



# Maplewood Richmond Heights Middle School

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## STUDENT/ PARENT HANDBOOK **2015-2016**

### **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.

**Michael Dittrich, Ed.S, Principal**  
**Daniel Reeve, Ed.S, Assistant Principal**  
**Ms. Terri Brown, Counselor**  
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## **MAPLEWOOD RICHMOND HEIGHTS MIDDLE SCHOOL**

**MRH School District  
7539 Manchester Road  
St. Louis, MO 63143**

### **Central Contact Numbers/Information**

Office (314) 644-4400  
FAX (314) 781-3160

Superintendent: Karen Hall  
Assistant Superintendent: Roxanna Mechem  
Chief Financial Officer: Shelly Kinder  
Director of Buildings and Grounds: Amber Silver  
Director of Communications: Brian Adkisson

### **Board of Education**

Mr. Nelson Mitten - President  
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Board Secretary: Kat Norton



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“Please take responsibility for the energy you bring into this space”

## **MRH DISTRICT MISSION**

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

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# Maplewood Richmond Heights Middle School

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## INTRODUCTION

Greetings to all of our Maplewood Richmond Heights Middle School parents and students. As the principal of Maplewood Richmond Heights Middle School, I want to welcome you to our school for the 2015-2016 academic year. Our staff has been very busy this summer attending conferences locally and across the country to grow and to prepare for the upcoming school year. I feel privileged to have the opportunity to work with the highly qualified and dedicated staff, the wonderful students, and the supportive parents that make up the two outstanding communities we serve. Our staff is committed to working with students and their families as a team and help prepare each child as a leader, scholar, steward, and citizen for our diverse and changing world. Please come join the staff on August 6<sup>th</sup> at 6 PM in the theatre for our Back to School Night. We will follow (weather permitting) with pizza in the outside commons.

I am thrilled to start my second year as Principal of Maplewood Richmond Heights Middle School. I look forward to engaging in the educational process together and to see each and every one of our students grow. I am equally thrilled to have an amazing leadership team, teacher team, and support staff team who tirelessly work to support our students and who every day strive to create a rich learning environment at the middle school. We are excited about some new changes this year at the middle school. First, we are welcoming new staff members, some who are shared with the high school: name (MS/HS Intervention Teacher), Maria Cummings (Science Teacher), and Lisa Weaver (Math Teacher). Mrs. Jones is moving to the 8th grade this year as a member of the 8th grade team.

We are also starting a new schedule this year, start and end times are the same as last year, as we have moved the core classes to the morning and our exploratory classes to the afternoon. This allows for flexibility in the mornings for expeditions, flexibility to block schedule, and provides students time in their core classes when research tells us that they are the most attentive during the school day and ready to engage in their own learning. In the afternoon students are able to bridge their learning into their exploratory classes, that allow students to explore personal interests and allows students to be exposed to a variety of content areas.

I welcome all our families back to another exciting and challenging year. Please know that Assistant Principal Dan Reeve and myself are available to meet with you in person or talk to you over the telephone to discuss any concerns you may have. As the instructional leader of this campus I am responsible for all decisions made in the best interest of your children. I look forward to a great year and to meeting all our new children and their families.

Once again, I am looking forward to a great start this year and plan on seeing MRHMS students growing each day socially and academically. I appreciate your ideas, concerns and questions. The best way to contact me is by calling the school 644-4406 or my email at [michael.dittrich@mrhschools.net](mailto:michael.dittrich@mrhschools.net)

Sincerely,



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Michael Dittrich, Ed. S

## **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 ready to give it your best daily. As your Principal, Assistant Principal, Teachers, and Staff, we promise you that we will show up ready to give you our best each day as well.

--Michael Dittrich, Principal

--Daniel Reeve, Assistant Principal



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## 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, on expeditions, field trips, and everywhere during all occasions. 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, 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 recognize students who go above and beyond in supporting these cornerstones with Cornerstone Recognition Awards. Students receiving a Cornerstone Recognition will be announced at the monthly



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town hall meeting. In addition, we will provide time monthly for 7th grade advisories to team up with 8th grade advisories as they work to support a local non profit of their choice.

Unfortunately, there are times when these cornerstones are not upheld. In these moments consequences may need to be assigned and expectations re-taught. We believe every student can meet these expectations if given the opportunity. When the cornerstones are not upheld, however, there are consequences.

## **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:

Scholarship ~ Stewardship ~ Leadership ~ Citizenship



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- 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 students records.
- To appeal on behalf of their children.





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## **TECHNOLOGY INTEGRATION/ DIGITAL CITIZENSHIP**

MRH Middle School offers the opportunity for each student to utilize a Chromebook for the 2015-2016 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 facility has worked diligently to place their entire curriculum on-line in our new 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 will be using google calendars in which teachers can update with upcoming dates and assignments. Students are encouraged to share their Google calendar with their parents. 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. If students abuse the privilege and care of the laptop, they will forfeit their rights to using one or be placed on restrictions.



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## 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. Bikes should be locked securely off the Martini entrance 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 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 not arrive before 7:35 a.m. Staff members will be in the Middle School hallways and cafeteria for supervision from 7:35 to 7:55 a.m. Breakfast is served 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 in the morning and exploratory classes in the afternoon. In addition, staff from



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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 block, 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 Academic Time

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

## **Leaving School Early**

We understand there are occasions that doctor appointments and family emergencies will result in your child needing to dismiss early from school. Safety is very important to us here 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 MS floor to sign their child out if they are leaving early. If a parent has physical limitations please let us know and we can help you access the elevator or show ID at our central office for picking up your child. In an effort to protect instructional time, students will not be called from class until the parent arrives at school.



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## BELL SCHEDULE

<b>Monday Schedule</b>		
<b>Period</b>	<b>Start Time</b>	<b>End Time</b>
ADVISORY	8:00	8:40
P1	8:43	9:27
P2	9:30	10:16
P3	10:19	11:06
P4	11:09	11:56
P5	11:59	12:47
Lunch	12:47	1:17
P6	1:20	2:12
P7	2:15	3:06
	<b>Tuesday-Friday Schedule</b>	
<b>Period</b>	<b>Start Time</b>	<b>End Time</b>
P1	8:00	8:55
P2	8:58	9:53
P3	9:56	10:51
P4	10:54	11:49
P5	11:52	12:47
LUNCH	12:47	1:17



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P6	1:20	2:12
P7	2:15	3:06
	<b>EARLY RELEASE</b>	
<b>Period</b>	<b>Start Time</b>	<b>End Time</b>
ADVISORY	8:00	8:30
TOWN HALL	8:33	9:15
CORNERSTONE/CLUB DAY	9:18	9:58
CLUB DAY	10:00	12:55
LUNCH	12:55	1:25

## TARDY POLICY

4 Tardies = Lunch Detention  
 6 = ASD, possible Academic Club  
 8 = Admin referral

Tardy accumulation will run Club Day to Club Day



## 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 involves field experience, reflection on the learning, and exhibits of excellent student work. Field experiences may be local trips, out of the city, or out of state. Daily student behavior related to safety will 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 Desire to Learn (D2L), our online curriculum portal. Reviewing this information allows families to begin to get a picture of what the learning expectations are, how students are learning it and how they will be able to demonstrate what they have learned. This lesson design is called "Understanding By Design." In addition, MRHMS will be using Hapara, an online management tool for teachers. Using this tool, our teachers will be able to push due dates and assignments directly to student calendars. We encourage parents to have their child share their google calendar with their parents.

Each class has a specific set of guidelines on how they gather evidence of learning which eventually become the grades on report cards. It is important that students and parents understand exactly what is expected academically in each of their classes. Finally, every student must understand how teachers will respond to students who are not meeting behavioral expectations.



## STANDARDS BASED GRADING PHILOSOPHY

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. Students will be allowed additional opportunities to show understanding and mastery. In the end, we are concerned with the final understanding and mastery and the process as to which a student will learn the content.

### MRHMS Grading Norms

- Students are provided multiple 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 will have this documented under the comment section of the report card.

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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>>



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*New for 2015-2016 School Year*

<b>Grading Levels</b>	<b>Scale</b>	<b>*Letter Grade Equivalent</b>	<b>Categories in Grade Book are:</b>
<i>Advanced</i>	<i>100-91</i>	<i>A</i>	<i>Content Area Standards (Anchors)</i>
<i>Proficient</i>	<i>90-81</i>	<i>B</i>	
<i>Nearing-Proficient</i>	<i>80-71</i>	<i>C</i>	
<i>Beginning</i>	<i>70-61</i>	<i>D</i>	
<i>No Evidence</i>	<i>50</i>	<i>F</i>	

## **WHEN YOU NEED HELP**

Every middle school student needs help sometimes. *When you need help, it is very important that you ask for it. You can do this in person or by email.* 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, Wednesdays, 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.

### **Academic Lab**

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

Students may be assigned to academic lab as part of academic support or they may choose to come when





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they need help. If a student is assigned, academic goals are set and the student must attend for a specified time until their academic goals are met.

## **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.

## **Robotics**

**Contact: Mrs. Canning**

Students are introduced to robotics and the coding behind what makes robots work. Students are introduced to problem solving through the use of coding.

## **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/>

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



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## ***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 inter-district 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 3:15, and all students need to be either on their way home or in scheduled after school activities by 3:20. On Tuesdays, Wednesdays 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. All other times require students to gain permission from staff to use their phones.

## **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 on our school and communities we represent. We do not expect you to agree in all cases but we do expect you to seriously consider the question of proper attire while attending school and the need for all of us to cooperate with the following requirements.



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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. (See also Board Policy JFCA.)

- First and foremost present a neat and well-groomed appearance.
- Clothing should be safe, non-objectionable, and age appropriate.
- Head gear during school hours is not acceptable. Caps, hats, and hoods or any item covering the head/face shall not be worn in the building unless specific religious observance is documented. Such items must be kept in the student's locker.
- Scarves/Bandana should only be used as 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 each day.
- Objectionable writing, pictures or advertising will not be permitted.



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## 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

<b>Teacher Name</b>	<b>Title</b>	<b>Extension</b>	<b>E-Mail</b>
Baker, Emily	MS Librarian	3860	emily.baker
Berger, Melissa	SSD	3857	melissa.berger
Blumberg, Lori	ESOL	3954	lori.blumberg
Breed-Parks	Gardner	3838	melissa.breed-parks
Brown, Terri	Counselor	3861	terri.brown
Burbank, Kay	SSD	3940	kay.burbank
Canning, Maria	Science 8	3934	maria.canning
Dittrich, Michael	Principal	3902	michael.dittrich
Harbaugh, John	PE/Health	3923	john.harbaugh
Henske, Bill	Science 7	3929	bill.henske
Harris, Jason	Band	3821	jason.harris
Hoffman, Allison	Social Studies 7	3933	allison.hoffman
Jones, Jennifer	Math 8	3925	jennifer.jones
Kruger, Amy	Gifted	3944	amy.kruger
Mattia, Nathan	Social Studies 8	3935	nathan.mattia
Pezzani-Rovira, Carla	Reading Spec.	3955	carla.pezzani
Potthoff, Holly	Drama	3828	holly.potthoff
Reeve, Daniel	Asst. Principal	3931	daniel.reeve
Sainz, Deanna	Com. Arts. 7	3921	deanna.sainz
Schepker-Mueller, Kari	Art	3908	kari.schepker
Strubhar, Whitney	Com. Arts. 8	3932	whitney.strubhar
Thobbs, Jacqueline	Secretary	3900	jacqueline.thobbs
Underwood-Olsen, Angel	School Nurse	3813	angel.underwood-olsen
Urvan, Nicholas	Choir	3822	nicholas.urvan
Weaver, Lisa	Math 7	3919	lisa.weaver



## 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



# Maplewood Richmond Heights Middle School

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.
Subsequent Offense:	No credit for the work, grade reduction, course failure, or removal from extracurricular activities.

**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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# Maplewood Richmond Heights Middle School

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.



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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





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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



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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.



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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



# Maplewood Richmond Heights Middle School

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.

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.
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# Maplewood Richmond Heights Middle School

Subsequent Offense:	Confiscation of tobacco product. Detention, in-school suspension, or 1-10 days out-of-school suspension.
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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.



# Maplewood Richmond Heights Middle School

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



# Maplewood Richmond Heights Middle School

## MRH MIDDLE SCHOOL CALENDAR 2015-2016

Open Day for Staff	8/6/15
Back to School Nite	8/6/15
First Day of School	8/12/15
Labor Day/No School	9/7/15
Early Release	9/16/15
Professional Development	9/25/15
Tremont Expedition	9/27/15-10/2/15
End of 1st Quarter	10/9/15
Student Led Conferences	10/20,22/15
Professional Development	10/23/15
Early Release Day	10/14/15
Thanksgiving Break	11/25-27/15
Early Release	11/11/15
Fall Choir Concert	11/11/15
Winter Band Concert	11/18/15



# Maplewood Richmond Heights Middle School

Early Release	12/2/15
MS Fall Play	12/8/15
End of 1st Semester	12/18/15
Winter Break	12/21-31/15
New Years Day	1/1/16
Teacher Workday	12/19/21/15
First Day of School 2nd Semester	1/4/16
Martin Luther King Holiday	1/18/16
Early Release Day	2/1/16
Professional Development Day	2/12/16
Presidents Day	2/15/16
Spring Band Concert	4/27/15
End of 3rd Quarter	3/17/16
Professional Development	3/4/16
Spring Break	3/21-25/16
Parent Teacher Conferences	3/14,16/16
No School Pre K-8	3/18/16
Professional Development	4/8/16
Dauphin Island	4/18-22/16
Early Release	4/20/16





# Maplewood Richmond Heights Middle School

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Spring Choir Concert	5/4/15
8th Grade MAP Testing	
8th Grade Act 1 Play	5/11/16
8th Grade Promotion	
Last Day of School	5/20/16
Teacher Work Day	5/23/16
Snow Make-up Day	5/23-27/16
Memorial Day Holiday	5/30/16



# Maplewood Richmond Heights Middle School

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## **DISTRICT CALENDAR**



# Maplewood Richmond Heights Middle School



Maplewood Richmond Heights School District

## 2015-2016 School Calendar

School (phone)	Begin	Dismiss	Early release
Early Childhood (644-4405)	8:00 a.m.	3:15 p.m.	1:25 p.m.
Elementary (644-4403)	7:30 a.m.	2:45 p.m.	12:50 p.m.
Middle School (644-4406)	8:00 a.m.	3:06 p.m.	1:25 p.m.
High School (644-4401)	8:05 a.m.	3:10 p.m.	1:25 p.m.

JULY 2015	AUGUST 2015	SEPTEMBER 2015	July 2015																																																																																																																																																			
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- ◇ = First day of School and Second Semester
- × = No school for students or teachers
- = Teacher work/PD day (No school for students)
- = Student Early Release Day
- ⊖ = Parent/Teacher Conference (Dates/times vary by school)
- ⬢ = End of Quarter/Semester

End of 1st Quarter: Oct. 9 (41 days)  
 End of 2nd Quarter/1st Semester: Dec. 18 (46 days/87 days)  
 End of 3rd Quarter: Mar. 10 (50 days)  
 End of 4th Quarter/2nd Semester: May 25 (39 days/89 days)

Student Days:	Teacher Days:	Board Approved:	Board Revised:
176	189	8/21/14	4/16/15

\* Note: November 25 and March 18 are compensation days for teachers working evenings for Parent/Teacher Conferences.



## 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 Terra Nova, 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 have had training on the administration of the assessments used (AimsWeb, Dominie, F&P, and running records). Teachers in grades K-2 have also had training in miscue analysis.



# Maplewood Richmond Heights Middle School

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Data is shared through the Literacy Care Team in each building. A database tracking students' strengths, weaknesses, and support services is maintained in the elementary building and passed along to the middle school staff. At the end of the sixth grade year, students are screened by the reading specialist at the secondary level using portions of the Journeys Assessment or Basic Reading Inventory and other instruments to determine inclusion in reading support classes during the seventh grade year.

Students in grades K-1 are assessed monthly using the AIMSWeb 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.

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 some students as needed to obtain diagnostic information needed to customize reading support for individual students.

In grades 7-12, the Scholastic Reading Inventory is administered to all students to identify students needing varying levels of reading support or enrichment. Beginning with grade 1, students take the Slosson Mathematics Diagnostic Assessment to identify areas of weakness in basic mathematics skills for students. Teachers use this information to provide customized practice/interventions to increase student skills in these areas. When patterns of weakness are observed across years, changes may be made to the curriculum.

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.



# Maplewood Richmond Heights Middle School

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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.

## **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;





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- 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



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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**

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.