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The Learning Center

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**PARENT & STUDENT  
HANDBOOK**



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2023-2024

Maryville R-II School District  
The Learning Center  
Parent and Student Handbook  
2023-2024



1429 SOUTH MUNN AVENUE  
Maryville, MO  
64468  
[www.maryville.k12.mo.us](http://www.maryville.k12.mo.us)

## The Learning Center Telephone Numbers

<i>Contact Information</i>	<i>Phone Number</i>
<b>Main Office:</b>	<b>660-562-2036</b>

## The Learning Center Support/Resource Telephone Numbers

<i>Contact Information</i>	<i>Phone Number</i>
<b>Bryan O'Neal</b> <i>oneal@maryviller2.com</i>	<b>660-562-2036</b>
<b>Tara Wilmes</b> <i>wilmest@maryviller2.com</i>	<b>660-562-2036</b>
<b>Trevor McKie</b> <i>mckie@maryviller2.com</i>	<b>660-562-2036</b>
<b>Ann Volner</b> <i>volner@maryviller2.com</i>	<b>660-562-2036</b>
<b>Maverick McFarland</b> <i>mcfarlandm@maryviller2.com</i>	<b>660-562-2036</b>
<b>Jarnik Bus Barn</b>	<b>660-562-3663</b>
<b>Maryville Early Childhood Center</b>	<b>660-562-3915</b>
<b>Eugene Field Elementary</b>	<b>660-671-1577</b>
<b>Maryville Middle School</b>	<b>660-671-1316</b>
<b>Maryville High School</b>	<b>660-562-4145</b>
<b>Maryville R-II Central Office</b>	<b>660-562-3255</b>

## WELCOME

The Learning Center (TLC) staff would like to welcome you to the 2023-2024 school year. We are especially pleased to extend a welcome to our newest students and families. School questions about policies or procedures will arise; we hope this Handbook will help answer most of your questions.

The Maryville School District handbooks for each building serve as guidance for overall school policies and procedures. These building-level handbooks are available on the Maryville R-II website: [www.maryville.k12.mo.us](http://www.maryville.k12.mo.us). The TLC handbook is designed to give you an overview of the routines and policies which govern our program. This Handbook should also help you become aware of your responsibilities and privileges as a student or parent of TLC. Please take a moment to review this information and let it serve as a helpful resource for you and your family. Please note that the items in this Handbook are not all-inclusive, as each teacher may have rules and procedures specific to their classroom. Don't hesitate to contact the staff at TLC if you should have any questions.

We hope our program creates an environment that allows students to meet their maximum potential. Respect for all people and personal responsibility are necessary for our school. Staff will do all we can, with your cooperation, to help ensure your success. As parents of TLC students, we ask that you sign this Handbook with your student as a show of understanding of the TLC programming and procedures and what we will request from your student and you as the parent/guardian.

## Letter from the Director

Greetings Spoofhound Families,

I am Bryan O'Neal, the Director of The Learning Center, and I am delighted to welcome both new and returning families to an exciting academic year. We are thrilled to have students back in our classrooms and our team is eager to witness their enthusiasm for learning, laughter, and energy.

To keep you informed of all that's happening at The Learning Center, please ensure that you have an updated email address and cell phone number to receive information through our messaging system. Additionally, please create or update your Parent Schoology account.

It is an honor to serve as the Director of The Learning Center. Being part of a community where teachers, parents, and students care for each other and strive to build meaningful relationships that support academic and social-emotional growth is fantastic.

If you have any questions, comments, or concerns, please do not hesitate to contact me at 660-562-2036 or [oneal@maryviller2.com](mailto:oneal@maryviller2.com). I am looking forward to working with you and helping each student achieve their personal goals.

Let's make it a fantastic year, Spoofhounds!

Sincerely,

Bryan O'Neal  
Director



## MISSION STATEMENT

The Learning Center is a model program respecting students' individual needs and recognizes that all students can succeed. Therefore, we seek to foster a caring and creative environment while emphasizing each person's social, emotional, physical, and intellectual development.

## VISION

The Learning Center: Developing learners and leaders who positively contribute to their communities by advancing learning, leadership, character, and collaboration.

The Learning Center students will demonstrate: **TRUE**

**T = *Trust***

**R = *Responsibility***

**U = *Unity***

**E = *Empowerment***

### **Trust**

- \_ Excellent citizenship and sportsmanship are emphasized and expected
- \_ Have the courage to do the right thing
- \_ Be honest and operate with academic integrity

### **Responsibility**

- \_ Be on time for school
- \_ Dress appropriately by following the dress code detailed in district policy
- \_ Be accountable for your words and actions
- \_ Deal peacefully with anger, insults, and disagreement
- \_ Accept responsibility for your actions- don't blame others

### **Unity**

- \_ Forgive others
- \_ Be kind
- \_ Operate on a principle of friendliness with everyone at TLC

### **Empowerment**

- \_ Use technology appropriately
- \_ Good citizens of a respectful school community make safe and healthy choices by avoiding the use of tobacco, alcohol, and drugs

## **PROGRAM GOALS**

- Upon tracking discipline data for the first quarter of the 2023-2024 school year, the number of discipline incidents will be reduced by 10% per year.
- The attendance rate of students served by the intervention program will average 96% or higher.
- Upon tracking the use of the Time Out Room for the first quarter of the 2023-2024 school year, the number of uses for de-escalation will be reduced by 5% per year per student.
- Students will meet their academic plans (class grades or other academic achievements identified in their educational plan).

## **PROGRAM SERVICES**

- Academic Instruction
- Brief Individual and Group Counseling
- Drug Abuse Prevention
- Family Support and Training Opportunities
- Life Skills Instruction
- Positive Behavioral Support
- Project Based / Service Learning Curriculum
- Pyramid of Interventions Support
- School-Based Mental Health
- School-Based Intervention Team
- Skill Based Curriculum
- Social Thinking/Zones of Regulation Curriculum
- Transition Support

# Maryville R-II District Calendar

First Reading 1/18/23	Draft E	Adopted 3/15/23																																																																																																																
Second Reading 2/22/23																																																																																																																		
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4/1 Easter Break	5/19 - Commencement	6/25 - Last day of Summer School																																																																																																																
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	5/30 - 1st Day of Summer School																																																																																																																	
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## ACCOUNTABILITY

### **Staff Responsibilities:**

TLC staff will be role models of acceptable behavior and treat students respectfully while motivating them for future success.

### **Student Responsibilities:**

With staff support, all TLC students will seek to learn socially appropriate behaviors while showing positive academic growth.

### **Parent Responsibilities:**

Parents and guardians are urged to take an active part in the education of students at TLC. Parents can help students succeed in daily work by encouraging them to attend school regularly, be on time and make a serious effort to strive toward their academic and behavioral goals. In addition, parents and guardians are invited to conference with TLC staff at any time concerning student progress.

## ADMISSION TO ALTERNATIVE SCHOOL PLACEMENT

The Learning Center is designed to support student learning to be successful in the classroom setting by providing interventions to give students the tools they need.

The Learning Center classrooms, located on the high school campus, is intended to support students who have exhausted all building supports, including a Behavioral Interventionist. The following criteria is required or must be addressed in order for a referral to be made to The Learning Center.

1. Tier 2 social/emotional tiers of interventions have been exhausted, which may include
  - a. Screening/survey conducted on students showing social/emotional concerns
  - b. Student Intervention Referral Form Team Meeting format
  - c. Small Groups Friendship/Behavior/Anxiety
  - d. District Grant Services Art Therapy, Music Therapy, Case Managers, Therapy
  - e. Success plans or daily point sheets
  - f. Social Worker connections/referrals
    - After utilizing school-based resources FIRST
    - Family issues vs. school issues
    - Attendance
    - Homeless
2. The student has an Individualized Education Plan and/or an unsuccessful BIP that was followed with fidelity.
3. Behaviors exhibited are not due to an Intellectual Disability.
4. The student may have an Emotional Disturbance documented on IEP **OR** documented medical diagnosis of a mental or emotional disorder in the IEP

evaluation.

5. 4 to 6 weeks of documented data where the student exhibits unsafe or significant behavior on a **DAILY** basis.
  - a. Unsafe or significant behavior is defined as:
    - i. Elopement - leaving the designated area/classroom without permission.
    - ii. Physical aggression toward others (hitting, kicking, biting, any action that hurts others)
    - iii. Self-Injurious Behavior (SIB, injury to self - such as head banging, biting self, eye-gouging, scratching that draws blood)
    - iv. Threats of harm to self or others
    - v. Property destruction (throwing objects, removing items off of shelves or walls, knocking over furniture)
    - vi. Significant and constant verbal aggression
    - vii. Out of grade-level classroom most of the day (75% or more)
    - viii. Removing clothing
    - ix. Urinating or defecating
6. The student has **multiple** office referrals or consistent documented behavior data from various school settings.
7. Unsuccessful “Success Plan” or BIP
8. The student is automatically considered Tier 3, without going through Tier 2 data 20 or more days of documented “unsafe or significant behavior” (as defined above)

Although we welcome all referrals, no student is guaranteed admission to our programs. Admission is based on TLC staff availability, student needs, and meeting the criteria outlined above. Students may be placed on a waitlist for admission based on maximum capacity.

The Learning Center does not discriminate on the basis of race, color, religion, national origin, ancestry, age, disability, or veteran status.

## **STUDENT REVIEW PANEL**

This panel is comprised of various educational personnel and administration. The panel reviews student referrals from each building to determine needed services and the student's eligibility for The Learning Center placement.

## **REGISTRATION**

TLC students will register in August of each school year at their home school building. Each building will send out packets to remind the student and families of the times for registration. Middle and high school students will have their picture taken on the registration day; elementary pictures and any student needing a picture may have this taken at MHS during picture retakes in September. TLC staff will send out picture packets as a reminder before the retake day.

## **VISITORS**

Visitors coming to the school will be asked to stop at the front desk (upstairs) to sign in. Occasionally, a student will be picked up early during the school day; please sign your student out at the front desk in the upstairs entryway.

Students are asked not to invite other students to visit the school during regular class time. However, parents are always welcome to visit or have lunch with their students. It is best to call or send a note to the teacher beforehand for class visits. Upon arrival, all visitors must sign in at the front upstairs desk.

## **QUARTERLY GRADE CARD & IEP GOAL REPORTING PROCESS**

Students at TLC will receive a quarterly progress report. Progress reports will be forwarded to the home school, parents/guardians, and students quarterly. The student's home school will maintain transcripts. If requested, copies of behavior information will also be issued to parents/guardians, students, or the home school.

### **Grading Scale (middle school and high school, elementary uses EFE scale)**

<b>100%-90%</b>	<b>A</b>
<b>89%-80%</b>	<b>B</b>
<b>79%-70%</b>	<b>C</b>
<b>69%-60%</b>	<b>D</b>
<b>Below 60%</b>	<b>F</b>

### **Reporting Process**

Student progress is reported in a number of ways:

- Parent-Teacher Conferences are scheduled after the first quarter. We encourage you to attend these conferences and discuss your student's progress with his/her teachers. Parents are also encouraged to call to set up a meeting with staff members to discuss their student's progress throughout the year.
- Parent/Student meetings are scheduled by teachers and staff any time throughout the school year. TLC staff may schedule a meeting with you or your student if a) progress reflects a lack of effort and credits may not be earned, b) attendance has dropped below 90% (per district policy), and the student is in jeopardy of not earning credits, c) an issue has developed at school that may require Parent, administrator or law enforcement attention.
- Progress reports are given when requested by parents, law enforcement, juvenile office, and employment supervisors (all with valid release information) and can be given weekly, monthly or quarterly.
- Quarter reports are reviewed with students at the end of each quarter (three times per year). Quarter reports will reflect any courses in progress or completed and whether the student is currently passing or failing enrolled courses.

- A mid-term review will be used halfway through each quarter and reviewed with students.

For students in attendance at TLC, the following process outlines quarterly progress reporting for course grades and IEP goals:

- A copy of the data collection sheet with the IEP goals updated by TLC staff and the quarter grade card is sent to the home school building level administrator.
- The student grade card is kept at the home school for the student's permanent record.
- TLC will send the parent/guardian a copy of the grade card and IEP progress each quarter.

## **SCHOOL HOURS**

The school day for TLC students will be from 7: a.m. until 2:00 p.m. Unfortunately, we cannot guarantee adult supervision prior to 7:30 a.m. Please let staff know if your student needs to be dropped off or picked up at school before 7:30 or after 2 p.m. Please sign in at the front upstairs desk if your student arrives later than 8:00 a.m.

Any changes from the usual transportation arrangements involving the bus must be called into the bus barn at 660-562-3663. Any other changes must be sent by a note or called in by a parent. We ask that you call before 7:30 a.m. if your student is absent. You may call the following numbers:

<b>The Learning Center:</b>	<b>660-562-2036</b>
<b>Elementary students:</b>	<b>660-671-1577</b>
<b>Middle school students:</b>	<b>660-671-1316</b>
<b>High school students:</b>	<b>660-562-4145</b>

## DISMISSAL

All students will be dismissed at 2 p.m. on a regularly scheduled school day. However, if a parent/guardian is picking up a student earlier than 2 p.m., the classroom will be called when the parent/guardian arrives, and the parent will be expected to sign the student out at the front desk.

Staff is expected to assist with student supervision during dismissal times, including assisting with the copying of student tally charts at the end of the day.

Students must go home the same way they arrive at TLC unless parents/guardians have made previous arrangements with staff. This must be done by writing or by phone.

## ABSENCES/TARDY POLICY

Going to school is a student's first job. A student must develop good work habits at an early age. Regular attendance is essential for any job. TLC staff will make every effort to assist students in the formation of acceptable attendance patterns.

- If your student is going to be absent or tardy from school for any reason, the school must be notified. This is to ensure the safety of your student.
- Please call the school by 8:00 a.m. each day your student will not be here.
- If TLC has not received a call from the parents by 8:30, building staff will begin making phone calls to try and locate students. In this situation, the absence may be marked as unverified/unexcused.
- Students who are tardy outside of school-related transportation issues must stop by the office to sign in. (Tardy—after 8:00 a.m.)
- If your child rides the bus, please notify the bus barn of any changes in addition to the school.

\*Please refer to each building handbook for specific policies related to your child's grade level. TLC will enforce these policies in accordance with **Board Policy JED-R**.

## LEAVING SCHOOL DURING SCHOOL HOURS

Parents wishing to pick their student up from school during class time need to call the main number for TLC, send a note or email their student's teacher.

*If someone other than a parent is to pick up a student, it is required that the parent contacts the school beforehand. We will not release students to unauthorized persons.*

## CHANGES IN ADDRESS, PHONE, EMAIL

It is essential that an **emergency number** is in the office and that it is up to date. Therefore, we encourage parents/guardians to have two emergency contacts with current phone numbers listed with the office.

## **HOMEWORK**

Coursework is typically completed at TLC and done within the classroom. There will be a staff-designated class period to complete any incomplete assignments. The assignment must be redone or an alternate exercise completed if a passing score is not achieved. This process ensures that the student understands the work and minimizes failure. In addition, staff may decide to assign homework on an individual basis.

## **PROCEDURES/INFORMATION**

**At staff discretion**, the following items may be allowed in the classroom as long as they do not disrupt learning:

Coats, book bags, purses, iPods, cell phones, and other electronic equipment.

- The student may have the opportunity to use these items in this setting; however, they will not be allowed to swap, loan, trade, or sell them.
- Unannounced pocket searches (witnessed by two adults) may be held to ensure the safety and welfare of all students and employees at TLC.

## **CASE MANAGEMENT & INTERAGENCY COMMUNICATION**

TLC staff encourage case management, counseling, and interagency communication. No student will be allowed to meet with case management or outside counseling services without the proper release of information. Please understand that communication with law enforcement and juvenile authorities does not require the release of information or permission.

These services are welcome at school, and we appreciate and respect the services they offer. However, interruptions to our school day impact the learning environment. In order to lessen the interruptions, we ask the following:

- Case management and other service providers will be required to make an appointment in advance of each visit.
- Due to confidentiality responsibilities, case managers and other service providers will not be permitted past the front desk without permission. Rooms will be made available during the appointment, and students will promptly return to class upon appointment completion.
- TLC staff will notify case management and other services if a crisis occurs. An appointment is not required if service providers need to meet with a student in a crisis situation.

## **TOBACCO/ALCOHOL/ILLEGAL SUBSTANCES/WEAPONS**

Possession or use of any tobacco, alcohol, illegal substances, or weapons is not allowed on school property. Appropriate disciplinary action will be taken if these are found in any belongings or on any person within the school building.

## **HOUND TIME/MENTORING**

Staff will discuss progress with students during Hound Time or at any time convenient for the staff member during the day. In the event of a lack of adequate progress, either academically or behaviorally, a meeting with the student and Director will be scheduled. If this does not remedy the concern, the student's guardians will be called in to determine an action plan.

## **STUDENT STORAGE**

Cube storage areas are the property and responsibility of the Maryville R-II School District. Any damage or vandalism will be covered by the assignee(s).

Students are responsible for securing their personal property and are asked to show restraint regarding what property they choose to bring to school. Most instances of theft of student property can be prevented if students use wisdom in what they choose to bring to school. The school is not responsible for items stolen from lockers, cube storage, or any other areas of the school.

Student storage areas may be inspected periodically to ensure that students maintain applicable rules and regulations as specified in all handbooks.

## **DRESS CODE**

Students are encouraged to dress in a fashion that reflects good taste and a style appropriate for a school day. If it is the opinion of TLC staff that a student's dress detracts from the educational function of the school or is a threat to health or safety, the student will not be admitted to school or allowed to continue in school until the problem is resolved. Students should not wear any items of clothing that are determined to be offensive or distracting. This would include any clothing that depicts a sexual or drug message or reveals under-clothing. Any other apparel that the staff determines to be unacceptable will be removed, turned inside out, or covered.

## **CARE OF SCHOOL PROPERTY**

Any student who defaces, damages, or destroys school property will be required to repair, clean, or replace the damaged item and may face further disciplinary action. Except in unavoidable accidents, students are liable for all damage they have caused to school property.

## **SCHOOL PRIDE**

Anyone making a mess in an area can expect to clean the entire area. Students who damage any property on school grounds may be expected to restore that property to its original condition through replacement or repair. The student may be billed for any expenses incurred by the school or person.

## **CLASSROOM TREATS/SNACKS**

Please arrange with TLC staff in advance as there are new guidelines governing the types of food brought to the school for consumption of the whole group.

## **SCHOOL DELIVERIES**

The school will not accept the delivery of flowers, balloons, etc., for students. Deliveries such as this are distracting and may be a safety concern.

## **TELEPHONES/ELECTRONICS**

Students' use of cell phones and other electronic devices will be at staff discretion.

## **FIELD TRIP/SERVICE LEARNING PROJECT PERMITS**

All students participating in the service learning projects or field trips sponsored by the school must have signed permission on file. Students attending school-sponsored service learning projects or field trips are required to ride TLC mode of transportation to and from the trip destination. All students are expected to behave on a field trip as if they were within the school building. All school rules and policies apply.

## **BUS EXPECTATIONS**

Expectations of student behavior on the bus as well as any mode of school transportation are clearly defined in the bus form. Any deviations from these expectations will be met with disciplinary actions.



## LUNCH ACCOUNT POLICY

The cost of breakfast is:

- Regular price: \$1.65
- Reduced price: 30¢

The cost of lunch is:

- Regular price – Elementary Student: \$2.35
- Regular price – Middle/High School Student \$2.60
- Reduced price: 40¢

**Students will not be able to order breakfast or lunch if they have a zero balance or a negative balance on their lunch account.**

- Students are expected to stay in the lunch room during lunch shifts.
- Students may bring a packed lunch to school, refrigeration and a microwave is available for student use.

Students can receive the alternative meal a maximum of three (3) times during the school semester. When a student has used all alternative meals, he/she will have the opportunity to call home prior to the lunch period; however, the student will not be provided food by the school.

**Students eligible for free meals will be allowed to receive the regular meal but must have money in their account to purchase extra entrees or extra milk.**

- Alternative meal: fruit & veggie bar and milk

## LUNCH SCHEDULE

Shifts	Time
1 <sup>st</sup> Shift	11:00-11:20

Parents are always welcome to visit the school and eat lunch with their students; please call first to ensure your student is showing safe behaviors and so that lunch may be ordered for the parent.

Applications for free and reduced lunches may be requested from any school offices during the school year. Please consider applying if your student is eligible.

## **STUDENT DISCIPLINE PHILOSOPHY**

TLC environment encourages the academic growth as well as the social, emotional, and behavioral growth of its students. It is our responsibility to provide students with a safe and healthy learning environment. TLC staff will encourage the development of making appropriate choices, taking responsibility for those choices and exercising healthy self-control.

## **BEHAVIOR SYSTEM**

Students attending TLC are placed on a behavior plan and monitored with a daily tally sheet which serves as a way for students, parents/guardians and staff to monitor student behavior throughout the day. Each student works towards the mastery of specific goals based on their individual behavioral needs.

### **Tracked Behaviors and Definitions:**

#### **Nice Words and Tone**

- Swearing. Even on accident.
- Comments or references which are offensive to other people's race, religion, or gender.
- Bullying, intimidation, and threats are not tolerated.
- Mocking and sarcasm can be interpreted as a disrespectful tone of voice and should not be used.

#### **Safe with Feet and Hands**

- Intimidation using physical proximity or aggressive gestures is not tolerated.
- Destruction of school property will be addressed with reparations, either financially or in terms of sufficient work equal to the amount of damage.
- Throwing objects, hitting others, and sexually explicit actions are not tolerated.
- Sleeping.

#### **Completing Assignments or Tasks**

- Complete assignments and tasks in a manner that exhibits progress toward academic and behavioral goals.

#### **Following Directions**

- If a staff member gives a direction, follow it the first or second time given.

#### **Appropriate Use of Time Out Room**

- When asked to take a break or use the TOR, walk safely to the safe seat or room and utilize coping skills to show you are ready to move through the process.

#### **Self-Control**

- The use of age-appropriate coping strategies shows the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

## BEHAVIOR SUPPORT PROCESS

TLC staff is trained in the Crisis Prevention Institute Nonviolent Crisis Intervention (CPI). This intervention process includes training on verbal de-escalation, positive behavior supports for students, and physical intervention strategies if a student's behaviors become unsafe. Below is the typical continuum followed at TLC for dealing with a student having behavioral difficulties:

### **Student-directed process:**

Students will be given a cue to remind them of the expectation and the opportunity to self-regulate by using self-directed strategies, which may include asking staff to go to the time-out room (TOR) or visit with staff outside the classroom.

- Students may be redirected and encouraged to use staff-directed coping strategies, including utilizing the safe seat/spot within the classroom.
- Students may be asked to reflect upon their behavior outside of the classroom, if necessary, with classroom staff or a Director.
- Should a student decide to go to the safe spot/TOR as a self-directed coping strategy, staff will monitor the student to provide support when appropriate. When to return to the normal schedule will be at the student's discretion (within reason, i.e., the student will not be allowed to spend excessive amounts of time in the TOR in order to avoid a non-preferred task; staff may elect to set a timer for 5-minute intervals to check progress). Typically when a student decides to go to a safe spot or TOR they will not utilize the timed process. However, staff may elect to discuss behavior and assist with coping strategies at the staff's discretion.

### **Staff-directed process:**

The student may be sent to the safe spot/time-out area and expected to complete the TOR process if all of the above strategies have failed to regulate behaviors.

- Safe spot / Time out room (TOR) process:
  - o A staff member asked the student to go to the safe spot/ TOR due to non-compliance or verbally inappropriate or physically unsafe behaviors. If the student becomes unsafe, staff will assist the student using CPI.
- If a student is asked to go to the TOR by a staff member, a staff member will attend to the student before they are allowed back to regular scheduling. Once the student appears ready to engage appropriately both physically and verbally, the student will be asked to maintain their physical and verbal composure for a timed two-minute span. Staff may also request coping strategies prior to these two minutes to ensure compliance.
- Once the student has demonstrated adequate composure for the required time span, staff may or may not elect to process the incident that resulted in the TOR usage with the student. This decision to process and at what level is at staff discretion and will respond to the student's needs at the time. The staff will also determine the appropriateness of restitution regarding damage done to property and will seek to help the student mend hurt relationships.

On the rare occasion that a student is unable to self-regulate and becomes a safety issue to self or others, the staff is trained in the use of CPI de-escalation and restraint techniques to manage severe behaviors. If the above interventions are unsuccessful, parents or law enforcement may be notified if further disciplinary action or support is warranted.

### **Time-In/ISS/OSS/ Information**

Maryville School District Administration makes every attempt to limit the use of in-school suspension (ISS) and out-of-school suspension (OSS) as a form of disciplinary action. Utilization of these processes is often required based on a student's behavior and in accordance with school board policies and Missouri Safe Schools Laws. If ISS or OSS is assigned to a student, a parent/guardian contact is always made. The impact of ISS and OSS is significant on a student's academic achievement, attendance, and behavior system. Therefore, the following procedures will be followed if a student receives Time-In, ISS, or OSS:

#### **Time-In:**

The student will spend one-on-one time with a designated staff member for an allotted time in order to work on acute behavioral concerns where the aforementioned behavioral strategies have not warranted success. The student will be expected to complete tasks assigned by staff which may include life/social skill development, academic work, and other strategies to assist in helping the student return to his or her baseline behavior.

#### **In-school Suspension:**

1. The student is required to complete all class work assigned.
2. The student is required to complete the ISS behavior assignment.
3. The student is required to participate in a conference to set goals for future behavior expectations.

#### **Out-of-school Suspension:**

1. The student is required to make up missed class work upon return to school.
2. Participation points/grades in classes are affected due to suspension.
3. The student is required to participate in a conference to set goals for future behavior expectations.

**TLC follows Board Policy JG-R regarding student discipline.**

## BEHAVIOR EXPECTATION MATRIX

	<i>SAFE</i>	<i>RESPECTFUL</i>	<i>RESPONSIBLE</i>
<b><i>ALL AREAS</i></b>	Respect personal space  Remain seated/in the assigned location  Keep hands/feet to self  Walk  Ask permission to move to a different area	Treat others the way you wish to be treated  Use appropriate language  Avoid any word, look, sign or act that intentionally hurts another person (positive interactions are expected)  Follow adult directions  Listen without interrupting  Leave others' belongings alone  Respect others' differences	Do your best  Cooperate with others  Care for school property  Take care of yourself
<b><i>CLASSROOMS</i></b>	Remain seated/in the assigned location	Listen without interrupting  Leave others' belongings alone	Take care of yourself  Be ready to learn  Complete tasks/assignments  Ignore inappropriate behaviors of others  Be on time
<b><i>COMMONS AREA</i></b>	Remain seated/in the assigned location	Clear your table  Clean up trash  Be courteous  Use conversational voice	Use good manners  Clean up after yourself
<b><i>HALLWAYS</i></b>	Go straight to where you are supposed to be  Respect other's personal space	Talk quietly with appropriate language	Go straight to where you are supposed to be  Be on time for your next area
<b><i>RESTROOMS</i></b>	Go straight to where you are supposed to be  Respect other's personal space	Keep the restrooms clean	Use-flush-wash-leave  One person at a time(unless given other directions by staff)  Report problems immediately
<b><i>TRANSPORTATION</i></b>	Stay seated/in seatbelt	Follow driver's rules  Use appropriate language	Take care of yourself  Keep vehicles clean
<b><i>SCHOOL OFFICES</i></b>	Have permission to be in the office	Use appropriate language  Ask permission to use items in the office	Use the office for proper needs

## **ENVIRONMENTAL MANAGEMENT & CLASSROOM MANAGEMENT**

Many strategies can be used to alter or remove factors that trigger behaviors. These triggers can result from a mismatch between the classroom setting or academic demands and students' strengths, preferences, or skills.

- \_ Reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavior expectations
- \_ Rearrange the classroom environment, schedule, or learning activities to meet student's needs
- \_ Individually adapting instruction to promote high rates of student engagement and on-task behavior
- \_ Establish an orderly and positive classroom environment by teaching and reinforcing rules and routines
- \_ Reinforce the appropriate behavior of individuals and groups of students
- \_ Practice instructional principles that incorporate the presentation of new materials with modeling and practice
- \_ Offer a variety of activities and materials at a pace and level of difficulty appropriate to the range of student abilities in the class
- \_ Encourage collaborative peer support (peer tutoring) as an instructional strategy

## **PREVENTION /INTERVENTION TECHNIQUES**

- \_ Try to avoid an audience at all costs (redirect in private as much as possible)
- \_ Use a calm, unemotional voice tone at all times
- \_ Establish consistent routines and procedures
- \_ Offer a limited number of choices
- \_ Teach and practice coping strategies
- \_ Give space and avoid the student feeling "backed into a corner"
- \_ Allow for a self-directed cool down
- \_ Identify staff members that the student is comfortable talking with to problem solve
- \_ Provide specific positive reinforcement
- \_ Provide students with time to process when they are calm
- \_ Teach students strategies to help them perceive themselves in a positive manner
- \_ Teach a process or method for decision making
- \_ Develop a high-interest reinforcement menu (based on student interest)
- \_ Use humor while avoiding sarcasm – try to distract the student
- \_ Show empathy by listening to the student's concerns
- \_ Follow through with positive and negative consequences consistently to build trust
- \_ Build rapport by showing an interest in what the student likes
- \_ Offer breaks throughout the day
- \_ Give them leadership roles in class or classroom jobs
- \_ Use of a visual schedule or agenda

## CONTINUUM OF DE-ESCALATION TECHNIQUES

### Hierarchy of interventions:

- Active ignoring
- Teaching appropriate behavioral response; teaching the behavior as you would with academic comprehension concerns
- Redirecting, a reminder of self-directed coping strategies
- Cueing/staff-directed coping strategies/safe spot
- Time out room usage
- Parental support/ Law Enforcement

### Successful techniques:

- Positive relationships/rapport
- Reasonable-be fair, have limits
- Confrontation & cueing—non-punitive, non-coercive
- Affirm compliance—"I believe you can do it."
- Use humor if appropriate-- choose to do so without sarcasm as it can be interpreted as aggression
- Give choices—this or that, within choices that staff can provide
- Encourage self-evaluation—help them state what their reaction was and recognize other choices in the future
- Limit the use of language during severe behavior/response, and begin to direct rather than teach when compliance stops

### Pick your battles when intervening—prioritize:

- High priority—"You will do this." The choice is not an option; the primary issue is safety (fire drill, physical acting out behaviors, etc.)
- Mid priority—"You may do this, this, or this." The choice is given as long as the student demonstrates compliance with one of the choices. Used when a student is starting to escalate, yet is still able to respond. The primary issue is task completion.
- Low priority—"No problem, it's your call." The choice is allowed, compliance assumed. Primary issue affects only the student, no one else.

## HEALTH INFORMATION

- Health screenings are completed at the student's home school.
- Health forms are updated annually and kept on file in the office.

## HELP CONTROL ILLNESS AT SCHOOL

We recognize our responsibility to protect the health of students and employees from the risks posed by infectious diseases. By enforcing the state communicable disease regulations and excluding ill students, all staff working together can help ensure students' good health in our care.

## **HEAD LICE PROCEDURE**

- If a student is found to have head lice, a parent will be notified, the student will be sent home, and he/she will not be allowed to return until **NIT FREE**.
- A student who has been excluded from school due to lice must be accompanied to school by a parent/guardian upon return.

## **IMMUNIZATIONS**

- Student immunization records need to be updated **BEFORE** entering school.
- Medical exemptions must be signed by a doctor and are good for life.
- Religious exemptions must be signed and renewed annually.
- Immunization records are updated and recorded by the student's home school district.

## **MEDICATION AT SCHOOL**

In order for school personnel to administer any medications, these requirements must be met:

### **Medication policy:**

Students may take medication during school hours according to the following procedures:

- Nonprescription --- Must have signed parent request. The form can be retrieved from the MHS nurse's office.
- Prescription – A written doctor's order and signed parent request. The form can be retrieved from the MHS nurse's office.
- Medication – Must be in the original container or prescription bottle.
- All medication – Must be kept locked in the nurse's office and dispensed from there. Students may not carry any medication or keep medication with them.
- Medications must be brought into the school by a parent/guardian and given to the school nurse. The nurse's office is located in MHS.
- Medications must also be taken home by a parent/guardian.
- Please notify the office of any prescription medications being taken at home.



## HEALTH GUIDELINES

*The following guidelines should answer the questions that parents ask most frequently:*

Below are some recommendations for keeping students who are ill at home. These recommendations are not only for their health but also for the protection of all students and staff.

<p style="text-align: center;"><b><u>FEVER</u></b></p> <p style="text-align: center;">Students must be fever free for 24 hours before returning to school. (100 degrees or higher = fever)</p>
<p style="text-align: center;"><b><u>VOMITING</u></b></p> <p style="text-align: center;">Students must be free from vomiting for 24 hours before returning to school.</p>
<p style="text-align: center;"><b><u>CHICKEN POX</u></b></p> <p style="text-align: center;">Students must be excluded for at least six days after the onset of rash or until all lesions are dry. This can be up to 1-2 weeks for some students. The student must be brought to the office to be checked before returning to school.</p>
<p style="text-align: center;"><b><u>LICE</u></b></p> <p style="text-align: center;">All students with lice detected at home should notify the school. Before they can return to class or ride the bus, we must ensure that there are no nits or lice on the student. All hair treatments must be done twice—once upon finding nits and again on the seventh day.</p>
<p style="text-align: center;"><b><u>CASTS/SURGERY</u></b></p> <p style="text-align: center;">Please notify the school of any surgeries/fractures. This helps us know if there are any special needs.</p>

## **CRISIS RESPONSE**

### **Fire drills and bomb threats**

Announced and unannounced fire drills will be conducted periodically at TLC. Faculty will advise students of exit routes from the building in the event of a fire drill or bomb threat. Students will remain under the supervision of the school until the "All Clear" has been given. Evacuation plans are posted in each classroom.

### **Tornado drills**

Announced and unannounced tornado drills will be periodically conducted at TLC. Faculty will direct students to safe locations; students are instructed to go to the lowest level of the school and sit against the inside hallway wall covering their heads. Students will remain under the supervision of the school until the "All Clear" is given. Evacuation plans are posted in each classroom.

### **Lockdown procedure**

Announced and unannounced lockdown procedures will be conducted periodically at TLC. Faculty will direct students to move away from the doorway and windows and sit quietly. Students will remain under the supervision of the school until the "All Clear" is given.

### **Emergency school closing**

Should it become necessary to close any or all of the Maryville R-II School District schools by reason of weather or other emergencies, the superintendent may order the schools closing. The superintendent will also have the authority to delay the opening of any or all schools or to dismiss them early because of weather conditions or other emergencies. The students and public are encouraged to listen to local radio or television stations for notification of school closing due to inclement weather. Please consider safety as the priority. Also, consider signing up for Spoofhound Mobile through Northwest Cell to get text message alerts of closings.

School Closings will be announced using the following media:

**KNIM Radio – 97.1 FM 1580 AM**

**KXCV – 90.5 FM**

**KQ2 TV**

## **RETURNING TO HOME SCHOOL**

All students will have regular progress meetings. At this meeting, the following may be discussed: grades, behavior, attendance, discipline, home school participation, and the possibility of returning to their home school.

Transition to the home school building is individualized and will be discussed at the appropriate time with the appropriate staff.

## **CONCERNS**

If you have any concerns about TLC please let us know. We are here to help your student as we provide their formal education while assisting in their social and emotional growth. Working together always yields a better outcome for all involved.

### **The order for addressing concerns is:**

1. TLC staff member involved in the concern
2. TLC Administration
3. District Administration
4. District Board of Education

## HIGH SCHOOL PROGRAMMING

TLC is an alternative setting offering various paths toward graduation. This Center is designed to help students become more independent, manage their educational plans, and participate in project-based learning incorporating service learning opportunities.

TLC offers students the opportunity to learn in a small personal setting while addressing behavioral and social-emotional concerns through academic support, school social work services, career transition services, and enhanced individualized instruction. Our goal is for students to receive their high school diploma and be college/career ready upon graduation.

## ALTERNATIVE SETTING

Students enter the alternative setting to complete courses, improve attendance, decrease behavioral concerns, and achieve graduation. Each student is responsible for participating in courses to meet graduation requirements. In addition to traditional high school credits and credit recovery programming, our Center offers these additional services:

**Missouri Options** is designed for a select group of students—those who have the ability to meet regular graduation requirements but who are behind in earning credit and cannot reasonably expect to graduate with their cohort class. This program allows students to stay in school, participate in meaningful classes, and receive support services while preparing to take the High School Equivalency Test (HiSET) and earn a high school diploma.

Missouri Options students range in age from 17-21. Missouri Options students will not be eligible for field trips or project-based/service learning opportunities.

Eligible students must meet the following criteria:

- 17 years old and at least one year behind their cohort class in earning credits required for graduation
- Attend 15 hours weekly of HiSET preparation at TLC
- Commit to an additional 20 hours per week fulfilled through a job, volunteer work, or classes at the high school, NTS, or TLC
- Pass the HiSET examinations
- Pass the required exams over the U.S. and Missouri Constitutions
- Earn a minimum of .5 credits in Government, Personal Finance, and Health
- Take required End-of-Course exams
- Complete a College/Career Readiness test.

Upon successful completion of the Missouri Options program, students are awarded a high school diploma.

NOTE: Missouri Options Program students are not eligible to take part in extracurricular activities under the rules of the Missouri State High School Activities Association. The Missouri Options Program will not be used to circumvent compulsory attendance regulations or to facilitate an early exit.

**Flex Program** seeks to serve students whose credit acquisition is high enough to attend school on a part-time basis and earn elective credit for time worked within the community; these hours will be logged and maintained at TLC with teacher oversight to be awarded this credit.

**Credit Recovery** utilizes the A plus online platform to assist students in their achievement of credits toward the goal of graduation. Typically, these students attend TLC from 7:55-2 each day and are expected to abide by all policies set forth by the school district.

### **Off-Site Suspension**

Students may be offered the opportunity to serve a long-term, non-violent out-of-school OSS at TLC on a case-by-case basis. Students will sign a contract of terms for serving the suspension. Students will follow all guidelines in the MHS and TLC Student handbooks.

## **CREDITS/STUDENT SCHEDULES**

Credit is granted for successfully completing objectives outlined in the classroom curriculum. Students must complete all coursework to comply with the district grading scale. Credits will be granted at the end of each semester. If a student withdraws from school prior to the end of the semester, grades will be transferred based on completion. No credits will be earned until the semester is completed. District approval is required if circumstances require the award of credit before the end of the semester. Official school transcripts will be maintained at MHS by the district registrar.

Each student will have an academic schedule completed by the MHS counselor in collaboration with students, parents, and TLC staff. Students will be expected to complete at least seven credits per year based on a transcript review and credit needs. Students will have a homeroom advisor that helps in facilitating courses and credits. All schedule changes need to be approved by the counselor. Any course listed on the schedule that is not complete may be an INCOMPLETE on the official transcript. Any course not completed in a semester's time will start over the following semester from the beginning.

## **Maryville Learning Center Code of Conduct**

A student's personal success at the Maryville Learning Center (TLC), both behaviorally and academically, ultimately comes down to the student and their guardian(s). TLC staff will serve as helpers on this personal journey to success; however, we can only help if the student and their families decide to join us. TLC staff will choose to show compassion and healthy boundaries as we help students learn/uncover socially acceptable behaviors within the educational setting. We will not change how we offer our core programming, it is and will remain the student and their guardian's choice to join with us or accept another path to gain academic growth.

The behavioral change process at TLC may be a hard path; mainly if the student is accustomed to disrespecting/fighting authority, showing an unwillingness to do school work, not accepting positive influence, refusing to take responsibility for actions, and seeking to control situations which are outside of the student's control.

TLC staff will expect the student and guardian(s) to take responsibility for how the student behaves within our setting. Our protocol is to hold a student accountable for inappropriate behaviors recognizing that follow-up may need to happen during the next school day(s). We know that a student will not exhibit behavioral change until the student becomes willing to be held accountable and seek forgiveness from those harmed by their inappropriate behaviors. Often, we see a student employ tactics intended to stall and defer accountability. If the student is allowed to use these tactics to avoid the prescribed process, behavioral change will not occur. The students we serve have potentially used various tactics to escape accountability and believe they can control all consequences by using unexpected, inappropriate, and even unsafe behaviors; this is a potentially dangerous belief system that can be changed. It requires student and guardian commitment to creating real change where there are entrenched behavioral concerns.

TLC staff is committed to each student and seeking to find ways to help develop more educationally appropriate behaviors, uncover each student's unique strengths, and work to change the unexpected behaviors. The change process will be uncomfortable, yet, change cannot happen when students remain in their comfort zones.

Staff will employ a trauma-informed therapeutic approach rife with love, compassion, and healthy limits as we work to nudge the student out of his or her comfort zones. If students are unwilling to learn pro-social boundaries in a safe and controlled setting, they potentially face a challenging road; our program seeks to deter this negative path.

Once the student and their family can trust the process at TLC and accept the staff and program's influence, we can help the student learn to stay emotionally regulated, complete school work at their academic level as instructed, and show improved attendance. The transition back to the

regular school setting can begin when progress is maintained on the above indicators. A student's length of stay solely depends on the student and how they respond to staff's normal and expected requests. If a student and their guardian(s) begin to trust the process and support TLC staff, the student is more likely to progress faster. If a student and their guardian(s) are unwilling to accept the influence of staff, the stay will be longer. The first step in change is acknowledging the student has problematic behaviors and that the student and family need external assistance to help create change.

Staff are not responsible for any student's inappropriate behaviors; these behaviors were present before we became involved. Staff may shine a light on behaviors as we hold the student accountable with strong, healthy boundaries and help begin the work of correcting behaviors within a stable, safe environment. If behaviors are not brought into the light, they cannot be addressed and changed. The use of blame tactics by a student and/or guardian(s) and focusing on staff as the problem will serve to only hinder progress. Our goal is that interventions will lead to pro-social behaviors within the educational setting and we welcome all feedback to this end. TLC staff will seek to remain calm and regulate our emotions as we manage behaviors. We are a highly trained staff and while we recognize we work in sync with our students we know that we cannot make a student behave negatively or positively. We will remain curious about the issues the student is moving through as we hold strong to healthy boundaries/interventions and seek to help the student holistically.

We do recognize that a student's reaction to normal requests is extreme at times; this is why the following protocols are put in place. But, again, the end result is to have a student who is respectful of rules and willing to comply with normal expectations throughout a school day. Our goal for each student is for them to use appropriate methods/words to convey thoughts and feelings rather than other inappropriate means to do so. Until the student is prepared to use pro-social methods to convey their thoughts and feelings, the protocol listed below will be utilized.

***TLC staff use the BIST model as part of our therapeutic process to help students learn and respect healthy boundaries. The information below describes in more detail the most common behaviors we see and how we approach these behaviors. TLC staff follows all state of Missouri laws and district policies regarding seclusion, isolation, and restraint. In addition, staff will employ a method known as CPI as a de-escalation / physical management tool to help a student calm down when escalated and when a student may become unsafe.***

**Behaviors that will lead to any student to be asked to use a safe seat/ buddy room/time in (not an all-encompassing list):**

- *Unwilling to follow staff directions and not correcting when given a chance to fix*
- *Using inappropriate words and tone, unwilling to correct behavior when asked to fix*
- *Refusing to take accountability for behaviors; refusing to fix when pointed out*
- *Refusing to do work as assigned; refusing to fix and begin to work*
- *Leaving a designated assigned area/out of bounds and refusing to fix when asked to by staff*

**Behaviors that will lead to any student being asked to go to the safe room/time out room, whether the door remains open or shut, is dependent upon how safe the student presents (not an all-encompassing list):**

- *Being unsafe with his/her body in any way, shape, or form (spitting, hitting, kicking, throwing or pushing items, biting, using bodily fluids to wipe on others, defecating/urinating outside of the bathroom, etc.)*
- *Following up on a prior incident (even from the day (s) before) where the student refused to follow the prescribed process to exit the safe room/time out a room in a staff ordained safe manner*
- *Continued out-of-bounds behaviors which may lead to safety concerns and not fixing the behaviors when called out, the discretion of the staff*
- *Food will only be given to students when they are safe enough not to use the food or food items as a weapon, discretion of the staff. Likewise, the bathroom will be utilized once the student is safe with his/her body and can follow staff directions safely, at the staff's discretion.*

**Behaviors that will lead to staff putting hands on a student (not all-encompassing and all at the discretion of staff):**

- *Any unsafe motions or behaviors toward staff, students, or property with the perceived intent to harm self or others and continued unwillingness to correct behavior and accept staff influence to de-escalate/stay safe*
- *Out of bounds posing a safety concern and continued unwillingness to correct the behavior, and not willing to accept staff influence to de-escalate/stay safe*
- *Any safety concern as perceived by staff as unsafe*

The student will be expected to work through the above-prescribed processes and show that they can be safe, even when the staff directs them to complete expected / safe yet, potentially non-preferred tasks. After the student is able to show that they can be safe, even when presented with non-preferred tasks, the student may be expected to move through a process of restitution/making amends.

This may look like writing and processing apologies with all those in the path of their inappropriate choices, doing extra social-emotional work regarding the concern that led them to



the original behaviors, or other prescribed methods to help the student seek humility and show a willingness to comply with expected adult directions and follow the expected rules within a school setting.

In order to achieve positive results, it will take a combined effort from the student, student's guardian(s), agency personnel, and district personnel. As behaviors dictate, TLC staff may also refer a student to agencies, including the Juvenile office and law enforcement personnel.

TLC staff asks that the student and guardian(s) show an ongoing willingness to trust the process and seek out TLC staff in a pro-social manner for clarification and questions when these arise.

We would ask that guardian(s) refrain from using triangulation measures; this diminishes the level of work the student and staff will be able to accomplish while at TLC as well as in any other school building. Please talk to staff/district personnel directly if you have an issue, out of ear/eye shot of your student. Staff will always seek to work together with those focused on creating a positive behavioral and educational outcome for the student.

Please consider trusting this process; we are here to help you learn/uncover socially appropriate reactions in order to return to the regular educational setting. Staff is dedicated to helping with academics and pro-social behaviors, as well as helping each student learn to express all of their strengths. The student's main job is to give staff a chance to help, show a willingness to accept the positive influence, and begin to trust the therapeutic process utilized at TLC. The student's family will be expected to support the student and staff in this endeavor.

While the mask mandate stays in effect, the expectation is for all students and staff to wear an appropriate mask. Not complying with this expectation will be viewed as an unsafe behavior for self and others and may result in further corrective actions.

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**2023–2024**  
**PARENT/STUDENT HANDBOOK**  
**ACKNOWLEDGEMENT FORM**

Maryville R-II School District or the Director retains the right to amend this Handbook at any time for just cause. Parents will be given prompt notification if changes are made, and the new version will be posted on our website.

Dear Parent/Guardian,

Please sign, date, and return this acknowledgment form to your child's teacher. Your signature and that of your child indicate that you have read the 2022-2023 version of The Learning Center Handbook. However, failure to sign and return the form does not relieve the student from the responsibility of complying with the rules and policies referenced in the Handbook.

It also means that you have discussed the appropriate items from the Handbook with your child and that you and your child agree to abide by the school's procedures, regulations, and policies.

We have read and discussed The Learning Center Handbook. We agree to follow the school procedures, regulations, and policies covered in this Handbook and will seek clarification from the Director for any unclear procedures, regulations, and policies. We understand that failure to follow school procedures, regulations, and policies covered in this Handbook may result in school disciplinary action.

**Student Name:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_