



STUDENT / PARENT HANDBOOK **2025-2026**

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 Zitzer, Principal
Amirah Garwood, Teaching & Learning Coach
Mrs. Terri Brown, Counselor
Ms. Glennis Wagner, Building Administrative Assistant
Mr. Phil Hunt, MS/HS Attendance Coordinator

7500 Lohmeyer
Maplewood, Missouri 63143
Phone: (314) 644-4406
Fax: (314) 781-4629

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<http://www.facebook.com/MRHMSchool>

MAPLEWOOD RICHMOND HEIGHTS MIDDLE SCHOOL

**MRH School District
7539 Manchester Road
Maplewood, MO 63143**

Central Office Contact Numbers/Information

Office (314) 446-1700
FAX (314) 781-3160

Superintendent: Dr. Bonita Jamison

Assistant Superintendent for Human Resources/DEI: Dr. Shonda Ambers-Phillips

Assistant Superintendent for Curriculum, Instruction & Assessment: Dr. Chris McGee

Coordinator of Technology: Dr. Abby Erwin

Director of Operations: Dr. Michael Dittrich

Coordinator of Multi-Tiered Systems of Support: Lauren Weissler

Director of Communications: Ed Rich

Board of Education

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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

MRH is an inclusive school district where students, staff, families, and community members are seen, heard, and valued for their unique backgrounds, culture, talents, and beliefs. We support, educate, encourage, and nurture one another to reach our full potential in order to create a better community.

Honoring these statements means that you will thoughtfully engage the teaching and 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, 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 Zitzer, 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 ensure that all students are engaged in the teaching and 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?

THE RIGHTS AND RESPONSIBILITIES OF STUDENTS

Students have the following rights and responsibilities:

- To be given a 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 an iPad for the remainder of the 2025-26 school year. MRH's 1:1 iPad program continues to develop as a unique and innovative instructional program for student learning. The idea is that the iPads 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 online content management system called Canvas. 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 iPads. We continue to attempt to find the best ways to maximize the effectiveness of the iPad 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.

Damage to the iPad, whether accidental or not, still inflicts a cost to the school to repair it. Thus, accidental damage still results in a payable invoice to the student.

The iPad is always the property of the school district. Students are the caretakers of the iPad, 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 iPad, 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.

LEARNING DURING PANDEMICS

The MRH Middle School has created this section of the Handbook to aid provide an overview of the resumption of instruction for the 2025-2026 school year.

Families, students and staff must feel safe in the knowledge that extraordinary steps have been and are currently being taken to reduce the impact of COVID-19.

The guidelines within this plan and structures are based on data and recommendations by:

- The Centers for Disease Control and Prevention ([CDC](#))
- The World Health Organization ([WHO](#))
- The American Academy of Pediatrics ([AAP](#))
- American Federation of Teachers ([AFT](#))
- The Missouri Department of Elementary and Secondary Education ([DESE](#))
- The Missouri Department of Health and Senior Services ([DHSS](#))
- [The St. Louis County Department of Health](#)
- [Johns Hopkins University & Medicine](#); [Harvard University](#)
- The Missouri School Boards' Association ([MSBA](#))
- Work group of school superintendents throughout east-central Missouri
- [Ittner Architects](#)
- Other applicable international, federal, state and local agencies.

Critical decisions for MRH are being made by the Reentry Task Force and the Board of Education. The Task Force and auxiliary workgroups comprise:

- Administrators from MRH Central Services
- Teams of principals
- School nurses and the District physician
- Board of Education members
- Teachers
- Counselors

Please note that we are closely monitoring guidance, recommendations, and COVID levels on a regular basis. As such, please be aware that safety measures, procedures and policies may change as we progress throughout the academic year.

Helpful Definitions

Canvas	MRH web-based curriculum platform for students as assigned by classroom teachers; all students have login information that is provided by the classroom teacher.
Layers of Protection	Ways in which school personnel reduce the risk of the spread of COVID among staff and students; these layers include: PPE (personal protective equipment: masks, face shields) for all staff and students; regular hand washing and sanitizing; safe-distancing protocols of 3-6 feet apart; plexiglass barriers between student desks and at staff work spaces; reduced time of interactions; specific traffic patterns to reduce congestion and crossing of paths; limited hallway use; daily health checks for staff and families; increased cleaning practices and routines in high-contact areas, and visible daily cleaning records are posted outside of all staff/student spaces and initialed by custodial staff as they are cleaned.
Teaching & Learning MOCAP	Coursework from the MRH Virtual Academy will come from the Missouri Course Access and Virtual School Program (MOCAP). MOCAP has developed a catalog of virtual online courses for students. Students will be able to take an entire course from any Internet-connected computer, available 24 hours a day, seven days a week. These courses are not MRH taught courses and are provided by a 3rd party As mentioned above, coursework will occur entirely online at home. Because of the large number of classes and the small staff size, there will not be an MRH teacher assigned to assist with this coursework. There are certified teachers assigned through Launch to assist the families. The coursework completed in this option will be provided by a program approved by the Missouri Course Access Program.
Process for MOCAP (Launch)	If you select this option, administration will reach out to you to explain the next steps. School personnel will look at your child's schedule to determine what virtual options are available. This would be compiled on a form, expressed to you the parent/guardian, and approved by all parties. After this, administration would work with you to determine what other supports might be needed for you and your student to succeed in this virtual environment. This process would need to take place prior to the start of the first semester in order to ensure proper placement and enrollment within a virtual program.

Process for MOCAP (Launch)

All virtual/MOCAP enrollments must follow our virtual/MOCAP process. The enrollment form, policy and overall process can be found [here](#).

Once a written request has been received our building leadership team will meet within 10 days to discuss the request and make a final decision. The school principal will then notify parents of the decision via email.

If approved, school counselors will work with appropriate personnel to enroll the student in the virtual course(s) and develop a Virtual Learning Plan if enrolling in more than two courses.

GETTING TO SCHOOL

A. Getting a Ride & Riding the Bus

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 no exit out to Manchester.

Bus riders should arrive at their stop 5-10 minutes prior to their scheduled pick up time.

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

Please arrive at school no earlier than 10 minutes prior to the start of the first hour class in order to limit students congregating with one another. This means that students should arrive no earlier than 8:20am unless coming to school for academic support. Upon entering the building, students are to head directly to their locker to drop off belongings and then directly to their first hour class. If a student arrives late (after 8:30), they will enter through the middle school office doors. These doors at the front of the school will allow the students to buzz in and have the door unlocked.

THE SCHOOL DAY

Educating the whole child is part of the culture at MRH School District. 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.

TARDY PROCEDURE

Late Arrival to School

Students arriving late to the start of school should arrive to class as soon as possible after checking in with the attendance/assistant principal's office.

Late Arrival to Class

Students are expected to be present in their assigned classrooms, areas, or offices prepared to begin the hour as soon as class begins. The MRH Middle School tardy procedures are designed to encourage and ensure that students develop the habits and character traits that will lead them down a path to success both inside and outside of the school environment. Below are the tiers and levels of intervention offered based on the number of tardies that students accrue:

- 1st Tier - 1-3 tardies to any classes - Conversations with the Principal
- 2nd Tier - 6 tardies - Discipline referral to administration. Will result in making up time before/after school or during lunch.
- 4th Tier - 10+ tardies - Referral to administration/counseling. May result in a parent meeting, loss of privilege, **Blue Devil Restore (BDR)** and/or other intervention.

All tardies reset at the beginning of a new semester. If students show a pattern of tardies that do not meet the above procedure, the grade level team or school administrator may make a determination that the behavior impacts the learning of the student or students around them. In such cases a referral may still be made.

ATTENDANCE POLICY

Middle School Attendance Policy

We have the goal of having 100% of students in the building 100% of the time. We realize that students get sick and sometimes have unforeseen situations that will keep them from school. Having regular attendance at school including expeditions is very important to successful growth and learning, as well as the development of skills like creativity, critical thinking, and collaboration. Furthermore, having the students involved in learning opportunities as often as possible is essential in maintaining a positive school culture. If an absence is necessary, the parent/guardian must explain the absence by calling the MS Attendance Coordinator, Phil Hunt, at 314-446-3802, by writing a note, or by sending an email at ms.attendance@mrhschools.net. The following information is needed:

- The name of the person calling or writing and the relationship to the student
- The absent student's name
- The reason for the absence
- The anticipated period of absence, if known

The responsibility for make-up work is a collective responsibility. Our staff is dedicated to making sure our online platform, Canvas, is up to date with current learning. Students and parents will have access to that learning using the student's iPad. Efforts will be made to contact parents daily regarding a student's absence. All absences will be deemed to be unverified/unexcused unless the parent/guardian and the administration agree to verify them as excused. Unverified/unexcused absences may lead to the following levels of intervention and support:

- Tier 1 - 3 absences - Families will receive a letter documenting these absences.
- Tier 2 - 5 absences - Families will receive another letter and a phone call from the counselor and/or administrator. The student may be placed on an intervention plan to help motivate their attendance .
- Tier 3 - 7 absences - Families will receive another letter and can be asked to meet with the school's administrator to discuss attendance concerns.
- Tier 4 - 10+ absences - Family will receive another letter and the student will be referred to the building's social worker. Additional absences may result in a referral to the Division of Family Services or a truancy report being filed with Maplewood Police Department.

No rule or procedure will preclude a student from making up work missed due to any type of absence, including absences due to suspension. Procedures and rules must include a due process component that includes notice before consequences are imposed and that allows students and their parents/guardians to appeal any imposed consequence to the superintendent. The Board will not hear appeals of consequences for excessive absences. The district will contact the Children's Division (CD) of the Department of Social Services or the local prosecutor in cases where the district has a reasonable suspicion that a student's lack of attendance constitutes educational neglect on the part of the parents/guardians or that parents/guardians are in violation of the compulsory attendance law.

2025-2026' BELL SCHEDULE

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 call before coming to pick their student up for any appointments or early dismissals. The more notice we have the better so that we may cut the wait time down. Students must come to the MS office to check out before they leave the building. 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 may not be allowed to participate in expeditions if they demonstrate unsafe or uncooperative behavior. In these circumstances, students will meet with the teachers and/or administration to determine if they will be allowed to participate in the extended expeditions. Students are also expected to meet expectations for being in class on time and attendance to school.

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 outcomes¹). 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 on 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 revisit 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.

MRH MS Grading Norms

- 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.

¹ "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>>

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 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.*

ACADEMIC LABS

Our academic labs are no longer provided before or after school because we have a daily advisory period where students have an opportunity to make up work and seek support from their teachers. That option is not provided every day because we do reserve this time for SEL (Second Steps), goal setting, one-on-one conferencing about grades, attendance, and missing assignments, and our academic PLC focus.

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 4:15 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.

Adventure Club - Mr. Henske/Ms. Cushman

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 - Mrs. Breed-Parks

Urban Farmers Club cares for the Middle School Gardens. Participants take extra fruit, vegetables, and herbs home to their families to sample. In the winter, we still care for the chickens, as well as plan next year's garden, work on our seed library, and try cooking some recipes from our harvest. This club meets on Wednesdays after school.

GSA - Gay Straight Alliance - TBD

GSA clubs, or GSAs for short, are student-run organizations that unite LGBTQ+ and allied students to build community and organize around issues impacting them in their schools and communities. GSA clubs have evolved beyond their traditional role to serve as safe spaces for LGBTQ+ youth in middle schools and high schools, and have emerged as vehicles for deep social change related to racial, gender, and educational justice beyond individual schools.

Book Battle - Mr. Chris Smith

In Book Battle Club, students read from a curated list of 20 current high-interest books. Students come together weekly to discuss the books and generate questions about them. Those questions are used as club members then battle each other in a trivia style competition over the details. In the spring, club members assemble a team to take on other middle school students from around the St. Louis area.

Dungeons and Dragons - TBD

D&D Club is an after-school program where students come together to play Dungeons and Dragons (D&D): one of the most popular and famous tabletop roleplaying games. Members will go on adventures, fight monsters, discover treasure and explore a mystical world.

Esports - Dr. Graham

Esports is electronic sports (basically playing competitive video games against players around Missouri). We are currently preparing for our fall season which will include Smash Brothers Ultimate on the switch, Rocket League, and Overwatch. You do not need to own the game or have a system to play with us.

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. 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: <https://www.mrhys.org/>

LEAVING FOR HOME

Our school day ends at 3:20 PM. The buses leave at approximately 3:30PM, and all students need to be either on their way home or in scheduled after school activities by 3:30PM. On Tuesdays, Wednesdays and Thursdays, the activity buses are available. 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 parents/guardians. We ask that student cell phones not be visible once they arrive at school. On our overnight expeditions, cellphones are not permitted as they are detrimental to the learning and sense of community we strive to develop and foster. It is important that our daily expectations reflect the cornerstones of our metaphor: school as expedition. If a student is found to have their cell phone on or out during the day in classes, in hallways, or during lunch, teachers and/or administration will request the phone to be handed over to be kept in the office. In the simplest of terms: phones are not permitted at MRH Middle School and have no place in any learning environments.

We understand that cellular devices are an important communication tool between parents/guardians and students. Please understand that students will not be able to check their messages throughout the day, as cellular devices will be required to be in backpacks/lockers during the entirety of the school day. Parents and guardians can always contact the Middle School Office at 314-644-4406 to talk with their child if there is a need to speak with them right away.

When a student's phone is visible during the school day, below are the following consequences:

- First infraction = warning from teacher (each teacher will keep track of warnings)
- Second/third infraction = phone submitted to the office until the end of the day
- Fourth/fifth infraction = families will have to pick up the phone from the office and possible disciplinary action will be taken.
- 6+ infractions = administration will meet with the student's family to develop a plan, administration will also consider discipline through Blue Devil Restore and beyond.

BACKPACKS/BOOKBAGS

Students often choose to use bookbags/backpacks and other types of bags to carry schoolwork and belongings to and from school. Students will be allowed to carry a single backpack or large purse into the classroom. Students will not be permitted to take those backpacks or large purses with them to the cafeteria or the restroom. If students need personal items in the restroom they should have a smaller bag available to them.

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 are allowed to be worn at school, but must be appropriate. Faces must be visible.
- Hoods on sweatshirts are allowed.
- 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).
- All students must wear shoes. Because our students receive physical education everyday and are often gone on expeditions, 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

HOW TO MAKE TEACHER CONTACT

2025-2026

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
Baker, Chuck	Gifted/Teacher	3884	chuck.baker
Breed-Parks, Melissa	Garden Coordinator	3885	melissa.breed-parks
Brown, Terri	Counselor	3861	terri.brown
Cruvant, Mara	Art	3867	mara.cruvant
Demijan, Christine	Math Specialist	3879	christine.demijan
Drake, Allison	Social Studies 8	3922	allison.drake
Garwood, Amirah	Teacher/Learning Coach	3936	amirah.garwood
Graham, Curtis	Tech / Math	3883	curtis.graham
Goldberg, Angela	Nurse	3813	angel.goldberg
Harbaugh, John	PE/Health	NA	john.harbaugh
Henske, Bill	Science 7/8	3928	bill.henske
Hunt, Phil	MS/HS Attendance	3802	phil.hunt
Jackson, Michaela	SSD Resource	3904	michaela.jackson
Kinkelaar, Nicole	Comm Arts 7	3907	nicole.kinkelaar
Krebs, Catherine	PE/Health	NA	catherine.krebs
Lee, Whitney	MS/HS Intervention	1755	whitney.lee
Leonard, Jeff	Math 7	3915	jeff.leonard
Loyet, Jill	Social Studies 7	3903	jill.loyet
Macky, Sarah	Math 8	3924	sarah.macky
Maddex, Nadia	Choir	1753	nadia.maddex
Marsh, Jennafer	Science 7	3914	jennafer.marsh
McEvoy, Amy	Art	3867	amy.mcevoy
Menkhus, Jen	SSD Resource	3904	jen.menkhus
Pezzani-Rovira, Carla	Reading Specialist	3911	carla.pezzani-rovira
Potthoff, Holly	Drama	3804	holly.potthoff
Poucel, Jean-Jacques	MS/HS French	3958	jean-jacques.poucel
Rapini, Vince	Band	1752	vince.rapini
Sampl, Claire	Speech Pathologist	3870	claire.sampl
Smith, Chris	Com. Arts 8	3918	chris.smith
Stockman, Maggie	SSD	NA	maggie.stockman
Tanner, Kristin	ESOL	3888	kristin.tanner
Viers, Candice	SSD	3940	candice.viers
Wagner, Glennis	MS Secretary	3900	glennis.wagner
Ward, Rachel	Data	3930	rachel.ward
Warren, Naomi	Social Worker	NA	naomi.warren
Rincon, Carolina	Spanish	3908	eve.welge
Williams, Travis	MS/HS Intervention	1755	travis.williams
Youth in Need	Counselor		
Zitzer, Michael	Principal	3902	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.
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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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 that are not authorized for educational purposes.

First Offense:	Confiscation. Warning, principal/student conference, detention, or in-school suspension.
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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 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.
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

MRH MIDDLE SCHOOL CALENDAR 2025-2026

Use the [following link](#) to access the MRH Middle School family focused calendar.

DISTRICT CALENDAR

[2025-2026 District Calendar](#)

MRH DISTRICT POLICIES AND INFORMATION

MRH DISTRICT MISSION

MRH is an inclusive school district where students, staff, families, and community members are seen, heard, and valued for their unique backgrounds, culture, talents, and beliefs. We support, educate, encourage, and nurture one another to reach our full potential in order to create a better community.

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

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

General

The Maplewood Richmond Heights School District is committed to maintaining an educational and workplace environment that is free from discrimination, harassment, and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. The District is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service.

In its programs and activities, the District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law and as required as required by Titles 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. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups. Further, no person shall be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination based on the above listed characteristics under a school nutrition program for which the District receives federal financial assistance from the U.S. Department of Agriculture

(USDA Food and Nutrition Service). The following people are designated and authorized as the District's Non-Discrimination and Title IX Coordinator to coordinate compliance with the laws identified above, including to handle inquiries or complaints regarding the District's non-discrimination policies:

Non-Discrimination Compliance Officer: Shonda Ambers-Phillips, HR Assistant
Superintendent 2531 South Big Bend, Maplewood, MO 63143 314-446-1700.
shonda.ambers-phillips@mrhschools.net

Title IX Coordinator: Vince Estrada, Director of Student Services 2531 South Big Bend,
Maplewood, MO 63143 314-446-1700. Vince.estrada@mrhschools.net

For information regarding how to report or file a claim of discrimination, harassment, or retaliation, see Board of Education Policy AC. Policy and Regulation AC shall govern the grievance procedures, process, and response for complaints and concerns by parents, patrons, employees, or students of the District related to discrimination, harassment, or retaliation on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law.

Inquiries or concerns regarding civil rights compliance by school districts should be directed to the local school district's Non-Discrimination and Title IX Coordinator. Inquiries and complaints may also be directed to the Kansas City Office, Office for Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; (816) 268-0550; TDD (877) 521-2172.

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 are obtained at any district office.

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

Dr. Shonda Ambers-Phillips
Assistant Superintendent for Human Resources/DEI
2531 South Big Bend, Maplewood, Missouri 63143
Phone 314-446-1700
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:

Vince Estrada
Student Services Director
2531 South Big Bend, Maplewood, Missouri 63143
Phone 314-446-1700
Fax: 314-781-3160

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

Equal Employment Opportunity Commission
Phone: 800-669-4000
TTY: 800-669-6820
E-mail: 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

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

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.

Students Eligible for Special Education Services under the IDEA

The district, in cooperation with a special school district, will comply with applicable federal and state laws governing special education services.

Standard Complaint Procedure

The standard complaint procedure as outlined in Board Policy KL 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 KL, 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 Every Student Succeeds Act of 2015 (ESSA) 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 Every Child Succeeds Act of 2015. Programs include Title I. A, B, C, D, Title II, Title III.A.2, Title IV.A, Title VI, Title VII.C, 2, Title IX Part C. Sec. 9304(a)(3)(C)

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

1. What is a complaint under ESSA?

For these purposes, a complaint is a written 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 ESSA.

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 ESSA 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 five 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 five 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 five 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.

Family Engagement Policy

Family engagement is encouraged in Policies KC and KD. Patrons of the district are encouraged to express ideas, concerns and comments about school programs through written correspondence, service on citizen advisory committees and responses to surveys authorized by the Board, in accordance with Board policies and procedures for receiving public complaints and public participation at Board meetings, and as otherwise authorized or required for district participation in state and federal programs. It is the Board's intent to establish partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

The district will encourage parents to be involved in supporting the education of their children in at least the following ways:

- the development of long-range planning for the district and in the process of reviewing the plan and continuous improvement.
- conduct with parents/guardians and school staff an annual evaluation of the content and effectiveness of the parental involvement to determine whether there has been increased participation and whether there are barriers to greater participation by parents/guardians.
- use the evaluation findings in designing strategies for school improvement and in revising involvement policies and procedures at the district and building levels.
- Partnering with Parent-Teacher organizations
- Conducting parent/teacher conferences and curriculum nights
- Use of Power school and other communication systems to monitor student progress
- Providing information via the district website and e-blast to keep parent/guardians informed regarding school events and opportunities to be involved.
- Being available to parents/guardians for contact regarding any questions or concerns they have regarding their child's education.

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 and/or teaching assistant. 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.

Assessment Policy & Plan

All students enrolled in the Maplewood Richmond Heights School District are expected to take the state-required assessments. Currently state law does not allow for students to opt out of statewide assessments. Additional information regarding district assessment can be found in Board Policy IL. This policy includes part-time, full-time, students on homebound instruction, and students who are homeschooled except for specified courses. 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, Dominie, 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 9-12 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.

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.

How Does MRH address Senate Bill 635 (Dyslexia Screening)?

MRH complies with the provisions of SB 635 by providing universal screening to help early identification of students with characteristics consistent with dyslexia. All students in grades K-3 will receive annual screening. Students in grades 4-12 new to MRH or who are receiving reading services will also be screened. All testing will be consistent with the district assessment plan and the MRH dyslexia plan adopted by the Board on June 21, 2018. A copy of the plan may be obtained by visiting the school office.

Accountability Reports

District and building accountability reports are available through the Department of Elementary and Secondary Education Website. You may access the site by visiting the district website by navigating to the "About Us" section and clicking on "Key Facts".

**ELIGIBILITY CRITERIA FOR FREE AND REDUCED PRICE MEALS
EFFECTIVE JULY 1, 2024**

Household Size	Maximum Household Income Eligible for Free Meals			Maximum Household Income Eligible for Reduced Price Meals		
	<u>Annually</u>	<u>Monthly</u>	<u>Weekly</u>	<u>Annually</u>	<u>Monthly</u>	<u>Weekly</u>
1	\$19,578	\$1,632	\$377	\$27,861	\$2,322	\$536
2	26,572	2,215	511	37,814	3,152	728
3	33,566	2,798	646	47,767	3,981	919
4	40,560	3,380	780	57,720	4,810	1,110
5	47,554	3,963	915	67,673	5,640	1,302
6	54,548	4,546	1,049	77,626	6,469	1,493
7	61,542	5,129	1,184	87,579	7,299	1,685
8	68,536	5,712	1,318	97,532	8,128	1,876
Each add'l member	+6,994	+583	+135	+9,953	+830	+192

Family/Household means a group of people who may or may not be related and who do not live in an institution or a boarding house, but who are living as one economic group. Students who are temporarily away at school should be counted as members of the family; however, students who are full-time residents of an institution are considered a family of one.

Gross Income means income before deductions for income taxes, employee's social security taxes, insurance premiums, charitable contributions, bonds, etc. It includes the following:

1. Monetary compensation for services, including wages, salary, commissions, or fees;
2. Net income from non-farm self-employment;
3. Net income from farm self-employment;
4. Social security;
5. Dividends or interest on savings or bonds or income from estates or trusts;
6. Net rental income;
7. Public assistance or welfare payments;
8. Unemployment compensation;
9. Government civilian employee or military retirement, or pensions, or veterans payments;
10. Private pensions or annuities;
11. Alimony or child support payments;
12. Regular contributions from persons not living in the household;
13. Net royalties; and
14. Other cash income. Other cash income would include cash amounts received or withdrawn from any source including savings, investments, trust accounts, and other resources which would be available to pay the price of a child's meal.

Income does not include any income or benefits received under any Federal program, which are excluded from consideration as income by any legislative prohibition.

In a household where there is income from wages and self-employment and the self-employment reflects a negative net income, consider that income as zero so as not to offset the wages earned.

In applying guidelines, the family's current rate of income should be used in determining eligibility.

Current Income is defined as income received during the month prior to application if such income is representative. Where the prior month's income was much higher or lower than usual, expected income for this year (12 months starting from the prior month) may be used; for example, self-employed people, farmers, and migrant workers. (Information follows on the reverse side.)

Attachment A (Continued)

Foster Children whose care and placement is the responsibility of the State, or who is placed by a court with a caretaker household, are categorically eligible for free meals and may be certified without an application. Whether placed by the State child welfare agency or a court, in order for a child to be considered categorically eligible for free meals, the State must retain legal custody of the child. Households with foster and non-foster children may choose to include the foster child as a household member, as well as any personal income earned by the foster child on the same household application that includes the non- foster children. Foster children on the DC list are free eligible. Foster children cannot extend eligibility to household members.

Institutionalized Children are considered a one-member family and only monies the child actually receives and controls shall be considered as income for determining eligibility.

Adopted Children for whom a household has accepted legal responsibility is considered to be a member of that household. If the adoption is a “subsidized” adoption, which may include children with special needs, the subsidy is included in the total household income.

Because some adopted children were first placed in families as foster children, parents may not be aware that, once the child is adopted, he/she must be determined eligible based on the economic unit and all income available to that household, including any adoption assistance, is counted when making eligibility determination.

Children from families whose current income is at or below those shown are eligible for free or reduced price meals. Applications are available at the principal's office in each school. To apply, fill out a Free and Reduced Price School Meals Family Application and return it to the school. The information provided on the application is confidential and will be used only for the purpose of determining eligibility. Applications may be submitted any time during the school year. A complete application is required as a condition of eligibility. A complete application includes: (1) household income from all sources or Food Stamp/Temporary Assistance case number, (2) names of all household members, and (3) the signature and social security number of adult household members signing the application. School officials may verify current income at any time during the school year.

Foster children may be eligible regardless of the income of the household with whom they reside.

If a family member becomes unemployed or if family size changes, the family should contact the school to file a new application. Such changes may make the children of the family eligible for these benefits.

Breakfasts will be served at no cost to children regardless of their eligibility.

Under the provisions of the policy, the Food Service Manager will review the applications and determine eligibility. If a parent is dissatisfied with the ruling of the official, he may wish to discuss the decision with the determining official on an informal basis or he may make a request either orally or in writing to the Director of Finance whose address is 7539 Manchester Road, Maplewood, Missouri 63143 for a hearing to appeal the decision.

Hearing procedures are outlined in the policy. A complete copy of the policy is on file in each school and in the central office where any interested party may review it.

Procedure on Past Due Meal Charges

Past due meal charges will be handled in accordance with Procedure EF- AP1. Students will not be denied a meal from the cafeteria regardless of whether money is present in their account. However, students will be charged for every meal. Students may not charge a la carte items. Students will not be singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

Nutrition Guidelines

It is the policy of the MRHSD that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the nutrition standards established by the USDA. These nutrition standards apply to all food and beverages sold to students, including those sold in vending machines, school stores and through district-sponsored fundraisers, unless an exemption applies. For the purposes of this policy, the school day is the time period from the midnight before to 30 minutes after the official school day.

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 caregiver 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>

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 will 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.

Health Records and Notifications of Screening

School nurses will maintain student health records, including emergency information forms for each student. The nurse will ensure that the school principal has access to all student health records. The nurse will store health records in a secure location, and any health information provided orally will be reduced to writing and stored appropriately. District employees shall not share information regarding a student's health in front of other students or staff members who do not have a need to know the information. Student records will be stored and disclosed in accordance with Board policy.

Screening tests for various health conditions (such as vision, hearing and scoliosis) will be conducted in accordance with administrative procedures. Students may also be weighed and measured. Parents/Guardians will receive a written notice of any screening result that indicates a condition that might interfere with a student's progress or health. In general, the school district will not conduct

physical examinations of a student without parental consent to do so unless the health or safety of the student or others is in question or unless by court order.

Further, parents will be notified of the specific or approximate dates during the school year when any nonemergency, invasive physical examination or screening administered by the district is conducted that is:

1. Required as a condition of attendance.
2. Administered by the school and scheduled by the school in advance.
3. Not necessary to protect the immediate health and safety of the student or other students.

As used in this policy, the term “invasive physical examination” means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision, head lice or scoliosis screening.

Parents or eligible students will be given the opportunity to opt out of the above-described nonemergency, invasive physical examination or screening.

Surveys

On occasion, the District and/or third parties will issue surveys to students in order to assess climate and culture or level of interest in programs or activities. A survey allows students to voice their concerns, needs and desires to help them perform better in class. The District will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and Board policies JO and JHDA.

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.

Teaching About Human Sexuality

Any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be age appropriate, medically and factually accurate and shall, pursuant to the requirements of state law:

- Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on

intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline."

- Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity.
- Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity.
- Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception in a manner consistent with the provisions of federal abstinence education law.
- Include a discussion of the possible emotional, psychological and legal consequences of preadolescent and adolescent sexual activity.
- Teach skills of conflict management, personal responsibility and positive self-esteem.
- Teach students about the characteristics of and ways to identify sexual predators.
- Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods.
- Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting.

The parent/guardian of each student has the right to remove the student from any part of the district's human sexuality instruction. Additional information can be found in Policy IGAEB.

Student Safety

Students have no expectation of privacy in lockers, desks, computers or other district provided equipment or areas. Student property may be searched based on reasonable suspicion of a violation of district rules, policy or law. Reasonable suspicion must be based on facts known to the administration, credible information or reasonable inference drawn from such facts or information. Searches of student property shall be limited in scope based on the original justification of the search. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses and not in front of other students, unless exigent circumstances exist.

The school retains the authority to conduct routine patrols of any vehicle parked on school grounds. The interior of a student's automobile on school premises may be searched if the school authority has reasonable suspicion to believe that such a search will produce evidence that the student has violated or is violating either the law or district policy.

The administration may contact law enforcement officials to perform a search if the administration reasonably suspects that a student is concealing controlled substances, drug paraphernalia, weapons, stolen goods or evidence of a crime beneath his or her clothing and the student refuses to surrender such items. Law enforcement officials may be contacted for assistance in performing a search in any case in which a student refuses to allow a search or in which the search cannot safely be conducted.

School employees and volunteers, other than commissioned law enforcement officers, shall not strip search students, as defined in state law, except in situations where an employee reasonably

believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available. If a student is strip searched, as defined in state law, by a school employee or a commissioned law enforcement officer, the district will attempt to notify the student's parents/guardians as soon as possible.

During an examination, and if reasonable under the circumstances, school employees may require students to empty pockets or remove jackets, coats, shoes and other articles of exterior clothing that when removed do not expose underwear. Employees may also remove student clothing to investigate the potential abuse or neglect of a student, give medical attention to a student, provide health services to a student or screen a student for medical conditions.

School Resource Officers

The school resource officer (SRO) may interview or question students regarding an alleged violation of law. A school resource officer may also accompany school officials executing a search or may perform searches under the direction of school officials.

Interview with Police or Juvenile Officers/Other Law Enforcement Officials

Law enforcement officials may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Such interviews and interrogations are discouraged during class time, except when law enforcement officials have a warrant or other court order or when an emergency or other exigent circumstances exist. It is the responsibility of the principal or designee to take reasonable steps to prevent disruption of school operations while at the same time cooperating with law enforcement efforts.

When law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the school principal or designee will be present and the interview will be conducted in private. The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The principal will make reasonable efforts to notify the student's parents/guardians prior to the interview unless the interviewer raises a valid objection to the notification.

Removal of Students from School by Law Enforcement Officials

Before a student at school is arrested or taken into custody by a law enforcement official or other legally authorized person, the principal will verify the official's identity. To the best of his or her ability, the principal will verify the official's authority to take custody of the student. The school principal will attempt to notify the student's parents/guardians that the student is being removed from school.

Interview with the Children's Division

Representatives of the Children's Division (CD) of the Department of Social Services may meet with students on campus. If the student is an alleged victim of abuse or neglect, CD may not meet with the student in any school building or child care facility where the abuse of the student allegedly occurred. The principal will verify and record the identity of any CD representatives who request to meet with or take custody of a student.

Contacts by Guardian Ad Litem and Court-Appointed Special Advocate

When a court-appointed guardian ad litem or special advocate finds it necessary to interview a student during the school day or during periods of extracurricular activities, the school principal or designee must be notified. The principal will verify and record the identity of the individual through the court order that appoints him or her. The interview must be conducted in a private setting and with the least disruption to the student's schedule.

Student Supervision

The district will not be responsible for supervising students outside of the stated daily schedule for each building. Students should not be dropped off or left at school during unsupervised times.

Trauma-Informed Schools Initiative

Information regarding the Department of Elementary and Secondary Education's Trauma-Informed Schools Initiative can be found at <https://dese.gov/tramainforme>

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.

Suicide Awareness

The School District of Maplewood Richmond Heights is committed to maintaining a safe environment to protect the health, safety and welfare of students, including students who may be at risk of suicide, without stigmatizing or excluding students from school. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

The district will use an evidence-based/informed tool for determining whether a student is at risk of suicide or is having a suicide crisis. District employees will respond immediately in situations where

they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis. Actions may include:

- Immediately locating student and not leaving them along.
- Notifying the crisis response team
- Notifying parent/guardian
- Notifying emergency services
- Connecting to school and community resources
- Contacting the National Suicide Prevention Lifeline (800-273-8255) for assistance.

Confidentiality

Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

Starting no later than fifth grade, students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Abuse and Neglect

If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and Board policy.

Medication

The district prohibits students from possessing or self-administering medications while on district grounds, on district transportation or during district activities unless explicitly authorized in accordance with policy JHCD. Medications will only be administered at school when it is not possible or effective for the student to receive the medication at home.

Electronic Communication

A district technology user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources including, but not

limited to, voice mail, telecommunications, e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by district administrators or their designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops and tablets.

The district will monitor the online activities of users and operate a technology protection measure ("content filter") on the network and all district technology with Internet access, as required by law. In accordance with law, the content filter will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography. Content filters are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by the district is prohibited.

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records. Staff members may only communicate with students electronically for educational purposes between the hours of 6:00 a.m. and 10:00 p.m. Staff members may use electronic communication with students only as frequently as necessary to accomplish the educational purpose as outlined in policy GBH.

The School District of Maplewood Richmond Heights prohibits the use of visual or audio recording equipment on district property or at district activities by outside entities without permission from the superintendent or designee unless otherwise authorized by law. The district or designated agents of the district may make audio or visual recordings if in alignment with Policy KKB.

Immunization

The district will exclude from school all students who are not immunized or exempted as required by law. Parents of students in the MRH preschool may ask if any child in the preschool has an immunization exemption on file. However, the district will not release the name of the child, the type of exemption, or any other information other than there is at least one child with an exemption pursuant to Policy JHCB.

Emergency Preparedness

Earthquakes

The Federal Emergency Management Agency (FEMA) has developed materials that explain safety measures to be taken by students during an earthquake. The materials may be accessed at www.fema.gov/earthquake-safety-school.

School Cancellation

When the decision is made to close schools or alter our school day, we use various procedures to notify the MRH community. Notification announcements for full-day school closings or a late start to school will normally be made by 5:00 a.m., and afternoon and evening activity cancellations will normally be announced by 2:00 p.m. If school is closed, learning will still happen. Students should be ready to log on to their first hour at 8:30am. An inclement weather schedule will be provided via email to all students.

Closing and emergency notifications are sent via phone calls through the District's parent "robocall" notification system, posted on the District's website, Facebook pages, and Twitter accounts. We also post school closings on the following radio and television stations:

- **Radio:** KMOX (AM 1120)
- **TV:** KTVI (Channel 2), KMOV (Channel 4), KSDK (Channel 5), KPLR (Channel 11), and KDNL (Channel 30)

While we try not to close school early due to weather-related concerns, there could be other emergency situations where parents/guardians are asked to pick up students early from school. **Every family should have a plan for picking up children from school in such a situation.** We also ask that you make sure you have provided your child's school with information on all adults who are authorized to pick up your child at school. If necessary, due to safety concerns, students will be kept at school until they are picked up by an adult who has previously been identified on the emergency contact form that parents are asked to complete at the beginning of each school year.

Trauma Informed Website

Pursuant to Missouri Senate Bill 638, Section 161.1050, the Missouri Department of Elementary and Secondary Education (DESE) has established the "Trauma-Informed Schools Initiative."

For the purposes of this initiative, the following terms are defined as follows:

1. "Trauma-informed approach" - an approach that involves understanding and responding to the symptoms of chronic interpersonal trauma and traumatic stress across the lifespan
2. "Trauma-informed school" - a school that:
 - a. realizes the widespread impact of trauma and understands potential paths for recovery
 - b. recognizes the signs and symptoms of trauma in students, teachers and staff
 - c. responds by fully integrating knowledge about trauma into its policies, procedures and practices; and
 - d. seeks to actively resist re-traumatization

Additional Information may be found at <https://dese.mo.gov/traumainformed>