <input type="checkbox"/> Adult Physical Attention | <input type="checkbox"/> Removal from Activity | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Termination of Request | <input type="checkbox"/> Peer Verbal Attention | <input type="checkbox"/> Caregiver Contacted |
| <input type="checkbox"/> Adult Eye Contact | <input type="checkbox"/> Re-teach Rules/Routines | (name): |

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 <http://bit.ly/UCNoms>.

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

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

Individuals are evaluated on the following areas:

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

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

- Commendable district/school accomplishments
- Above and beyond what is normally expected
- Special abilities that enhance student/school success

Nomination deadline is the third Friday in March.

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

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. For more details, read the web article “District adopts paperless meeting technology” at www.ucityschools.org/vnews/display.v/ART/52444408d26ef.

To communicate with school board representatives, contact the administrative assistant to the Board 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.

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. Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal of the school which the student attends. In the event a notification of refusal is not filed, the District assumes that neither a parent of a student or an eligible student objects to the release of the directory information designated.

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

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

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

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 programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the No Child Left Behind Act of 2001 (NCLB)².

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

General Information

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

Complaints filed with LEA

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

Complaints filed with the Department

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

Appeals

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

1. What is a complaint under NCLB?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

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

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

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

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

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

8. How are complaints related to equitable services to private school children handled differently?

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

9. How will appeals to the Department be investigated?

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

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

¹ Programs include Title I, A, B, C, D, Title II, Title III.A.2, Title IV.A, Title VI, Title VII.C

Revised 1/15

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.

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.

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).

Need homeless assistance?

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 the Department of 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 the Department of Student Services, at 314-290-4045.

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

Notice for students with disabilities

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

The Special School District in partnership with the School District of University City assure that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri's First Steps program.

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

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

English Language Learners (ELL)

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

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:

Technology Usage / Board Policy: EHB

(phones, computers, laptops, printers, copiers, cameras, etc.)

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

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

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

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

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

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

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

Authorized Users

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

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

User Privacy

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

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

Technology Administration

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

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

Content Filtering and Monitoring

The district will monitor the online activities of minors and operate a technology protection measure ("filtering/blocking technology") on the network and all district technology with Internet access, as required by law. The filtering/blocking technology will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography, as required by law. Filtering/Blocking technology 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.

Programs For Students With Disabilities / Board Policy: IGBA

(Districts Served by a Special School District)

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

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

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

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

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

Parents of a student previously enrolled in the district who choose to unilaterally place the student in a private school because of a dispute regarding FAPE will not be reimbursed for tuition costs except as required by law.

Mediation: The Board of Education authorizes the executive director of student services to legally bind the school district to a mediation agreement affecting any student enrolled in the district's ECSE program developed in accordance with the IDEA and Missouri law and further authorizes the executive director of student services to contact an attorney for legal advice prior to making any decisions regarding any student enrolled in the district's ECSE program. Mediations involving other district students receiving special education services and programs will be handled by SSD representatives.

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

Special School Children, Subject to Assignment

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

Early Childhood Special Education

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

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

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

School Volunteers / Board Policy: ICC

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

The superintendent or designee will create appropriate procedures for attracting, screening and training community and parent volunteers.

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

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

Visitors To District Property/Events / Board Policy: KK

District Property

Parents and patrons of the district are welcome to visit district schools and attend district events; however, all visitors during business hours, including Board members, shall sign or check in at the principal's office prior to proceeding elsewhere in the building and must wear identification tags while on district property. Groups of visitors wishing to visit district schools or facilities must notify the superintendent as far in advance as possible. The district discourages parents or others from using the school as a site for visiting students and may refuse the use of the school for that purpose.

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

The Board and administration will not tolerate any person whose presence disturbs classes or district activities or hinders the instructional process. Visitors to district property may not possess weapons, including concealed weapons, on district property, on district transportation or at any district function or activity sponsored or sanctioned by the district unless the visitor is an authorized law enforcement official or is otherwise authorized by Board policy.

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

Appropriate Behavior

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

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

Persons Prohibited on or Near District Property or Transportation

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

1. Any of the provisions in Chapter 566 of the Missouri Revised Statutes.
2. Incest, § 568.020, RSMo.
3. Endangering the welfare of a child in the first degree, § 568.045, RSMo.
4. Use of a child in a sexual performance, § 568.080, RSMo..

5. Promoting a sexual performance by a child, § 568.090, RSMo.
6. Sexual exploitation of a minor, § 573.023, RSMo.
7. Promoting child pornography in the first degree, § 573.025, RSMo.
8. Furnishing pornographic material to minors, § 573.040, RSMo.
9. Any offense committed in another state, a foreign country, or under tribal, federal or military jurisdiction that, if committed in this state, would be a violation listed above

Despite the prohibition in this section, the superintendent may grant permission for a parent, guardian or custodian of a student to be on district property for the limited purpose of attending meetings with district staff or other events. Permission will be granted sparingly, if ever, and only in situations where the parent, guardian or custodian will be supervised at all times. If the superintendent does not grant permission, the parent, guardian or custodian may seek permission from the Board. The superintendent will inform the principal and other relevant district staff of the scope of the permission granted.

Registered Sex Offenders

Sex offenders required to be listed on the Missouri Highway Patrol’s sex offender registry, or who have pled guilty, pled nolo contendere or been convicted of crimes for which the law currently requires offenders to be listed, regardless of when those crimes were committed, are not allowed on district property or at district activities held on district property except to attend meetings of a public governmental body. The superintendent may also make exceptions for parents, guardians or custodians of students enrolled in the district if the person’s presence is necessary to transport the student, may benefit the student educationally, or in situations where the parent, guardian, or custodian will be supervised at all times. This section may not apply to a student entitled by law to be on school grounds for educational services if the student’s presence is necessary to obtain those services. The exceptions cited in this section do not apply if the person is otherwise prohibited or banned from district property by other sections of this policy.

Disruptive Conduct

If a visitor’s conduct becomes disruptive, threatening or violent, the superintendent, principal or designee may require the visitor to leave. In extreme situations, the superintendent or designee may inform the visitor that he or she is not welcome back on district property or at district events indefinitely or for a specific period of time. During any period of prohibition, the visitor will not be allowed on district property 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.

