

Dr. Henry Givens Jr. Elementary School



CONNECT. DISCOVER. THRIVE.

701 North Rock Hill Road

St. Louis, MO 63119

Family Handbook

2022-2023 School Year

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Welcome to Dr. Henry Givens Jr. Elementary School

Dear Families of Dr. Henry Givens Jr. Elementary School,

The staff and I are so excited for you to join us for the 2022-2023 School Year! This will be an exciting year.

At Givens Elementary, we believe in the power of relationships. We strive to build them with our students, families, and community. We believe that each student that walks inside our school has the potential to learn and grow towards personal and academic goals. We also believe in our ability to partner with families, students, and each other to ensure every student reaches their greatest potential.

As a staff, we are committed to learning around three areas this year:

- While continuing to ensure a community where all belong, we will work to create and sustain systems and practices that ensure belonging and provide social and emotional learning experiences that engage all stakeholders in ensuring success and growth for all.

- Continue to grow as a Professional Learning Community and use the information we gather from students' progress, interests, successes, and challenges to meet ALL students' needs collaboratively.

- Using what we learned last year (through our ELA Resources and students' needs) to provide more personalized learning experiences that lead to growth for all students.

Thinking about our work for this year continues to connect with our theme from last year, with an addition- "**One Team, One Dream-Achieving Excellence TOGETHER!**" Yes, you are also an essential part of that team. Our best efforts and partnership with our families and community will ensure our steps lead us to success. We will grow through challenges and triumphs together! We are excited for the 2022-2023 school year! Please reach out if you have any questions.

On this journey together,
Ms. Malissa Beecham
Givens Principal

beechamjudge.malissa@wgmail.org



Webster Groves School District Board of Education

Mr. David Addison
Mrs. Christine Keller
Mrs. Tara Scheer
Ms. Kita Quinn-
Mr. Alex Kahn
Mrs. Jo Doll

Givens School Building Liaison
Kita Quinn

Administrative Offices
400 East Lockwood Avenue
Webster Groves, MO 63119
(314) 961-1233

Superintendent, Dr. John Simpson
Asst. Superintendent of Learning, Dr. Jason Adams
Asst. Superintendent of Human Resources, Dr. Sandy Wiley-Skinner
Asst. Superintendent/Chief Financial Officer, Mrs. [Pam Frazier](#)
Director of Diversity, Equity, and Inclusion, Dr. Shane Williamson
Director of Community Relations, Mr. Derek Duncan
Director of Student Services Dr. Tina Clark-Scott
Director of Operations, Mr. Jason Mueller
Director of Business Services, Emillie Vaughn
Director of Special Education, Dr. Shantay Wakefield
Special Education Area Coordinator, K-5 Dr. Stephanie Berry

Prohibition against Illegal Discrimination, Harassment and Retaliation (Notice of Non-discrimination)

The Webster Groves School District Board of Education is committed to maintaining a workplace and educational environment that is free from illegal discrimination, harassment and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the District strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law. The Webster Groves School District is an equal opportunity employer.

The board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:

a) Make complaints of illegal discrimination or harassment.

b) Report illegal discrimination or harassment.

c) Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or externally, concerning illegal discrimination or harassment.

2. Aiding, abetting, inciting, compelling or coercing illegal discrimination, harassment or retaliatory actions.

3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy and law.

As used in this policy, "discrimination, harassment or retaliation" has the same meaning as "illegal discrimination, harassment or retaliation" and is limited to acts prohibited by law. All employees, students and visitors must immediately report to the District for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the District, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law.

The board designates the following individuals to act as the District's compliance officers:

Assistant Superintendent of Human Resources, Director of Learning Support Services, and
Director of Diversity, Equity, and Inclusion
Webster Groves School District
400 E. Lockwood

Webster Groves, MO 63119

Phone: 314-961-1233 / Fax: 314-918-4023

The complete district policy is available on the district website www.webster.k12.mo.us.

Sexual Harassment under Title IX

The Webster Groves School District does not discriminate on the basis of sex in its education programs and activities, including employment and admissions, as required by Title IX of the Education Amendments of 1972 (Title IX). All forms of sex-based discrimination are prohibited in the District, but this policy focuses exclusively on sexual harassment as defined in Title IX that occurs within the education programs and activities of the District. However, the District will respond promptly to investigate and address any report or complaint of sexual harassment.

"Sexual harassment under Title IX" is conduct on the basis of sex within the scope of the District's education programs or activities (as defined in this policy) that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8) or "stalking" as defined in 34 U.S.C. 12291(a)(30).

If a student alleges sexual misconduct on the part of any district employee to any person employed by the District, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law and district policy. Any person may report sexual harassment regardless of whether the person is the alleged victim (complainant). However, Board members and employees must immediately report to the Title IX coordinator any incident or behavior that could constitute sexual harassment or retaliation in accordance with this policy. Reports may be made at any time, including during non business hours, by using the telephone number, email address or office address listed below. The Board authorizes the following individual(s) to serve as the Title IX coordinator(s) for the Webster Groves School District and coordinate and implement the District's efforts to comply with the requirements of Title IX. Assistant Superintendent of Human Resources

Webster Groves School District
400 E. Lockwood
Webster Groves, MO 63119
Phone: 314-961-1233 / Fax: 314-918-4023

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Our Purpose:
Inspiring students' lives and communities through learning.

Our Principles:

- We **ensure** academic excellence and continuous growth.
- We **promote** a safe, inclusive, and equitable environment.
- We **nurture** trusting and supportive relationships.
- We **hear** and **value** diverse voices and multiple perspectives.
- We **prioritize** personal well-being and the well-being of others.
- We **empower** lifelong learners to embrace challenges and explore creative solutions.

Our Profile of a WGSD Graduate:

WGSD students will develop the following knowledge, skills, and traits to flourish as global citizens.

<p>Self-Aware</p> <ul style="list-style-type: none"> • Believe in their capacity to learn and grow. • Understand and appreciate their uniqueness. • Prioritize care for their physical, social, and emotional well-being. • Identify and access the necessary support for their needs. • Demonstrate independence, confidence, and resilience. • Exemplify personal accountability and effective work habits. 	<p>A Critical and Creative Thinker</p> <ul style="list-style-type: none"> • Identify and critique sources for credibility when exploring questions and issues. • Demonstrate curiosity and adaptability when seeking unique solutions to problems. • Utilize new and existing resources to efficiently solve problems, complete tasks, and accomplish goals. • Demonstrate a growth mindset and embrace failure as an opportunity to grow.
<p>An Effective Communicator</p> <ul style="list-style-type: none"> • Listen to understand others with an open mind. • Interact with all people in an inclusive and respectful manner. • Articulate well thought-out and clear ideas. 	<p>Knowledgeable</p> <ul style="list-style-type: none"> • Demonstrate mastery of core content knowledge. • Apply knowledge to novel situations. • Make thoughtful and informed decisions.
<p>Engaged and Empathetic</p> <ul style="list-style-type: none"> • Seek to understand the varied experiences and realities of others. • Advocate for themselves and others using a lens of equity and inclusion. • Demonstrate integrity and ethical behavior. • Stand up for what they believe. • Show care and compassion for others. 	<p>A Collaborator</p> <ul style="list-style-type: none"> • Invest in shared goals, work, and responsibilities. • Value, respect, and leverage the diverse thoughts, strengths, and talents of others to achieve common goals. • Advocate for their ideas and demonstrate willingness to seek and respond to constructive feedback.



Mission (Why do we exist?):

Dr. Henry Givens Jr. Elementary is a collaborative community committed to ensuring equity and high levels of learning for all.

Vision (What must our school become to accomplish this purpose?):

Dr. Henry Givens Jr. Elementary is a welcoming community that empowers all children to connect, discover, and thrive as leaders equipped to make a positive impact on our world.

Collective Commitments (We will ensure our actions and words reflect these commitments)

Connect

- Establish positive relationships based on dignity and trust.
- Cultivate diversity as a resource.
- Value the contributions of all stakeholders.
- Provide experiences that empower students to connect to their world.
- Develop partnerships with our families and our community.

Discover:

- Use our strengths and a growth mindset to accomplish goals and persist through challenges.
- Seek new ideas, practices, and solutions that help us reach our goals.
- Learn more about our interests and develop our passions.
- Create opportunities for learners to explore the world around them with open hearts and minds.

Thrive:

- Ensure academic and social emotional growth, and physical wellness for all.
- Use data and reflection to guide our decisions.
- Set, monitor, and celebrate goals that challenge students and leads to academic excellence for all.
- Make sure our actions and choices positively impact our community as a whole.

General Information

Dr. Henry Givens Jr. Elementary School Staff 2022-2023 School Year

<p align="center"><u>Office Team</u> Malissa Beecham -Principal Jessica Gewinner-Nurse Julia Harrison- Counselor* Renee Peeples- Admin Assistant *Recommended to the Board</p>	<p align="center"><u>Instructional Support Team</u> Erica Wissler- Instructional Coach Anthony Crowell- Tech Specialist</p>	<p align="center"><u>K.D.G. Team</u> Jessica Johnson Kathryn Howard Danielle Taylor</p>
<p align="center"><u>First Grade Team</u> Candi Buckman Amy Jauer Samantha Floorke Emily Schraut</p>	<p align="center"><u>Second Grade Team</u> Ann Cook Angela Richard</p>	<p align="center"><u>Third Grade Team</u> Leah Gamble Hannah Zenk</p>
<p align="center"><u>Fourth Grade Team</u> Jasmyne Adams Catharine Golomski</p>	<p align="center"><u>Fifth Grade Team</u> Michael Melanson Daija Calmese</p>	<p align="center"><u>Specialist Team</u> Rebecca Brinker Kati Cook Coach Hawthorne Kendall Olsen</p>
<p align="center"><u>Interventionist Team</u> Laura Etzel-Math Nancy Kroes-Reading Vicki Williams-Reading</p>	<p align="center"><u>Special Education Team</u> Stephanie Berry-AC Kelly Mulherin Renee Liebetreu Jamie Mintner Jen Opari Krista Pappert Angie Savala (O.T.) Laurie Dahle (P.T.)</p>	<p align="center"><u>Teacher Assistant & Building Sub Team</u> Amanda Topping Holly Rosewind Darrel Dix Abigail Mannisi</p>
<p align="center"><u>Gifted</u> Christine Collins* Shayla Pott Tracy Smith*</p> <p>* <u>District Wide Gifted for All</u></p>	<p align="center"><u>Nutrition Team</u> Robin Mense Nelda Gerheuser</p>	<p align="center"><u>Custodial Team</u> LaTandra Bates Brandon Cole Johnny Lapsley</p>

School Information

Name: Dr. Henry Givens Jr. Elementary (formerly Webster Groves Computer School)

Mascot: Givens Gray Wolf (Galaxy)

Colors: Orange, Navy Blue, Gray

Namesake: Dr. Henry Givens Jr first served as a teacher at WGSD's Douglass Elementary and then opened up Douglass Demonstration School that offered innovative programs such as multi-age classrooms, foreign language instruction, team teaching, and independent study opportunities for students.

After serving in the WGSD, he served as the Assistant Commissioner for the Missouri Department of Education. Finally, he served as the president of Harris Stowe State University. He served in this role for 32 years. After retiring, he continued to offer consultation to the university.

Dr. Givens passed away on July 20, 2021 and his wife, Belma Givens, passed away shortly thereafter, on August 12, 2021. They leave behind their daughter (Stacey Woolfork) and son (Keith Givens). He is remembered for his innovative ideas and persistence in ensuring all students engage in education to succeed in school and life. He is also known for developing the leadership skills and strengths of the people on his team.



School Hours and Supervision

We believe valuable learning occurs when students can engage fully in school. When students are at school, they benefit from the interactions with teachers and other students to grow academically and socially. When they are not in attendance, they miss out on these opportunities, and we miss them.

Regular School Hours 7:50-2:50

7:30-Students eating breakfast may enter the cafeteria entry doors. **(Supervision for those students eating breakfast begins)**

7:35- Students may start lining up outside their entrance doors. **(Supervision for students traveling to their grade level entrances begin)**

7:40-Students may enter their grade level assigned doors and report to their classrooms.

7:50- All students should be in their classroom.

Students entering after 7:50 must enter the main entry door upstairs and retrieve a welcome slip.

2:50 (We will dismiss students in this order-Bus Riders, Walkers, Car Riders) All students should be outside by 2:50.

****Students should not arrive on campus before 7:30(breakfast) or 7:35. Families will be contacted if this occurs.**

Late Start School Hours

If you did not sign your child up for late start supervision please follow the arrival times below:

8:50 - Students may start lining up outside their entrance doors. **(Supervision for students traveling to their grade level entrances begin)**

8:55 Students may enter their grade level assigned doors and report to their classrooms.

9:05- All students should be in their classroom.

Students entering after 9:05 must enter the main entry door upstairs and retrieve a welcome slip.

***If you did sign your child up for supervision, please follow the regular arrival times and have students enter the door near the cafeteria.**

School Communication

Keeping our school community informed is important to us. We will utilize a weekly Newsletter (The Gray Wolf Gazette) to communicate news, updates, special events, and

celebrations to our families. Please use this opportunity to remain aware and informed. If you have a question, please reach out to our school office. You will contact Ms. Renee Peeples (Our Administrative Assistant). Peeples.renee@wgmail.org or call the office at 314-963-6460.

Classroom teachers will also utilize a weekly newsletter to communicate important information to you. They will share more about their communication plan in their welcome information.

In addition, it is also vital that we have the most up-to-date contact and emergency contact information for all students. It may become necessary for us to contact you in the case of an emergency. Please make sure we have your most up-to-date information (work and cell phone) for parents, guardians, and emergency contacts. Each child should have at least three emergency contacts listed. Please communicate any changes to our school admin assistant.

Arrival and Dismissal

*****Our Crossing Guard will be at the light on the corner by 7:35am (8:45 for Late Start Days) . Students who arrive here before that time may be crossing the street without adult supervision.**

Process

Please be careful as you enter our lot. Be on the lookout for pedestrians and drivers and follow the directions of the adults that are working to ensure students arrive safely at school. In addition, we will have a staff member at the crosswalk by the light, staff members on the sidewalk to greet students, and one to help direct traffic exiting the lot.

We will use two lanes for arrival and dismissal. When you enter the lot, use the lane closest to the building to drop off or pick up your child. Pull up to the first orange cone or the car in front of you. We will help you load and unload your vehicle. Once you are finished loading or unloading, you will use the left lane (the lane furthest from the building to exit the lot. Please be mindful of other cars using that lane to leave the lot. You will use the first exit to make a left onto Brownbert.

To keep the flow of traffic, if you need to exit your car for any reason, we ask that you park in one of the parking spots and make your way to the entrance.

During dismissal, we will call the names of your child (ren) using the Green Car Sign given to you. Please make sure this is displayed in your front passenger side window. If, throughout the year, you need another one, please let the office know.

We will load 5-6 cars at a time and move them out. So please be patient as we work through this new procedure during the first couple of weeks.

Walkers will use the lower exit door to exit the building and meet their caregiver or walking buddies near the Legacy Garden and Trees.

If we observe the need to change our procedures, we will communicate those changes to you.

**** Please refrain from walking your dog on school grounds during arrival and dismissal. This will help us make sure that students with allergies or fears are not impacted (and dogs too). This will also help us with the dismissal traffic on the sidewalks. Thank you for working with us to help keep students, and our furry friends, safe.**

Absence, Illness, and Early Dismissal Procedures

If it is necessary for your child to be absent, please contact (phone or email) our school secretary (Ms. Peeples) at 314-963-6460 **by 7:30 AM**. If a child is absent and we have not been informed by a phone call or a note home, you will receive a phone call verifying the absence from the school secretary or counselor (Ms. Harrison).

When leaving a message about an absence, please share the following information:

- your name
- your child's name
- teacher's name
- date
- reason for the absence.

If we have not been notified by 9 AM, we will call the parent, guardian, or emergency numbers.

If your child will be absent due to an event planned (dentist, doctor's appointment, etc.), please send a note to the school no later than the day before. An email to Ms. Peeples and your child's classroom teacher will meet the requirement.

If you need to pick your child up early, you come to the main office to check them out. We will record the time and the reason. All early dismissals need to occur before 2:20. You will also need to contact the office before 2:20 to communicate a change in the dismissal plan. Students will receive a note in their classroom by 2:30 sharing this change with their

teacher and them. We will only use communication from parents/guardians to change a students' dismissal plan (we will not use a verbal request by students).

****Please see the District Attendance Policy (J.E.D.) in the WGSD Policy section.**

Dr. Henry Givens Jr. School Calendar 2022 – 2023 School Year



701 N. Rock Hill Rd., Rock Hill, MO 63119		314-963-6460 (Telephone)	314-963-6471 (Fax)
Event	Date	Time Start	Time End
Jumpstart Conferences	August 15-18, 2022	5:30 PM	6:30 PM
Kindergarten Meet the Teacher	August 16, 2022	5:30 PM	6:30 PM
Popsicles on the Playground	August 16, 2022	6:00 PM	7:30PM
FIRST DAY OF SCHOOL	Monday, August 22, 2022		
Labor Day – School Not in Session	Monday, September 5, 2022		
Back to School Bash	Friday, September 9, 2022	5:30 PM	7:30 PM
PTO Meeting	September 12, 2022	6:30 PM	7:30 PM
Curriculum Night	Thursday, September 15, 2022	6:00 PM	7:00 PM
Early Dismissal	Friday, September 16, 2022	11:45 AM	
Fall Picture Day	Wednesday, September 21, 2022		
PTO Meeting	October 3, 2022	6:30 PM	7:30 PM
Early Dismissal	Friday, October 14, 2022	11:45 AM	
Trimester 1 Celebration/Day of Play	Friday, October 28, 2022	1:30 PM	2:30 PM
Student Records and PD Day School Not in Session	Tuesday, November 8, 2022		
Fall Picture Retake Day	November 2022?		
PTO Meeting	November 7, 2022	6:30 PM	7:30 PM
Parent-Teacher Conferences	November 15 th & 17 th , 2022	3:00 PM	7:00 PM
No School Day	Friday, November 18, 2022		
Thanksgiving Holiday-School Not in Session	November 23-25, 2022		
4 th and 5 th Grade Concert/Art Display	Thursday, December 1, 2022	6:00 PM	7:00 PM
PTO Meeting	December 5, 2022	6:30 PM	7:30 PM
WINTER RECESS SCHOOL NOT IN SESSION	December 22, 2022 – January 3, 2023		
PTO Meeting	January 9, 2023	6:30 PM	7:30 PM
MLK Day – School Not in Session	Monday, January 16, 2023		
PTO Meeting	February 6, 2023	6:30 PM	7:30 PM
Kindergarten Information Night	Wednesday, February 8, 2023	TBA	
Kindness Week	February 13 – 17, 2023	1:30 PM	2:30 PM
Tri. 2 Celebration/Day of Play	Thursday, February 16, 2023		
2 nd and 3 rd Grade Concert and Art Display	Thursday, March 9 th	6:00 PM	7:00 PM
Presidents' Day – School Not in Session	Monday, February 20, 2023		
Parent Teacher Conferences	February 28 th & March 2 nd	3:00 PM	7:00 PM
Spring Picture Day	Friday, March 10, 2023		
PTO Meeting	March 6, 2023	6:30 PM	7:30 PM
No School Day	Friday, March 17, 2023		
SPRING BREAK	March 20 – 24, 2023		

PTO Meeting	April 3, 2023	6:30 PM	7:30 PM
KDG and 1 st Grade Concert and Art Show	Thursday, April 27, 2023	6:00 PM	7:00 PM
Early Dismissal	Friday, May 5, 2023	11:45 AM	
Art Festival Showcase	Thursday, May 11, 2023	5:30 PM	7:00 PM
Field Day	Friday, May 19, 2023	8:00 AM	2:30 PM
Backup Day for Field Day	Monday, May 22, 2023	8:00 AM	2:30 PM
Tri 3 Parties/Day of Play	Wednesday, May 24, 2023	9:00 AM	10:30 AM
5 th Grade Celebration	Thursday, May 25, 2023	TBA	
Talent Show	Friday, May 26, 2023	10:30 AM	11:30 AM
LAST DAY OF SCHOOL EARLY DISMISSAL	Friday, May 26, 2023	11:45 AM	

In support of our District's work with Professional Learning Communities, the following dates will be District-Wide Late Start Days. For Elementary Schools, **our start time will be 9:05 am.**

September 12th and 26th

October 10th and 24th

November 14th and 28th

December 12th

January 9th and 23^d

February 13th and 27th

March 13th and 27th

April 10th and 24th

May 8th

****If you need to sign your child up for before school supervision on these dates, please contact Ms. Renee Peoples, our Admin Assistant, at peeples.renee@wgmail.org**

Visitors

For the safety and protection of all children, visitors are required to check-in at the school office. Visitors will need to utilize a state-issued I.D. to sign in and will receive a name tag. This name tag must be worn at all times while in the building. It communicates to staff and students that you are authorized to be within the school. We all work to ensure

the safety of our students, so if you are not wearing a nametag, a staff member will ask you to return to the office to get one.

Attire

Appropriate school dress and grooming are expected of all. Items of apparel that interfere with learning because they are uncomfortable or disruptive to the learning environment should be avoided. In addition, be sure your child dresses for the temperature variations that may occur at school. Tennis shoes are required for P.E. and highly encouraged each day as students will have recess daily and play outside when the weather permits. If concerns arise we will reach out to partner and determine ways we can support. If your family needs support with attire or hygiene, please don't hesitate to reach out.

Parties and Birthdays

This year, each classroom will have 3 classroom parties. These celebrations will be tied to the end of each trimester. Teachers and students will celebrate student growth and progress and work together to reflect and set goals for the upcoming trimester. This day will be filled with goal setting conversations and a Day of Play. At the end of the day there will be a class party. The class party will be collaboratively planned with parents and parent attendance will be encouraged if COVID Protocols allow visitors.

During these parties, food allergies will be taken into consideration. Please check with your child's teacher or Mrs. Gewinner (School Nurse) about possible food allergies. Following our District Wellness Policy, we are strongly encouraging healthy snacks and treats.

Due to varying reasons, **please do not send in birthday treats for student birthdays (food or trinkets). If a treat is delivered, it will be kept in the office, and the student may retrieve it at the end of the day.** Student birthdays will be celebrated school-wide with an announcement and a birthday treat from the office. Classroom teachers also work to make sure students feel special on their birthdays.

Lost and Found

We will have a centralized Lost and Found Area. Each year, this area contains many very similar items. We ask that you clearly label items that belong to your child. Items like jewelry, money, electronics, or glasses are kept with our administrative assistant. Items left in the Lost and Found will be given to a charitable organization in December and May.

Breakfast/Lunch Program

Children may choose to bring their lunches from home or purchase lunches from the school cafeteria. Students have a lunch account with a PIN that they will use to purchase lunch and breakfast from school if they choose. You may send money at any time during the week to the cashier in the Cafeteria (Mrs. Mense). The Federal Program that provided free lunch and breakfast for all students has been ended. Families may apply for free or reduced priced breakfast and lunch by completing the Free and Reduced Lunch Application (Link is below). You will mail the completed application to the address on the form or send it in to the front office.

Full Price: Breakfast (\$1.75) Lunch (\$2.80)

Reduced Price: Breakfast (\$.30) Lunch (\$.40)

Free and Reduced Price Instructions

<https://drive.google.com/file/d/1os76Dou9UxEyMZi7w6WXcPkSqYbq6SB/view?usp=sharing>

Application:

<https://drive.google.com/file/d/13Y8sa6p8t0suCxfwPg8oHREcxdCRiPZy/view?usp=sharing>

****If students would like to purchase milk, a snack, or juice from the Cafeteria, they will need to have money in their lunch accounts as well.**

When COVID is not a factor, we always invite parents to come and eat lunch with their child. You will follow the visitor sign-in procedure and make your way to the Cafeteria. Parents may purchase a lunch from the café or bring their lunch. As you decide what to bring, we encourage you to model our District to make healthy lunch choices. (We will communicate more about our visitor policy).

Toys and Electronics

Without prior consent from a teacher, toys are not to come to school with students. Electronic devices like cell phones, iPods, handheld games, etc., should also stay home. While students may wear smartwatches, the communication capabilities should not be used during school hours. If a child needs to travel to and from school with a cell phone, their phone should be off and in their backpack during school hours.

Bicycles and Scooters

If students follow the requirements below, they may use bikes and scooters to get to and from school:

1. Have parent permission (please state this on your dismissal plan)
 2. Wears a helmet
 3. Students should dismount their bike or scooter and walk it to the rack to lock it up when arriving on school property.
 4. When leaving school for the day, students should retrieve their bike or scooter, walk it to the edge of the property, and mount it to ride home.
 5. The student has a lock to secure it during the day.
- #3 and #4 ensure all students are safe as we work through arrival and dismissal traffic congestion.

Playground

We love our playground, and we know that our students and families do too. If children play on the playground before 7:50 and after 2:50, they must be supervised by their parent or guardian. Utilizing our playground without supervision may lead to safety issues. Please know that Adventure Club and other afterschool programs may choose to use the playground. When Adventure Club or other school-sponsored clubs use it, it may not be utilized for organized events outside of Givens.

P.T.O.

Our School P.T.O. is a volunteer organization that sponsors events, fundraisers, and enrichment opportunities for our students, faculty, and families. Your volunteer efforts make this all possible. All funds raised by P.T.O. are returned to the students and facilities through P.T.O.'s activities and projects. Supporting P.T.O. supports our entire Givens Community! We hope you join us.

Please see meeting dates and times on the calendar. In addition, our meetings will have a virtual and in-person option.

Meet our P.T.O. Board Members

President: Maria Lambing
Co-Vice Presidents: Sarah Paradoski and Diedre Townsend
Co-Secretaries: Alex Guffey and Madeline Harned
Co-Equity Officers: Kate Zwolak
Treasurer: Mitch Lorenz

Volunteers(We will be responsive to COVID protocols with this policy).

Volunteers are an integral part of Givens Elementary School. With your help, we can assist the teachers and assist with many projects and events. We welcome parent and community help and hope you will volunteer. Your child's teacher will be happy to have you be a part of field trips, classroom help, tutoring, etc. If you are going to volunteer, please fill out the District's online volunteer application. For the safety of all of us here, please sign in at the office and wear a visitor badge/sticker. Based on the nature of your volunteering, you may be asked to complete documentation that allows us to run a background check. Please work with us as we work to ensure the safety of our students and staff.

Duplicating and Distribution

The following guidelines will be followed to meet the duplicating and distribution needs of Givens students, staff, and parents and reduce the amount of paper and costs of copying.

- Copyright laws will be followed
- Alternatives to copying will be sought Posters will be used for advertisements
 - Morning announcements/reminders
 - Printing on the front and back of the paper
 - Student-made books, hand-outs, notes home are encouraged
 - Electronic mailings
- All school-wide items to be sent home or emailed must be pre-approved by the Principal
- All notes, flyers, advertisements, and all-school publications will go home or emailed by Friday - special circumstances will need the Principal's approval
- Materials distributed all-school need to be dropped off or emailed to the office the Tuesday before the distribution date. (We will continue to focus on going paperless in communications. We will use the Givens and WGSD websites, emails, and phone messages.

Adventure Club

Adventure Club is an option for families needing care for their child (ren) before the school day begins or after the school day ends. The morning program includes breakfast and organized activities. The after-school program provides a snack, organized activities, outdoor playtime, and a place to begin homework.

Morning Hours: 6:45-7:40 (Breakfast Provided)

Afternoon Hours: 2:50-5:45 (Snack Provided)

Site Manager: TBD

Contact for Questions:

Adventure Club Coordinator

Kelley Jones jones.kelley@wgmail.org

Curriculum and Services

Please review some of the information below about the learning and support opportunities at Givens. In addition, you will find a more comprehensive listing of all of our programs and curricular offerings on our district website (under curriculum).

You may find it here:

<https://www.webster.k12.mo.us/site/Default.aspx?PageType=1&SiteID=8&ChannelID=16&DirectoryType=6>

District Assessment Information: <https://mo02202299.schoolwires.net/Page/23626>

Partnering with Families:

Partnerships with parents help provide the most optimal opportunities for student success. Communication that is open, honest, and two-way works to support this. To aid in this process, we will have 3 Parent-Teacher Conference Opportunities throughout the year.

1. Jumpstart Conferences (August 15-18) allow parents and teachers to begin building that relationship and offer families the opportunity to share pertinent information about their child with their teacher.
2. Following Trimester (November 15th & 17th) - an opportunity to discuss student progress, adjustment to being in school, and work on solutions to ensure students are making progress.
3. February 28 and March 2: An opportunity to discuss student progress, adjustment to being in school, and work on solutions to ensure students are making progress. This is also a time where school staff and parents will discuss topics that pertain to planning for the following school year.

In addition to conferences, we encourage parents to share often with teachers. We strive to use the information we receive to create a positive learning environment for all children. To work together, you must communicate any concerns with your child's teacher first. While the conferences provide a natural opportunity for these types of conversations, you

may also reach out to your child's teacher outside of these conference times. If you need additional assistance, the Principal is available to help in any way possible.

Progress Reports

Progress reports are completed by teachers and shared with parents at the end of the three reporting periods. You may click here <https://www.webster.k12.mo.us/Page/15797> to learn more about the reports and how to access them. If you would like to request a paper copy, please reach out to your child's teacher or Ms. Renee Peeples.

Social and Emotional Learning at Givens

Counselor

Ms. Julie Harrison is our counselor. The Counseling Program is designed to promote social growth, emotional development, and academic growth for all students. Her work supports the social and emotional well-being and academic success in many ways.

- Facilitates whole class lessons that are directly linked to the needs of our school community.
- Facilitates small group lessons to provide extra learning and support for students that may need it.
- May provide short term individual counseling for students as well as referrals to outside resources for extended counseling needs.
- Facilitates our Social and Emotional Learning Action Team. This is a team of staff (and eventually parents) that follow the PLC Model to provide opportunities for students to gain and practice skills that help them grow socially, emotionally, and academically.

How Do We Support Students in making Positive Behavior Choices?

In addition to the universal practices that we have embedded throughout our day with students, we are also using a couple of school-wide responses.

They include:

Positive Office Referral

Students who are going above and beyond in helping create a community where we all Connect, Discover, and Thrive will be given a Positive Office Referral. The students hand-deliver these to the office and get celebrated by the office staff. I then write a personal

thank you note on the back of each one and deliver it back to them. Students are then encouraged to take them home and share them with their families.

We have given out several for a few of the following reasons:

- A student wrote and delivered an acrostic name poem for every student in our class. The poems were positive and uplifting.
- A student gets to class first and works to take down the chairs of each of her classmates.
- A student befriended a new school student and made sure the student had a friend to play and laugh with at recess.
- A student persevered through a hard assessment and worked hard for over 45 minutes.

These are all personal choices students at Givens are making to help us meet our goals of connecting, discovering, and thriving for all students.

**In addition to our whole school celebration, each classroom has a system where students' positive choices are celebrated (individually and as a group).

Calming Corner

Every learning space at Givens has a calming corner. This is a space that a student may choose to use if they are not in the Green, Ready to learn Zone. This space connects directly to the lessons our counselor implements and works to help students grow in the area of self-regulation. We will be working to help students identify the zone they are in as well as the emotion they may be feeling. Finally, we will help students identify strategies they may use to help them move to the green zone.

Think Seat

Every learning space has a thinking seat. A think seat is a place students will be asked to go to when they are making choices that are working against the goals of connecting, discovering, and thriving for themselves or others. Students will complete a sheet that will help them reflect on the choices. The questions they will answer (using pictures or words) are:

- What actions did I choose to do?
- How was I feeling when I made that choice?
- How can I make it better (restore the hurt my actions may have caused)?
- How do I feel now?

Students work through these questions alone and then review the answers with their teachers. After they complete the restorative action, and they are in the green zone, they return to their day.





Office Referral

When students have displayed continuous behaviors that are disruptive to their learning or the learning of others or behaviors that put their safety and the safety of others in danger, they may be referred to the office. When this occurs the principal will work with this student using various methods that aim to meet the needs of the individual student.

They may include but are not limited to:

- Conferences with the student (and parents)
- Restorative Actions and Meetings with all involved
- Loss of privileges or time with peers
- Behavior Plans
- Referrals to external resources and supports

We believe these strategies, and the consistent language and practices help students use the tools they are being taught in a way that leads to individual and collective success.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Harambee at Givens Elementary School

Once a month, our entire school community will become together in our auditorium to do Harambee. This is a practice that was first introduced to me as a child through the Children's Defense Fund Freedom Schools. It is a practice they use to begin their day each morning. Children and Site Interns come together to sing, dance, participate in empowering cheers and chants, and recognize others in their site that have helped make it a great place. It is true to its Swahili meaning, "Let's Pull Together."

As a school team, we have decided to implement Harambee at Givens. Once a month, we will gather in our auditorium to sing, dance, do some fun cheers and chants, and recognize classrooms and students who are accomplishing goals. We will also use this time to invite leaders in our school and district community to do a read-aloud connected to our goals of Connecting, Discovering, and Thriving.

We will be together for about 30 minutes and follow the agenda below.

1. Theme Song: Something Inside So Strong (remixed by Mrs. Brinker, our music teacher)
2. Read Aloud(with some improv acting)
3. Cheers and Chants
4. Recognition Time(Recognize class goals and students who have received positive office referrals)
5. Moment of Silence(Deep Breathing/Calming strategy led by our Counselor)
6. Announcements (Special Words shared)

We believe using this structure will help us build whole school connections and Team Spirit. We can't wait for the day when we can invite parents to participate in Harambee with us.

Pack Meetings at Givens

Our students and staff also participate in Pack Meetings. We have separated our students into Packs or Family Groups and they will meet once a month. Each Pack Group has 2 adult pack leaders (staff here at Givens) and these packs will stay together for the entire time at Givens. During this time, students will have learning opportunities and activities around the topics below:

- Learning about the Individuals in our Pack
- Thinking about the unique similarities and differences that make up our Pack
- Learning more about the ways we can work together to make a difference in our school, community, and world.
- Learning about the impact we can make as an individual and as a group
- Planning and implementing a service-learning project
- Reflecting on and celebrating our work (the process and the final product)

Enrichment for All

Enrichment for All is a new program available to all WGSD elementary students. This program will explore computer science and STEM through regular lessons in the classroom. Last year, this was offered through optional Canvas Lessons that were pre-recorded. This year, they will get them in the classroom.

To learn more about Academic Gifted and Gifted Fine Arts Programs, visit this site:

<https://www.webster.k12.mo.us/domain/316>

Special Education

Givens Area Coordinator: Dr. Stephanie Berry

seberyy@ssdmo.org

S.S.D. Staff Members are a part of the Team at Givens. Children with disabilities may qualify for services from the S.S.D. Staff. Referrals for evaluations are made after careful review and assessment about a child's behavior and academic progress, and learning concerns. Our Building level team (teacher, child's guardians, and interventionists) work together to determine whether a referral to S.S.D. is appropriate.

You can learn more about our partnership with S.S.D. here:

<https://www.webster.k12.mo.us/Page/8394>

News from Our Nurse

Nurse: Jessica Gewinner

Phone: 314-918-4269

Email: Gewinner.Jessica@wgmail.org

Immunizations:

The State Department of Health and Education requires parents or guardians to present evidence of the following minimum immunizations for all school-age children on or before the first day of school.

-**Diphtheria** - 4 injections of D.P.T., D.T., or T.D. Last does to be given **after four years of age**, and Boosters every ten years.

-**Polio** - 3 doses of OPV. **The last dose is to be given after four years of age.** If a combination of IPV/OPV is received, four doses are required.

-**M.M.R. (Measles, Mumps, Rubella)** - 2 doses

-**Hepatitis B Series of 3** - Students that are entering Kindergarten - 5th grade and those entering 7th grade.

-**Varicella (chickenpox)** - 2 doses - If a child had varicella, a doctor's statement is needed with the date of the disease.

Satisfactory evidence of immunization

Please provide the school nurse with written proof of dates (day, month, and year) when immunizations were given.

Children must comply with Missouri law concerning proper immunizations on or before the first day of school. They may not attend school until the evidence of immunization is provided

Prescription Drugs and Medication:

Administering medication to children

The policy of the Webster Groves School District discourages the giving of medicine to children during school hours. It restricts such medicines to those that cannot be given on an alternative dose schedule. Only the school nurse, the Principal, or their designee will administer medication to children.

Parents must provide written authorization before any medication is administered to children. Permission forms are available from the school nurse.

Prescription drugs

The medicine shall be in the original container with a label affixed by a pharmacy or physician, indicating the name of the child, the dosage, the schedule of administration, the type of medication, and the physician's name.

It is not recommended for elementary students to carry their inhalers.

Cough drops are not considered a medication and may be kept in the classroom with the student. Teachers can decide if they want students to keep the cough drops in their desks or if they prefer to keep them and give them out as necessary. Please contact your school nurse if you have any questions or concerns regarding this matter.

All medications must be brought to the clinic and kept in the cabinet in the nurse's office.

Records will be kept concerning the administration of all medication.

Givens personnel retain the right to reject requests for administering any medication.

Food Allergies:

We know that the prevalence of food allergies has risen tremendously over the last several years. As we work to ensure the safety of all students, please make sure to communicate any allergies to the school nurse AND your child's teacher.

At school, we will:

Educate children and staff as appropriate

Avoid or limit food in lessons

Not using food as an incentive or reward

Encourage healthy snacks

Utilize signage to inform/remind about existing food allergies

Provide allergy-free lunch experiences for students

Educate our staff on responding appropriately if an allergic reaction occurs

Please click on the link to learn more about the specific wellness procedures we follow. Topics include our policies and practices around various illnesses and communicable diseases, as well as information about when to keep your child home or when your child might get sent home from school.

Health Policies

(<https://www.webster.k12.mo.us/Page/22984>)

Webster Groves School District Policies

Attendance Policy J.E.D.

As Directed by the Webster Groves School District Board, the following procedures will be used to implement the District's attendance policy (J.E.D.)

Definitions:

Attendance - A student is considered to be in attendance if the student is physically present in a class; participating in a district-sponsored or district-approved activity; participating in a class through alternative methods or media as allowed by Board policy; receiving homebound services; or receiving services at another location pursuant to law or by arrangement of the District.

Parent - A parent, guardian or person acting as a parent in the absence of the parent or guardian if the student is under 18. If the student is 18 or otherwise emancipated, the student will serve as the parent for purposes of this procedure.

Tardy - A student is tardy if the student arrives after the expected time. Tardiness will be counted as an absence in situations where the student arrives too late to have meaningful participation in the class, lesson or activity.

Truancy - A student is truant if the student is absent from school without the knowledge and consent of the parents and the administration. A student is also considered truant if the student leaves school without the consent of the building principal or accumulates excessive unjustifiable absences, even with parental consent. Truancy is a type of unexcused absence.

The following absences will be excused:

1. Illness or injury of the student, with a phone call/written excuse from the parent. If your child is absent for more than 3 days, then a note from a medical provider will be required.
2. Medical Appointments with written appointment confirmation by a medical provider.
3. Funeral, with written/phone excuse from caregiver The building principal may require a program or other evidence of the services as well.
4. Religious Observance with written or phone excuse from caregiver.
5. Other appointments that cannot be scheduled outside of attendance hours, such as court appearances, with written excuse from the caregiver.
6. Out of School Suspension

****All other absences and any absence in which appropriate documentation is not provided, are unexcused (e.g. Family vacation, out of town guests, etc)**

Consequences for Violations

Attendance is crucial to the academic and social and emotional development of students. In addition attendance habits are formed in early grades, and many later attendance issues can be averted with intensive family and student interventions in early grades. For this reason building principals, with the assistance of other building staff, will closely

monitor student attendance and implement intervention strategies and other actions as follows:

1. Any time a student is absent and the parents have not contacted the school, the building principal or designee will call the home.
2. When a student has accumulated 3 unexcused absences the building principal will send a letter and the classroom teacher will reach out to the family by phone to emphasize the importance of being at school to benefit from all educational time.
3. When a student has accumulated 5 unexcused absences, the Principal will set up a conference with the family to communicate district expectations, provide information about compulsory attendance laws and educational neglect, to problem solve around an attendance plan with the family that includes intervention strategies to improve the students attendance.
4. When a student has accumulated eight (8) unexcused absences, the Principal and/or a staff member from the District will arrange an in-home visit to discuss the student's attendance plan and make any necessary modifications to the student's attendance plan. The Principal and/or staff member will again provide information about compulsory attendance laws and educational neglect and that at ten (10) unexcused absences the District will contact the Children's Division (CD) of the Department of Social Services or a referral to Family Court.
5. When a student has accumulated ten (10) unexcused absences, the District will determine whether there is reason to suspect educational neglect or whether the parent is violating the compulsory attendance laws. If so, the District will contact the Children's Division (CD) of the Department of Social Services or a referral to Family Court.
6. When a student has accumulated ten (10) absences with a combination of excused and/or unexcused a letter will be sent home to clarify the school's expectations regarding attendance and elicit suggestions from the parent on how to improve the student's attendance, including identifying reasons why the student is not attending school regularly.
7. When a student has accumulated fifteen (15) absences with a combination of excused and/or unexcused absences the Principal will schedule a conference with the parents. The District will determine whether there is reason to suspect educational neglect or whether the parent is violating the compulsory attendance laws. If so, the District will contact the Children's

Division (CD) of the Department of Social Services or a referral to Family Court will be made.

Students are expected to make up assignments from missed classes within the time period established by their teachers. Students who do not complete missed assignments in the required time may be required to attend academic support sessions outside of the regular school day.

Any conference may be waived by the building principal if the absences were caused by a specific event or long-term illness. In cases where the District is aware that a student must be absent for an extended amount of time, the District will arrange for the student to receive instruction by other appropriate means.

Tardy:

When students arrive at school after 7:50, they are considered tardy. We will make sure the student knows we are happy they have joined us, and work with the family through the following steps:

1. When a student is tardy to school five (5) times, the teacher or the school counselor will send a letter home stating the expectation for all students to be on time for school so that educational time is not missed.
2. When a student is tardy to school eight (8) times, a conference with the parents will be arranged. The Principal and/or staff member will again provide information about compulsory attendance laws and educational neglect and that at ten (10) tardies to school the District will contact the Children's Division (CD) of the Department of Social Services or make a referral to Family Court.
3. When a student is tardy to school ten (10) times, the District will determine whether this reason to suspect educational neglect. A conference will be set up with the principal, counselor, and social worker. If educational neglect is the reason, the District will contact Children's Division (CD) of the Department of Social Services. If the District determines that there may be residency issues proof of residency could be requested.

Notice and Due Process

A summary of the Board-adopted attendance policy and related procedures will be published in student and other handbooks and posted on the District's website. In addition, students and their parents will be notified prior to the imposition of any consequence, and given the opportunity to appeal the imposition of the consequence to the

superintendent. On appeal, the student and his or her parents may present evidence that the student has missed fewer days than the District's records show or that an absence recorded as unexcused should have been recorded as excused. An appeal will not be taken based on whether the reason for the absence justifies an exception to this rule.

Intervention and Engagement Strategies

The District will utilize the following intervention and engagement strategies as part of the District's overall approach to improve student attendance and achievement.

Superintendent or designee will:

1. Conduct community-wide public relations efforts that stress the importance of school attendance.
2. Collaborate with community groups and other organizations that engage youth in activities to create a consistent message about the importance of education.

Building-level administrators and staff will:

1. Review attendance daily by percentage and fraction and notify staff of attendance levels if a problem arises. Individual student attendance information will not be publicly posted.
2. Assign truant students to academic support, detention or in-school suspension rather than out-of-school suspension.
3. Assign students who are frequently absent to a staff mentor or participation in a group advisory program.
4. Assign students to tutoring outside of the regular academic day.
5. Provide access to behavioral counseling, including information about community resources.

Evaluation

Building principals, with the assistance of building staff, will conduct annual evaluations of all strategies used to improve student attendance. The evaluations will include:

1. A summary of which strategies are being implemented.
2. The number of participants that required assistance.
3. Records of targeted interventions for particular students.
4. Changes in overall attendance rates.
5. Changes in attendance rates and academic achievement of students participating in the various strategies.
6. Changes in attendance rates and academic achievement of individual students receiving targeted intervention.

7. Any other data that can be used to assess the effectiveness of strategies and interventions. Strategies found to be ineffective will be modified or replaced. The building principal will provide evaluation information to the superintendent.

School District Discipline Policies

This year, we have posted all Board this year, we have posted all Board of Education discipline policies online, rather than printing them out for everyone at the beginning of the year. They can be found under the Need to Know, Parents tab on the district home page and in the drop-down about menu on the school home pages. The online policies offer the ability to search and importantly will reflect any revisions made over the course of the year.

Anti-Racism, Anti-Bias School District Policy

As part of the school district's commitment to creating a more equitable environment and educational experience for all, the Board of Education has approved an anti-racism, anti-bias policy.

The Webster Groves School District condemns all forms of racism and bias as destructive to the District's mission, vision, values and goals.

The policy states that the District will:

- Establish and sustain a school district community that shares the collective responsibility and is held accountable to address, eliminate and prevent actions, decisions and outcomes that result from and perpetuate racism and bias.
- Cultivate the unique gifts, talents and interests of every student.
- Eliminate inequitable practices to end the predictive value of social or cultural factors, such as race, socioeconomic status or gender, on student success.
- Respect and validate diversity.
- Acknowledge that racism and biases are often compounded by other forms of discrimination.

You can read the complete policy at the link

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=448&revid=uG3plusb4plusMqmRGXAplusQXUbSCw==&ptid=amIqTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0>

Equity Resolution:

In 2001, the Webster Groves School District created a resolution which acknowledged historic discrepancies in learning and performance among groups of children in its schools and resolved to eliminate those discrepancies by working together with others. While progress has been made, disparities still exist. The following proclamation is written to declare the District's commitment to creating a safe, nurturing, and supportive culture and environment where everyone feels valued

for who he or she is and where discrepancies in learning and performance among groups are no longer found.

WHEREAS, the Webster Groves School District's commitment to equity and justice will be consistently expressed in words and actions.

WHEREAS, we recognize the importance of understanding the aspects of our district community's history which were especially unjust and inequitable for people of color, and the effect they still have on all children and families today.

WHEREAS, we believe in the dignity and worth of every person regardless of his or her race, color, religion, sex, national origin, ancestry, ability, age, sexual orientation, gender identity and expression, socioeconomic status, or any other individual characteristic.

WHEREAS, the mission of the District is to ensure "academic and personal success" for every child.

WHEREAS, the core values of the District include diversity, individuality, community, and courage.

WHEREAS, we believe in fostering equity, justice, acceptance, dignity and equal rights for all children and adults.

WHEREAS, we strive to remove social, cultural and educational barriers that members of our district community may experience through learning, advocacy, and community partnerships.

WHEREAS, we believe we must directly confront issues of bias and social injustice in order to eliminate the inequitable practices and unsafe environments these issues create for everyone.

THEREFORE, BE IT RESOLVED, the Webster Groves School District Board of Education on this date May 31, 2017, affirms its commitment to lead efforts to advance a culture of equity and justice leading to better lives for all, including but not limited to the elimination of disparities which exist across groups of children in this school district.

