

STUDENT/ PARENT  
HANDBOOK  
**2017-2018**

**MRHMS Mission**  
*“School as Expedition”*

MRH Middle School provides academic and real life experiences, both inside and outside the classroom, that promote social, personal and intellectual growth in all individuals. The curriculum and opportunities at MRH Middle School create well-rounded students prepared to make thoughtful decisions and successfully participate in the future.

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**MAPLEWOOD RICHMOND HEIGHTS MIDDLE SCHOOL**

**MRH School District  
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Director of Communications: Ed Rich

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“Take responsibility for the energy you bring into this space.”

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### **MRH MIDDLE SCHOOL MISSION**

MRH Middle School provides academic and real life experiences, both inside and outside the classroom, that promote social, personal and intellectual growth in all individuals. The curriculum and opportunities at MRH Middle School create well-rounded students prepared to make thoughtful decisions and successfully participate in the future.

### **MRH DISTRICT MISSION**

The mission of the Maplewood Richmond Heights School District is to inspire and prepare students as leaders, scholars, stewards and citizens for a diverse and changing world.

Honoring these statements means that you will thoughtfully engage the teaching and the learning at MRH Middle School. Meeting the expectations listed means that you will come to school to work hard and have a positive attitude. As your Principal, Assistant Principal, Teachers, and Staff, we promise you that we will show up ready to work hard and have a positive attitude each day as well.

--Michael Dittrich, Ed. S,Principal

## CORNERSTONES

The Maplewood Richmond Heights School District Cornerstones serve as the foundation for expectations for the middle school.

The cornerstones are the basis for how students prepare and work as learners. Students will experience lessons on how to behave in the classroom, hallways, during energy release, the auditorium, during assemblies, with visiting teachers, and on expeditions. Upholding the cornerstones will insure that all students are engaged in the teaching and the learning at MRH Middle.

### **Scholarship and Growth:**

*As scholars we engage ourselves in meaningful learning to develop connections and grow.*

How does reflection impact our learning? In what ways does a scholar prepare for learning? How do my learning choices today impact my future?

### **Stewardship and Responsibility:**

*As stewards of our world and resources, we impact the future.*

How do we pass the land and its resources to the next generation in better condition than they were found? How can technology help us create a sustainable balance between the Earth's resources and human needs? In what ways do our actions today shape the future of our world?

### **Leadership and Perspective:**

*Our diverse perspectives provide opportunities for new ideas and change.*

How do unique perspectives influence how people see the world? How can conflict lead to change? How does walking in another person's shoes shape how you treat others?

### **Citizenship and Community:**

*As active citizens, we create a thriving community through collaboration and service.*

What does my community need from me? As an active citizen, what are my roles and responsibilities within my community? Why is it important to collaborate to accomplish meaningful work?

We will provide one day of service this year where 7th and 8th grade advisories will work to help a local government, business, or community member with a service project.

Unfortunately, there are times when these cornerstones are not upheld. In these moments, we will engage students to repair any harm that was caused. We believe every student can meet these expectations if given the opportunity.

## **THE RIGHTS AND RESPONSIBILITIES OF STUDENTS**

Students have the following rights and responsibilities:

- To be given written or oral process of the charges against them.
- To be given written or oral explanation of the facts which form the basis of the proposed disciplinary action.
- To be given the opportunity to present their version of the incident.
- To appeal staff member's actions to the principal.

## **THE RIGHTS AND RESPONSIBILITIES OF SCHOOL OFFICIALS**

School officials have the following rights and responsibilities:

- Establish and enforce policies and procedures to govern student conduct in the school that will maintain an orderly and safe environment throughout the building.
- Address the intellectual and developmental needs of students through the preparation of comprehensive lessons that follow the district curriculum.
- Perform in professional and ethical manners at all times.
- To confer with parents regarding student performance, progress and needs.

*To maintain order and discipline in the schools and to protect the safety and welfare of students and staff, school authorities may search a student and a student's locker under certain circumstances. Police and search dogs may also be utilized on school grounds and surroundings without notice.*

## **THE RIGHTS AND RESPONSIBILITIES OF PARENTS**

Parents have the following rights and responsibilities:

- To know the progress that their child is making in school.
- To confer with teachers and other school personnel regarding their children.
- To have access to their student's records.
- To appeal on behalf of their children.

## **TECHNOLOGY INTEGRATION/ DIGITAL CITIZENSHIP**

MRH Middle School offers the opportunity for each student to utilize a Chromebook for the 2017-2018 school year. MRH's 1:1 laptop program continues to develop as a unique and innovative instructional program for student learning. The idea is that the laptops support student learning and inquiry, while at the same time, enhancing our curriculum and student engagement in the classroom.

Our faculty has worked diligently to place their entire curriculum online in our new online content management system called Itslearning. Each subject area has its daily classroom agendas, assessments, performance goals, and essential questions listed for students. In addition, students have access to Google Apps for education which can help to manage time and maintain effective use of their Chromebooks. We continue to attempt to find the best ways to maximize the effectiveness of the laptop instructionally for our students. Our district is proud to support this technological initiative and views it as an invaluable resource to our students and staff.

For this program to succeed it requires a partnership with parents and students alike. Realize that the minimal fees required to obtain and use the laptop are not insurance and do not truly cover the costs of the laptop. The fees are simply a subsidy to offset costs. Technology and expedition fees can be paid through the middle school office. Please contact the office to pay fees by cash, check or credit card.

Damage to the laptop, whether accidental or not, still inflicts a cost to the school to repair it that the fees often do not offset. Thus, accidental damage still results in a payable invoice to the student. Along with the introductory tech fee, damage to laptops may still require additional fees. The technology office does take pictures of all computers that have damage. These pictures may be requested from the tech office.

The computer is always the property of the school district. Students are the caretakers of the laptop, not the owners. Students should use digital devices, networks, and software in school for educational purposes and activities. Also, students should show respect for the device, themselves, and all students when using technology including social media. If students abuse the privilege, use and care of the laptop, they will forfeit their rights to using one or be placed on restrictions. Students may be subject to a disciplinary referral if found in violation of school computer usage.

## **GETTING TO SCHOOL**

### **A. Getting a Ride**

There is a drop off area on the east side (Martini Dr.) of the school. Once dropped off at school students are required to stay on campus. All cars must travel south on Martini and exit out to Manchester.

### **B. Walking**

Walkers are expected to use the sidewalks and observe all pedestrian traffic laws. Students arriving at school by walking should not leave campus for any reason once arriving.

### C. Bicycles, Skateboards, Scooters and Skates

Bicycles, skateboards, and skates must not be used once a student is on school property. Bicycles, skateboards, and skates should be locked securely in the commons where a bike rack is provided. Please do not lock bikes to any fencing or railings. The school is not responsible for theft or damage to bikes while present on school grounds. Students should walk their bicycles, skateboards, and skates in pedestrian crossings and obey all rules of safety. Once on campus the students should not leave campus for any reason.

### WHEN YOU ARRIVE AT SCHOOL

Students should enter through the cafeteria door on the west side. Students should not arrive before 7:35 a.m. Staff members will be in the MRH Middle School cafeteria for supervision from 7:35 a.m. to 7:55 a.m. Breakfast is served in the cafeteria daily from 7:35 -7:55 a.m. If a student has business in the main office or a prearranged meeting with a teacher before 7:35 a.m., they must have prior permission. All students should be in class at 8:00 a.m.

### THE SCHOOL DAY

Educating the whole child is part of the culture at MRHSD. To accomplish this, our school day consists of two key parts: core classes and exploratory classes. In addition, staff from our exploratory classes will also work interdisciplinary with our core academic teachers. A description of each of these parts follows.

#### Exploratory Academic Time

During exploratory classes, students attend classes that may be chosen or that are required for students. Some exploratory classes are based on students' interests, needs and achievement. Exploratory courses include gifted education, resource, math support, math enrichment, art, band, drama, choir, and some special interest courses.

#### Core Time

Each student will work with his or her academic team (Social Studies, Communication Arts, Math, Science and Physical Education) on a daily basis.

### BELL SCHEDULE

<b>Monday, Tuesday, Friday Schedule "C Days"</b>		
<b>Period</b>	<b>Start Time</b>	<b>End Time</b>
P1	8:00	8:46
P2	8:50	9:36
P3	9:40	10:26

Lunch B	10:26	10:51
P4B	10:55	11:41
P4A	10:30	11:16
Lunch A	11:16	11:41
P5A/5B	11:45	12:31
P6A/6B	12:36	1:22
P7	1:27	2:13
P8	2:18	3:03
	<b>Wednesday Schedule "A Day"</b>	
<b>Period</b>	<b>Start Time</b>	<b>End Time</b>
P1	8:00	9:36
P3	9:40	11:16
P5B	11:20	11:56
Lunch B	11:56	12:21
P5B	12:25	1:22
P5A	11:20	12:25
Lunch A	12:25	12:50
P5A	12:54	1:22
P7	1:27	3:03
	<b>Thursday Schedule "B Day"</b>	
<b>Period</b>	<b>Start Time</b>	<b>End Time</b>
P2	8:00	9:36
P4A/4B	9:40	11:16
6B	11:20	11:56
Lunch B	11:56	12:21
6B	12:25	1:22



6A	11:20	12:25
Lunch A	12:25	12:50
6A	12:54	1:22
8	1:27	3:03
	<b>Advisory Schedule</b>	
1	8:00	8:38
2	8:42	9:20
3	9:24	10:02
ADV	10:06	10:26
4A	10:30	11:16
Lunch A	11:16	11:41
Lunch B	10:26	10:51
4B	10:55	11:41
5A/5B	11:45	12:31
6A/6B	12:36	1:22
7	1:27	2:13
8	2:17	3:03

### Leaving School Early

We understand there are occasions like doctor or dentist appointments and family emergencies that will result in your child needing to be dismissed early from school. Safety is very important to us at MRHMS. We want to make sure we make every effort to pass students from adult hands to adult hands when

students are leaving early for doctor appointments, etc. Parents will need to come up to the MRHMS 4th floor office or Central Office to sign their child out if they are leaving early. In order to protect instructional time, students will not be called from class until the parent arrives at school.

## LEARNING AND WORKING

The student's primary job at school is to grow as a scholar, leader, citizen, and steward. During the learning process, we want the students to enjoy working with the teachers and classmates. In order to do that, it is important that we make sure that each student understands exactly what is expected of them to uphold the cornerstones.

The middle school curriculum is built on the principles of expeditionary learning. Most units of study involve field experience, reflection on the learning, and exhibits of excellent student work. Field experiences can vary and range from local trips to area businesses, community and county parks, or out of state trips to the Smoky Mountains or Gulf of Mexico. Daily student behavior related to safety may directly impact participation in these experiences. Students with a pattern of unsafe or uncooperative behavior will meet with the teachers and/or principals to determine if they will be allowed to participate in the extended trips.

An overview of each of the student's classes can be found in Its Learning, our online curriculum portal. Here parents can see daily assignments, agendas, and standards being addressed in the classroom. In addition, MRHMS will be using Hapara, an online management tool for teachers. Using this tool, our teachers are able to monitor student Chromebooks during learning hours, push needed websites directly to student Chromebooks, and share Google files more efficiently. .

## STANDARDS BASED GRADING PHILOSOPHY

Student grades at MRHMS should communicate a student's achievement (a student's performance measures against accepted published standards and learning outcomes<sup>1</sup>). A grade should serve as an indicator for student understanding and mastery of standards and skills that is appropriate to their grade level. Grades should not be punitive in the sense that once a grade is given it is permanent or has an unbalanced effect of the overall grade. Grades will only become permanent when they are housed in our online PowerSchool database system at the end of each quarter. Until that time, students can re-visit standards with teachers and work towards a better understanding of concepts and standards.

Students will be allowed additional opportunities to show development and improvement. In the end, we are concerned with the final understanding and mastery of key concepts and standards. The process as to which a student will learn the content will be differentiated and individualized to ensure that each student masters concepts at a level best suited to their own progress.

### MRHMS Grading Norms

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<sup>1</sup> "Pearson - Repair Kit for Grading, A: Fifteen Fixes for Broken Grades ..." 2011. 3 Jul. 2013  
<<http://www.pearsonhighered.com/educator/product/Repair-Kit-for-Grading-A-Fifteen-Fixes-for-Broken-Grades-with-DVD/9780132488631.page>>

- Students will be provided additional opportunities to demonstrate their understanding of a concept or skill.
- Grades will reflect student learning and not completion or participation.
- Grades will connect to learning targets within curricular units.
- Grading priority will be given to summative assessments.
- Grades will be entered into PowerSchool in a timely manner consistent with the pace of the curricular unit.
- Late work will be accepted within a reasonable time frame in connection to the current curricular unit.
  - Late work will be accepted but will be placed in Power School at teachers' discretion, with on-time work being the priority.
  - Students who habitually turn in work late may have this documented under the comment section of the report card.

Term	Rubric Score	Percentage	Letter Grade	Description
Advanced	4	100	A	In addition to 3.0 performance, student shows evidence of in-depth inferences and applications that go beyond what was taught.
	3.5	95	A	In addition to 3.0 performance, student shows partial success at inferences and applications that go beyond what was taught.
Proficient	3	90	A	No major errors or omissions regarding any of the complex or simple information or processes that were explicitly taught.
	2.5	80	B	No major errors or omissions regarding any of the simple information or processes that were explicitly taught and some basic understanding of complex ideas and processes.
Nearing- Proficient	2	70	C	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.
	1.5	65	D	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Beginning	1	60	D	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
No evidence	0	50	F	Even with help, no understanding of skill is demonstrated OR No evidence to determine proficiency.

### WHEN YOU NEED HELP

Every middle school student needs help sometimes. *When you need help, it is very important that you advocate for yourself and ask for it. You can do this in person with teachers, counselors, or administrators. You can also send your teachers emails.* The faculty and staff in our school will always work together to provide you with the assistance you need. We will make every effort to ensure that you know where to go to for help when you need it. While you are encouraged to start with your advisory teacher, every adult in the building is available to help you. *When you need help, be sure to ask.*

## AFTER SCHOOL ACTIVITIES

A number of after school activities and clubs will be offered this year. These activities meet Tuesdays and Thursdays. Activity buses will be available at 4:20 p.m. on these days. Here is an overview of some of the activities that we offer. Activity buses are only available to students staying for organized after school activities. Students staying in the Research and Design Center after school must be there for academic purposes.

### **Humanities (Communication Arts & Social Studies) and STEM Academic Lab (Science & Math)**

#### **Contact: MS Office**

Students may voluntarily attend or be assigned to academic lab as part of academic support. If a student is assigned, academic goals are set and the student must attend for a specified time until their academic goals are met. There are teachers from both the humanities and STEM departments that will be on-site to provide academic support and guidance. These labs will meet Tuesdays and Thursdays after school.

### **Adventure Club**

#### **Contact: Mr. Henske / Mrs. Hoffman**

The MRHMS Adventure Club is an organization that enables students to plan and implement a variety of high interest, high energy experiences. Examples of previous trips include backpacking, winter camping, geocaching, tree climbing, and spelunking. This club is for students who love exploring new places and trying new things. This club will meet on Thursdays after school.

### **Urban Farmers Club**

#### **Contact: Melissa Breed Parks**

The MRHMS Urban Farmers Club

This club will meet on Wednesdays after school.

### **Robotics/Botball**

#### **Contact: TBD**

Students are introduced to robotics and the coding behind what makes robots work. Students are introduced to problem solving through the use of coding. Students will work with robots in an inquiry based, learn by doing environment. They will compete in a team-oriented robotics competition based around science, technology, engineering and math. Times and after school meetings will be TBD.

### **Science Bowl Team**

#### **Contact: Mr. Todd Schroeder (Volunteer)**

The MRHMS Science Bowl team consists of 6th, 7th, and 8th grade students that have a passion for science and mathematics. The Science Bowl team practices and competes in an academic competition that tests students' knowledge in all areas of science and mathematics. These teams face-off in a fast-paced question-and-answer format, being tested on a range of science disciplines including biology, chemistry, Earth science, physics, energy, and math. The MRHMS Science Bowl team is open to all students and practices are held on Tuesday afternoons.

### **MRH Youth Sports**

While MRH Youth Sports is not a district sponsored club, we do recognize the benefits of students being involved in athletics outside of school. Students participating in the MRH Youth Sports program are expected to uphold the cornerstones during practices and competition. MRH Middle School competes with other schools in an exciting inter-district athletic program. We believe that sports can be a vehicle to teach our students important lessons. Sign-up for the MRH Youth Sports will be made available prior to each of the seasons. Our focus with this program is learning the importance of teamwork, leadership, and healthy living.

Website: <http://mrhys.leag1.com/>

<b><u>Season</u></b>	<b><u>Sport</u></b>
<b>Fall</b>	Cross-Country Volleyball Soccer
<b>Winter</b>	Boys' Basketball Girls' Basketball Boy's & Girl's Wrestling
<b>Spring</b>	Softball Baseball

***What does a student need to do to participate?***

Each student-athlete needs to maintain good grades and good school conduct. The principal or assistant principal may rule out any student who fails to meet these requirements and that student would be ineligible to participate in one or more games or meets. In addition, each student- athlete is expected to represent the school at all events with class and sportsmanship.

***What do parents need to do?***

There are parent meetings to attend before each season to discuss transportation, sportsmanship, expectations, and scheduling. For your convenience, sign ups can be made via paper copy or online.

**LEAVING FOR HOME**

Our school day ends at 3:06. The buses leave at approximately 3:15, and all students need to be either on their way home or in scheduled after school activities by 3:15. On Tuesdays and Thursdays, the activity buses are available. After school activity period ends at 4:15, with buses departing at 4:20 p.m. As you leave for home, please remember that school rules are still in effect. Skateboards, bicycles, and skates may be used only after you leave the school grounds.

**CELL PHONE USAGE**

Some students are provided cellular phones by their parent/ guardian. Students are allowed to use their phones before school, during lunch, and afterschool. We do ask parents to refrain from texting or calling their children during academic hours.

## **BACKPACKS/BOOKBAGS**

Students often choose to use bookbags/backpacks and other types of bags to carry schoolwork and belongings to and from school. Students are asked to keep these bags in their lockers throughout the day due to the size of our classes and our need to have students up and moving throughout the room in cooperative learning structures. The addition of backpacks to the classroom takes up valuable space and creates a potential safety hazard for tripping, etc. as students move throughout the room. Our teachers have made a conscious effort to minimize the amount of supplies that you will need to carry from class to class. Most classes only require a notebook in addition to the student Chromebook.

## **DRESS CODE**

Personal appearance and attire are primarily the responsibility of the parent/guardian and the student. Your school must share this responsibility by helping each student to learn what clothing is appropriate and acceptable during the school day. Being a school of expedition and spending multiple days a month away from school, our students' dress and appearance is a reflection of our school and communities. We do not expect agreement in all cases, but we do expect all parents and students to seriously consider the question of proper attire while attending school and related functions.

All of these suggestions comply with acceptable standards of health and safety while minimizing distractions in the classroom. There may be cases not included in this list that would be considered improper. The office of the principal will make final determinations of what may or may not be acceptable. There is a need for all of us to cooperate with the following requirements:

(See also Board Policy JFCA.)

- First and foremost, present a neat and well-groomed appearance.
- Clothing should be safe, non-objectionable, and age appropriate.
- Hats and Hoods
- Scarves/Bandanas should only be used as a headband, not head covering
- Faces are to be visible. Sunglasses or other objects that obscure the face/eyes are not to be worn in the building (unless a medical reason is indicated by a doctor).
- Tops should be appropriate. Low cut shirts, midriff, backless, or other revealing shirts are not allowed.
- Pants/shorts/skirts/dresses should be appropriate. No short-shorts or miniskirts—as a rule of thumb, the bottom of the short/skirt should come to the fingers when it is extended to the side of the leg. Pants worn so low on the hips that it exposes undergarments and/or shorts will not be permitted.
- All students must wear shoes. Because our students receive physical education everyday and are often gone on expedition, it is strongly encouraged that they wear tennis shoes or closed toe shoes each day.
- Objectionable writing, pictures or advertising will not be permitted.

## **HOW TO MAKE TEACHER CONTACT**

By phone, call 644-4406 and ask for the extension listed below. By email, use the listing under e-mail followed by @mrhschools.net

Teacher Name	Title	Extension	E-Mail
Baker, Emily	MS Librarian	3860	emily.baker
Berger, Melissa	SSD	3857	melissa.berger
Boyd, Jacqueline	Secretary	3900	jacqueline.boyd
Breed-Parks	Gardner	3838	melissa.breed-parks
Brian, Patrice	Cornerstone		patrice.bryan
Brown, Terri	Counselor	3861	terri.brown
Burbank, Kay	SSD	3911	kay.burbank
Canning, Maria	Science 8	3934	maria.canning
Dittrich, Michael	Principal	3902	michael.dittrich
Harbaugh, John	PE/Health	3923	john.harbaugh
Heinrich, Kurtis	Choir	3822	kurtis.heinrich
Henske, Bill	Science 7	3929	bill.henske
Harris, Jason	Band	3821	jason.harris
Hoffman, Allison	Social Studies 7	3933	allison.hoffman
Jewell, Lesley	Technology		lesley.jewell
Catherine Krebs	PE/Health		catherine.krebs
Kruger, Amy	Gifted	3944	amy.kruger
Mattia, Nathan	Social Studies 8	3935	nathan.mattia
McCabe, John	Asst. Principal	3931	john.mccabe
Pezzani-Rovira, Carla	Reading Spec.	3955	carla.pezzani
Potthoff, Holly	Drama	3828	holly.potthoff
Pyatt, Jennis	Head Custodian	565-9788	jennis.pyatt
Schaefer, Christine	Math 7	3925	christine.schaefer
Stocker, Christine	Art		christine.stocker
Strubhar, Whitney	Com. Arts. 8	3932	whitney.strubhar
Swoboda, Krystal	ESOL		krystal.swoboda
Tanner, Kristine	Com. Arts 7	3921	kristine.tanner
Underwood-Olsen, Angel	School Nurse	3813	angel.underwood-olsen
Zitzer, Michael	Math 8	3919	michael.zitzer

## STUDENT CONDUCT POLICY

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student,

will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on district property, including playgrounds, parking lots and on district transportation, walking to and from school, or at a district activity, whether on or off district property. The district may also discipline students for off-campus conduct that is a serious expression of intent to harm or cause injury to another, or which would cause a substantial disruption of school activities.

#### Reporting to Law Enforcement

It is the policy of the School District of Maplewood Richmond Heights to report all crimes occurring on district property to law enforcement as required by state and federal law. A list of crimes the district is required to report is included in policy JGF.

The principal may also notify the appropriate law enforcement agency and superintendent if a student is discovered to possess a controlled substance or weapon in violation of the district's policy.

In addition, the superintendent shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the district is aware is under the jurisdiction of the court.

#### Documentation in Student's Discipline Record

The principal, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

#### Conditions of Suspension, Expulsion and Other Disciplinary Consequences

All students who are suspended or expelled, regardless of the reason, are prohibited from participating in or attending any district-sponsored activity, or being on or near district property or the location of any district activity for any reason, unless permission is granted by the superintendent or designee. In addition, the district may prohibit students from participating in activities or restrict a student's access to district property as a disciplinary consequence even if a student is not suspended or expelled from school, if appropriate.

In accordance with law, any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any district property or any activity of the district, regardless of whether the activity takes place on district property, unless one of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian, custodian or another adult designated in advance, in writing, to the student's principal by the student's parent, legal guardian or custodian, and the superintendent or designee has authorized the student to be on district property.
2. The student is enrolled in and attending an alternative school that is located within 1,000 feet of a public school in the district.
3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

If a student violates the prohibitions in this section, he or she may be suspended or expelled in accordance with the offense, "Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences," listed below.

#### Prohibited Conduct

The following are descriptions of prohibited conduct as well as potential consequences for violations.

Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building. All consequences must be within the ranges established in this regulation. In addition to the consequences specified here, school officials may notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy and will contact the parents or legal guardian.

Academic Dishonesty – Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.

First Offense:	No credit for the work, grade reduction, or replacement assignment.
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Subsequent Offense:	No credit for the work, grade reduction, course failure, or removal from extracurricular activities.
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Arson – Starting or attempting to start a fire or causing or attempting to cause an explosion.

First Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

**Assault**

1. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

First Offense:	Parent/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

2. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense:	Expulsion.
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Automobile/Vehicle Misuse – Uncourteous or unsafe driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property.

First Offense:	Suspension or revocation of parking privileges, detention, or in-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Bullying and Cyberbullying (see Board policy JFCF) – Intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; threats of retaliation for reporting such acts; sending or posting harmful or cruel text or images using the Internet or other digital communication devices; sending or posting materials that threaten or raise concerns about violence against others, suicide or self-harm. Students will not be disciplined for speech in situations where the speech is protected by law.

First Offense:	Detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Bus or Transportation Misconduct (see Board policy JFCC) – Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

Dishonesty – Any act of lying, whether verbal or written, including forgery.

First Offense:	Nullification of forged document. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, or 1-180 days out-of-school suspension.

Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved) – Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Drugs/Alcohol (see Board policies JFCH and JHCD)

1. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

First Offense:	Parent/Principal/Student conference, in-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	Parent/Principal/Student conference, 1-180 days out-of-school suspension or expulsion.

2. Possession of or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

3. Sale, purchase or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act.

First Offense:	1-180 days out-of-school suspension or expulsion
Subsequent Offense:	11-180 days out-of-school suspension or expulsion.

Extortion – Threatening or intimidating any person for the purpose of obtaining money or anything of value.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences – Violating the conditions of a suspension, expulsion or other disciplinary consequence including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held. See the section of this regulation titled, "Conditions of Suspension, Expulsion and Other Disciplinary Consequences."

As required by law, when the district considers suspending a student for an additional period of time or expelling a student for being on or within 1,000 feet of district property during a suspension, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence is disruptive to the educational process or undermines the effectiveness of the district's discipline policy.

First Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.
Subsequent Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Report to law enforcement for trespassing if expelled.

False Alarms (see also "Threats or Verbal Assault") – Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

First Offense:	Restitution. Parent/Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Fighting (see also, "Assault") – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Gambling – Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

First Offense:	Principal/Student conference, loss of privileges, detention, or in-school suspension.
Subsequent Offense:	Principal/Student conference, loss of privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Harassment, including Sexual Harassment (see Board policy AC)

1. Use of unwelcome verbal, written or symbolic language that is sexually harassing or based on gender or of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments; requests for sexual favors and other unwelcome sexual advances.

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

2. Unwelcome physical contact of a sexual nature or that is based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing; or pushing or fighting based on protected characteristics.

First Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Hazing (see Board policy JFCF) – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or district-sponsored activity. Hazing may occur even when all students involved are willing participants.

First Offense:	In-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Incendiary Devices or Fireworks – Possessing, displaying or using matches, lighters or other devices used to start fires unless required as part of an educational exercise and supervised by district staff; possessing or using fireworks.

First Offense:	Confiscation. Warning, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Nuisance Items – Possession or use of toys, games, MP3 players and other electronic devices (other than mobile phones) that are not authorized for educational purposes.

First Offense:	Confiscation. Warning, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Public Display of Affection – Physical contact that is inappropriate for the school setting, including, but not limited to, kissing and groping.

First Offense:	Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Detention, in-school suspension, or 1-180 days out-of-school suspension.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material – Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in

situations where it is protected by law.

First Offense:	Confiscation. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Confiscation. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Sexual Activity – Acts of sex or simulated acts of sex including, but not limited to, intercourse or oral or manual stimulation.

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Technology Misconduct (see Board policies EHB and KKB and procedure EHB-AP)

1. Attempting, regardless of success, to: gain unauthorized access to a technology system or information; use district technology to connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize district technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto or using district technology; or evade or disable a filtering/blocking device.

First Offense:	Restitution. Principal/Student conference, loss of user privileges, detention, or in-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

2. Using, displaying or turning on pagers, phones, personal digital assistants, personal laptops or any other electronic communication devices during the regular school day, including instructional class time, class change time, breakfast or lunch.

First Offense:	Confiscation, principal/student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation, principal/student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

3. Violations of Board policy EHB and procedure EHB-AP other than those listed in(1) or (2) above.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

4. Use of audio or visual recording equipment in violation of Board policy KKB.

First Offense:	Confiscation. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation. Principal/student conference, detention, in-school

	suspension, or 1-10 days out-of-school suspension.
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**Theft -- Theft, attempted theft or knowing possession of stolen property.**

First Offense:	Return of or restitution for property. Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

**Threats or Verbal Assault – Verbal, written, pictorial or symbolic language or gestures that create a reasonable fear of physical injury or property damage.**

First Offense:	Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

**Tobacco**

**1. Possession of any tobacco products on district property, district transportation or at any district activity.**

First Offense:	Confiscation of tobacco product. Principal/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation of tobacco product. Detention, in-school suspension, or 1-10 days out-of-school suspension.

**2. Use of any tobacco products on district property, district transportation or at any district activity.**

First Offense:	Confiscation of tobacco product. Principal/Student conference, detention, in-school suspension, or 1-3 days out-of-school suspension.
Subsequent Offense:	Confiscation of tobacco product. In-school suspension or 1-10 days out-of-school suspension.

**Truancy or Tardiness (see Board policy JED and procedures JED-AP1 and JED-AP2) – Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time class or school begins, as determined by the district.**

First Offense:	Principal/Student conference, detention, or 1-3 days in-school suspension.
Subsequent Offense:	Detention or 3-10 days in-school suspension, and removal from extracurricular activities.

**Unauthorized Entry – Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; assisting unauthorized persons to enter a district facility through any entrance.**

First Offense:	Principal/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Vandalism (see Board policy ECA) – Willful damage or the attempt to cause damage to real or personal property belonging to the district, staff or students.

First Offense:	Restitution. Principal/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Weapons (see Board policy JFCJ)

1. Possession or use of any weapon as defined in Board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo.

First Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

2. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo. or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).

First Offense:	One calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
Subsequent Offense:	Expulsion.

3. Possession or use of ammunition or a component of a weapon.

First Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/28/1999  
 Revised: 12/18/2003; 12/16/2004; 05/18/2006; 12/15/2011  
 MSIP Refs: 6.6  
 School District of Maplewood Richmond Heights, Maplewood, Missouri

## MRH MIDDLE SCHOOL CALENDAR 2017-2018

Open Day for Staff	8/17/17
Back to School Nite	8/22/17
First Day of School	8/23/17
Labor Day/No School	9/4/17
Early Release	9/12/17

MS Parent Nite	9/19/17
MRH Homecoming	9/22/17
Professional Development	9/29/17
Early Release Day	10/10/17
End of 1st Quarter	10/20/17
Student Led Conferences	10/24/17 & 10/26/17
Professional Development	10/27/17
Early Release - Voting Day	11/7/17
Fall Choir Concert	11/15/17
Fall Band Concert	11/29/17
Thanksgiving Break	11/22/17-11/27/17
MS One Act Play	12/5/17
Early Release	12/5/17
Winter Break	12/22/17-12/31/17
New Year's Day	1/01/18
End of 1st Semester	1/11/18
MS Winter Dance	1/11/18
Teacher Work Day	1/12/18
Martin Luther King Holiday	1/15/18
First Day of School 2nd Semester	1/16/18
Early Release Day	1/30/18
Professional Development Day	2/16/18
Presidents Day - PD Day	2/19/18
Early release Day	2/27/18
End of 3rd Quarter	3/16/18
Spring Break	3/19/18-3/23/18



Parent Teacher Conferences	3/26/18 & 3/28/18
PD Day - No School	3/30/18
Tremont Expedition	4/2/18-4/6/18
Spring Band Concert	4/19/18
PD Day - No School	4/27/18
No school for students or teachers	4/30/18
Ocean Springs Expedition	5/14/18-5/18/18
Spring Choir Concert	5/16/18
8th Grade MAP Testing	TBD
Memorial Day Holiday	5/28/18
8th Grade Promotion	5/30/18
Last Day of School	5/31/18
Teacher Work Day	6/1/18
Snow Make-up Day	6/1/18-6/7/18

## **DISTRICT CALENDAR**

[2017-2018 School Calendar](#)

## **DISTRICT POLICIES AND FREQUENTLY ASKED QUESTIONS**

### **District Policies**

The policies of the Maplewood Richmond Heights School district may be obtained in a searchable format at:

[https://simbli.eboardsolutions.com/SB\\_ePolicy/SB\\_PolicyOverview.aspx?S=442&Sch=442](https://simbli.eboardsolutions.com/SB_ePolicy/SB_PolicyOverview.aspx?S=442&Sch=442)

### **PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION (Notice of Nondiscrimination)**

## **General**

The Maplewood Richmond Heights Board of Education is committed to maintaining a workplace and education environment that is free from discrimination and harassment 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 in its programs, activities or in employment. The Board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The Maplewood Richmond Heights School District is an equal opportunity employer.

## **Facilities**

The district also provides equal access to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with federal law.

## **School Nutrition Programs**

No person shall, on the basis of race, color, national origin, sex, age or disability, be excluded from participation in, be denied benefits of or otherwise be subject to discrimination under a school nutrition program for which the district receives federal financial assistance from the U.S. Department of Agriculture (USDA) Food and Nutrition Services. School nutrition programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

## **Individuals with Disabilities**

The district will identify, evaluate and provide a free, appropriate education to all students with disabilities in accordance with law. Anyone who knows or believes that a child may have a disability is encouraged to contact the district's compliance officer listed below.

Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service or activity should contact the compliance officer listed below as soon as possible, but no later than 48 hours before the scheduled event.

## Reporting

The district's nondiscrimination policy is located on the district's website at <http://www.mrhschools.net/policies/non-discrimination-policy>. Grievance forms be obtained at any district office.

The following compliance officer has been designated to address inquiries, questions and grievances regarding the district's nondiscrimination policies:

Assistant Superintendent

7539 Manchester Road, Maplewood, Missouri 63143

Phone: 314-644-4400

Fax: 314-781-3160

In the event that the compliance officer is unavailable or is the subject of a grievance that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer:

Inquiries may also be made to the U.S. Department of Education's Office for Civil Rights, the U.S. Equal Employment Opportunity Commission, the Missouri Commission on Human Rights, the USDA or the U.S. Department of Justice if applicable.

Office for Civil Rights

Phone: 816-268-0550

TDD: 800-877-8339

E-mail: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

Equal Employment Opportunity Commission

Phone: 800-669-4000

TTY: 800-669-6820

E-mail: [info@eeoc.gov](mailto:info@eeoc.gov)

U.S. Department of Agriculture

Director, Office for Civil Rights

Room 326-W, Whitten Building

1400 Independence Avenue SW

Washington, DC 20250-9410

Voice and TDD: 202-720-5964

U.S. Department of Justice

Phone: 202-514-4609  
TTY: 202-514-0716  
E-mail: [AskDOJ@usdoj.gov](mailto:AskDOJ@usdoj.gov)

Missouri Commission on Human Rights  
Phone: 877-781-4236  
TDD: 800-735-2966  
Relay Missouri: 711 or 866-735-2460  
E-mail: [mchr@labor.mo.gov](mailto:mchr@labor.mo.gov)

## **Bullying**

In order to promote a safe learning environment for all students, the School District of Maplewood Richmond Heights prohibits all forms of hazing, bullying and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.

In addition, district staff, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing or bullying or plan, direct, encourage, assist, engage or participate in any activity that involves hazing or bullying. District staff will report incidents of hazing and bullying to the building principal. The principal shall promptly investigate all complaints of hazing and bullying and shall administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated.

The superintendent or designee will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing and bullying.

The district shall annually inform students, parents, district staff and volunteers that hazing and bullying is prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies or verbal instructions by the coach or sponsor at the start of the season or program.

## **Student Records**

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain information about students. It is essential that pertinent information in these records be readily available to appropriate school

personnel, be accessible to the student's parents or legal guardians or the student, in accordance with law (Family Educational Rights and Privacy Act), and be treated as confidential information. A parent, including a parent without custody, will have the right to inspect and receive copies of his or her child's records as allowed by law. A parent also has the right to request that the school correct records which they believe to be inaccurate. •Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

More specific information about student records can be accessed under Board Policy JO and JO-R from the district website.

## **Directory Information**

"Directory Information" is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The school district designates the following items as "Directory Information:" student's name; parent's name; address; telephone number; electronic mail address; date and place of birth; grade level; major field of study; enrollment status (e.g., full-time or part-time); participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g., artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc...); weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; most recent previous school attended; and photographs including photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy.

Directory Information is considered a "public record" that must be released by the district to any person who requests it under the Missouri Sunshine Law.

Parents may provide notice in writing to the school district that they choose to not have this information or any portion of the "Directory Information" released. Unless notified to the contrary in writing, the school district may disclose any of those items designated as "Directory Information" without the parent's or eligible student's prior written consent including in print and electronic publications of the school district.

### **Recruiters**

The district is required to provide military recruiters and institutions of higher education the names, addresses and telephone numbers of secondary school students unless the parents/guardians or 18 year old student submits a written request not to release the information without prior written consent.

### **Highly Qualified Staff**

Parents of each student attending a school receiving Title I funds may request information regarding the professional qualifications of the student's classroom teacher. If you would like such information, a written request should be submitted to the building principal where the teacher is assigned. MRH schools that receive Title I funds are MRH Early Childhood Center and MRH Elementary School.

### **Standard Complaint Procedure for NCLB**

The standard complaint procedure as outlined in Board Policy JFH applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the No Child Left Behind Act (NCLB). Alleged acts of unfairness or any decision made by school personnel, except as otherwise provided for under student suspension and expulsion, which students and/or parents/guardians believe to be unjust or in violation of pertinent policies of the Board or individual school rules, may be appealed to the school principal or a designated representative. As outlined in Policy JFH, principals shall schedule a conference with the parents and any staff members involved to attempt to resolve the problem. If the problem is not resolved to the satisfaction of parents/guardians, a request may be submitted for a conference with the superintendent of schools. If the student and/or parents/guardians are not satisfied with the action of the superintendent, they may submit a written request to appear before the Board of Education. Unless required by law, a hearing will be at the discretion of the Board. The decision of the Board shall be final. All persons are assured that they may utilize this procedure without reprisal.

### **Missouri Department of Elementary & Secondary Education**

### **No Child Left Behind Act of 2001 (NCLB)**

### **COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the No Child Left Behind Act of 2001(NCLB)2 .1 Programs include Title I. A, B, C, D, Title II, Title III.A.2, Title IV.A, Title VI, Title VII.C Revised 1/15 2 In compliance with NCLB Title IX Part C. Sec. 9304(a)(3)(C)

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

### **1. What is a complaint under NCLB?**

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

### **2. Who may file a complaint?**

Any individual or organization may file a complaint.

### **3. How can a complaint be filed?**

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

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

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

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

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

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

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

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

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

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

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within ten days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty days of the complaint being filed, the LEA, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other

members of the general public.

5. **Verification.** Within ten days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, and/or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

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

### **9. How will appeals to the Department be investigated?**

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

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

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

## **Assessment Policy & Plan**

All students enrolled in the Maplewood Richmond Heights School District are expected to take the state-required assessments. This policy includes part-time, full-time, students on homebound instruction, and students who are homeschooled except for specified courses. These students are required to take all tests at their grade level. Additional testing may be administered to ensure that students are receiving appropriate instruction at their academic readiness level. District testing is outlined in the MRH Assessment Plan which is accessible on the district website at <http://www.mrhschools.net/curriculum/assessment> . A copy of the full plan may also be obtained by visiting the school office.

## **Frequently Asked Questions**

### **How are students with disabilities included in required state testing?**

All decisions about how a student with a disability will be tested are made by the student's IEP team and documented in the IEP. Students with disabilities take all MAP content-area assessments (or portions of each content-area assessment as determined by the IEP team) or the MAP Alternate Assessment. For students taking the MAP-A, district standardized assessments, such as Aspire will be given at the student's instructional level if stated in the IEP. In making decisions about



accommodations, the IEP team has the responsibility and the authority to determine individual accommodations that students need to support and ensure their participation in the MAP. As per state guidelines, any accommodations made are deemed necessary for all testing situations, not just for the MAP.

### **How are students who are learning English included in testing?**

ELL students who are receiving ELL services or who are being monitored, take the WIDA as a screening measure when they enter the district and the ACCESS assessment during the spring of each year to monitor progress toward English Language Proficiency. ELL students are tested with the MAP, regardless of the length of time that the students have been in the United States, except in the area of Communication Arts. Students who have been in the United States less than one year are not required to take the MAP Communication Arts assessment.

### **How are assessment results used and disseminated?**

Assessment results are summarized annually in the MRH Assessment Report and presented to the Board of Education in November of each school year. Additionally, results are presented to the Teaching and Learning Council annually and subsequently shared with each Curriculum Action Team (CAT). Each CAT analyzes the data from their respective content area looking for strengths and weaknesses, identifying instructional priorities for the coming year. CATs also analyze the data from the perspective of the process standards to ensure that the way instruction is taking place is aligned with the process standards.

Each elementary classroom teacher assesses his/her students in reading at the beginning of the school year and at the end of the year. Students who are below grade level are also assessed in January. Teachers regularly assess students with running records during instruction. Elementary classroom teachers assess writing using a variety of rubrics including those that are teacher-developed. Teachers regularly assess students' reading with running records during instruction. Elementary teachers use a variety of rubrics that are teacher developed. Teachers have had training on the administration of the assessments used (Star 360, Dominic, F&P, and running records). Teachers in grades K-2 have also had training in miscue analysis.

Data is shared through the Language Arts Curriculum Action Team in each building. Students in grades K-1 can be assessed monthly using Star 360 probes in reading and mathematics. These ongoing assessments provide diagnostic information to classroom teachers to inform classroom instruction and monitor students' progress. They also provide data that can be used to determine student's response to specific interventions. Students in grades 1-6 are assessed three times a year using STAR 360 Reading or Early Literacy. These ongoing assessments provide formative information to classroom teachers to inform classroom instruction and monitor students' progress.

Reading and writing at the middle school and high school are monitored by the language arts staff and the reading specialist. Assessment at the middle school level focuses on ensuring that no student "falls through the cracks" and on providing individual support through focused interventions. All core teachers are provided the information and consult with the reading specialist to incorporate reading strategies that will optimize student success. During the middle school years, the BRI and Journey assessments, along with other selected tests, are administered to students as needed to obtain diagnostic information needed to customize reading support for individual students.

In grades -12 the Scholastic Reading Inventory is administered to all students to identify students needing varying levels of support or enrichment.

At the end of seventh or eighth grade prior to the year in which formal algebra begins, the Iowa Basic Skills Algebra Aptitude Test results are used along with teacher recommendations to identify students 'readiness level for Algebra and to determine who needs additional support or enrichment in Algebra in ninth grade. The items on this assessment are analyzed for specific content area. The individual student analysis is provided to the ninth grade teachers while group analysis is used to identify areas in the curriculum that may need additional emphasis at the middle school level.

### **What test-taking strategies are taught to students?**

MRH CAT teams include specific recommendations in each curriculum document regarding assessment methods that give students practice with constructed response, multiple choice, and performance events. Students are provided with ongoing opportunities to practice test-taking strategies within the classroom.

### **What is the test security policy for state-required assessments?**

Test materials may not be photocopied, duplicated, or made accessible to personnel not responsible for testing. When not in use, test materials are stored in locked areas at the MRH Central Office or in locked areas at the school buildings. Teachers may not see the test booklets prior to testing.

Prior to standardized testing, all staff administering tests attend a building faculty training and review the examiner's manual to ensure consistency of administration, compliance with guidelines, and adequate preparation of the testing environment.

For students who attend out-of-district schools, the Student Services Director delivers the appropriate number and type of test materials to the student's school prior to the first day of testing and picks them up for delivery back to MRH for scoring with the other MRH tests.

### **Non-Discrimination Policy**

It is the policy of the Maplewood Richmond Heights School District not to discriminate on the basis of race, color, religion, sex, national origin, ancestry, disability, age, sexual orientation, and/or perceived sexual orientation, genetic information or any other characteristic protected by law in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Inquiries related to District employment practices and programs may be directed to the MRH School District, Assistant Superintendent, 7539 Manchester Road, Maplewood, MO 63143; telephone number 314-644-4400. Inquiries or concerns regarding civil rights compliance by school districts should be directed to the local school district Title IX/non-discrimination coordinator. Inquiries and complaints may also be directed to the Kansas City Office, Office for Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; telephone: 816-268-0550.

### **How does MRH address compliance with Senate Bill 319?**

Senate Bill 319 requires assessment of students in grades 3-6 (with some exceptions) to determine their reading level as well as individualized “reading improvement plans” for students in grades 4-6 who are substantially below grade level in reading. Additional reading instruction is required for students with reading improvement plans. Retention of students in grade 4 is expected if they are reading below the third-grade level (several exceptions to this requirement are specified in law).

In addressing this law, grade level equivalencies are determined using multiple measures. At MRH, our primary measures also serve instructional roles in our program: Fountas and Pinnell Benchmark Assessment and STAR360 Reading. Additional measures may be used to confirm inconclusive results.

All students in grades 1-6 who are significantly below grade level have a reading literacy plan. The RTI process helps ensure that all students’ individual needs are considered in planning and supporting on grade level reading ability.

### **Missouri Health Net for Kids**

The Federal Children’s Health Insurance Program, part of MO HealthNet for Kids program, is a health insurance program for uninsured children of low-income families who do not have access to affordable health insurance. In order to qualify for this benefit program, you must be a resident of Missouri, under 19 years or be a primary care giver with a child under the age of 19, not covered by health insurance (including Medicaid), and a U.S. national, citizen, legal alien, or permanent resident. Please see the state’s program information for details at:

<https://mydss.mo.gov/mhk/index.htm>

## **Assistance to Students Who are Homeless, Migrant, or Learning English as a Second Language**

Missouri school districts are responsible for meeting the educational needs of an increasingly diverse student population by providing a wide range of resources and support to ensure that all students have the opportunity to succeed and be college prepared and career ready. Our school district has programs designed to help meet the unique educational needs of children working to learn the English language, students who are advanced learners, students with disabilities, homeless students, the children of migrant workers, and neglected or delinquent students. For more information, contact your building principal.

### **Protection of Pupils Rights**

Any parent may inspect, upon request, instructional material used as part of the educational curriculum and instructional materials that will be used in connection with surveys as part of any applicable program. A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student. The term "instructional material" does not include academic tests or academic assessments. In general, the district will not collect, disclose or use personal student information for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose

In accordance with law, no student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis or evaluation (hereafter referred to as "protected information survey") that reveals any of the following information without written consent of a parent:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, antisocial, self-incriminating or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers.
7. Religious practices, affiliations or beliefs of the student or the student's parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Parents will receive prior notice and an opportunity to opt a student out of:

1. Any other protected information survey, as defined above, regardless of the funding source.
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, or any physical exam or screening permitted or required under state law, except for hearing, vision or scoliosis screenings.
3. Activities involving the collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing information to others.

### **Trauma-Informed Schools Initiative**

Information regarding the Department of Elementary and Secondary Education's Trauma-Informed Schools Initiative can be found at <https://dese.mo.gov/college-career-readiness/school-counseling/bullying-suicide-prevention-and-trauma-informed>

## **Student Records**

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain information about students. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardians or the student, in accordance with law (Family Educational Rights and Privacy Act), and be treated as confidential information. A parent, including a parent without custody, will have the right to inspect and receive copies of his or her child's records as allowed by law. A parent also has the right to request that the school correct records which they believe to be inaccurate. •Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

More specific information about student records can be accessed under Board Policy JO and JO-R from the district website.

## **Directory Information**

"Directory Information" is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The school district designates the following items as "Directory Information:" student's name; parent's name; address; telephone number; electronic mail address; date and place of birth; grade level; major field of study; enrollment status (e.g., full-time or part-time); participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g., artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc...); weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; most recent previous school attended; and photographs including photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy. Directory Information is considered a "public record" that must be released by the district to any person who requests it under the Missouri Sunshine Law. Parents may provide notice in writing to the school district that they choose to not have this information or any portion of the "Directory Information" released. Unless notified to the contrary in writing, the school district may disclose any of those items designated as "Directory Information" without the parent's or eligible student's prior written consent including in print

and electronic publications of the school district.

### **Highly Qualified Staff**

Parents of each student attending a school receiving Title I funds may request information regarding the professional qualifications of the student's classroom teacher. If you would like such information, a written request should be submitted to the building principal where the teacher is assigned. MRH schools that receive Title I funds are MRH Early Childhood Center and MRH Elementary School.

### **Standard Complaint Procedure for NCLB**

The standard complaint procedure as outlined in Board Policy JFH applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the No Child Left Behind Act (NCLB). Alleged acts of unfairness or any decision made by school personnel, except as otherwise provided for under student suspension and expulsion, which students and/or parents/guardians believe to be unjust or in violation of pertinent policies of the Board or individual school rules, may be appealed to the school principal or a designated representative. As outlined in Policy JFH, principals shall schedule a conference with the parents and any staff members involved to attempt to resolve the problem. If the problem is not resolved to the satisfaction of parents/guardians, a request may be submitted for a conference with the superintendent of schools. If the student and/or parents/guardians are not satisfied with the action of the superintendent, they may submit a written request to appear before the Board of Education. Unless required by law, a hearing will be at the discretion of the Board. The decision of the Board shall be final. All persons are assured that they may utilize this procedure without reprisal.

### **Assessment Policy & Plan**

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