

**Maplewood Richmond Heights Early Childhood Center
Family Handbook
2022-2023**



MRH ECC

Be Bright...

**RELAUNCHING REGGIO,
RELATIONSHIPS &
RELEVANCE**

Maplewood Richmond Heights School District
Early Childhood Center
2810 Burgess Ave
Saint Louis, MO 63143
(314) 644-4405



MRH District Mission

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

MRH Early Childhood Center

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Maplewood, MO 63143

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MRH ECC School Hours

- 7:45 am** Student arrival begins at 7:45 am unless enrolled in our fee-based Before Care Program
- 7:45 am** Supervision for Kindergarten-Second Grade only
- 8:00 am** School begins for Kindergarten-Second Grade
- 8:00 am** Preschool begins (doors open at 8 am)

- 2:40 pm** Preschool dismisses (students need to be picked up by 2:55 pm)
2:55 pm K-2 dismisses (students need to be picked up by 3:15 pm)
1:25 pm Early Dismissal Days for K-2 – See [Calendar](#)
Preschoolers remain in session on Early Dismissal Days



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Attendance Policy

The MRH district believes in the importance of building a habit of good attendance early, as school success goes hand in hand with good attendance. In any learning setting, whether in-person or virtual, maintaining school attendance is critical to your child's education.

DID YOU KNOW?

- Starting in preschool, too many absences can cause children to fall behind in school because of missed instructional time.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school and missing days may lead children to feel disconnected from their classmates and the school environment while negatively impacting their self-esteem.
- Being late to school causes disruption to the classroom teacher and the students as an important classroom community is being built and morning routines are being completed for a successful school day.
- Absences can affect the whole classroom if too many students are absent and the teacher has to stop, or reteach previously taught lessons to help children catch up.
- Poor school attendance starting at an early age can have a direct impact on a student not completing their high school education. Missed classroom instruction can create a compound effect on the student's access to their education throughout their K-12 years.

Attending school regularly helps children feel better about school and themselves. Establishing this habit early helps children learn that going to school on time every day is important. Research has proven that practicing regular, on-time attendance helps children learn and develop the habit of responsibility in all areas of life. Children who see the importance of arriving on time and regular school attendance do well in high school, college and in the workforce.

WHAT YOU CAN DO?

- Set a regular bedtime and morning routine.
- Lay out clothes and pack book bag(s) the night before.
- Find out what day school starts and make sure your child has the required shots (pg. 16 - 18).
- Take note of when your child complains of stomach aches or headaches. These can be a sign of anxiety which is a reason to contact the teacher, nurse or school counselor. We will do our best to support you and your child so that s/he is comfortable and excited about learning.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

SHOULD I KEEP MY CHILD HOME FROM SCHOOL? *IS THERE?*

- a significant illness- students out more than 3 days will be required to have a doctor's note

- a family emergency
- an observance of religious holiday
- a death in the immediate family
- a circumstance which causes you concern for the safety or health of your child

Helping your child succeed is important. Your school is willing to help. If you are having a problem getting your child to attend regularly, call the school. Missing school is a BIG DEAL! Help is only a phone call away if you have questions or worries.

Tardy

Kindergarten-Second Grade students are considered tardy if they arrive at school after the morning bell rings at 8:00 am. If your child is tardy to school, parents/caregivers must park and bring their child to the door to be buzzed inside. School personnel will meet the parent at the door to receive the child as visitors are not permitted in the building. The school will contact parents if there is habitual or chronic tardiness. It is the responsibility of the parent or guardian to make sure his/her child arrives at school on time each day. Please arrive no earlier than 5-10 minutes to ensure your child is on time in K-2. Please DO NOT allow your child to cross the street alone without adult supervision in the car rider drop off line to avoid a tardy. Safety is our first priority for all students at all times. Being on time is important in any learning setting.

Reporting Absences

During remote learning, please email your child's teacher if they will be absent. Once learning is back onsite if your child is absent, you MUST call our attendance office at (314) 256-4570 or email: ecc.attendance@mrhschools.net by 9:00 am the day that your child is absent from school. Voicemail is also available to use before and after school hours. Messages will be checked each morning. When calling to report an absence, please state the child's name, their teacher and the reason for the absence. (Doctor's appointment, illness, death of immediate family member, and observance of religious holidays qualify as excused absences). Other absences are considered unexcused. If your child is not in school, and we have not received a call by 9:00 am, the attendance monitor will call to determine why your child is not in attendance. If your child has been out sick for 3 or more consecutive days, **a doctor's note is needed upon return**. Please email ecc.attendance@mrhschools.net to report student illness related absences.

Attendance Procedures

Parents are contacted daily if there is an unexplained absence by our attendance monitor. The school attendance monitor will call to provide support for parents and their child. As an educational team, we want to work with parents to ensure that all children feel safe at school and that they are present to learn. If necessary, an administrator will contact the student's parent(s) to set up a meeting to discuss attendance concerns. As a part of that meeting, it may be determined that an attendance plan will be developed to help support daily student attendance. The ECC attendance requirements are based on the Department of Elementary and Secondary Education's (DESE) requirement for attendance. DESE is requiring all schools in Missouri to maintain an attendance percentage of 90% for 90% of enrolled students. ***The state attendance***

formula does not distinguish between excused or unexcused absences. ALL absences are factored into the calculation for the students' total time spent in the school environment.

The following three attendance situations may require additional support and intervention to ensure consistent school attendance based on time of the school year and circumstances.

1. If your child's attendance drops **below 92%**. This means that your child has missed multiple days of instruction and their attendance will be watched to ensure that it **does not fall below 90%**.
2. If your child's attendance falls **between 91 - 90%**. This means that your child may not meet DESE's 90% attendance requirement. **At this time, one of the school administrators will call to schedule a meeting with parents and appropriate school personnel.** The student's attendance plan will be developed which could include helping parents devise strategies to increase the likelihood that the student will be at school on a regular basis. Any additional support measures that would be helpful for the whole family will be discussed as well.
3. If your child's attendance **falls below 90% it becomes a very serious concern.** Depending on when this occurs during the school year and the number of absences involved, a meeting will be scheduled with a building administrator and possibly the District Student Services Coordinator. The administrator and the Director of Student Services will meet with parents and discuss the impact these absences have on the child. Together, we will review all steps to this point and discuss the subsequent actions the school will need to take, which may include the involvement of outside agencies. During this meeting, the district may determine if compulsory attendance laws are being violated and will begin contacting the Children's Division of the Department of Social Services. Retention and/or mandatory attendance at summer school are other possible outcomes as a result of attendance falling below the state benchmark.

Our main goal is to ensure every child has the best opportunity for success in all academic areas and strong attendance will assist us in meeting this goal. If you have any questions about the attendance policy, please email or call the school counselors, Mrs. Dori Busby or Mrs. Barice Jackson, the assistant principal, Ms. Tanisha Stanciel, or the school principal, Dr. Loyet.

Arrival and Dismissal Information

PLEASE NOTE: In advance of returning to onsite learning, we will communicate any changes to our arrival and departure procedures.

Drop Off and Pick-Up Procedures

All drop off and pick-up for kindergarten, first grade and second grade will be in the school's parking lot. **Only buses will be allowed to drop off and pick-up students on Oakland.**

Kindergarten, First Grade and Second Grade car/rider/walker parents will use the drive through lane for drop off and pick-up. A staff member will assist children out of the cars beginning at 7:45 am. **Students may not**

be dropped off or enter the building prior to 7:45 am, unless they are enrolled in the fee-based Before and After Care Program.

During afternoon pick-up, the drive through lane will be used in the parking lot for all dismissals. In order to expedite the pick-up line and safely manage traffic, **please display your students' name plaque on your car visor.** K-2 will begin dismissing students at 2:55 pm.

Appointments

If a student must leave during the school day, a written explanation must be submitted to the school office at the beginning of the day. Parents must use the buzzer outside the main entrance and school personnel will call and/or have the child brought to meet the parent at the door.

Change in Dismissal Plan

Parents of children who ride the bus, who wish to pick their child up at the end of the school day, or who designate that the child be picked up by someone else, must send a note to the child's teacher. The teacher will send the note to the school office. **If your child does not have a note, we will send them home on their regular bus.** If there is a request for a change in bus stops it should be cleared through the office in advance. Please inform any designee that you send to pick up your child, that they will be required to present I.D. to school office personnel before the child is released. Please remember that we are responsible to see that your child's return home is as scheduled unless you notify us in writing. If, for some reason, you need to pick your child up before the school day ends, please call the office and a staff member will bring your child to the main entrance door. The child will be called to the office when the parent/caregiver/sibling comes to the office. **The teacher cannot release a student without following this procedure.**

Please note:

Changing your child's dismissal plan 1 hour before dismissal hinders our ability to ensure the safe and accurate dismissal of your child. We understand that emergencies do happen, but if it becomes a chronic situation, a meeting will be scheduled with the parents, including a building administrator and other ECC personnel to generate a solution to the reoccurring issue. We thank you in advance for your cooperation in this most serious matter.

Early Dismissal

During the school year, the students will have early dismissal days. MRH ECC will dismiss Kindergarten/First Grade/Second Grade students at 1:25 pm. Early Release does not pertain to the Preschool students. The early dismissal is for teacher in-service programs, departmental meetings, and school improvement activities. Please refer to the [2022-23 MRH School District Calendar](#) for early release dates.

Emergency School Closings

When an emergency, or inclement weather forces the closing of schools or implementation of a Late Start in MRH, the decision will be announced on the radio (KMOX 1120 AM), TV (Channels 2, 4, and 5), and the MRH

School District's website (www.mrhhsd.org). Announcements will begin at 5:30 am. In the event school is called off during the school day due to an emergency or inclement weather, we make every effort to inform parents. **At ECC, no child will be released without direct contact with a parent/guardian due to the age of students.** The closing will be announced on KMOX, Channels 2, 4, and 5 and the MRH website. In this instance, your child will be sent home according to their normal dismissal routine.

Discover Club

MRH offers a fee-based school-age childcare program at ECC that currently has a wait list. This program offers a safe, well-supervised alternative environment for your child on weekdays from **7:00 am** until the start of school and after school has ended until **6:00 pm**. For more information regarding this program, please call Betty Pearson, Supervisor of the Discover Club Program, at 314-566-3650. Enrollment forms available in the office. Space is limited. This is not a "drop in" program; students must be currently enrolled to attend.

If your child attends the Discover Club Program at ECC and you pick him/her up from school or your child will be absent from school, please notify the Discover Club Staff as well as the school. Please leave a message for the Discover Club Staff at 256-4514.

Related Dismissal Procedures

ECC students will not be released from the bus, unless there is an identifiable caregiver at the bus stop. If there is no caregiver at the bus stop, your child will be brought back to the ECC. Should this become a chronic situation, a meeting will be scheduled with a building administrator and other school personnel to rectify the situation. In the event that your child does not arrive at their scheduled bus stop, please remain at the stop and immediately call the ECC school office.

Expectations

Family Expectations

MRH ECC Families have high expectations for student learning and are committed to:

Communicating with their child's teacher by phone, email, notes, and conferences.

Acknowledging the importance of their child's education by sending him/her to school on time with their necessary belongings.

Celebrating their child's efforts in reading, writing, math, & inquiry with words of encouragement.

Modeling appropriate behaviors for their children to encourage growth and success at school by talking respectfully at home and helping them see things from different perspectives.

Instilling the love of literature by reading with their child every night and talking about the stories they have read & of math by setting aside time to play board games that stimulate mathematical thinking.

School Wide Expectations

At the ECC children have a right to be safe and to learn.

Safety

Children have a right to be safe and a responsibility to help keep their hands/feet to themselves and to use their words when they are frustrated or upset.

Learner

Children have a right to learn each day and a responsibility to their learning community to act respectfully to peers and refrain from disrupting the learning environment.

Leader

Children need to be leaders throughout the school day. They demonstrate being a leader by modeling respectful behavior and by doing the right thing even when someone is not looking. If they make a mistake, they need to act like a leader and take care of the situation with or without adult support.

Staff Expectations

MRH ECC staff members are learners. As a community of caring individuals concerned about the educational, social, emotional, and behavioral development of our students, we are committed to:

Having high expectations and providing the environment, support, and encouragement for all children to meet those expectations.

Creating environments that encourage high levels of student engagement.

Doing our personal best each day.

Making every effort to understand and to respond to the needs of parents and children in a compassionate manner, by pooling resources to support families.

Giving parents honest information in a supportive, empathetic, and respectful manner regarding their child's development.

Engaging in professional dialogue about student learning to strengthen our collective response when a child is not learning.

Enjoying each child that we encounter.

Honoring the belief that all children **want** to learn by believing in each child.

General School Information

Lunch Information

K-2 students may purchase lunch for **\$2.85/reduced price \$0.40** or may purchase milk for **\$0.50** if bringing their lunch. The fee for an adult lunch is \$3.00. Information about school meals will be sent out by Chartwell's.

Related Breakfast/Lunch Procedures

An application for free and reduced lunches is sent out from the district. All families are required to complete and return the form on the first day of school.

Important Note:

Peanut butter sandwiches or nut products are not prepared in the ECC or Elementary kitchens in order to ensure the health and safety of children and adults with nut allergies. Children may continue to bring peanut butter sandwiches or other nut products in their home lunch. One or more tables in the cafeteria will be identified as **nut-free** and only students who buy lunches and children with nut allergies will be permitted to sit at these tables. All cafeteria staff will be made aware of students with identified nut allergies and will be trained in the use of the EPI pen. Nut free tables are thoroughly wiped down between lunch periods. **(Please see additional information regarding food allergies in the Parent/Family Handbook folder)**

Dress and Grooming

The appearance of any student is primarily the responsibility of that student and the parent. Students' dress and appearance are required to be of such character as not to disrupt or distract from the instructional procedures of the school. Students are to wear clothing that is clean and safe. Shoes must be worn at all times. Clothing that is revealing or suggestive is not considered inappropriate for school. **Hats, caps, and other headgear may not be worn in the building.** Sunglasses and dark glasses, unless prescription, are considered inappropriate attire. Clothing with vulgar, profane or suggestive messages or pictures of illegal substances or alcoholic beverages is also inappropriate. It is also required that clothing be worn in the correct manner. Pants should not be worn so low that underclothing and skin can be seen. For safety reasons students need to be able to walk or run without pants impeding the process. When, in the judgment of the principal, a student's appearance or mode of dress disrupts the educational process, or constitutes a threat to health or safety, the student may be required to make modifications. In order to safely participate in regular PE and Seed to Table classes, children should wear **tennis shoes or rubber-sole shoes**. Participation in these classes may be restricted without proper footwear.

Personal Property and Valuables

Please mark all items of clothing, lunch boxes, and other personal property with your child's name. Valuable items should not be brought to school without permission or pre-arrangement with your child's teacher. Large amounts of money are not to be brought to school. Monies for fundraisers or payment of fees need to be brought to school in a marked envelope. **Toys are not allowed at school unless it is designated a "Show & Share" time. Small electronic devices, cell phones, and trading cards are not permitted at school and will be kept in the principal's office. Parents will be required to pick these items up from the principal. Any type of toy weapon brought to school will be brought to the principal's office. Disciplinary action may be taken depending on the circumstances.** MRH ECC will NOT be responsible for or pay for any items (small electronic devices, cell phones, trading cards, etc.) that are lost or stolen at school. If your child wears glasses, please make sure he/she understands when they are supposed to wear them and provide an eye glass case for the times they are not to wear them, such as recess or other times as prescribed. ECC cannot be responsible for the replacement of lost eyeglasses.

Guidance Information

Registration

Kindergarten, First, and Second Grade enrollment will occur online at: www.mrhschools.net/enrollment
Preschool enrollment form can be found [here](#).

The following documents are needed to enroll:

- Proof of residency in Maplewood or Richmond Heights (occupancy permit listing the names of the parent/guardian as well as enrolling student & picture ID for the parent/guardian). If you are a legal guardian, proof of guardianship is required.
- Child's birth certificate
- Child's social security card or the number written on enrollment form will do
- Immunization record (child cannot be enrolled in school unless immunizations are up to date and will not be permitted to enter class until immunizations are complete and records have been received).
- Preschool & Kindergarten physical examination is required

Grading

Kindergarten, First, and Second Grade report cards are issued four times per year, following the end of each quarter. K-2 Parent/Teacher conferences are held in October and January. Preschool Parent/Teacher conference dates are held in October. In October and May, preschool parents will receive a narrative report that discusses their child's progress and next steps. At any time, parents can request an additional conference.

Transfers

Parents should notify the office if they are moving. Parents will need to fill out a withdrawal from school form when moving from the district. The receiving school will request the child's records to be sent to them.

School Counseling Program

Social and Emotional Learning opportunities will be offered through our School Counseling curriculum during the student's Guidance special. Guidance will rotate weekly with our Library special and students will explore social, emotional, academic, and career content. Together as a school family, the School Counselor and the students will continue to build a safe and inclusive culture where students can learn more about each other as well as themselves. Depending on the needs of the students, some topics may include mindfulness, personal safety, bullying prevention, self esteem, social skills, community and friendship, diversity and inclusion, calming strategies, helpful and unhelpful self-talk, understanding and managing feelings/emotions, study skills, and career cluster exploration. Students will be able to explore in whole groups, small groups, and partner work while enjoying literature, hands-on centers, role playing, yoga, art, mindfulness practice, and journaling.

Our school counselor is available for consultation regarding appropriate methods of intervention for students with specific challenges. The ECC will use a "Child Study" format to assist teachers and parents when a child experiences difficulty with academics or healthy social and emotional relationships. This process helps us develop an action plan as a team to support the student's continued growth at home and at school. Our school counseling curriculum is taught on a rotating basis with each kindergarten, first, and second grade classroom receiving a minimum of 12 social and emotional learning lessons per year. Our comprehensive school counseling program also provides individual counseling and group counseling opportunities. These interventions provide academic, social, and emotional support to help students best be able to access their education while supporting their mental health and the positive connection to our school family.

Intervention Team

Our intervention team will meet regularly to examine student needs in literacy, math, and social emotional development. Modifications to instruction will match student needs. The Intervention Team includes Classroom Teachers, Instructional Specialists, Interventionists, Special School District Staff, Counselor, and building principals.

School Wide Title I Reading

Building instructional specialists and interventionists will aid all students in the literacy process and the development of mathematical concepts. The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include multiple components. ECC and the Elementary have a joint schoolwide Title program that functions in compliance with guidelines set forth by the Federal government.

MRH ECC Retention Procedures

MRH School District is committed to meeting the needs of all students enrolled in our schools. Toward that end, our goal is to provide appropriate support services when students are failing to achieve. The

procedures outlined below are designed to identify, early in the year, students who are at-risk for retention and to put in place strategies and interventions to maximize our students' chances for promotion to the next grade level.

The Senate of Missouri, through Senate Bill 319, requires that students reading more than one grade level below their current grade placement be retained from grade three through six. Students identified with a disability, or those who are speakers of a language other than English, who have been in this country less than a year, are exempt from this requirement.

Criteria to Be Considered in Determining Students At-Risk for Retention

Classroom teachers are asked to consider the following criteria and sources of data when evaluating student achievement and progress towards expectations:

- Teacher observations and anecdotal records
- Data from teacher-made tests
- Standardized test results
- Attendance
- Reading level assessments
- Report cards and other progress reports
- Work samples
- Intervention Team strategies
- Child Study action plan
- History of previous retentions
- Special education or other support services: IEP, reading intervention, etc.
- Social skills
- Length of enrollment in the district

Steps to Be Taken When Concerns are Identified

By early January of each school year, teachers who are concerned about a student who may be at-risk for retention refer that student to the Intervention Team for a review. The Intervention Team will evaluate the data gathered to date, identify additional data needed to help make a recommendation, and develop an intervention plan to ensure that available resources have been made available to support the student.

Intervention Plans may include, but are not limited to the following strategies:

- A Child Study will be conducted with parents, teacher, administrator and guidance counselor.
- Additional or different reading support services
- Notification of the student's parents or guardian (conference, letter, or other contact)
- Meetings with the building counselor
- Homework support
- Observation by another staff member
- Summer school

Possible Outcomes of Intervention

In early spring, if teachers, parents, and/or interventionists are concerned about a student's rate of progress, all student data will be evaluated to determine if retention appears to be a viable option. With parent approval, additional screenings will be administered to the student to assist with the determination as to whether or not retention will support future learning. We recognize that retention is a serious step to take in the educational life of a student and we want to assure parents that every effort will be made to engage them in conversation and provide the best information available to make a joint decision.

According to the National Association of School Psychologists, retention is less likely to have harmful effects on students when:

- The student lacks serious academic deficits in the year prior to retention
- Has positive self-esteem and good social skills
- Shows signs of difficulty in school because of lack of opportunity for instruction rather than lack of ability
- Does not have serious social, emotional, or behavioral issues

The decision to retain a student will be made by the teacher in collaboration with the principal, Intervention Team, and parents. Retention becomes the sole decision of the school when there are excessive absence issues.

Special School District

The MRH School District receives services from the Special School District. Many services are available to our students, such as educational testing, homebound instruction, and diagnostic evaluations in the areas of speech, hearing, sight, and alternative schools. For specific information regarding these programs call the school counselor at your child's school. Please reach out to Ben Gleason at ben.gleason@mrhschools.net or Kathleen Vierod at kkvierod@ssdmo.org with any questions/concerns regarding your student's services from the Special School District.

Health Information & Policies

MRH School Nurses

Angel Goldberg, RN, Middle School and High School

Kathryn Whitehouse, RN, BSN, Elementary

Michelle Davis, RN, BSN Early Childhood Center

Emergency Forms and Information

The school office maintains up-to-date information on all students. Demographic forms will be sent electronically for 1st and 2nd grades students. **It is imperative that parents complete and return documents immediately.** Preschool and kindergarten families complete this information during the registration process. **During the year, if any of the information listed on the enrollment form or emergency form changes, please notify the school office.** By keeping this information current in our office, you will guarantee that we are able to contact you in the event an emergency might occur. Telephone number, address, employment and other changes should also be reported. If your telephone number is unlisted, we still need the number in the school office in case of emergency. The school considers all telephone numbers confidential.

Student Illness Guidelines

The following guidelines address how student illness may be handled within the MRH School District. The Maplewood Richmond Heights District Schools are staffed by Registered Nurses who have access to consultative backup from the District Physician, Dr. David Campbell, and/or the child's primary care physician when needed. As such, professional discretion and best clinical judgment will be used in conjunction with these guidelines. Please report illness via email to ecc.attendance@mrhschools.net.

1. **FEVER:** Temp. 100.0 or greater will be excluded until fever free for 24 hours without any fever reducing medication
2. **CONJUNCTIVITIS:** Commonly called "pink eye", is highly contagious and treatment must be administered before a student may return to school. Students with red, crusted and/or draining eyes will be sent home. **A doctor's note is required for verification.**
3. **HEAD LICE / NIT PROCEDURE, Effective 12/22/16:** If there is evidence of untreated nits or live lice, the child will be temporarily dismissed from school until proper treatment and checklist has been done. The school nurse will provide the checklist as needed.
4. **IMPETIGO:** This is highly contagious and requires treatment. The child may not attend school until consulted by a doctor and treatment has started for 24 hours.
5. **PAIN:** Irritability, lethargy, persistent crying, difficulty breathing should be referred to a physician. School reserves the right to call a parent/legal guardian and request that the child be picked up as the nurse's office is not a substitute for home care.
6. **VOMIT / DIARRHEA:** needs to be symptom free for 24 hours before returning to school.
7. **STREP THROAT:** needs to be on antibiotics for 24 hours before returning to school.
8. **RASH:** A child with a rash or open sore(s) should be excluded until the cause has been determined. This may require a physician's note to return to school.

9. **RINGWORM:** Is a fungal infection of the body, scalp, or feet, and if suspected, a doctor’s evaluation for diagnosis and treatment is required. **The student will be excluded from school until 24 hours after treatment is started.**
10. **When a child appears to be severely ill, irritable, persistently crying, having difficulty breathing or a rash quickly spreading will be excluded from school.**

Please note: There are times when a child does not have a fever, is not vomiting, or has diarrhea but yet are not well enough to continue their day at school. Our school nurse will work with families, but for the care and well-being of the children, parent pick up may be required.

Contagious or communicable diseases should be reported to the school nurse for the protection of children.

COVID Mitigation Strategies

Prevention Strategies to Reduce Transmission

The following are recommendations from the CDC to reduce transmission of COVID-19 in schools:

- Universal and correct use of masks, as required per building transmission rates
- Physical distancing should be maximized to the greatest extent possible
- Stay home when sick; follow [Student Symptom Decision Tree](#)
- Proper handwashing and respiratory etiquette
- Clean and maintain a healthy facility
- Contact tracing in combination with isolation and quarantine

Immunization Requirements

The following requirements **MUST BE** met prior to your child’s first day of school or your child will be excluded from school for noncompliance. Missouri School Immunization Law 167.181 will be strictly enforced by the MRH School District.

By the time the child is	They should have the following immunizations
Birth- 2 months	1 Hep B
3 months- 4 months	1 DTaP/DT, 1 Polio, 1 or 2 Hepatitis B, 1 Hib, 1 Pneumococcal
5 months-6 months	2 DTaP/DT, 2 Polio, 2 Hepatitis B, 1+ Hib, 2 Pneumococcal
7 months-18 months	3 DTaP/DT, 2 Polio, 2+ Hepatitis B, 2+ Hib, 3 pneumococcal
19 months-KDG Entry	4+ DTaP/DT, 3+ Polio, 1 MMR, 3+ or 1 Hib after 12 months of age, 3+ Hepatitis B, 1 Varicella, 4+ Pneumococcal or 1 dose after 24 months

Grades	Required Immunizations Per Grade
K-3	4+ DTaP/DTP/DT/Td 3+ Polio 2 MMR (measles, mumps, rubella) 3+ Hepatitis B 2 Varicella (chickenpox) or proof of disease (letter from doctor with month and year)
4-7	4+ DTaP/DTP/DT 3+ Polio 2 MMR 3+ Hepatitis B 2 Varicella
8-12	4 DTaP/DTP/DT 1 Tdap 3+ Polio 2 MMR 3+ Hepatitis B 2 Varicella 1 MCV 8 th gr.& booster at 12 th gr. or 1 MCV at age 16

Please see the following websites for all the immunization requirements or ask your school nurse:

- [2022-23 MO School Immunization Requirements](#)
- [2022-23 MO Child Care and Preschool Immunization Requirements](#)

You must furnish the school with the month, day and year on which these immunizations have been received. MISSOURI SCHOOL LAW REQUIRES THAT CHILDREN WHO ARE NOT COMPLETELY IMMUNIZED ON THE FIRST DAY OF SCHOOL WILL NOT BE ALLOWED TO BEGIN SCHOOL. If you have any questions regarding your child’s immunization status or for more detailed information, please check with your school nurse.

The school nurse will contact those parents whose files show a lack of the proper immunizations for their children. Parental preschool exemption cards are required yearly and are obtained from the Health Department. K-12 Religious and Medical exemptions are obtained from the Health Department and only required once at entry point.

In accordance with Section 210.003.7, RSMo., the parent or guardian of a child enrolled in or attending Maplewood Richmond Heights Early Childhood Center may request notice of whether there are any children enrolled at our facility with an immunization exemption on file. If you would like to request information, please contact the School Nurse and the information will be provided to you. Please note, the name or

names of individual children are confidential and will not be released. Our response will be limited to whether or not there are children enrolled at our facility with an immunization exemption on file.

IMMUNIZATIONS FOR COUNTY STUDENTS MAY BE OBTAINED FREE OF CHARGE (POSSIBLE ADMINISTRATION FEE MAY BE APPLIED) AT THE ST. LOUIS HEALTH DEPARTMENT:

John C. Murphy Family Health Center
6121 North Hanley Rd.
Berkeley, MO 63134
Phone – (314) 615-0500

North County
4000 Jennings Station Rd
Pine Lawn, MO 63121
Phone- (314) 615-9700

South County
4580 South Lindbergh Blvd.
Sunset Hills, MO 63127
Phone – (314) 615-0400

Medical Emergencies

When a child is injured or becomes ill at school, and if in the judgment of the nurse, should be sent home, the parent is called. If the parent cannot be reached, the persons listed on the emergency form will be called. **It is important to keep your child's emergency form up to date.** If in the judgment of the nurse, a child's life and health is in immediate danger, 911 will be called and you will be notified of the emergency as soon as it is possible to do so.

Medications

When medicine is to be administered by the school, a label affixed by a pharmacy or physician must accompany the medicine with the following information:

- Name of child
- Name of medicine
- Dosage and schedule of administration
- Date purchased
- Physician's name

In addition, a medication form must be filled out by one of the child's parents in order for the medicine to be administered at school. **A PARENT MUST BRING ALL MEDICATION TO SCHOOL. Please do not send medications in your child's lunch box or backpack. The school nurse should give all medications taken during school hours.**

Physicals

The MRH School District requires a physical examination/Well Child Statement for entrance into preschool and upon 3rd year of preschool. Physicals for kindergarten are highly recommended along with, 4th, 7th, and 10th grade. Sport Physicals are required to be done every two years.

Parent Involvement

How Parents Can Help

- Support the school in any and all learning environments.
- Maintain a positive attitude about education, the school, and the teachers.
- If a problem occurs at school, get the facts, and then cooperate with the school to affect a workable solution to the problem.
- Become acquainted with your child's teachers and cooperate closely with them. You may help tremendously by attending meetings when requested to do so. Make a point of reading grade reports at each grading period. Learn what's going on at school so you can discuss schoolwork and activities at home.
- Read to your children and have them read to you.
- Model reading at home and play games with your children.
- Volunteer to help the school in any way you can.
- Insist upon regular attendance and punctuality, in both the virtual and on-site settings. Most parents go to great lengths to see that their children are in school on time every day except when illness, death in the family or another type of emergency necessitates their absence. Transportation problems, bad weather, and other involvements often make getting the kids to school a difficult task, but the dividends of regular attendance on the child's education are well worth the effort.

Parental Rights

All parents have certain legal rights. However, in the case of divorce or separation, these rights may be changed. MRH will do everything possible to adhere to the wishes of the court. Written documentation will need to be provided if special circumstances exist, and copies of such documents will need to be kept on file for the safety of your child.

If you will have a child in our licensed preschool and/or in Discover Club, our Before and After care program, you may access licensing inspections from the ECC Secretary or Ian Rowland, administrative assistant to the Director of Building & Grounds, at 446-1709.

Parent Teacher Conference

Two sets of K/1/2 Parent-Teacher Conferences are scheduled this year. Conferences may be onsite or via Zoom, however the setting will be communicated in advance. Preschool has one informal Parent-Teacher conference in October. However, at any time, a parent may request a conference. K/1/2's first conference will be in November and the second conference will occur in February. Please refer back to the District Calendar for specific conference dates. We believe parent-teacher communication is extremely important for your child's success; therefore, we encourage you to attend your scheduled conference.

In addition, you are welcome to schedule a conference with your child's teacher or building administrators at any time during the school year. You may send a note to the teacher or call your child's school office for an appointment.

PTO

The PTO is the parent teacher organization in our building. We encourage all parents and staff to become involved in the PTO. Studies indicate that parental involvement is important in a child's education. We welcome you to become involved as a part of our school through the PTO. If you have questions or suggestions regarding the PTO feel free to contact your child's school.

Field Trips

During safe community conditions and with mitigation protocol, in an effort to enhance and support the curriculum, teachers may plan field trips away from the school site. Notification of such trips will be sent home with students in advance of the event. **Parents are to sign permission forms, located in the enrollment packet, and return them to the office before the student will be allowed to participate in field trips throughout the year. If permission is needed due to a specialized activity a separate form will be sent home for signature.** Parent volunteers, in most cases, are asked to accompany the classes to provide additional adult supervision. If you are interested in volunteering, please contact your child's teacher. See form section in the back of the handbook: Guidelines for Field Trip Chaperones.

Parent Volunteers

When the Board of Education deems conditions safe, we will welcome volunteers back. Information regarding specific areas for volunteering at school will be sent home with your child. Please obtain a form and send it back to school as soon as possible. We invite your participation in our school. If you will be volunteering at ECC with any regularity (i.e. every Tuesday), you will need to complete a background check. The background check form is available in the ECC office.

Transportation Policies

Bus Riders – Rules and Regulations

- Students should arrive 5 minutes early to the bus stop. A parent or identifiable adult caregiver (or age appropriate sibling) must accompany the ECC student to the bus stop and wait with them until they enter the bus. **At dismissal ECC students will not be permitted off the bus unless a parent or identifiable caregiver is present at the bus stop.**
- **Proper social distancing is required for both students and parents while waiting for and boarding the bus.**
- **WAIT** to move to board the bus until the bus has stopped and the door opened.
- **DO NOT** board the bus if experiencing fever 100.0°F or higher, muscle aches/pains, shortness of breath or loss of smell/taste
- **Students are required to wear a mask for the entire bus ride and until inside the classroom.**
- Students will have assigned seats and must not change seats unless directed to do so by the bus driver.

- Students are to remain seated while the bus is in motion. Not doing so is considered a serious violation and will be brought to the attention of the principal. Repeated offenses will be handled according to our MRH Bus Misconduct Procedures.
- Pushing, shoving, fighting, scuffling, horseplay, etc. at the bus stop or while riding the bus are unacceptable.
- Arms, heads, feet, etc. should remain inside the bus windows & within the seat area, not in the aisles and/or over the seat.
- Talking should be at a conversational level.
- Swearing or hurtful language will not be permitted on the bus or at the bus stop.
- Students will be considerate and respectful of the bus driver and in no way interfere with him/her.
- Students should keep the bus clean.
- Food, candy, gum, or drinks may not be consumed on the bus (this includes breakfast items).
- Animals and/or pets are not permitted on the bus.
- Throwing objects on the bus is strictly prohibited and will result in immediate consequences.
- Students shall not throw anything from the bus.
- Students shall not tamper with any of the bus controls or conduct any sort of activity that might place them or other bus riders in a dangerous situation.
- Objects other than regular school materials (skateboards, large instruments, glass containers, flammable items, knives or weapons of any kind, etc.) may not be transported to or from school.
- Students shall conform to all reasonable rules and regulations given or posted by the bus driver.
- The bus driver is not permitted to discharge students at places other than the authorized bus stop unless the parent has provided communication to the ECC office 24 hours in advance.

MRH Bus Misconduct Procedures

Safety is our main concern for all students when riding the bus to and from school. Bus misconduct will not be tolerated. If you have any questions please contact your child's school. The following does apply to ECC students. The most difficult issue for some of our younger students is to stay seated. Please make sure your child understands this expectation to ensure that they remain on the bus without interruption.

See Bus Guidelines and Procedures for discipline in the Parent Handbook Folder

State, District, and Building Policies

Certain rules are necessary for the smooth operation of any school. The following is a listing of the rules we expect students to adhere to while attending our schools.

State and District Policies

- No student may take part in any activity that is in violation of the criminal or juvenile codes under the state of Missouri, St. Louis County, or the municipalities within the MRH attendance area.
- No student shall intentionally threaten, harass, assault or cause physical injury to other pupils or any personnel.
- No student shall steal or intentionally damage any school or private property.

- Students shall follow all directions of administrators, teachers, substitute teachers, student teachers, teacher's aides, bus drivers, and other school personnel authorized to give directions during all school hours and activities.
- All students riding the school bus will observe the established bus rules and regulations.
- All students enrolled are required to attend school daily unless unable to do so for medical reasons or are properly excused.
- A student shall not use profane or abusive language.
- A student shall not cause disruption of any school function or activity or urge others to engage in any disruptive conduct.
- Personal appearance and conduct are required to be such as not to disrupt or distract from the instructional procedure of the school. Footwear shall be worn at all times. Special dress may be required for special activities such as field trips.
- Students shall not reproduce the signature of a parent, teacher, or other child or staff member for the purpose of deception.
- A student shall not engage in unauthorized selling in school or on school property.
- A student shall not knowingly cause a false alarm or other emergency.
- No student shall smoke or possess a smoking product or smoking equipment.
- A student shall not knowingly buy, sell, transmit, use, possess or be under the influence of any drug, alcoholic beverages or intoxicant of any kind unless medically prescribed by a registered physician.

School Wide Discipline Plan

At the ECC our primary goal is to provide a safe and productive learning environment for students, teachers, and staff. We believe learning opportunities happen all the time and on occasion, situations do occur as a result of students not being responsible school citizens. If after continued support, a child continues to demonstrate unsafe, disrespectful behavior or is disruptive to his/her own learning and that of others, the teacher may make a Student Support Notification to the building support team which includes administrators, counselors and social-emotional teachers.

The school wide discipline plan for MRH ECC was developed by a committee of teachers to be an ongoing process to promote positive student behavior. Proactive components of the plan are high expectations, well established routines, classroom community agreements created by teachers and students that contain rewards, rules and consequences, and class meetings devoted to teaching students problem solving skills, responsibility and self-regulation.

Helping students develop high levels of self-regulation is the ultimate goal of our Schoolwide Discipline Plan program. We are committed to teaching students to be life-long learners, leaders, and stewards who will make choices that will positively impact their future. We want to help students learn how their choices impact not only them personally, but also the greater community as a whole. While we believe it is critically important to model restorative practices in our school community, we also believe that it is important to teach students about the relationship between poor choices and the outcomes that stem from those choices.

If the student needs additional support after a series of reminders the following strategies may be used:

- Opportunities to self-regulate in the “safe space” or “chill zone” in the student’s homeroom
- Think Time in a Buddy Room
- Student Support Notification
- A Personalized Behavior or Safety Plan

Second Step: Teaching Social-Emotional Skills

Second Step, published by the Committee for Children, is a curriculum that teaches social-emotional skills to children in Pre-kindergarten through first grade. The weekly curriculum teaches skills to reduce impulsive behavior in children while increasing their level of social competence. Children who learn and use these skills are more likely to get along with other people and to do better in school.

Research reveals social skills that are commonly lacking in people prone to violent behaviors include empathy, impulse control, problem solving, and anger management. Further, children do not use prosocial behavior for several reasons:

- Lack of modeling
- Lack of practice
- Developmental delays
- Belief systems regarding aggression
- Emotional responses-lack of impulse control

Second Step addresses these by teaching modeling, practicing, and reinforcing skills in empathy, impulse control, and anger management. The classroom lessons include:

Empathy Training: Students learn how to identify and predict feelings of others.

Impulse Control: Students learn skills in problem solving and effective communication, and they receive training in applying these skills to specific social behaviors.

Anger Management: Students learn techniques to reduce stress and redirect angry feelings in order to prevent violent reactions.

Building Policies

- No running in the building at any time except in designated P.E. areas.
- Children should follow direction signage and walk quietly in the halls.
- Cell phones, electronic devices, trading cards, etc. should not be brought to school without approval of the teacher in charge.
- Students will respect other students and other student’s property. If intentional destruction of student property occurs, the offending student will be expected to make restitution.
- Students will respect the school facilities. If intentional destruction of school facilities occurs, the offending student will be expected to make restitution.
- Students will respect and follow directions from the staff. Each class will have classroom rules that students will be expected to follow.

Classroom Policies

In order to personalize rules and promote ownership in them, each teacher and their students will create classroom rules as a team. Consequences will be implemented as needed for disciplinary actions.

Hallway Policies

- Walk quietly
- Follow direction signage
- Hands and feet to self
- Respect others

Cafeteria Policies

- Raise your hand if assistance from the teacher on duty is needed.
- Keep hands, feet, objects and food to yourself.
- Clean up the table and floor before dismissal.

Playground and Equipment Policies

- Play safe
- Share equipment
- Keep hands to self
- There is to be no throwing of rocks, dirt, snowballs or wood chips.
- Tools, knives, toy knives, toy guns, water guns, slingshots, and wheeled toys, are not to be brought to school.
- **Children are not to engage in any sort of rough play, i.e., boxing, judo/karate, wrestling, tackling, pulling on clothing, or any chase game involving unnecessary pushing or shoving. Staff members often cannot tell the difference between “play” fighting and “real” fighting, so please refrain from both.**
- All students are to go outside during recess unless requested to stay in.
- Children are not to go into the building from recess without permission of the staff member on duty.
- Students are not to climb on the trees, utility poles, fences, or the building at any time.
- Students should not pet or play with stray animals.
- Students should stay on the designated playground area at all times unless directed to leave by the teacher on duty.
- **When the whistle blows or the bell sounds to come in, all play stops. Playground balls should be gathered and held under control and ALL PLAYING SHOULD STOP. When the students have lined up properly, classroom teachers will escort them inside.**

Restroom Policies

- Use inside voices
- Hands and feet to self

- Wash hands for at least 20 seconds with soap and water

Thank you very much for taking the time to read and discuss our parent handbook and district wide expectations.

We look forward to a great year getting to know you and your child!

MRH DISTRICT MISSION

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

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: Dr. Shonda Ambers-Phillips, Assistant Superintendent of Human Resources and DEI 7539 Manchester Rd, Maplewood, MO 63143 314-644-4400 shonda.ambersphillips@mrhschools.net

Title IX Coordinator: Vince Estrada, Director of Student Services and Family & Community Engagement 7539 Manchester Rd, Maplewood, MO 63143 314-644-4400 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 can be obtained at any district office.

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

Dr. Shonda Ambers-Phillips
Assistant Superintendent of Human Resources and DEI
7539 Manchester Road, Maplewood, Missouri 63143
Phone 314-644-4400
Fax: 314-781-3160

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

Vince Estrada
Director of Student Services and Family & Community Engagement
7539 Manchester Road, Maplewood, Missouri 63143
Phone 314-644-4400
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 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 II. 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 areas. 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)?

<https://www.voyagersopris.com/professional-development/letrs/overview>

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”.

Food Service

Local education officials have adopted the following family-size income criteria for determining eligibility:

Household	Maximum Household Income	Maximum Household Income
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Size	Eligible for Free Meals			Eligible for Reduced Price Meals		
	<u>Annually</u>	<u>Monthly</u>	<u>Weekly</u>	<u>Annually</u>	<u>Monthly</u>	<u>Weekly</u>
1	\$15,171	\$1,265	\$292	\$21,590	\$1,800	\$416
2	20,449	1,705	394	29,101	2,426	560
3	25,727	2,144	495	36,612	3,051	705
4	31,005	2,584	597	44,123	3,677	849
5	36,283	3,024	698	51,634	4,303	993
6	41,561	3,464	800	59,145	4,929	1,138
7	46,839	3,904	901	66,656	5,555	1,282
8	52,117	4,344	1,003	74,167	6,181	1,427
Each add'l member	+ 5,278	+ 440	+ 102	+ 7,511	+ 626	+ 145

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 member 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 HealthNet 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

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 alone.
- 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 email 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.

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>