

# Riverview Gardens School District

## Behavior Guide and Discipline Procedures for Secondary Students



370 Northumberland Drive ::: St. Louis, MO 63137 ::: 314.869.2505

[www.rgsd.k12.mo.us](http://www.rgsd.k12.mo.us)

Approved by SAB August 28, 2018  
SAFE SCHOOLS HOTLINE NUMBER  
314-889-SAFE (7233)

# RIVERVIEW GARDENS SCHOOL DISTRICT

## **Discipline Handbook Receipt Form**

Please sign and return this form to your student's teacher or advocate.

I have received a copy of the District's Behavior Guide and Discipline Procedures handbook. I have been informed that it is my student's and my responsibility to read and follow the Code of Conduct of the Riverview Gardens School District.

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Date

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Parent/Guardian Signature

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Student Signature

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School

If you have any questions regarding information in this handbook, please contact your school principal.

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## **Special Administrative Board**

Dr. Lynn Beckwith, Jr., Advanced C.B.M.  
Ms. Veronica Morrow-Reel, Master C.B.M.  
Ms. Mary Oswald, C.B.M.

Chairman  
Vice-Chairman  
Secretary/Treasure

## **Central Office Administration**

Dr. Scott Spurgeon	Superintendent of Schools
Dr. Stacy Nichols	Assistant Superintendent of Curriculum & Instruction
Ms. Monica Williams-Woods	Assistant Superintendent of Human Resources
Dr. Michael Triplett	Assistant Superintendent of Leadership and Accountability
Dr. Tanya Patton	Assistant Superintendent of Student, School, and Community Support Services
Mr. Lavon Singleton	Chief Financial Officer
Mr. Ishmael Sistrunk	Executive Director of Communications
Dr. Phil Kennedy	Executive Director of Assessment
Ms. Shannon Ebron	Director of Food Services
Dr. Lanor Payne	Director of Early Childhood Education Center
Dr. Jesolyn Larry	Director of Technology
Mr. Warren Newton	Director of Safety and Security
Ms. Kimberly Loomis	Director of Federal Programs
Ms. Barbara Sharp	Professional Development Coordinator
Ms. Tonya Ross	Curriculum Coordinator
Dr. Chad Lent	Director of Special Education
Ms. Sha Fields	Coordinator of Board Governance

### ***Riverview Gardens School District***

*Riverview Gardens School District does not discriminate in treatment, admission or access and participation in district programs and activities on the basis of sex, race, color, age, national origin or disability. The Assistant Superintendent for Human Resources has been designated to coordinate the district's effort to comply with the regulations as it relates to adults, and the Assistant Superintendent of Student Services as it relates to students, to comply with the regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. These administrators may be reached at 314- 869- 2505.*

# **Riverview Gardens Schools**

Michelle Obama Early Childhood Center  
Home of the Little Explorers  
1111 St. Cyr Rd, St. Louis, MO 63137  
(314) 869-3211  
Director: Dr. Lanor Payne

Danforth Elementary  
*Home of the Dragons*  
1134 St. Cyr Rd, St. Louis, MO 63137  
(314) 868-9524  
Principal: Dr. Sheri Schjolberg

Gibson Elementary  
*Home of the Geckos*  
9926 Fonda Drive, St. Louis, MO, 63137  
(314) 869-4845  
Principal: Crystal Henderson

Glasgow Elementary  
*Home of the Cheetahs*  
10560 Renfrew Drive, St. Louis, MO, 63137  
(314) 868-4680  
Principal: LaKena Curtis

Highland Elementary  
*Home of the Huskies*  
174 Shepley Drive, St. Louis, MO, 63137  
(314) 868-4561  
Principal: Shaun Jones

Koch Elementary  
*Home of the Cougars*  
1910 Exuma Drive, St. Louis, MO 63136  
(314) 868-3029  
Principal: LaShaunda Johnson

LeMasters Elementary  
*Home of the Lions*  
1825 Crown Point Drive, St. Louis, MO 63136  
(314) 868-8192  
Principal: Travis Brown, Jr.

Lewis & Clark Elementary  
*Home of the Junior Rams*  
10242 Prince Drive, St. Louis, MO 63136  
(314) 868-5205  
Principal: Tiandra Bland

Meadows Elementary  
*Home of the Mustangs*  
9801 Edgefield Drive, St. Louis, MO, 63136  
(314) 868-2454  
Principal: Dr. Windy Winfield

Moline Elementary  
*Home of the Trailblazers*  
9865 Winkler Drive, St. Louis, MO, 63136  
(314) 868-9829  
Principal: Amber White

Central Middle School  
*Home of the Jr. Rams*  
9800 Patricia Barkalow Dr., St. Louis, MO, 63137  
(314) 867-2603  
Principal: Rachel Clark

Westview Middle School  
*Home of the Eagles*  
1950 Nemnich Drive, St. Louis, MO, 63136  
(314) 867-0410  
Principal: Dominic LeNoir

Riverview Gardens High School  
*Home of the Rams*  
1218 Shepley Drive, St. Louis, MO 63137  
(314) 869-4700  
Principal: Traci Nave

# RIVERVIEW GARDENS

## *SCHOOL DISTRICT*

### *A Message from the Superintendent*

To Our Valued Parents, Guardians, and Students,

We begin the school year with the goal of restoring academic honor to all of our schools. We have high expectations of raising student achievement and regaining district accreditation. It is critical that all students have the opportunity to be productive, creative and valued in our schools, so they can attain their goals.

This year's Behavior Guide and Discipline Procedures booklet outlines the conduct expectations we have for all of our students, as well as the consequences and ramifications for poor choices. Enforcing the discipline policies and codes will foster a quality learning environment that allows students to reach their potential and achieve academic excellence.

Also included in this booklet are public notices that comply with requirements from the Missouri Department of Elementary and Secondary Education and the U.S. Department of Education. They are aligned with required policies of the Riverview Gardens School District. It is important that you are aware of these requirements as we work toward full accreditation.

As partners in educating our youth, we ask parents and guardians to **sign and return the form within this booklet** to notify us that you have reviewed the contents with your child. Please send the signed form back to school with your child.

We appreciate your continued support and commitment to the Riverview Gardens School District as we focus on excellence in all our efforts every day in delivering the highest quality education that all of our students deserve.

Sincerely,

Scott D. Spurgeon, Ed.D.

# RIVERVIEW GARDENS

## *SCHOOL DISTRICT*

### *A Message from our Principals*

Dear Parents, Guardians, and Students,

We believe students do their best learning, and teachers do their best instruction, in an atmosphere where appropriate behavior is expected and demonstrated. We believe students choose their behaviors and can learn to make appropriate choices. The responsibility for school conduct involves students, teachers, parents, administrators and the community to ensure an effective discipline program.

This behavior guide includes policies and procedures approved by the Special Administrative Board. Please review the discipline procedures, along with the consequences, to help your child understand his or her responsibility.

Sincerely,

Dr. Lanor Payne, Director	Early Childhood Education Center
Dr. Sheri Schjolberg, Principal	Danforth Elementary School
Ms. Crystal Henderson, Principal	Gibson Elementary School
Ms. LaKena Curtis, Principal	Glasgow Elementary School
Mr. Shaun Jones, Principal	Highland Elementary School
Ms. LaShanda Johnson, Principal	Koch Elementary School
Mr. Travis Brown, Jr., Principal	Lemasters Elementary School
Mrs. Tiandra Bland, Principal	Lewis & Clark Elementary School
Dr. Windy Winfield, Principal	Meadows Elementary School
Ms. Amber White, Principal	Moline Elementary School
Ms. Rachel Clark, Principal	Central Middle School
Mr. Dominic LeNoir, Principal	Westview Middle School
Ms. Traci Nave, Principal	Riverview Gardens High School

## **Rights and Responsibilities**

### **Students have the right:**

- To a quality education
- To an environment conducive to learning
- To a safe environment
- To be treated as individuals
- To communicate with school staff

### **Students have the responsibility:**

- To abide by the laws of the United States of America, the State of Missouri and the policies of the School District of Riverview Gardens.
- To come to school on time and ready to learn with appropriate learning tools such as books, materials, homework when assigned, and the desire to learn and achieve.
- To be courteous and respectful of themselves and others.
- To abide by staff members' requests and procedures.
- To follow the rules the teacher establishes within the classroom.
- To conduct themselves in a manner that benefits the class and the school.
- To complete assignments to the best of their abilities.

### **Parents have the right:**

- To expect a quality education for their children.
- To receive information regarding the progress of their children.
- To review their children's educational records and to have these records kept confidential.
- To hear an appeal decision made regarding their children.

### **Parents have the responsibility:**

- To abide by the laws of the United States of America, the State of Missouri and the policies of the School District of Riverview Gardens.
- To send their children to school on time and ready to learn with appropriate learning tools such as books, supplies and materials, homework when assigned, and the desire to learn and achieve.
- To abide by the policies of the Riverview Gardens School District.
- To respect school rules and to help their children understand these rules.
- To assist in making the educational experience as meaningful as possible for their children.
- To communicate with school staff members.



**Staff members have the right:**

- To teach and conduct the educational process in an atmosphere conducive to learning.
- To a safe environment.
- To expect that students will follow the rules of the school and classroom.
- To expect that students will arrive in class on time and ready to learn with appropriate tools such as books, materials, and homework when assigned, and the desire to learn and achieve.
- To give and expect cooperation from parents.

**Staff members have the responsibility:**

- To abide by the laws of the United States of America, the State of Missouri and the policies of the School District of Riverview Gardens.
- To abide by the laws of the United States of America, the State of Missouri and the policies of the School District of Riverview Gardens.
- To provide a quality education for students.
- To encourage in each student the desire to achieve his or her full potential.
- To open lines of communication and keep students and parents informed of expectations and students' progress.
- To foster appropriate behaviors and to maintain a positive learning environment for all students.
- To be firm, fair, and consistent with all students.
- To implement the curriculum as prescribed by the Special Administrative Board.
- To be respectful of students' needs and individual differences.
- To search inspect school lockers, desks, student vehicles parked on school parking lots and any other district property whenever there is reasonable suspicion of a violation of district rules, policy or law (This would be conducted by building administrator or designee.).



## District Calendar

### **Riverview Gardens School 2020-2021 District Calendar (Revised 10-13-2020)**

Aug 2020							Sep 2020							Oct 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			
Nov 2020							Dec 2020							Jan 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
														31						
Feb 2021							Mar 2021							Apr 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6		1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
28							28	29	30	31				25	26	27	28	29	30	
May 2021							Jun 2021							Jul 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			
No School – District or Schools Closed or Last Day of School (May 28, 2021)																				
All District Students 100% Virtual																				
Pre-K Through Grade 2 Return to School – In-Person Classroom Instruction or Remain 100% Virtual Grades 3-12 Remain Virtual																				
Grades 3 Through 5 Return to School – In-Person Classroom Instruction or Remain 100% Virtual Pre-K Through Grade 2 – In-Person Classroom Instruction or Remain 100% Virtual Grades 6-12 Remain 100% Virtual Until Further Notice																				
All District Students Pre-K Through 12 In-Person Classroom Instruction or Remain 100% Virtual																				

#### Calendar Dates:

September 7, 2020 – Labor Day – No School – District Closed  
 October 30, 2020 – No School – Schools Closed – District Open  
 November 3, 2020 – Teacher Work Day – No School – Schools & District Open  
 November 25-27, 2020 – Thanksgiving Holiday – No School – District Closed  
 December 21, 2020 – January 1, 2021 – Winter Break – No School – District Closed  
 January 15, 2021 – Teacher Work Day – Schools & District Open  
 January 18, 2021 – Martin Luther King Jr's holiday – No School – District Closed  
 February 12, 2021 - Teacher Work Day – Schools & District Open  
 February 15, 2021 – President's Day Holiday – No School – District Closed  
 March 19, 2021 - No School – Schools Closed – District Open  
 March 22-26, 2021 – Spring Break – No School – District Closed  
 April 2, 2021 – Spring Holiday – No School – District Closed  
 May 28, 2021 – Last Day of School – Half Day



## **2020-2021 Return to School Plan for Parents**

### **CRITICAL ISSUE: Attendance and Sickness**

We all know the importance of school attendance and the impact it has on student learning. However, in the situation we are in with the COVID-19 virus, **STUDENTS MUST STAY AT HOME IF THEY ARE SICK.** Parents/Guardians, you are our first line of defense as we work to control the spread of this virus and your help with keeping sick students home is critical to the health of our students, staff, and families. ***We are asking each parent/guardian to do a daily health check on their student(s) to ensure each student is COVID-19 symptom free before sending them to school.***

### **COVID-19 Protocol: Students**

After a nurse has identified a suspected case of COVID-19:

- Students must be isolated in an area outside of the nurse's office. Each school will identify a location within their building that would work for them and ensure that students are not left unattended. The expectation is that students will be picked up by a parent/guardian within 1 hour of the phone call from the school that their student must go home.
- The isolation waiting rooms will be cleaned and disinfected after each use.
- Students with a suspected case or confirmed case of COVID-19 will be sent home.
- Any siblings or additional students of the same household of a suspected or confirmed case of COVID-19, will also be sent home.
- Suspected cases should be tested to confirm virus.
  - If confirmed, the building principal should be notified immediately.
  - Contact the St. Louis County Department of Public Health (SLCDPH) at (877) 435-8411 or (314) 615-2660.

If/when a positive case has been identified within the classroom, the classroom must be:

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets (could be 2-5 days, typically 3 days). Open outside doors and windows to increase air circulation in the area. If possible, wait up to 48 hours before beginning cleaning and disinfection.
- Custodial staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- The district will follow approved protocol to adhere to all local, state, and national policies as it relates to notifying parents and who notifies if there is a confirmed case.
- For disinfection, most common EPA-registered household disinfectants should be effective.
- In some cases, outside contractors will be used to clean and disinfect facilities.
- If there is a suspected or confirmed case of COVID-19 within a class grouping, the affected students and staff will be sent home to quarantine for 14 days and instruction for the group of students will continue virtually for the 14 days of quarantine. In the event a grouping of students is placed on quarantine, applicable parents will be notified by district staff.

### **Instructional Schedule:**

As we have designed this plan to return to school for the 2020-2021 school year, it must be noted that all COVID-19 health strategies the district will deploy are intended to mitigate, not eliminate, risk. No single

action or set of actions will completely eliminate the risk of COVID-19 transmission, but the implementation of several coordinated interventions can greatly reduce that risk. The district has secured some additional technology and Wi-Fi hotspots to provide internet and instructional program access for families who currently do not have access. Families will have two options to choose from when the district returns to in-person classroom instruction. **Students in Pre-K through Grade 2 can return to in-person classroom instruction on November 4, 2020 or choose to remain 100% virtual and students in grades 3-5 can return to in-person classroom instruction on November 11, 2020 or choose to remain 100% virtual.** Whatever choice is made, **IT CANNOT BE CHANGED FOR THE FIRST SEMESTER. ALL students in grades 6-12 WILL remain 100% virtual until further notice or the beginning of second semester.** While students are at home learning virtually, students and staff will follow the guidelines outlined in the district's **Alternative Methods of Instruction (AMI-X) Plan**. If conditions progressively get better, the plan is to gradually bring individual grade levels back to school full time. When the grade levels are determined to return, students who choose in-person classroom instruction will follow the normal school schedule **five days a week**. Those students who choose to remain 100% virtual will follow a similar schedule but do so virtually. Michelle Obama Early Childhood Academic Center (MOECAC) students will attend full class sessions each day **Monday through Thursday and attend a half day on Friday mornings**. The half day on Friday afternoon will be used to do additional cleaning and disinfecting of MOECAC. The district will ask parents/guardians to complete the Virtual Learning Consent Form if they choose the 100% virtual option for their student(s) (**See Virtual Learning Consent Form – pg. 15**).

#### **Daily School Start and End Times:**

Michelle Obama Early Childhood Academic Center – 8:15am – 3:15pm

Elementary Schools – 8:05am – 3:05pm

Middle Schools – 8:45am – 3:45pm

High School – 7:30am – 2:30pm

#### **Late Start Wednesdays:**

***There will be NO late start Wednesdays for the second quarter or until further notice.***

#### **SLCDPH Face Covering Guidelines as of August 24, 2020**

- *Face Coverings must be worn by:*
  1. Generally, you must wear a face covering when you are within 6 feet of people who don't live with you. You will not be allowed to go into a business or use public transportation if you are not wearing a face covering.
  2. Children attending an educational institution in grades kindergarten through 12<sup>th</sup> grade (K-12) must wear a face covering.
  3. If a child is under the age of 6 and attending kindergarten, the child must wear a face covering while attending school.
- *Face coverings are NOT required for children while attending school when they are:*
  1. At recess or in physical education class, as long as students are at least 6 feet apart;
  2. Consuming food or drink, as long as students are at least 6 feet apart; and
  3. Not required to do so in accordance with SLCDPH's Youth Sort Guidelines while participating in a school sponsored sport.
- *Certain groups are not required to wear a face covering.*

### Children

1. Children under 2 years old must not wear a face covering. There is a risk of suffocation.
2. Children 3-5 years old may only wear a face covering while supervised by an adult. It is recommended that children between 3-5 years of age wear a face covering, but it is not required, unless the child is attending kindergarten. Supervision requirements may be different based on the age and maturity of the child.

### Those with certain health conditions

*If you have the following health conditions or safety concerns, you are exempt from the requirement to wear a face covering:*

1. If you have a health condition that prohibits you from wearing a face covering.
2. If you are experiencing difficulty breathing, or are unconscious, incapacitated, or otherwise unable to remove the face covering without assistance.
3. If you are hearing impaired, or communicating with a person who is hearing impaired, and the ability to see the mouth is essential for communication.
4. If you are obtaining a service involving the nose, mouth, or face for which temporary removal of the face covering is necessary to perform the service.
5. If you have documentation that establishes that a medical professional has told you not to wear a face covering, you do not have to wear one.

**An exemption from wearing a face covering does not mean that a business must allow you entry.**

### In-Person Classroom Instruction Requirements:

***In the classrooms, student desks/tables will be placed in the room, so no students are facing each other to adhere to social distancing guidelines to the extent possible (not all spaces may be able to accommodate full social distancing guidelines, but to the extent possible, social distancing will be followed).*** A seating chart will be developed for each classroom to assist with contact tracing should a case of COVID-19 be identified in a particular room. ALL students WILL be required to wear a face covering each day while in or on district facilities. Students may also wear their own face covering as long as the face covering meets student handbook guidelines for appropriateness for schools and is not disruptive to the school culture or learning environment as determined by school officials. The district will initially provide two face coverings to each student required to wear one. Students who are required to wear a face covering and show up to school without one, will be given one, but we want to strongly encourage students and parents to take great care of the face coverings given to them by the district, as each additional face covering given out is another added expense. If a student who is required to wear a face covering, refuses to do so, and they have not indicated they have a medical condition or have a documented medical exemption preventing them from wearing the face covering, they will be sent home and will be allowed to return only upon agreeing to wear the face covering or will remain on the virtual learning plan if they do not.

Occupancy requirements will be determined for each room to ensure SLCDPH Guidelines are followed to the extent possible. Students will be kept in classrooms, as a group, as much as possible and in cases where the students can stay put and the teachers move. A daily schedule of student movement throughout the day will be identified and made available, if needed, for contact tracing purposes. Students will be provided a water container to use at the water fill stations as the SLCDPH recommends that the actual water fountains **NOT** be accessible, but the water fill stations may be used. The district will also provide bottled water to schools. A schedule of restroom, drink, and handwashing breaks will be developed, and social distancing guidelines will be followed to the extent possible. The district is working with food service to provide bottled water to schools. Student and class directional movement in the hallways and stairs will be specifically

designed to ensure social distancing guidelines are followed to the extent possible. There will be no field trips approved during the first semester of 2020-2021 or until further notice. Any before or after school activities must be approved by the building principal and applicable Cabinet Level Administrator from the SAB approved list. There will be no social gatherings (birthdays, special days, or events) with parents allowed for the first semester of 2020-2021 or until further notice. Students, while in physical education class or recess playing a sport, exercising, or using exercise equipment while exerting themselves may remove their face coverings, but social distancing guidelines will be followed to the extent possible.

### **Facilities Cleaning and Disinfecting Requirements:**

The facilities department will provide signage in a visible location in all facilities/schools to remind everyone to adhere to social distancing guidelines and effective health practices to prevent the spread of COVID-19. Custodial staff members will clean and disinfect all touchpoint surfaces throughout each day and a comprehensive daily cleaning and disinfecting list will be developed by the maintenance and facilities department and provided to all school custodians and school administrators. Two times per week, each school administrator/facility supervisor is required to perform cleaning and disinfecting walk-throughs to ensure applicable areas are cleaned and disinfected and the results shall be recorded on the comprehensive daily cleaning and disinfecting list and submitted to the District Custodial Supervisor and Director of Maintenance and Facilities each Friday by the end of the day.

Large disinfecting wipes and hand sanitizer will be available in all rooms and all staff, students, and school/district approved visitors to classrooms **MUST** use the hand sanitizer and wear a face covering upon entering the classrooms each time. Teachers/Employees must notify their building custodian of the need to refill/replace the disinfecting wipe solution and hand sanitizer when the solutions are getting low. Each office district facility has received a plexiglass barrier in each front office to add another layer of protection for staff, students, parents, and visitors to our facilities/buildings. Morning and afternoon breaks will be scheduled to allow for additional handwashing to prevent the spread of COVID-19.

We are all in this together. Additional help may be needed from other staff members (certified staff, support staff, approved visitors, etc.). The District uses and continues to use EPA-registered/hospital grade disinfectant and sanitizer. Custodial team members will continue to do routine daily cleaning. We will consider what items can be moved or removed completely to reduce frequent handling or contact from multiple people. Soft and porous materials, such as area rugs and seating, may be removed or stored to reduce the challenges with cleaning and disinfecting them. Staff will clean frequently touched surfaces and objects that would include, but not limited to:

- tables
- doorknobs
- light switches
- countertops
- handles
- desks
- phones
- keyboards
- toilets
- faucets
- sinks
- touch screens

The district is purchasing sanitizing machines, so buildings can be fogged with a disinfectant/sanitizer solution weekly.



**If a person is symptomatic and/or tests positive for COVID-19 and has been in a district facility:**

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets (could be 2-5 days, typically 3 days). Open outside doors and windows to increase air circulation in the area. If possible, wait up to 48 hours before beginning cleaning and disinfection.
- Custodial staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective.
- In some cases, outside contractors will be used to clean and disinfect facilities.

**Cleaning and disinfecting outdoor areas**

- Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.
  - Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
  - High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned weekly.
  - Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

**While cleaning, Custodians will:**

- Wear disposable gloves and all other Personal Protective Equipment (PPE) for all tasks in the cleaning process, including handling trash.
  - Additional PPE might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
  - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.
- **Wash hands often** with soap and water for 20 seconds.
  - Always wash immediately after removing gloves and after contact with a person who is sick.
  - Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used.

**Parent and School Visitor Requirements:**

All parents and visitors to all RGSD facilities and buildings **MUST** wear a face covering. In addition, any school/district approved visitor must be temperature checked <100.4, use the hand sanitizer provided, and complete an electronic or paper health screening survey upon arrival [https://docs.google.com/forms/d/e/1FAIpQLScJmVY0sfwBrkVTXeADwmyH\\_dPGLG405tjTugW4a2sgNB0KS/w/viewform](https://docs.google.com/forms/d/e/1FAIpQLScJmVY0sfwBrkVTXeADwmyH_dPGLG405tjTugW4a2sgNB0KS/w/viewform) (this link is to the example that each school and department will make available for their employees for health and contact tracing purposes). Schools will make the paper copy of the health screening survey available to parents and visitors to complete upon arrival to the school or facility. All parents must remain in the main office area and are not permitted to visit any other parts of the building or facility (only approved visitors performing business or school activities will be allowed to visit the applicable

parts of the facilities or buildings that are germane to their activity or business). Parents should limit the number of family members visiting the school/office so social distancing guidelines can be followed. Alternate methods of meeting with parents virtually will be available and each building will identify a meeting room onsite where parents and school employees can meet, and social distancing guidelines can be followed. The onsite meeting room option should be used for meetings where a virtual option is not possible. In addition, when the district determines the date for specific grade levels to return to in-person classroom instruction, early childhood and kindergarten students may need some assistance from their parents/guardians and as long as the four guidelines below have been completed the school principal/director may allow parents/guardians to assist with early childhood and kindergarten students as needed. **FOUR GUIDELINES:** Must wear a face covering, must be temperature checked <100.4, Must use hand sanitizer, and Must complete a health screening survey with **NO COVID-19 SYMPTOMS**.

#### **COVID-19 SYMPTOMS:**

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- New loss of taste or smell
- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

There will be no community group, or non-RGSD employee building use permits approved during the first semester of the 2020-2021 school year or until further notice if the use request is for accessing a district indoor space. If the community group or non-RGSD employee is requesting building use permits for outside activities, the district identified process for requests will be followed and decisions will be made based on the activity and adherence of the current COVID-19 guidelines.

#### **Breakfast and Lunchroom Requirements:**

When the district determines the specific grade levels to return to in-person classroom instruction, students arriving in the mornings to school will go to the cafeteria and pick up a breakfast and will eat in their classrooms or the cafeteria may be used if social distancing guidelines are followed. The same process will be in place for lunch. Each student will go through the lunch line and get their lunch and eat in their classrooms unless lunch schedules can be staggered so social distancing guidelines can be followed. Once all students have their breakfast or lunch and are back in their rooms and are sitting at their desks or at the lunchroom tables, students may remove their face covering to eat. Once they are done, the face covering must be placed back on for the day. If the cafeteria tables are used for breakfast or lunch, students can be seated on both sides of the table, but not facing another child to ensure social distancing guidelines are followed. The cafeteria tables and high touch surfaces will be cleaned and disinfected after breakfast and between lunch shifts if the cafeteria is used. The district is working with food service to make meals available to students who remain 100% virtual.



## **RGSD Child Nutrition 2020-2021 School Year Re-entry Plan**

**Child Nutrition Program COVID-19 Waivers:** Taken directly from MODESE, Food & Nutrition Services School Year 2020-2021 Waivers and Updates.

On August 31, 2020, U.S. Secretary of Agriculture Sonny Perdue announced the USDA will extend several flexibilities through as late as December 31, 2020, or until available funding runs out. The flexibilities allow summer meal programs including Seamless Summer Option (SSO) and Summer Food Service Program (SFSP) to continue into the fall months. This extension of summer programs gives child nutrition program operators the authority to provide free meals to all children. These waivers introduce flexibility in the National School Lunch Program, School Breakfast Program and also apply to the Seamless Summer Option to prioritize safety while still providing nutritious meals to our participants. The following key flexibilities are in effect on August 31, 2020 through December 2020:

- Allow Summer Food Service Program and Seamless Summer Option Operations Extend Area Eligibility Waivers – EXTENSION 2
- Allow Non-congregate Feeding in SFSP and the National School Lunch Program Seamless Summer Option – EXTENSION 4
- Allow Parents and Guardians to Pick Up Meals for Children- EXTENSION 4
- Waiver of Meal Service Time Restrictions in the SFSP and the National School Lunch Program Seamless Summer Option
- Nationwide Waiver to Allow Area Eligibility for Closed Enrolled Sites

### **Meal Service in School Year 2020-2021**

RGSD has opted into the Child Nutrition Program COVID-19 Waivers for the school year 2020-2021. Schools that elect to participate in the Nationwide Non-congregate Meals waiver must offer meals to all students learning virtually. This waiver could be important for students who are not learning virtual but may have to quarantine. Electing to use this waiver means RGSD must offer meals. Additional waivers available to schools this year allow for maximum flexibility with the program and meal service. The Parent/Guardian Pick-Up Waiver allows for parents or guardians to pick up lunch, and breakfast on behalf of the student(s). The location of the Parent/Guardian Pick-Up site(s) depend on what works for your school and households. Options include: Drive up/through, Bus route deliveries, and Walk-up Grab & Go.

The Meal Times Waiver allows for schools to distribute or serve breakfast and/or lunch outside of the required meal service times. With meals being allowed to be served outside of the required meal times, meals can be served in bulk for multiple days of meal consumption.

Parents/Guardians or students are allowed to pick up meals from a site within the district where they are not enrolled. However, the student should be claimed under the building in which they are enrolled. The meal given to each student must meet the meal pattern requirements for their grade group (9-12, K-5, 6-8, or K-8). Because of this, planning for meal distribution and meal counting and claiming will require clear communication between the district and households. It may be important for the school nutrition staff to prepare meals for the students outside of the building's grade group. This practice will also require communication between school buildings and avoid errors in meal counting and claiming.

The Nationwide Meal Times waiver along with the Nationwide Non-congregate waiver allow for multiple meals to be sent home for off-site consumption. LEAs can only claim meals on days that school is in session. Only one meal per day may be counted and claimed. Multiple meals served on one day must be documented as served throughout the week as 5 operating days. The daily claim total cannot exceed the number of students enrolled so these meals have to be recorded across the week.

### **Point of Sale/Service POS:**

LEAs operating NSLP are required to claim meals under each student Free, Reduced, or Paid eligibility status if you are a non-provision (i.e. CEP) and claiming meals under NSLP and SBP. Because of this, Tally Sheets and Daily Meal Count Forms that just track the total number of meals are not allowable unless the school is operating CEP or Provision 2. If not operating a special provision, the meal counting system must be able to track each student who received a meal so that the correct eligibility status can be claimed. Schools that are operating SSO may use tally sheets. Daily meal count documentation is required for all reimbursable meals including NSLP and SSO and will be subject to fiscal action if this documentation is not retained. An exchange between students and school food service personnel occurs at the POS. The student or parent/guardian provides a medium of exchange or form of identity to the school food service personnel to receive breakfast and/or lunch. During this exchange, the meal(s) provided must be counted and marked for reimbursement. Find resources for the POS on our School Year 2020-2021 Resources page.

#### **Meals in the Classroom**

- A roster marked off by the teacher and turned into cafeteria manager.
- Teacher collects meal cards or student IDs and turns them into cafeteria managers.
- With travelling grab & go cart, operators may have classroom rosters and mark off when students receive a meal, collect meal cards or student ID and scan at the cart or in the cafeteria's POS.

#### **Parent/Guardians Pick Up**

- Verify the identity of the parent/guardian by:
  - Student ID
  - Meal Card o Student PIN
  - Car Tag with Barcode
- Enter electronic codes or ID's through Computerized POS (tablet, computer cart, depending on pick-up site set-up).
- Roster with student name, grade, and enrolled building, marked off at POS
- Meal Delivery on Bus Routes
- Verify the identity of the parent/guardian or student by:
  - Student ID
  - Meal Card
  - Student PIN
  - Enter electronic codes or ID's through Computerized POS
  - Bus route roster with student name, grade, and enrolled building, marked off at POS Hybrid Learners: in-person instruction and virtual learning will use a combination of on-site and off-site POS procedures.

### **St. Louis County Department of Health, Novel Coronavirus (COVID-19) Food Establishment Guidelines:**

**Self-service options:** Taken directly from Novel Coronavirus (Covid-19), St. Louis County Public Health, STL County Public Health, Food Establishment & Bar Operating Guidelines.

Self -service drink and food service are limited and must meet the following conditions. *Guidelines updated effective October 7, 2020*

- NO Buffet style food service is allowed


- Customer flow must be managed by providing clear exit and entry points with line markers 6 feet apart indicative of proper social distancing
- Allow adequate space around self-service display fixtures and modify traffic flow if necessary.
- Provide hand sanitizer at entry and exit points and encourage customers to use it
- Provide signage to remind customers to maintain proper social distancing of 6 feet.
- Provide pre-packaged foods whenever possible
- Limit self-serve beverages and food items to only those items that are shielded within a case by a door or other self-closing device that remains closed when customers are not making a selection.
- Require customers to wear face covering while obtaining self-service foods and beverages.
- Provide customers with disposable utensils or tissues for use in retrieving food items and provide a container for those disposable utensils and tissues to be discarded after use.
- Limit the food selection to a limited variety of items on display to encourage customers to quickly select items and discourage customers from gathering around display.
- No refill cups are allowed. All drink cups must be disposable and provided by the business.
- Disposable drink cups and food containers must be stored in a secured area and dispensed one at a time to avoid customers touching containers that others may use.
- During expected high-traffic times, stuff must be placed near self-service areas to reinforce face coverings, social distancing and proper protection of self-service containers and utensils.
- High touch surfaces, such as dispensers with buttons, must be disinfected after each high-traffic period and every 30 minutes otherwise.

#### **Limiting contact points**

- Cups, lids, napkins and straws should be brought directly to customers by staff and not placed out for self-service. Do not place utensils on the table until patrons are seated.
- Keep condiments, including salt and pepper shakers, off tables and have servers bring them when requested, or consider using single-serve condiment packages. Clean shakers after each party's use and discard any remaining single serve packets.
- Practice contactless transfers by placing items down on a counter for the customer to pick up. In the case of curbside delivery, ask the guest to open their trunk and have employees place the order in the trunk.

#### **Transportation (School Bus):**

All bus drivers will be temperature checked and must complete a daily health screening form prior to starting their route. Any driver exhibiting COVID-19 symptoms or has a fever of greater than 100.4 will be asked to return home and a substitute driver will be secured for the route. The bus drivers and all students must wear a face covering while riding on the school bus to and from school. Each student will be initially issued two face coverings (students may also wear their own face coverings as long as the face covering meets student handbook guidelines for appropriateness for schools and is not disruptive to the school culture or learning environment). ALL STUDENTS must wear a face covering at all times while riding the school bus. However, for the purpose of providing safe driving conditions while the bus is in motion, the bus drivers may remove their face covering, but must place it back on upon arrival to their bus stops or school locations prior to the entrance or exiting of students from the bus. All buses will have hand sanitizer and students must use each time they enter the bus. Any student **NOT** wearing a face covering will not be allowed on the bus. Buses will be supplied with face coverings for students if they show up at the bus stop and do not have one. As previously stated, students need to take care of their face coverings.

CAMPUS	<div>  <p>We provide easy and convenient mobility, improving quality of life by connecting people and communities</p> <p>Committed to our customers   Dedicated to safety   Supportive of each other   Accountable for performance   Setting the highest standards</p> </div>					
ROUTE						
	DRIVER SIDE		AISLE & ROW #		Passenger Side	
SEAT	SEAT	SEAT		SEAT	SEAT	SEAT
	DRIVER		1	ENTRANCE DOOR		
A name	B name	C name	2	E name	D name	F name
A name	B name	C name	3	E name	D name	F name
A name	B name	C name	4	E name	D name	F name
A name	B name	C name	5	E name	D name	F name
A name	B name	C name	6	E name	D name	F name
A name	B name	C name	7	E name	D name	F name
A name	B name	C name	8	E name	D name	F name
A name	B name	C name	9	E name	D name	F name
A name	B name	C name	10	E name	D name	F name
A name	B name	C name	11	E name	D name	F name
A name	B name	C name	12	E name	D name	F name
A name	B name		13	E name	D name	F name
		REAR DOOR				

A seating chart will be developed by the district's transportation provider that puts the first students picked up in the morning at the back of the bus and fills the bus from the back to the front. In the morning, students at the front of the bus would exit first and continue this procedure until all students have exited from the back seats. This procedure keeps students from passing each other on the bus and provides another layer of protection for all students from contracting or spreading COVID-19. When school is out for the day, a second seating chart will be developed by district's transportation provider, that puts the students on the last bus stop of the route on the bus first and seats them at the back of the bus so that the students with the first bus stops are in the front of the bus, so they can get off first. This prevents students from passing other students while exiting the bus. If parents/guardians do not feel comfortable with their students riding the bus due to their concern for COVID-19, they may personally transport their students to and from school rather than riding the bus. ***As mentioned above under in-class instruction, social distancing guidelines will be followed on the buses to the extent possible. It must be noted that depending on the number of students on the bus and the age of the student, following social distancing guidelines at the recommended distance may not be possible, but will be followed to the extent possible.*** Schools will develop staggered end of the day release of students based on the bus seating charts, van and car riders, and walkers to minimize the time students are in close contact.

## **St. Louis County Schools Guidelines for reopening of schools: - Transportation**

### **Schools must:**

- Assign seats to reduce transmission and assist with contact tracing if necessary.
- Establish a protocol for loading and unloading of buses to minimize student contact such as loading the rear of the bus first.
- Establish daily cleaning protocols for sanitizing each bus.
- Require bus drivers to wear face coverings.

### **Schools may consider:**

- Reducing the number of students on a bus by allowing only one student per seat and/or alternating rows of students unless the students are from the same household.
- Encouraging parents to transport students to and from school.
- Sanitizing each bus in between routes.

## **Cleaning and disinfecting:**

The Centers for Disease Control and Prevention (CDC) has provided guidelines regarding cleaning and disinfecting school buildings and other areas.

### **Schools must:**

Require the use of disposable gloves when cleaning and disinfecting.

- Clean and disinfect surfaces per CDC guidance.
- Practice routine cleaning of frequently touched surfaces.
- More frequent cleaning and disinfection may be required based on level of use.
  - High-touch surfaces and objects (such as tables, doorknobs, light switches, desks, phones, keyboards, faucets, etc.) should be cleaned and disinfected regularly.
- Disinfect using EPA-registered household disinfectant, properly diluted bleach solutions or alcohol solutions with at least 70% alcohol.

### **Schools may consider:**

- Implementing sanitizing procedures using alternative means. Please check the effectiveness with local health department.

## **Student Participation in Athletics and Extra/Co-Curricular Activities Waiver**

When athletics and extra/co-curricular activities resume, students who elect to participate in athletics and/or extra/co-curricular activities will need to complete a waiver to participate in the activity or sport (**See Parent Permission and Waiver of Liability for Student Participation form – pg. 16**)

**Definitions: Taken Directly from the St. Louis County Department of Public Health Order Requiring Members of the Public and Employee to Wear Face Coverings**

- “Face Coverings” for the purpose of this order, means a device, usually made of cloth, that covers the nose and mouth. Consistent with current CDC guidelines, face coverings prevent those who may have COVID-19 from spreading it to others. Cloth face coverings are recommended for the general public over surgical or N95 respirators which should be reserved for medical professionals and first responders. Nothing in this Order should prevent workers or customers from wearing a surgical-grade face covering or other more protective face covering if the individual is already in possession of such equipment, or if the business otherwise provides their workers with such equipment due to the nature of the work involved.
- “Gathering” or “gatherings” means people coming together as a group, whether formal or informal, whether public or private and whether indoor or outdoor.
- “Public Accommodation” means Businesses or other facilities, both public and private, indoor and outdoor, used by the public, including, but not limited to, grocery and other retail stores, service establishments, educational institutions, entertainment and recreational facilities, concert venues, museums, bowling alleys, amusement parks, fairs, arts and craft facilities, zoos, public and private social clubs.
- “Public Transit” is considered a Public Accommodation under this order and includes businesses that provide transportation services, including but not limited to buses, light rail, rail, airlines, taxis, transportation network providers, livery services, vehicle rental services, ride shares and other private transportation providers, as well as the waiting areas for those businesses.
- “Social Distancing Requirements” means, to the extent possible, maintaining at least six-foot social distancing from other individuals; washing hands with soap and water for at least twenty seconds as frequently as possible or using hand sanitizer with more than sixty percent alcohol; covering coughs or sneezes with something other than hands; regularly cleaning high-touch surfaces; not shaking hands; and behaviors as otherwise defined by order.

## Virtual Learning Consent Form

Dear Parents and Guardians,

Due to the community spread of COVID-19, the Riverview Gardens School District will offer virtual instruction to students who choose not to attend in-person classes during the fall semester of the 2020-2021 school year.

The District will be using **Google Suites** and potentially other forms of electronic video and communication to support your student's education and related services. These platforms may have a group feature to allow participation by many students. The parent or guardian of students participating may also be present, supporting them in their remote classroom time at home. These sessions may be recorded by staff for student review purposes at a later time. If your child is participating in group instruction utilizing online platforms, please note that it may be possible for parents of other children in the group to see your student.

The District will comply with the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA) and will take all reasonable measures to preserve your privacy and the privacy of your student(s).

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By signing below, I acknowledge:

\_\_\_\_\_ My student(s) may be viewed by other students and/or parents while participating [initial] in group instruction utilizing online platforms;

\_\_\_\_\_ Anything stated or shared during live virtual learning cannot be edited before the [initial] students witness the content;

\_\_\_\_\_ I am responsible for ensuring that my student participates in virtual instruction and for [initial] maintaining regular communication with my student's teachers and other school staff;

\_\_\_\_\_ I will maintain confidentiality and respect the privacy of all students who participate in [initial] remote learning and will not make audio or video recordings (including screen captures, photos, etc.) of the learning sessions.

I understand and agree to these terms and request permission for my student(s) to participate in live virtual learning during the fall semester of the 2020-2021 school year.

Name(s) of Student(s): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PARENT PERMISSION AND WAIVER OF LIABILITY FOR STUDENT PARTICIPATION AT RIVERVIEW GARDENS  
SCHOOL DISTRICT**

By signing below, I give permission for my child, \_\_\_\_\_, to participate in the following program **TITLE AND DESCRIPTION OF PROGRAM OR ACTIVITY:** \_\_\_\_\_ on **DATE:** \_\_\_\_\_ at the **RIVERVIEW GARDENS SCHOOL DISTRICT** (the "District"):

(initials) \_\_\_\_\_ I acknowledge that federal and state government officials have declared that there currently exists a public health crisis in our country related to the Coronavirus Disease 2019 ("COVID-19").

(initials) \_\_\_\_\_ I confirm that I will not permit my child to participate in the program or activity if, at any time during the program or activity, my child is showing any symptoms of COVID-19 (including but not limited to fever, dry cough, fatigue, shortness of breath, chills, muscle pains). Additionally, I confirm that I will not permit my child to participate in the program or activity if, at any time during the program or activity, my child has been in contact with any individual diagnosed with COVID-19 or any individual currently waiting for test results confirming the possibility of a COVID-19 diagnosis. I agree that in such situations, my child will be unable to participate in the program or activity until: (i) 14 calendar days after the symptoms first appeared and my child is no longer showing any symptoms; or (ii) a healthcare provider has confirmed in writing that my child has tested negative for COVID-19 or that my child's symptoms were not due to COVID-19.

(initials) \_\_\_\_\_ I understand that the ***Riverview Gardens School District*** cannot prevent the possible transmission or contraction of COVID-19 for my child.

The undersigned agrees to release, discharge, hold harmless and indemnify the ***Riverview Gardens School District***, its agents, employees, officers, Board of Education members, insurers and others acting on the District's behalf (the "Releasees"), of and from any and all claims, demands, causes of action and/or legal liabilities for injuries to or death of my child occurring during, or resulting from, or participation in the above-mentioned program or activity and related in any way to COVID-19, even if the cause, damages or injuries are alleged to be the fault of or alleged to be caused by the negligence or carelessness of the Releasees.

Signature: \_\_\_\_\_  
(Parent or Legal Guardian)

Signature: \_\_\_\_\_  
(Student)

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

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**RIVERVIEW GARDENS**  
**SCHOOL DISTRICT**

**Alternative Methods of Instruction Plan (AMI)**  
**2020-2021**



**Dr. Scott Spurgeon**  
Superintendent

**Dr. Stacey Nichols**  
Assistant Superintendent of Curriculum and Instruction

# INTRODUCTION

In 2019, the state legislature passed SB604 (Section 171.033, RSMo) providing districts and charter schools with the ability to use an Alternative Methods of Instruction (AMI) Plan on days when there is an unexpected school and/or district closure. Beginning in school year 2020-21, a local education agency (LEA) can make up school hours lost or cancelled due to exceptional or emergency circumstances (up to 36 hours) if an AMI Plan approved by the Department of Elementary and Secondary Education (DESE) is implemented. The LEA must assure that the AMI Plan will positively impact teaching and learning in the LEA.

It is the goal of Riverview Gardens' staff that Alternative Methods of Instruction will allow us to continue learning when school is not in session. For instructional information, we will use paper packets (these will be sent home with students and/or posted on the district's website). Students without internet access in grades Pre-K-through 12 may request a paper packet from their teachers and/or school administrator. All teachers, including special education teachers, will be available for students via email and/or phone. It is the expectation that all teachers provide feedback to students regarding their work.

## INSTRUCTION

The district will use a combination of Google Classroom, Google Suite, and assignment packets to support students and learning at home.

### **Alternative Methods of Instruction**

If schools are closed due to exceptional or emergency circumstances, classes will be implemented online or with assignment packets and online resources will be provided to families.

### **Plan A: Remote Learning**

If schools are closed for an extended period of time, all students will be learning remotely. Also, district employees may also be working remotely but could work from school unless the district campus is closed. This determination will be made by the superintendent. If schools are closed, but the campus is open, teachers might be able to collaborate at school sites per the superintendent's approval. If there is a quarantine or it is not safe to gather, district staff will meet virtually using Google Meet and/or other identified virtual platforms. The expectation will be for teachers to meet as a department, grade level, or as a whole faculty. Meeting times should be used for consistently collaborating, supporting staff, and planning.

During extended school closure, the process for implementing instruction will be modified. Therefore, teachers will need to consider the following when planning instruction: Do you want to post lessons and activities for a week-long chunk? Do you want to post a 2-week unit? Will some scholars receive paper copies? How will you scaffold the work for students? How often are you going to commit to doing updates and post resources? Teachers will use Google Suite tools, SISK system, and/or email to communicate with scholars. Therefore, teachers will need to rethink how they will structure their class. It will be imperative for lessons and/or activities to be engaging to keep scholars motivated so that they will remain highly engaged and keep with all classes. Engaging in virtual learning may be new for some students and will take some practice. In addition, please be mindful that virtual learning may also be challenging for students with special needs and/or other learning difficulties may impact their cognitive abilities. In addition, teachers will need to plan effective ways to check for understanding for every student while providing instruction online. Also, teachers will need to determine how they will provide virtual touches for each scholar so that they will not fall behind

and/or hide in the back of the room during virtual lessons.

### **Plan B: Assignment Packets and Online Resources**

If families do not have access to technology, assignment packets will be printed and provided to families by the teacher and/or principal. In addition, additional online resources will be posted online for families. It is the expectation that all staff contact families daily to provide support and feedback on assignments via Google Suite, SISK system, and/or phone. All communication with families must be documented via the SISK system.

### **Plan C: Hybrid Instructional Model**

If schools are closed for an extended period of time, a hybrid approach to course delivery will be implemented to combine face-to-face classroom instruction with online activities. In this instance, the schools will follow the Hybrid Instructional delivery (A, B, C Days) schedule. Students will engage in both traditional school attendance and home instruction. Also, students will attend school in a classroom setting as scheduled during the week. The hybrid class will blend seat time learning with on--line learning.

## **Online Teaching and Learning Protocol**

### **Google Classroom**

It is imperative that the teacher's Google Classroom is consistently updated, comprehensive, and detailed. Teachers will need to give context for the assignments, including their objectives, expectations for learning, a preview of the assignments, and where to find the resources, assignments, and assessments. Lessons and/or activities should begin with the end in mind: what do my students need to know and how will I know they learned this? If teachers create one post that includes all learning expectations and details, it helps scholars to plan their week. If the unit spans several weeks, teachers will need to provide weekly updates with assignment checkpoints to ensure scholars are progressing and not falling behind with the work.

This process will provide teachers an opportunity to inform scholars about what they will be doing during the week/unit and what your expectations are for learning. This practice is especially important if students are working for multiple weeks on one project or one unit. Scholars need to be informed of the big picture for their learning and not just what they need to know in the present.

*It is MANDATORY for teachers to click and invite building principals, special education team members, and related service providers, content-area coordinators, in the co-teacher role for every class which will be facilitated via google classroom.*

### **Preload & Vary Your Resources**

Teachers should preload all instructional resources and share them with scholars in their weekly post. Please consider the types of resources you expect students to access. It is good practice to add PDFs of readings and to vary the type of media (i.e.: screencasts, TED talks, video tutorials, etc.) to make up for you not being in front of students).

### **Check-in Points**

Teachers should think about how they will check in with scholars during virtual learning. If in a co-teaching situation, consider how your co-teacher can support you with virtual check-ins. In addition, would you prefer that students email you? Teachers could also create a topic via the discussion board option (Ex: a question posted in Classroom, or a shared Google doc) for students to post questions and challenges they might have and are to encourage classmates to respond to a topic. The goal of checkpoints is to ensure that students are following along *and* to share the responsibility of building and caring for the learning community with the rest of the class. It is essential for teachers to check in with students at least twice a week to see how they are

doing and so they do not fall behind in their work. If students are slipping behind, please notify the principal, parents, and/or counselor, so that they can follow up with the family. **It is the expectation that every teacher provides daily feedback to all students regarding all their assignments and/or activities.**

### Flexibility

As teachers begin to plan for remote learning, think about what is most essential for student learning. Some of the existing expectations and policies may not serve students in this unique moment. Please be advised that all families may not have access to the Internet and computers. We will need to work with each student, trusting that they, too, are doing the best they can.

Also, teachers should consider their comfort level. Teachers should make plans, layout the course and/or assignments, remain calm, and be flexible. If something does not work, adjust, and go back or move on. Remember to reach out to your colleagues and tech team for support. Remember, we are successful if we work as a team.

### Best Practices for Online Teaching & Learning

The flow of online learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare, and engage in learning.

	Teacher Posts...	Using These Tools...
<b>Preview</b>	<i>Google Classroom Update:</i> <ul style="list-style-type: none"> <li>Overview of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Post an update in Google Classroom</li> </ul>
	<ul style="list-style-type: none"> <li>Objectives &amp; connections to prior lessons/learning</li> <li>Quick Attendance Check (to ensure students are present and following along)</li> </ul>	<ul style="list-style-type: none"> <li>Google Suite</li> </ul>
<b>Prepare</b>	<i>Google Classroom Assignment:</i> <ul style="list-style-type: none"> <li>Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Create/Post content: upload audio, video, screencast, text, links to docs, images...</li> <li>Access existing content</li> </ul>
<b>Engage</b>	<i>Google Classroom Assignment:</i> <ul style="list-style-type: none"> <li>Reflective writing, journaling, guided notetaking</li> <li>Discussion boards, assignment submission, post/share/ respond to audio, video, images, media</li> <li>Writing, collaborating, peer editing google docs</li> <li>Virtual labs/simulations; home labs/observations</li> <li>Remote synchronous class</li> <li>Practice problems</li> <li>Research, writing, projects</li> <li>Online assessments (AP)</li> <li>Quiz, formative assessment</li> <li>Summative assessment</li> </ul>	<i>Asynchronous Tools:</i> <ul style="list-style-type: none"> <li>Google Classroom</li> <li>Google Suite (docs, slides, forms/surveys, sheets)</li> </ul> <i>Synchronous Tools:</i> <ul style="list-style-type: none"> <li>Google Hangout</li> </ul>

## **Rubrics & Resources for Discussions Boards**

Discussion boards are excellent ways of fostering peer-to-peer learning. This can have a variety of formats: a question posted in Google Classroom, a shared Google doc, a board using Google Suite. Resources below are simply meant to make your life easier. You are not required to use them. You absolutely may edit, adapt, or build on them.

### **Setting Clear Expectations**

When online is the only option for students to share their ideas and questions with one another, it is important to set clear expectations for posting. Here's an example: "Please post your first response by 9 PM on Friday night. The post must be at least 300 words in length and reference the readings. Be sure to use MLA format for your citations. You must respond to three of your classmates by Friday at 8 PM. Follow-up posts must be substantive (at least 150 words) and move the discussion forward. Simply saying, "I agree", etc. will not earn credit."

### **Resource: Teacher Guidelines for Using Discussion Board**

The first time you manage a discussion board for a course, it is likely to take more time than in future offerings. In general, though, you can manage your workload more effectively by:

- Setting aside specific times to read and respond to the board.
- Preempting questions by making regular announcements and providing news and information relevant to the students and the course in an Announcements section on the discussion board.
- Developing an FAQ's (frequently asked questions) section on the discussion board (which you update throughout the term as you receive individual questions of relevance to other participants).
- Being prepared to spend some time during the first week helping students access and navigate the board. (Do not expect all students to be successfully reading and participating in the first week of the term.)
- Setting limits and being explicit with students as to your availability. ("I read and respond to the board five out of seven days a week, usually taking off Friday and Saturday," for instance.)
- Discouraging students from emailing you when they could be posting their questions to the whole group. Encourage participants to use the board to share knowledge when they have it and ask for what they need.

### **Resource: Student Guidelines for Using Discussion Board**

*In your communication with other students, please:*

- Expand on or clarify an important point.
- Offer an additional argument to support a position taken in an answer.
- Suggest ways in which an idea could be more clearly expressed.
- Identify passages where you think the writer misunderstood a concept or applied it incorrectly.
- Disagree with a point or position made in an answer.

*If you disagree with the views of another student, please:*

- Be constructive and respectful.
- Politely critique a position on an issue, but not the person.
- Avoid sarcasm, swearing, or language that would be considered rude or argumentative.
- State precisely the point you disagree with.
- Offer reasons why you think their view is incorrect and support your position by citing the text or other sources.

## **Attendance**

Attendance is tied into the completion of work assigned to students. Therefore, teachers must collect all assignments from scholars via email, Google Suite, and/or hard copies. Thus, teachers must assign work daily for each day that scholars are out due to school closure. Students will have 1 day to submit their completed assignment(s) (K-12) following the AMI day. In addition, students that receive services from SSD, will be allowed up to 3 additional days to complete and/or submit their assignments if the accommodation is indicated in their IEP and/or 504 Plans. Students who complete the AMI assignments will be counted present. Students who do not complete the AMI assignments will be counted absent. Attendance will be recorded in SISK12 within 5 days of the declared AMI day. It will be the responsibility of the school principal to collaborate with teachers and monitor the process of submitting completed work in order to ensure that student assignments are submitted by the timeline indicated in this document.

## **Enrollment for Virtual Learning Launch via MOCAP Expectations**

Beginning in January 2019, any student in kindergarten through 12th grade enrolled in the Riverview Gardens School District who was also enrolled as a full-time student the previous semester can opt to take a course virtually through the District-approved provider, **Launch**, via the Missouri Course Access Program (MOCAP), that is organized through Missouri's Department of Elementary and Secondary Education (DESE). Launch enrollment is the primary responsibility of the MIS office, but Student Support Services has been trained to do the enrollments. A virtual learning form must be completed and turned in to the home school. The form must be completed by the counselor to determine classes that should be taken by the student. Once the form is completed it should be sent to the MIS office and Student Support services if a payment is required.

- Any Student enrolled by the district in one or more MOCAP courses must be included on both the October and June core data submissions. This is true even if the student withdraws from the course. The October files tell DESE which students are enrolled in which courses. The June files tell us the outcome of those courses. It is especially important that both files include the same students/courses.
- If you have been contacted by the MOCAP office about a student showing up on vendor reports but not on core data reports, the most common fix is to be sure that student is included in your October files and re-upload/certify those files.
- Any student enrolled by the district in one or more MOCAP courses must be coded as a 50 or 52 in the Program Code field along with a V or S for the Delivery System. Please refer to the charts listed in the MOCAP Guidance below if you are unsure of which program code or delivery system to use.
- Individual SIS programs vary but some require them to have the district listed as both the sending and receiving district for their Student Assignment files to pull appropriately and to include MOCAP students/courses. If your files are not pulling appropriately from your SIS, it may be for this reason.
- If the district is contacted by a vendor and advised that your core data submissions are not matched to the vendor report, the first step is to determine if this student is enrolled in our district and if so, whether or not the district approved the MOCAP courses and enrolled the student.
- If the student is both enrolled in the district and approved for MOCAP enrollment, check the October core data submission to ensure that the student is coded correctly. If the student is not enrolled in the district or was denied MOCAP enrollment, please communicate the facts to the vendor.

## **WEEKLY SCHEDULE IF SCHOOL IS CLOSED**

### **Plan A: Online Remote Learning Schedule**

Teachers will provide direct instruction via google suite and publish their content area in Google Classroom. Teachers will implement the instructional ABC schedule. Students will receive direct instruction from teachers on their assigned instructional day per the designated times. Students will have the ability to work through the material. Students will also access teachers during scheduled office hours.

Teachers must evidence and document their contact with students. Teachers should provide de at least two opportunities each week for students to respond to the teacher. This contact should occur at least twice per week and documented via Tyler SISK. Attending virtual classes via Hangout, posting to discussion boards (Ex: a question posted in Classroom, a shared Google doc), email, submitting assignments, etc., all constitute check-ins. Teachers must gauge whether students are working and not falling behind. If students are not checking in, please report the matter to your principal, counselor, and/or social worker.

Teachers are asked to contact parents via Google Hangouts, an email with a response, or \*67 from a personal phone, and document using the Parent/Student Contact Log in SISK students regarding students who are NOT actively participating, turning in assignments, etc. Principals or counselors will be tasked with following up with the parents and students. Consider, using Google Classroom, for students to post questions and write about issues they are having. You can call it “Questions, Concerns, Comments” as an example.

### **Plan B: Hybrid Instructional Schedule**

Teachers will implement direct instruction and follow the Hybrid Instructional Schedule on identified days. Students will be assigned to report to school on (A, B, or C days) per the identified days on the schedule. Also, if necessary, teachers and students will follow the CDC guidelines for social distancing. The instructional days for students will alternate depending on the numbers of days that schools will be closed.

Teachers must evidence and document their contact with students. Teachers should provide at least two opportunities each week for students to respond to the teacher. This contact should occur at least twice per week and documented via Tyler SISK. If students are not reporting to school, please report the matter to your principal, counselor, and/or social worker.

Teachers are asked to contact parents via Google Hangouts, an email with a response, or \*67 from a personal phone, and document using the Parent/Student Contact Log in SISK students regarding students who are NOT actively participating, turning in assignments, etc. Principals or counselors will be tasked with following up with the parents and students. Consider, using Google Classroom, for students to post questions and write about issues they are having. You can call it “Questions, Concerns, Comments” as an example.

# INSTRUCTIONAL SCHEDULES (ABC) FOR REMOTE LEARNING AND MODIFIED IN SCHOOL LEARNING

## Early Childhood

### Day One

- Sign in classroom ClassTag virtual account (8:15am)
- Morning Meeting (8:15am - 8:45am)
- Read-Aloud (9:00am - 9:30am)
- Gross Motor Activity (9:45am - 10:15am)
- Math Activity (10:30am - 11:00am)
- Phonics Activity (11:15am - 11:45am)
- Lunch Break (11:45am - 12:45pm)
- Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone, Update Parent-Contact Log (12:45pm – 3:15pm)

### Day Two

- Sign in classroom ClassTag virtual account (8:15am)
- Morning Meeting (8:15am - 8:45am)
- Read-Aloud (9:00am - 9:30am)
- Gross Motor Activity (9:45am - 10:15am)
- Math Activity (10:30am - 11:00am)
- Phonics Activity (11:15am - 11:45am)
- Lunch Break (11:45am - 12:45pm)
- Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone, Update Parent-Contact Log (12:45pm – 3:15pm)

### Day Three

- Sign in classroom ClassTag virtual account (8:15am)
- Morning Meeting (8:15am - 8:45am)
- Read-Aloud (9:00am - 9:30am)
- Gross Motor Activity (9:45am - 10:15am)
- Math Activity (10:30am - 11:00am)
- Phonics Activity (11:15am - 11:45am)
- Lunch Break (11:45am - 12:45pm)
- Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone, Update Parent-Contact Log (12:45pm – 3:15pm)
- **Zoom PLC Meeting (Noon – 2:00pm)**

### Day Four

- Sign in classroom ClassTag virtual account (8:15am)
- Morning Meeting (8:15am - 8:45am)
- Read-Aloud (9:00am - 9:30am)
- Gross Motor Activity (9:45am - 10:15am)
- Math Activity (10:30am - 11:00am)
- Phonics Activity (11:15am - 11:45am)
- Lunch Break (11:45am - 12:45pm)



- Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone, Update Parent-Contact Log (12:45pm – 3:15pm)

#### Day Five

- Sign in classroom ClassTag virtual account (8:15am)
- Morning Meeting (8:15am - 8:45am)
- Read-Aloud (9:00am - 9:30am)
- Gross Motor Activity (9:45am - 10:15am)
- Math Activity (10:30am - 11:00am)
- Phonics Activity (11:15am - 11:45am)
- Lunch Break (11:45am - 12:45pm)
- Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone, Update Parent-Contact Log (12:45pm – 3:15pm)

#### Day Six

- Sign in classroom ClassTag virtual account (8:15am)
- Morning Meeting (8:15am - 8:45am)
- Read-Aloud (9:00am - 9:30am)
- Gross Motor Activity (9:45am - 10:15am)
- Math Activity (10:30am - 11:00am)
- Phonics Activity (11:15am - 11:45am)
- Lunch Break (11:45am - 12:45pm)
- Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone, Update Parent-Contact Log (12:45pm – 3:15pm)
- **One-on-one Zoom check-in with administrator (11:00am – 3:00pm – 15-minute increments)**

#### Day Seven

- Sign in classroom ClassTag virtual account (8:15am)
- Morning Meeting (8:15am - 8:45am)
- Read-Aloud (9:00am - 9:30am)
- Gross Motor Activity (9:45am - 10:15am)
- Math Activity (10:30am - 11:00am)
- Phonics Activity (11:15am - 11:45am)
- Lunch Break (11:45am - 12:45pm)
- Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone, Update Parent-Contact Log (12:45pm – 3:15pm)

#### Day Eight

- Sign in classroom ClassTag virtual account (8:15am)
- Morning Meeting (8:15am - 8:45am)
- Read-Aloud (9:00am - 9:30am)
- Gross Motor Activity (9:45am - 10:15am)
- Math Activity (10:30am - 11:00am)
- Phonics Activity (11:15am - 11:45am)
- Lunch Break (11:45am - 12:45pm)
- Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone, Update Parent-Contact Log (12:45pm – 3:15pm)
- **Drop-In Office Hours: 1:00pm – 3:00pm**

**RGSD AMI SCHEDULES**  
**Elementary Hybrid Instructional Schedule**  
**A/B Alternating Weekly Schedule**

**(Kindergarten) Building**

- 7:50am - 8:10am (Students) Breakfast in classrooms
- 8:10am - 10:00am ELA
- 10:00am - 10:40am Writer's Workshop
- 10:40am - 11:25am Lunch
- 11:25am - 12:05pm Virtual Resources
- 12:05pm - 12:55pm Specials
- 1:00pm - 2:20pm Math
- 2:20pm - 3:00pm Workstations/Dismissal

**(Kindergarten) Virtual**

- Students will work on a combination of practice assignments, online assessments, Science/Social Studies enrichment.

**(First Grade) Building**

- 7:50am - 8:10am (Students) Breakfast in classrooms
- 8:10am - 10:00am ELA
- 10:00am - 10:40am Writer's Workshop
- 10:40am - 11:25am Lunch
- 11:25am - 12:05pm Virtual Resources
- 12:05pm - 12:55pm Specials
- 1:00pm - 1:40pm Intervention
- 1:40pm - 3:00pm Math/Dismissal

**(First Grade) Virtual**

- Students will work on a combination of practice assignments, online assessments, Science/Social Studies enrichment.

**(Second Grade) Building**

- 7:50am - 8:10am (Students) Breakfast in classrooms
- 8:10am - 8:55am Virtual Resources
- 8:55am - 9:45am Specials
- 9:45am - 11:30am ELA
- 11:30am - 12:15pm Lunch/Recess
- 12:15pm - 1:00 pm Writing
- 1:00pm - 2:20pm Math
- 2:20pm - 3:00pm Intervention/Dismissal

**(Second Grade) Virtual**

- Students will work on a combination of practice assignments, online assessments, Science/Social Studies enrichment.

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**(Third Grade) Building**

- 7:50am - 8:10am (Students) Breakfast in classrooms
- 8:10am - 8:55am Virtual Resources
- 8:55am - 9:45am Specials
- 9:45am - 11:30am ELA
- 11:30am - 12:15pm Writing
- 12:15pm - 1:00 pm Lunch/Recess
- 1:00pm - 2:20pm Math
- 2:20pm - 3:00pm Intervention/Dismissal

**(Third Grade) Virtual**

- Students will work on a combination of practice assignments, online assessments, Science/Social Studies enrichment.

**(Fourth Grade) Building**

- 7:50am - 8:10am (Students) Breakfast in classrooms
- 8:10am - 9:45am ELA
- 9:45am - 10:35am Specials
- 10:35am - 11:30am Writing
- 11:30am - 12:15pm Lunch/Recess
- 12:15pm - 1:00 pm Virtual Resources
- 1:00pm - 1:40pm Intervention
- 1:40pm - 3:00pm Math/Dismissal

**(Fourth Grade) Virtual**

- Students will work on a combination of practice assignments, online assessments, Science/Social Studies enrichment.

**(Fifth Grade) Building**

- 7:50am - 8:10am (Students) Breakfast in classrooms
- 8:10am - 9:45am ELA
- 9:45am - 10:35am Specials
- 10:35am - 11:30am Virtual Resources
- 11:30am - 12:15pm Writing
- 12:15pm - 1:00 pm Lunch/Recess
- 1:00pm - 2:20pm Math
- 2:20pm - 3:00pm Intervention/Dismissal

**(Fifth Grade) Virtual**

- Students will work on a combination of practice assignments, online assessments, Science/Social Studies enrichment.

**Elementary Virtual Instructional Schedule**  
**Virtual Platforms:** All School on Google Classroom Support

**Virtual Monday**

- 7:50am - 8:50am (Students) Breakfast at home (Staff) Planning and publish content for the week
- 9:00am - 9:55am ELA – Virtual Learning
- 10:00am - 10:55am Math – Virtual Learning
- 11:00am - 11:45am Science – Virtual Learning
- 12:00pm - 1:00pm (Students) LUNCH – At home
- 1:05pm - 1:55pm Specials – Virtual Learning (Staff) Small group Instruction/Individual student check-in
- 2:00pm - 2:55pm Specials – Virtual Learning (Staff) Small group Instruction/Individual student check-in
- 3:00pm - 3:20pm Check and respond to email

**Virtual Tuesday**

- 7:50am - 8:50am (Students) Breakfast at home (Staff) Planning and publish content for the week
- 9:00am - 9:55am ELA – Virtual Learning
- 10:00am - 10:55am Math – Virtual Learning
- 11:00am - 11:45am Social Studies – Virtual Learning
- 12:00pm - 1:00pm (Students) LUNCH – At home
- 1:05pm - 1:55pm Specials – Virtual Learning (Staff) Small group Instruction/Individual student check-in
- 2:00pm - 2:55pm Specials – Virtual Learning (Staff) Small group Instruction/Individual student check-in
- 3:00pm - 3:20pm Check and respond to email

**Virtual Wednesday** *Student work day* (Students work on incomplete/make-up assignment)

- 7:50am - 8:50am Planning
- 9:00am - 9:55am Data Team Meetings (K & 1)
- 10:00am - 10:55am Data Team Meetings (2 & 3)
- 11:00am - 11:55am Data Team Meetings (4 & 5)
- 12:00pm - 1:00pm LUNCH
- 1:00pm - 2:00pm PLC Meetings
- 2:00pm - 3:00pm Mandatory Staff Meeting
- 3:00pm - 3:20pm Check and respond to email

**Virtual Thursday**

- 7:50am - 8:50am (Students) Breakfast at home (Staff) Planning and publish content for the week
- 9:00am - 9:55am ELA – Virtual Learning
- 10:00am - 10:55am Math – Virtual Learning
- 11:00am - 11:45am Social Studies – Virtual Learning
- 12:00pm - 1:00pm (Students) LUNCH – At home
- 1:05pm - 1:55pm Specials – Virtual Learning (Staff) Small Group Instruction/Individual student check-in
- 2:00pm - 2:55pm Specials – Virtual Learning (Staff) Small Group Instruction/Individual student check-in
- 3:00pm - 3:20pm Check and respond to email

**Virtual Friday**

- 7:50am - 8:50am (Students) Breakfast at home (Staff) Planning and publish content for the week
- 9:00am - 9:55am ELA – Virtual Learning
- 10:00am - 10:55am Math – Virtual Learning
- 11:00am - 11:45am Social Studies – Virtual Learning
- 12:00pm - 1:00pm (Students) LUNCH – At home
- 1:05pm - 1:55pm Specials – Virtual Learning (Staff) Small Group Instruction/Individual student check-in
- 2:00pm - 2:55pm Specials – Virtual Learning (Staff) Small Group Instruction/Individual student check-in
- 3:00pm - 3:20pm Check and respond to email

## **RGSD Middle School Hybrid Instructional Schedule Grades 6<sup>th</sup> – 8<sup>th</sup>**

### **A Day**

- 8:10 - 8:35am Grab & Go Breakfast to Class
- 8:45 - 9:45am ELA
- 9:55 - 10:55am Math
- 11:05 - 11:35pm Lunch
- 11:40 - 12:40pm Ancillaries
- 12:25 - 1:25pm Science
- 1:30 - 2:30pm Ancillaries
- 2:35 - 3:35pm Social Studies
- 3:35 - 3:45pm Dismissal

### **B Day**

- 8:10 - 8:35am Grab & Go Breakfast to Class
- 8:45 - 9:45am ELA
- 9:55 - 10:55am Math
- 11:05 - 11:35pm Lunch
- 11:40 - 12:40pm Ancillaries
- 12:25 - 1:25pm Science
- 1:30 - 2:30pm Ancillaries
- 2:35 - 3:35pm Social Studies
- 3:35 - 3:45pm Dismissal

### **Hybrid Rotating A/B Day**

- 8:10 - 8:35am Grab & Go Breakfast to Class
- 8:45 - 9:45am ELA
- 9:55 - 10:55am Math
- 11:05 - 11:35pm Lunch
- 11:40 - 12:40pm Ancillaries
- 12:25 - 1:25pm Science
- 1:30 - 2:30pm Ancillaries
- 2:35 - 3:35pm Social Studies
- 3:35 - 3:45pm Dismissal

## **Middle School Virtual Instructional Schedule**

### **Virtual A Day**

- 8:10 - 8:35am Morning Staff Check-in
- 8:45 - 9:45am ELA
- 9:55 - 10:55am Math
- 11:05 - 11:35pm Lunch
- 11:40 - 12:40pm Ancillaries
- 12:25 - 1:25pm Science
- 1:30 - 2:30pm Ancillaries
- 2:35 - 3:35pm Social Studies
- 3:35 - 3:45pm Dismissal

### **Virtual B Day**

- 8:10 - 8:35am Morning Staff Check-in
- 8:45 - 9:45am ELA
- 9:55 - 10:55am Math
- 11:05 - 11:35pm Lunch
- 11:40 - 12:40pm Ancillaries
- 12:25 - 1:25pm Science
- 1:30 - 2:30pm Ancillaries
- 2:35 - 3:35pm Social Studies
- 3:35 - 3:45pm Dismissal

### **Virtual Rotating A/B Day**

- 8:10 - 8:35am Morning Staff Check-in
- 8:45 - 9:45am ELA
- 9:55 - 10:55am Math
- 11:05 - 11:35pm Lunch
- 11:40 - 12:40pm Ancillaries
- 12:25 - 1:25pm Science
- 1:30 - 2:30pm Ancillaries
- 2:35 - 3:35pm Social Studies
- 3:35 - 3:45pm Dismissal

## **RGHS Hybrid Instructional Schedule Grades 9<sup>th</sup> – 12<sup>th</sup>**

### **A Day**

- 7:30am - 8:25am Breakfast (Students work virtually on B Days)
- 8:30am - 9:10am ELA
- 9:15am - 9:55am Math
- 10:00am - 10:40am Science
- 10:45am - 12:45pm LUNCH
- 12:50pm - 1:30pm Ancillaries
- 1:35pm - 2:30pm Ancillaries
- 2:30pm - 2:45pm Light Cleaning by Teachers

### **A Day**

- 7:30am - 8:25am Breakfast (Students work virtually on B Days)
- 8:30am - 9:10am ELA
- 9:15am - 9:55am Math
- 10:00am - 10:40am Social Studies
- 10:45am - 12:45pm LUNCH
- 12:50pm - 1:30pm Ancillaries
- 1:35pm - 2:30pm Ancillaries
- 2:30pm - 2:45pm Light Cleaning by Teachers

### **B Day**

- 7:30am - 8:25am Breakfast (Students work virtually on A Days)
- 8:30am - 9:10am ELA
- 9:15am - 9:55am Math
- 10:00am - 10:40am Science
- 10:45am - 12:45pm LUNCH
- 12:50pm - 1:30pm Ancillaries
- 1:35pm - 2:30pm Ancillaries
- 2:30pm - 2:45pm Light Cleaning by Teachers

### **B Day**

- 7:30am - 8:25am Breakfast (Students work virtually on A Days)
- 8:30am - 9:10am ELA
- 9:15am - 9:55am Math
- 10:00am - 10:40am Social Studies
- 10:45am - 12:45pm LUNCH
- 12:50pm - 1:30pm Ancillaries
- 1:35pm - 2:30pm Ancillaries
- 2:30pm - 2:45pm Light Cleaning by Teachers

### **Rotating A/B Day**

- 7:30am - 8:25am Breakfast (Students work virtually face to face on A/B Days)
- 8:30am - 9:10am ELA - (In-class Virtual / Make-up assignments)
- 9:15am - 9:55am Math - (In-class Virtual / Make-up assignments)
- 10:00am - 10:40am Social Studies – (In-class Virtual / Make-up assignments)
- 10:45am - 12:45pm LUNCH
- 12:50pm - 1:30pm Ancillaries - (In-class Virtual / Make-up assignments)
- 1:35pm - 2:30pm Ancillaries - (In-class Virtual / Make-up assignments)
- 2:30pm - 2:45pm Light Cleaning by Teachers

**RGHS Virtual Instructional Schedule Grades 9<sup>th</sup> – 12<sup>th</sup>**  
**Digital Platforms:** All School on Google Classroom Support

**Virtual A Day**

- 7:30am - 8:25am Breakfast at home (Students work face to face on B Days)
- 8:30am - 9:10am ELA – Virtual Learning
- 9:15am - 9:55am Math – Virtual Learning
- 10:00am - 10:40am Science – Virtual Learning
- 10:45am - 12:45pm LUNCH – At home on their own
- 12:50pm - 1:30pm Ancillaries – Virtual Learning
- 1:35pm - 2:30pm Ancillaries – Virtual Learning

**Virtual A Day**

- 7:30am - 8:25am Breakfast at home (Students work face to face on B Days)
- 8:30am - 9:10am ELA – Virtual Learning
- 9:15am - 9:55am Math – Virtual Learning
- 10:00am - 10:40am Social Studies – Virtual Learning
- 10:45am - 12:45pm LUNCH – At home on their own
- 12:50pm - 1:30pm Ancillaries – Virtual Learning
- 1:35pm - 2:30pm Ancillaries – Virtual Learning

**Virtual B Day**

- 7:30am - 8:25am Breakfast at home (Students work face to face on A Days)
- 8:30am - 9:10am ELA – Virtual Learning
- 9:15am - 9:55am Math – Virtual Learning
- 10:00am - 10:40am Science – Virtual Learning
- 10:45am - 12:45pm LUNCH – At home on their own
- 12:50pm - 1:30pm Ancillaries – Virtual Learning
- 1:35pm - 2:30pm Ancillaries – Virtual Learning

**Virtual B Day**

- 7:30am - 8:25am Breakfast at home (Students work face to face on A Days)
- 8:30am - 9:10am ELA – Virtual Learning
- 9:15am - 9:55am Math – Virtual Learning
- 10:00am - 10:40am Social Studies – Virtual Learning
- 10:45am - 12:45pm LUNCH – At home on their own
- 12:50pm - 1:30pm Ancillaries – Virtual Learning
- 1:35pm - 2:30pm Ancillaries – Virtual Learning

**Virtual Rotating A/B Day**

- 7:30am - 8:25am Breakfast at home (Students work face to face on A/B Days)
- 8:30am - 9:10am ELA - (In-class Virtual / Make-up assignments)
- 9:15am - 9:55am Math - (In-class Virtual / Make-up assignments)
- 10:00am - 10:40am Social Studies – (In-class Virtual / Make-up assignments)
- 10:45am - 12:45pm LUNCH – At home on their own
- 12:50pm - 1:30pm (Make-up all assignments and extra support)
- 1:35pm - 2:30pm (Make-up all assignments and extra support)



# ASSESSMENT

## Grading

Focusing on student work and giving feedback is the goal when students are not able to be in school. We want to be sure we are providing feedback and assessing student learning, as opposed to assessing student home life.

Current district grading scales will remain in place. Students with limited access to materials or technology will be given the number of days missed to complete missed work.

If extended periods of alternative instruction are undertaken, flexibility to our district grading procedure must be considered. Broader measures such as “pass-fail”, or “pass-no credit” will be an option for courses.

## State Assessments and College and Career Readiness Assessments

Guidance from the organizations administering the assessments will be required.

## Plan for Assessing Remote Learning

District assessments will be rescheduled and made up once school resumes. Equity concerns are exacerbated when accountability measures are added to alternative learning scenarios. Ensuring similar assessment conditions of all students is difficult in a remote scenario.

Under an extended period of alternative instruction, assessments will need to take place using district identified assessment tools. In those circumstances, it is important to realize we are measuring student capacity of a concept, as opposed to student learning of a concept. During extended periods of alternative instruction grading scales should be simplified to pass/fail, based on student capacity to understand a concept. If assessments are required to take place, the district will investigate alternative options for assessment.

- Explore remote assessment proctoring services
- Consider in building assessment days where students rotate in to take district or state assessments

# EARLY CHILDHOOD

## Early Childhood Director Role and Expectations

The Early Childhood Director will be responsible for the development, support and administration of the early childhood programming including early childhood special education. The director reports to the Assistant Superintendent for Curriculum and Instruction.

## Parents as Teachers Program Expectations

To implement and/or administer the Parents as Teachers (PAT) program following guidelines developed by the PAT National Center.

## Staff Expectations

- You must have a passion for working with preschool children.
- Organized with lesson and unit planning.
- Must be willing to collaborate and team teach daily with your partner.
- Communicate with parents via newsletter twice a month.
- Must be a team player with a willingness to grow and learn professionally.
- Need to have the willingness to learn the Project Construct Curriculum.
- Excellent communication skills with children, parents, and colleagues.

- Effectively collaborate with co-team teacher and colleagues.
- Communicate with parents via newsletters, email, phone calls.
- Must be a team player with a willingness to grow and learn professionally.
- Abide by the state licensing requirements and school policies and procedures.
- Attend meetings and perform duties as assigned by the director.

## STUDENT SERVICES

### Special Education Services

#### Overall Plan

Special education staff will determine which plans and resources will be modified and will identify areas that require supplemental or additional planning for students with disabilities once the district has determined the following for all students:

- The overall district/school plan for AMI days.
- The standards, activities, technology, etc. used by teachers.
- The methods of instruction to be used.
- The expectations for rigor and lesson quality.
- The level of completion expected to count as an instruction day, how many hours should these lessons take, how long do the students have to return the lessons.
- The plan for parent communication.

#### Communication with families and staff

All staff will require training before implementation of AMI days.

All parents and students will require training before implementation of AMI days.

- Reiterate the availability of assistance so students and parents can contact a teacher during AMI days.
- Schedule “check-in” times for each student and/or general “office hours.”
- Focus on communication with parents and caregivers early and often in the planning process.

#### Accommodations and technology support

Special education staff will determine the following:

- How specially designed instruction would be provided for students with disabilities on the AMI days and the required pre-implementation training needs.
- The extent of how technology be used
  - Consider the use of online resources available for both general and special education students.
  - Plan lessons which incorporate assistive technology if the student is using AT in everyday lessons.
- Supports students will need including technology and assistive technology needs.
- Additional skills students with disabilities may need (i.e., self-regulation skills for independent learning, use of technology to access material).
  - Prepare students ahead of time by thoroughly explaining the concept of AMI days and teaching prerequisite skills.
  - Use social stories for students who have difficulty with change or new expectations.
- Parent training on how to make accommodations or modifications, what is expected of the students in the coursework, and how to access the necessary technology, if appropriate.

#### Instruction delivery methods and monitoring student academic progress

Special education staff will ensure students with disabilities receive a free appropriate public education (FAPE)

and will determine the following:

- Standards to be addressed
- Expectations for rigor and quality
- How quality will be monitored
- Alternative activities for lessons when students will not be able to independently complete them in the typical format (i.e., independent living activities like cooking or transition planning activities like job searches)
- How lessons/activities will be differentiated
  - Create modules/lessons with accessibility in mind.
  - Save modules/lessons in multiple formats (i.e., PDF, Google).
- Accommodations or modifications needed
- How individualized education program (IEP) goals will be incorporated into the lessons
- The students need for direct instruction from a teacher for these lessons and how it will be accessed

### **IEP Development**

After Missouri determines how AMI information will be documented in the IEP and revises the state's model forms, IEP teams will determine the following:

- How to meet each student's needs for AMI day assignments at the beginning of the school year (i.e., consider sensory impairment needs, availability of support needed, available technology access, etc.).
- Method of participation.
- Goal(s) to be addressed.
- Accommodations/modifications, including how documented.
- Related Service needs, including how documented.
- Technology needs, if appropriate.
- *Level of support available from those at home.*
- Direct Instruction needs and how delivered.
- Communication with the teacher, if needed.
- What and how compensatory services will be delivered if it is determined AMI lessons are not appropriate.

### **Related Services**

IEP teams may need to consider drafting flexibility into the IEP by stating the amount of services to be delivered with language that allows for flexibility (i.e., instead of writing 30-minute sessions three days per regularly scheduled week, consider writing, 90 minutes delivered in sessions lasting at least 30 minutes every regularly scheduled week.).

### **Staff Expectations (teachers, area coordinators, assistants, ISS)**

Employees who are identified as "essential staff" by the superintendent will be required to report to work locations on an as needed basis during the closure.

Administrative, Instructional, Student Services and Clerical staff will be expected to review and respond to emails and voicemails remotely each day during the closure.

Instructional and Student Services staff are required to follow the district's mandated requirements for student instruction and family communication during the closure.

Employees responsible for submission of mandated reports and/or data to local, state or federal organizations must comply with timelines and requirements for submissions during the closure.

### **Safety and Security**

The Expectations and Roles of the Safety and Security Department along with the Districts SRO's (if deployed

by St. Louis County P.D.) will be to continually ensure the Safety and Security of Riverview Gardens School District by monitoring the district's school buildings, offices and other premises. This will be accomplished by conducting perimeter and interior building checks to assist in preventing theft, vandalism and other threats to the district.

Safety and Security will be in operation during “normal” school days from 6:00am until 11:00pm

Staff needing access to their building during a closing, should contact their building Administrator for approval. The Administrator will then advise Safety and Security by contacting, Command at 314 869-4700 ex 22161 or Mr. Kirksey ex 22162/314-229-0202 or email at [ykirksey@rgsd.k12.mo.us](mailto:ykirksey@rgsd.k12.mo.us) or Mr. Newton at 314-575-0525 or email at [wnewton@rgsd.k12.mo.us](mailto:wnewton@rgsd.k12.mo.us)

Additional support requests can be requested and approved by the Superintendent and/or Assistant Superintendent of School Support Services.

### **Nurses**

The department of Health Services will serve as an off-site health resource liaison for students and families for health and medical complexities. In addition, support by connecting families with provider services to ensure their health and well-being is continuously supported during alternative situations.

During times of working at home, School Nurses will perform the following:

- Home “office” work hours 10:00 am - 2:00 pm
- At the beginning of every workday, checking the following reputable websites for updates on COVID-19. Considering phoning/email/texting a nurse colleague to meet in small group to discuss/research best practices and develop plans
  - CDC: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
  - WHO: <https://www.who.int>
  - Missouri Health & Senior
  - Services: [https://health.mo.gov/living/healthcondiseases/communicable/noel\\_\\_\\_\\_\\_-coronavirus/](https://health.mo.gov/living/healthcondiseases/communicable/noel_____-coronavirus/)
  - St. Louis County Department of Health: <https://www.stlouisco.com/YourGovernment/County-Executive/COVID-19>
- Considering phoning/email/texting a nurse colleague to meet in small group (Zoom meeting) to discuss/research best practices and develop plans
- Attend health services weekly staff Zoom meetings
- Contact new parents for scholars who need health care plans
- Immunization follow-up
- Create a symptom questionnaire based on diagnosis/disease process, record: temperature checks, travel survey, known parent contact, physician information, etc. for each scholar
- Perform proactive “wellness checks” via telephone calls/text message through Google Voice to families of students with chronic medical health conditions and documenting in SISK in Parent/Student Contact
- Emailing emergent medical concerns to Lead Nurse [ermitchell@rgsd.k12.mo.us](mailto:ermitchell@rgsd.k12.mo.us)
- Conduct/attend virtual meetings (504 meetings)
- Obtain and send requested health/medical data for building SSD case managers
- Refer and/or coordinate acute visits to the SBHC Care STL
- Update care plans, according to scholar health care needs
- Collaborate with physician medical offices to obtain pertinent information for school health records, as deemed necessary
- Inform school administration regarding “need to know” information regarding individual scholars

### **Additional tasks for Health Services Staff**

- Health Services staff is required to have CPR certification. If your CPR will be expiring prior to the end of your school year, please do CPR renewal online to update your Basic Life Support (BLS) status. Once we return, we will schedule the hands off check off. Professional Development will be required to support in this area.
- Attend professional development virtual meetings

### **School Counselors/School Social Workers Schedule**

The Department of Professional School Counseling and School Social Work will serve as the primary academic support and resource liaison for students and their families. In addition to ensuring adequate support for students who are receiving services via 504/IEP, Professional School Counselors and School Social Workers will:

### **Guidance Counselors**

#### **K-5 Guidance Counselors**

- \*Online “office hours” from 10:00am - 2:00pm each day
- Record online lessons or groups, as appropriate
- Virtual Individual Counseling Sessions via Zoom
- \*Google Voice, Block iPhone Calls or \*67 can be used to make calls without giving out personal numbers
- \*Serve as a resource for families
- \*Academic calls if students have not been engaged in learning for the week to check for resources/need
- Call home and check for resources (Meals and Internet Access)
- Newsletters, emails, or written correspondence to parents
- \*Schedule proactive “mental health” checks with identified high need students
  - Call home and check on these students at least once
  - Coordinate this with social workers
- \*Schedule proactive “family” checks with high need families
  - Call home and check on these families at least once
  - Coordinate this with social workers

#### **6-8 Guidance Counselors**

- \*Online “office hours” from 10:00am - 2:00pm each day
- Record online lessons or groups, as appropriate
- \*Serve as a resource for families
- Individual Virtual Counseling Sessions via Zoom
- \*Google Voice, Block iPhone Calls or \*67 can be used to make calls without giving out personal numbers
- \*Academic calls if students have not been engaged in learning for the week to check for resources/need
- Newsletters, emails, or written correspondence to parents
- \*Schedule proactive “mental health” checks with identified high need students
  - Call home and check on these students at least once
  - Coordinate this with social workers
- \*Schedule proactive “family” checks with high need families
  - Call home and check on these families at least once
  - Coordinate this with social workers

## **9-12 Guidance Counselors**

- \*Online “office hours” from 10:00am - 2:00pm each day
- Record online lessons or groups, as appropriate
- Individual Virtual Counseling Sessions via Zoom
- \*Google Voice, Block iPhone Calls or \*67 can be used to make calls without giving out personal numbers
- \*Academic calls if students have not been engaged in learning for the week to check for resources/need
- \*Work on student schedules for next year
- \*Provide supports for students asking about ACT and college
  - \*Serve as a resource for families
- \*Schedule proactive “mental health” checks with identified high need students
  - Call home and check on these students at least once
  - Coordinate this with social workers
- \*Schedule proactive “family” checks with high need families
  - Call home and check on these families at least once
  - Coordinate this with social workers

## **Social Workers**

- Online “office hours” from 10:00am - 2:00pm each day
- Serve as a resource for families
- Participate in team meetings (Admin, Counseling, Social Work, SSD etc.)
- Coordinate for continuous support along with community partners
- Support the food distribution daily meal program
- Identify internet access needs
- Schedule proactive “mental health” checks with identified high need students
  - Call home and check on these students at least once (weekly)
  - Coordinate this with counselors
- Schedule proactive “family” checks with high need families
  - Call home and check on these families at least once
  - Coordinate this with counselors

## **Students in Transition (SIT)**

The SIT Coordinator and Students in Transition Department coordinates with designees, social workers and school staff in the district to assist students in transition (homeless, displaced families, unaccompanied youth and foster care) with obtaining and providing documents and other pertinent materials necessary to enter school and to benefit families and to ensure there are no disruptions to accessing the delivery of instruction and any other school/district related events.

The Coordinator will assist and provide direct service to unaccompanied youth, mentor and provide supplies, resources, and case management to support students toward high school graduation and utilize youth services, runaway and HUD programs for housing. Resources and case management will include, but is not limited to the following:

- Access to instruction and academic materials and resources
- Technology
- Transportation
- School/district

The SIT Coordinator will perform casework service with parents to increase the parents’ understanding, their

constructive participation in resolving their child's problems, and their knowledge and use of appropriate resources available.

The SIT Coordinator and Students in Transition Department will utilize crisis intervention skills, case management and community resources to assist the families we serve and to help them move toward greater family stabilization for better school performance when possible as well as monitor attendance and truancy of homeless and foster care students.

The SIT Coordinator and Students in Transition Department will:

- Monitor attendance and truancy of homeless and foster care students as well as assist with medical needs i.e., glasses, immunizations, dental and mental health that impairs school performance.
- Check on enrollment records, and identify support needs and assist with uniforms and clothing for SIT scholars.
- Supply parent rights, backpacks, so that scholars can socially blend in with other students in their school.
- Assist with placing children in tutoring, mentoring or after school programs.
- Assist parents in motels or doubling up with referrals for food, clothing, and shelter.
- Network with community agencies to provide appropriate referrals to agencies, organizations, housing, and health care as well as assist families with resources and services to overcome homelessness.
- Supervise the referral of students and families to, and serves as liaison with, such outside agencies as the Welfare Department, Child Placement Bureau, and Juvenile Court, as appropriate as designated by law and school board policy.
- Makes home visits for the purpose of gathering helpful information on a student's background.
- Serves as liaison between home and school when considerable follow-up is necessary, as in welfare cases, foster-home children, and disadvantaged students.
- Keep sufficient records of cases for use by school staff members and outside agencies when appropriate

#### **SIT Department**

- Online "office hours" from 10am-2pm each day
- Serve as a resource for families
- Participate in team meetings (Admin, Counseling, Social Work, SSD etc.)
- Coordinate for continuous support along with community partners
- Support the food distribution daily meal program
- Schedule proactive "mental health" checks with identified high need students
  - Call home and check on these families at least once

#### **Facilities**

##### **Custodians & Other facility staff**

It is the expectation that when school is not in session due to an unexpected event, the Facilities Department will continue to provide cleaning, sanitizing and maintenance to all district buildings and grounds. Pending State, Federal, or local mandates staff will be on call as needed. Facilities will install wall mounted hand sanitizer for each classroom. Staff will continue to complete work orders and maintain the district's grounds. Facilities Department are following CDC and MSBA guidelines for reopening guidance for cleaning classrooms.

##### **Food Service**

It is the expectation of the Food Service to provide meals to scholars in the event school is not in session for an extended period. CDC and USDA guidance will be followed on how meals can be provided whether in

buildings or in a mobile setting (situation of closure could dictate the method of distribution of meals). Reopening guidance has been speculated that no gathering/eating in cafeterias which means eating in classrooms for breakfast and lunch which will require additional custodial staffing for clean-up of meal services to include trash removal, additional packaging for food products for food safety, possible additional hours or staffing for production of a meal service outside of the cafeteria. DESE Food Service Guidance will also be followed.

## **Communication**

### **School Website**

Individual School websites will include contact information for all building teachers and building leadership. All individual school websites can be accessed through the district website. The website will also include remote learning plan documents and relevant links.

### **District Website**

The website will also include remote learning plan documents and relevant links, including student, teacher and parent expectations. Additionally, the district website will have a section devoted to the essential needs of our families, including food distribution events and utility assistance. The information will be prominently displayed on the district homepage.

### **Parent, Staff and Community Communication Expectations**

Parents, staff and community members are expected to visit the district website to access all key remote learning information.

### **Communication Plan**

The communication plan will include initial emails and automated phone calls that include information about how to access the remote learning plan, teacher contact information and an overview of expectations. On a monthly basis, reminder emails and automated phone calls with the same information will be shared.

### **Posting information and videos expectations**

Depending on a teacher's preference, comfort level, and grade level/subject matter taught, instruction may look differently in a teacher-led hybrid instructional model which includes synchronous and asynchronous student learning opportunities (i.e. live classroom instruction with the students and teachers vs. offline assignments, recorded instruction, etc.). Teachers do not need to secure any photo/video releases to share photos or videos they take of themselves to enhance the learning process. However, teachers are encouraged to avoid using any copyrighted music in videos. They also should not include students in any recorded educational videos unless they have received a completed photo/video release document from the student's parents. Videos can be shared with students via educational social media. In addition, all district staff must adhere to the district's expectations regarding social media and/or video posts that are put in place by the Director of Communication and/or board policy.



## REMOTE LEARNING TERMINOLOGY

**Asynchronous:** Class interactions happen via Learning Management System (Google Classroom) without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement. If you are comfortable using Google Classroom, you are already totally capable of running your classes fully online.

**Synchronous:** Class interactions happen in real-time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. We have Google Hangouts for synchronous meetings. Most online courses are a blend of synchronous contact and asynchronous study/work. In describing their experience of shifting school completely online, educators explained that *asynchronous* instruction worked best for deep learning, whereas *synchronous* instruction was essential for maintaining relationships.

**Video Conference:** A virtual meeting in which participants in different locations can communicate with each other with audio and video. We will use Google Classroom for this function.

# Disciplinary Consequences

*The discipline consequences to be enforced by district administrators are defined below. TYPE I infractions are defined as illegal activities, possible life-threatening activities or activities that affect individuals or school community. TYPE II infractions are defined as activities that disrupt the learning environment or that may lead to TYPE I activities. Consideration is given to the age and maturity of the student in developing a range of consequences to be given at the elementary and secondary grade levels. The minimum consequence indicates that no less action than that should be assigned but gives the administrator the latitude to assess any consequence up to the maximum for either a first occurrence or repeated violations. The exact disciplinary consequence imposed upon a student who has failed to follow a district rule is at the discretion of the district official who is authorized to maintain discipline.*

## **Student Conference**

A formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct his or her behavior.

## **Parent Involvement**

Parent(s) and/or legal guardian(s) are notified of disciplinary action by telephone, personal contact, letter, or certified letter. A conference may be conducted between the student, his or her parents, a school administrator, and/or teacher as appropriate.

## **Behavioral Contract**

The administrator, counselor or teacher, in consultation with the parent and student, may develop a behavioral contract. A behavioral contract identifies a specific behavior, describes strategies for behavior modification and clearly specifies the consequences of any continued misbehavior.

## **Parent/Guardian Observation**

The student's parent or guardian attends class with the student.

## **Confiscation**

Items not allowed in school or items that are being used inappropriately will be taken. Such items may be returned to the parent, student, or the police depending on the nature of the item.

## **Referral to Counselor/Social Worker**

Students may be required to meet with an assigned counselor or district social worker on a periodic basis. The counselor or social worker will help students find ways to improve their behavior. The counselor or social worker may recommend special projects to students, including reading and attending individual or group sessions.

## **Referral to Law Enforcement Agencies**

Students may be referred to the appropriate law enforcement agency for inappropriate behavior. Students will be referred to the appropriate law enforcement agency for all felony offenses. Parents will be notified of such action.

## **Referral to Other Agencies**

Students, with parental notification, may be referred to other agencies as appropriate; i.e., Special School District, Division of Family Services, and substance abuse assessment programs.

## **Assignment of Extra Duty or Extra Work**

Depending on the nature of the behavior infraction, duties or extra work may be assigned to match the nature of the offense and are to be completed by the student on his or her own time. These duties or extra work shall be meaningful activities assigned and evaluated by a teacher or administrator. At the discretion of the teacher or administrator, extra work may or may not be credited to the student's academic record.

### **Detention**

Students may receive a detention at the discretion of the teacher and/ or principal. Parents are to be notified by the principal or teacher if the student is to be detained after school hours or on Saturdays. The parent is responsible for the student's transportation. Students who are assigned extended detention but fail to attend may be issued a suspension from school.

### **Extended Detention**

At the discretion of the principal, students may be assigned to attend an extended detention. Extended detention will be held after school and/or on Saturday morning under the supervision of a staff member. Students who are assigned extended detention but fail to attend may be issued a suspension from school. Parents will be notified.

### **Loss of Privileges**

Extracurricular activities are special privileges offered to enhance the student's overall learning experience. Field trips, attendance at assemblies and other special events are privileges. Any or all of these privileges may be revoked. The student's parent or guardian will be notified.

### **Restitution**

Parents will be responsible for the payment and/or restoration of school or personal property or articles that have been vandalized, damaged, lost, or stolen. The parent or guardian will be notified.

### **Temporary/Permanent Removal from Class**

A student may be temporarily or permanently removed from a class. A conference between the student, parent, teacher, principal, and/or other personnel may be held if deemed necessary by the principal.

### **Probation**

A student who chronically fails to follow school rules or the reasonable directives of school personnel, or a student who commits other acts of misconduct detrimental to the good order and discipline of the school, at the professional judgment of the administrator, will be placed on disciplinary probation for up to one (1) calendar year.

### **Suspension**

In accordance to MO state law statute 160.261, any student suspended for any offense listed in this handbook is not allowed within 1,000 feet of the school property or any activity of the district, regardless of whether or not the activity takes place on district property. The suspended student must obtain written permission from the superintendent or superintendent's designee to be on school property.

### **In-School Suspension/Alternative Learning Environment**

A principal or teacher may determine that a student be placed in an alternative learning environment for a specified number of days during regular school hours. This means that a student is suspended from attending classes and all extracurricular privileges are suspended until he or she is allowed to return to the classroom. While the student is in the alternative learning environment, he or she is required to complete class assignments and may earn credit for work completed. Inappropriate behavior while in the alternative learning environment may result in additional days or an out-of-school suspension. The parent or guardian of the student will be notified in writing of such actions.

### **Out-Of-School Suspension**

***Students under such suspension and found on school property without permission will be subject to trespassing charges and additional disciplinary actions.***

A building principal may suspend a student for a period of time not to exceed ten (10) school days. Only the superintendent of schools, or designee, may suspend a student for a period of time up to, but not exceeding one-hundred eighty (180) school days. A building principal may request a district-level hearing for Type I infractions. Students receiving an out-of-school suspension are prohibited from any school or extra-curricular activity during the term of the suspension. Students under such suspension and found on school property without permission will be

subject to trespassing charges and/or additional disciplinary actions.

Homework assignments during suspensions up to 30 days will be assigned by school level personnel. A student under suspension may make up any major test or project, or any work that would significantly impact a student's grade thus causing him/her to fail. Actions taken, and results attained are recorded in the administrative disciplinary log. A student who has received multiple suspensions may be referred to the superintendent for consideration of further action.

### **Overnight Suspension**

An overnight suspension occurs from the time school is dismissed until the start of the next school day. It is designed so that the student will not lose any instructional time provided that parental involvement occurs to address the student's inappropriate behavior. An absence of parent involvement may result in suspension from school.

### **Expulsion**

Expulsion is the permanent removal of a student from the district by action of the Special Administrative Board. Only the Special Administrative Board can expel a student from school. The district reserves the right to honor an out-of-school suspension or expulsion imposed by other school districts.

\*All actions taken results attained are maintained by the school district and may be recorded in the administrative disciplinary log.

# **STUDENT DISCIPLINE**

## ***(Secondary)***

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law. This code includes, but is not necessarily limited to, acts of students on district property, including playgrounds, parking lots and district transportation, or at a district activity, whether on or off district property. The district may also discipline students for off-campus conduct that negatively impacts the educational environment, to the extent allowed by law.

### **Reporting to Law Enforcement**

It is the policy of the Riverview Gardens School District to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. A list of crimes the district is required to report is included in policy JGF.

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

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

### **Documentation in Student's Discipline Record**

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

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

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

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

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

3. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

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

### **Impact on Grades**

As with any absence, absences due to an out-of-school suspension may result in the student earning a lower grade in accordance with the district's policy on absences.

### **Prohibited Conduct**

The following pages show the types of disciplinary action that will be taken for each disciplinary violation. Building-level administrators are authorized to more narrowly tailor potential consequences as appropriate for the age level of students in the building. All consequences must be within the ranges established in this regulation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy. In each instance, a minimum and a maximum action is listed as well as an action for the first violation and subsequent violations. Following is an explanation of some of the terms used:

*Student Conference* - Administrator discusses the incident in question with the accused student

*Parent Involvement* - Administrator discusses the student's actions with the student's parent or Guardian

*Detention* - Before school, After School, and/or Saturdays

*I.S.S.* - In-School Suspension

*Short-term Suspension* - 1-5 days

*Long-term Suspension* - 6-10 days

*Extended Suspension* - 11-180 days

### **Student and Parent Expectations regarding Face Coverings**

All students **WHO ARE IN GRADES 4-12** **WILL BE required** to wear a face covering while in or on district facilities **each day** (students may also wear their own face covering as long as the face covering meets student handbook guidelines for appropriateness for schools and is not disruptive to the school culture or learning environment as determined by school officials). The district will initially provide two face coverings to each student required to wear one.

- **Students who are required to wear a face covering and show up to school without one, will be given one, but I want to strongly encourage students and parents to take great care of the face coverings given to them by the district, as each additional face covering given out is another added expense.**
- **If a student who is required to wear a face covering, refuses to do so and they have not indicated they have a medical condition or have a documented medical exemption preventing them from wearing the face covering, they will be sent home immediately and will be allowed to return only, upon agreeing to wear the face covering or will remain on the virtual learning plan if they do not.**

Due to the impact of COVID-19, space to house students refusing to wear a mask is minimal. It is imperative that parents pick up students, or arrange for transportation home of their student, in a timely manner.

## **TYPE 1 INFRACTIONS**

### ***Arson***

Starting or attempting to start a fire or causing or attempting to cause an explosion. **Restitution, if appropriate, must be made. Arson may result in a referral to a law enforcement agency.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Expulsion	Expulsion

### ***Assault***

- Using physical force, such as hitting, striking or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third degree.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Expulsion Police Notified	Expulsion Police Notified

- Knowingly causing or attempting to cause serious bodily injury or death to another person, recklessly causing serious bodily injury to another person, or any other act that constitutes assault in the first or second degree.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	10-180 days out-of-school suspension	Expulsion
Maximum:	Expulsion	Expulsion

## ***Bullying and Cyberbullying (see Board policy JFCF)***

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

	First Occurrence	Repeated Occurrence
Minimum:	Short-term Suspension	Long-term Suspension
Maximum:	Long-term Suspension	Expulsion

## ***Disparaging or Demeaning Language***

Verbal, written, pictorial or symbolic words or gestures meant to harass or injure another person; i.e., threats of violence, bullying, name-calling, intentionally hurting others' feelings, inappropriate conduct, or defamation of a person's race, religion, gender or ethnic origin. Constitutionally protected speech will not be punished.

	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement	Short-term Suspension
Maximum:	Extended Suspension	Expulsion

## ***Drugs/Alcohol (see Board policies JFCH and JHCD)***

1. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation. **Items will be confiscated.**

	First Occurrence	Repeated Occurrence
Minimum:	Short-term Suspension	Extended Suspension and Drug Counseling
Maximum:	Long-term Suspension	Expulsion

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

	First Occurrence	Repeated Occurrence
Minimum:	Long-term Suspension Drug Counseling	Extended Suspension Drug Counseling



	First Occurrence	Repeated Occurrence
Maximum:	Extended Suspension	Expulsion

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

First Offense:	1-180 days out-of-school suspension or expulsion. <b>Law enforcement notified.</b>
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## ***Extortion***

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

	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement	Short-term Suspension
Maximum:	Extended Suspension	Extended Suspension

## ***Failure to Meet Conditions of Suspension, Expulsion or Other Disciplinary Consequences***

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

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

	First Occurrence	Repeated Occurrence
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Extended Suspension	Expulsion

## ***False Alarms (see also "Threats or Verbal Assault")***

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property. **Any person making a false alarm must make restitution.**

	First Occurrence	Repeated Occurrence
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Expulsion	Expulsion

## ***Fighting (see also, "Assault")***

Mutual combat in which both parties have contributed to the conflict either verbally or by physical action. **Fighting may result in a referral to a law enforcement agency.**

	First Occurrence	Repeated Occurrence
Minimum:	Short-term Suspension	Long-term Suspension
Maximum:	Extended Suspension	Expulsion

## ***Fireworks, Explosives or Incendiary Devices***

The possession or use of fireworks, explosive devices, matches, lighters and other incendiary devices is forbidden. **Items will be confiscated. Possession or use may result in a referral to a law enforcement agency.**

	First Occurrence	Repeated Occurrence
Minimum:	Short-term Suspension	Long-term Suspension
Maximum:	Extended Suspension	Expulsion

## ***Gambling***

Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games. **Gambling paraphernalia will be confiscated, and restitution must be made. Gambling may result in a referral to a law enforcement agency.**

	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement	Long-term Suspension
Maximum:	Short-term Suspension	Extended Suspension

## ***Gang-Related Behaviors***

Students are prohibited from promoting or participating in any gang-related activity. Students are prohibited from displaying or wearing any secret organization or gang logos, from writing or distributing any gang-related symbols or literature or communicating in any kind of gang sign language.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Parent Involvement	Short-term Suspension
Maximum:	Extended Suspension	Expulsion

## ***Group Fighting***

Group fighting is defined as any time more than two participants are involved in a physical confrontation. (See fighting for further definition of a fight).

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Expulsion	Expulsion

## ***Harassment, Including Sexual Harassment (see Board policy AC)***

1. Use of material of a sexual nature or unwelcome verbal, written or symbolic language based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Short-term Suspension	Extended Suspension
Maximum:	Extended Suspension	Expulsion

2. Unwelcome physical contact based on gender, race, color, religion, sex, national origin, ancestry, disability or any other characteristic protected by law. Examples include physical acts of aggression including pushing or fighting based on protected characteristics. For unwelcome physical contact of a sexual nature, see Sexual Misconduct/Sexual Assault.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Short-term Suspension	Extended Suspension
Maximum:	Extended Suspension	Expulsion

## ***Hazing (see Board policy JFCF)***

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

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Parent Involvement	Long-term Suspension
Maximum:	Long-term Suspension	Expulsion

## ***Public Display of Affection***

Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference Parent Involvement	Short-term Suspension
Maximum:	Long-term Suspension	Extended Suspension

## ***Repeated School Violations***

Students who have served maximum penalties for repeated occurrences of Type II infractions will be subject to the ranges of discipline for Type I occurrences as well as referral to the CARE Team.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Extended Suspension	Expulsion

## ***Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material***

Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law. **Items including electronic devices containing material may be confiscated, or material may be captured, and electronic device returned.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Short-term Suspension	Long-term Suspension
Maximum:	Extended Suspension	Expulsion

## ***Sexual Activity***

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

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference Parent Involvement	Short-term Suspension
Maximum:	Long-term Suspension	Expulsion

## ***Sexual Misconduct/Sexual Assault***

Unwelcome physical contact of a sexual nature. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Expulsion	Expulsion

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

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

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Parent Involvement
Maximum:	Temporary Loss of Privileges	Short-term Suspension Permanent Loss of Privileges

2. The possession and use of personally owned (or borrowed) electronic devices that disrupt the learning environment or substantially cause the disruption of school operations.

Examples may include the inappropriate photos of another student's body parts; cheating on school work or disregarding teacher instructions to turn off and put away technology during testing; making or taking telephone calls in class, texting in class; tape recording conversations without proper notice; counterfeiting currency and/or forging school documents; posting anyone's private pedigree information publicly without permission; excessively

loud music; using earphones to block out administrator's verbal instructions; gang-related messages and images; violence on campus through technology; veiled or implied threats to intimidate staff and other such acts.

	First Occurrence	Repeated Occurrence
Minimum:	Confiscate technology and turn over to parents	Counselor Referral and Parent Involvement
Maximum:	Short-term Suspension	Expulsion

3. Violations, other than those listed in (1) above, of Board policy EHB, procedure EHB-AP or any policy or procedure regulating student use of personal electronic devices. **Restitution, if appropriate, must be made.**

	First Occurrence	Repeated Occurrence
Minimum:	Student Conference	Parent Involvement
Maximum:	Temporary Loss of Privileges	Short-term Suspension Permanent Loss of Privileges

4. Use of audio or visual recording equipment in violation of Board policy KKB. **Recording devices will be confiscated.**

	First Occurrence	Repeated Occurrence
Minimum:	Student Conference	Parent Involvement
Maximum:	Short-term Suspension	Long-term Suspension

### ***Theft (Major)***

Theft is attempted theft or knowingly in possession of stolen property. **Major theft is defined as property or cash exceeding the value of \$50.00. Any person committing theft must return property or make restitution.**

	First Occurrence	Repeated Occurrence
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Extended Suspension	Expulsion

## ***Threats or Verbal Assault***

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

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Extended Suspension	Expulsion

## ***Trespassing***

Trespassing is unauthorized presence on district property or refusing to leave when directed to do so by a person in authority. During the term of suspension from school, a suspended student is not allowed on any district property or allowed to participate in district-sponsored extracurricular activities. **Police authorities will be contacted.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Short-term Suspension	Extended Suspension
Maximum:	Long-term Suspension	Expulsion

## ***Vandalism (see Board policy ECA)***

Willful damage to real or personal property belonging to the district, staff or students, with the cost of labor and materials exceeding \$100. **Restitution must be made.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Short-term Suspension	Extended Suspension
Maximum:	Extended Suspension	Expulsion

## ***Weapons (see Board policy JFCJ)***

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

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Long-term Suspension	Extended Suspension
Maximum:	Expulsion	Expulsion

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

First Offense:	One calendar year suspension or expulsion (unless modified by the Board upon recommendation by the superintendent), notification to law enforcement officials, and documentation in student discipline record.
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3. Possession or use of ammunition or a component of a weapon.

	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement	Short-term Suspension
Maximum:	Expulsion	Expulsion



## **TYPE II INFRACTIONS**

### ***Academic Dishonesty***

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

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference Grade Reduction	Parent Involvement No Credit for the Work
Maximum:	Parent Involvement Removal from Extracurricular Activities	Referral to Counselor Course Failure

### ***Automobile/Vehicle Misuse***

Uncourteous or unsafe driving on or around district property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on district property. The student privilege to operate a motorized vehicle is subject to the rules detailed in the student handbook.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Parent Involvement Parking Fine	Parking Privileges Revoked
Maximum:	Parking Privileges Revoked	Parking Privileges Revoked

### ***Bus or Transportation Misconduct (see Board policy JFCC)***

Any offense committed by a student on transportation provided by or through the district shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked. **Serious or repeated violations of this section of the discipline code will be treated as a Type I offense.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Short-term Bus Suspension
Maximum:	Long-term Bus Suspension	Permanent Bus Suspension

### ***Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved)***

Verbal, written, pictorial or symbolic language or gesture that is directed at any person that is in violation of district policy or is otherwise rude, vulgar, defiant, considered inappropriate in educational settings that materially and substantially disrupts classroom work, district activities or district functions. Students will not be disciplined for speech in situations where it is protected by law. Serious or repeated violations of this section of the discipline code will be treated as a Type I offense.

	First Occurrence	Repeated Occurrence
Minimum:	Student Conference Parent Involvement Detention	Parent Involvement Parent/Teacher/Principal Conference Short-term Suspension
Maximum:	Long-term Suspension	Extended Suspension

### ***Electronic Devices***

Electronic devices such as cellular phones, pagers, tape/disc/MP3 players, hand-held games, personal digital assistants, personal laptops, other electronic communication devices, or other similar items may not be used, displayed or activated during school hours, including before- or after-school tutoring, class change time, breakfast, lunch or detention. **Unauthorized electronic devices will be confiscated.**

	First Occurrence	Repeated Occurrence
Minimum:	Student Conference	Parent Involvement
Maximum:	Short-term Suspension	Long-term Suspension

### ***Failure to Care for or Return District Property***

Loss of, failure to return, or damage to district property including, but not limited to, books, computers, calculators, uniforms, and sporting and instructional equipment. **Restitution may be required.**

	First Occurrence	Repeated Occurrence
Minimum:	Student Conference and/or Parent Involvement	Detention
Maximum:	Detention	Short-term Suspension

## ***Failure to Serve Detention***

If detention is assigned and not served, further action will be taken.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference Reassign Detention	Extended Detention
Maximum:	Short-term Suspension	Long-term Suspension

## ***Failure to Display or Surrender ID***

Students must display correct identification when required by authorized school personnel. Students are required to surrender school identification when requested to do so by a staff member. Students defacing ID cards will be required to purchase replacements.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Extended Detention
Maximum:	Short-term Suspension	Long-term Suspension

## ***Food and Drink in Halls, Classrooms and on School Buses***

Food and beverages are not to be consumed in hallways, classrooms, or on school buses **unless so authorized. Items will be confiscated.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Parent Involvement Detention
Maximum:	Detention	Short-term Suspension

## ***Forgery***

Writing or impersonating another for the purpose of falsifying school-related information.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference, Parent Involvement, and Detention	Long-term I.S.S.
Maximum:	Short-term I.S.S.	Long-term Suspension

## ***Hallways/Lockers/Locker Rooms/Restrooms***

Students should not be in hallways during class time without proper authorization. Each school will establish a procedure and define what constitutes proper authorization.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Parent Involvement
Maximum:	Detention	Short-term Suspension

## ***Horseplay***

Horseplay is defined as rough, boisterous and/or playful behavior.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Short-term Suspension
Maximum:	Long-term Suspension	Extended OSS

## ***Inappropriate Behavior***

The failure of a student to comply with reasonable and expected behaviors that is disruptive and adversely affects the learning process.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Parent Involvement
Maximum:	Parent Involvement	Short-term Suspension

## ***Instigation of a Fight***

Students are not to goad or urge others to participate in a fight.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Parent Involvement	Short-term Suspension
Maximum:	Short-term Suspension	Long-term Suspension

## ***Insubordination***

Students are to obey the direct requests or orders of teachers, administrators and other school personnel. **Serious or repeated violations of this section of the discipline code will be treated as a Type I offense.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Parent Involvement
Maximum:	Parent Involvement	Short-term Suspension

## ***Late Arrivals/Early Departures***

Students who arrive at school late or leave before the end of the school day are to officially check in/out with the school office. Students who leave school grounds without permission will be considered truant.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Parent Involvement	Short-term I.S.S.
Maximum:	Detention	Short-term Suspension

## ***Lying***

Lying is the presenting of false information or the withholding of accurate information which leads students or school personnel to erroneous conclusions.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Parent Involvement	Detention
Maximum:	Detention	Short-term Suspension

## ***Skateboards, Roller Blades and Bicycles***

Students are not to bring skateboards or roller blades onto school property. The student privilege to operate a bicycle is subject to the rules detailed in the student handbook. **Items will be confiscated.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Parent Involvement	Detention
Maximum:	Detention	Extended Detention

## ***Tardiness***

Arriving after the expected time class or school begins, as determined by the district.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Detention
Maximum:	Parent Involvement	Social Worker Referral Long-term Suspension

## ***Theft (Petty)***

Theft is the unauthorized acceptance, possession, selling, purchase, taking and/or transfer of property belonging to another. **Petty theft is limited to property or cash not exceeding the value of \$50.00. Any person committing theft must return property or make restitution.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Student Conference	Short-term Suspension
Maximum:	Long-term Suspension	Extended Suspension

## ***Throwing Objects***

Students are not permitted to throw any objects with the intent to injure others, destroy property, or cause a disruption to the educational environment.

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Parent Involvement	Long-term I.S.S.
Maximum:	Short-term Suspension	Long-term Suspension

## ***Tobacco***

Possession or use of any tobacco products, electronic cigarettes, or other nicotine-delivery products on district property, district transportation or at any district activity. Nicotine patches or other medications used in a tobacco cessation program may only be possessed or used in accordance with district policy JHCD. **Items will be confiscated.**

	<b>First Occurrence</b>	<b>Repeated Occurrence</b>
Minimum:	Detention	Short-term Suspension
Maximum:	Short-term Suspension	Long-term Suspension

## ***Truancy (see Board policy JED and procedures JED-AP1 and JED-AP2)***

Absence from class or school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement and Detention	Parent Involvement and Short-term Suspension
Maximum:	Short-term Suspension	Long-term Suspension and Agency Involvement

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

Adopted: 07/01/2010

Revised: 09/13/2011; 08/28/2012; 05/27/2014 MSIP Refs:

6.6

School District of Riverview Gardens, St. Louis, Missouri

## Infractions

Infraction	Safe Schools Violation	Type I	Type II
Academic Dishonesty			x
Arson	x	x	
Assault	x	x	
Automobile Vehicle Misuse			x
Bullying/Cyber-bullying		x	
Bus Transportation Misconduct			x
Disparaging or Demeaning Language		x	
Disrespectful or Disruptive Conduct or Speech			x
Drugs/Alcohol	x	x	
Electronic Devices			x
Extortion		x	
Failure to Care for or Return School District Property			x
Failure to Display or Surrender ID			x
Failure to Meet Conditions of Suspension		x	
Failure to Serve Detention			x
False Alarms		x	
Fighting		x	
Fireworks, Explosives or Incendiary Devices		x	
Food and Drink in Halls, Classrooms, Bus			x
Forgery			x
Gambling		x	
Gang-Related Behaviors		x	
Group Fighting		x	
Hallways/Lockers/Locker-Rooms/Restrooms			x
Harassment/Sexual Harassment		x	
Hazing		x	
Horseplay			x
Inappropriate Behavior			x
Instigation of a Fight			x
Insubordination			x
Late Arrivals/Early Departures			x
Lying			x
Public Display of Affection		x	
Repeated School Violations		x	
Sexting/Possession of Sexually Explicit Material		x	
Sexual Activity		x	
Sexual Misconduct/Sexual Assault	x	x	
Skateboards/Rollerblades/Bicycles			x
Tardiness			x
Technology Misconduct		x	
Theft		x	
Theft (Petty)			x
Threats or Verbal Assaults		x	
Throwing Objects			x
Tobacco			x
Trespassing		x	
Truancy			x
Vandalism		x	
Weapons	x	x	



# ***Discipline of Students with Disabilities***

A student with a disability is a student identified as a "child with a disability" under the eligibility criteria of state regulations implementing the Individuals with Disabilities Education Improvement Act (IDEA-2004) as amended, or as a person with a qualifying disability for the purpose of Title II of the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.

## **Due Process**

Due process procedures, applicable to suspension, removal or expulsion of students from public schools under state law, shall be afforded in accordance with policy JGD, Student Suspension and Expulsion.

## **Discipline of a "Child with a Disability" Receiving Special Educational Services**

Although students with disabilities will be afforded all the rights guaranteed by IDEA-2004, those who violate the school district's discipline code will be disciplined in accordance with the district's normal discipline code. All students, including those with disabilities, may be referred for law enforcement action when their conduct warrants the referral. Informational summaries of the discipline provisions of IDEA-2004 are as follows:

### **(1) Discipline Code calls for short-term suspensions, placement in an appropriate interim alternative educational setting, or placement in another setting, for ten (10) school days or less per occurrence**

Such removals may be applied in the same manner as such removals are applied to all students under the discipline policy. When such absences aggregate to 11 or more days, Riverview Gardens and Special School District staff determine whether a suspension of more than 10 days throughout the school year constitute a "long-term" suspension. This determination is based on whether such a short-term removal or suspension would cause a "change of placement" to occur under the factors outlined by law.

### **(2) Discipline Code calls for long-term suspension or expulsion**

If a child's IEP team determines that conduct in violation of the regular discipline code is unrelated to the disability, the district may implement suspensions in excess of ten (10) consecutive school days, a short-term suspension that may result in more than ten (10) days in a school year, or an expulsion. The student's IEP team will determine what services the student will receive during the suspension.

### **(3) 45-school-day removals for drugs/weapons/serious bodily injury**

A student may be suspended for 45 school days if the student carried or possessed a weapon at school or to a school function; or knowingly possessed or used illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function; or inflicts serious bodily injury while at school, on school premises or at a school function.

#### **(4) Dangerous or violent student**

The district may seek a removal of a dangerous or violent student to a 45-school-day alternative educational placement through a hearing officer appointed by the Department of Elementary and Secondary Education. Pursuit of this option does not replace or prevent the implementation of short- and/or long-term suspensions or expulsion when the discipline policy calls for that consequence and, if a change of placement would occur as a result, the behavior is not a manifestation of the disability.

#### **(5) Court Injunction**

The district may seek a court injunction ordering removal or a change of placement of a dangerous or violent student.

#### **Students Not Yet Identified as Disabled**

A student who qualifies as a child with a disability but has not been identified as a child with a disability may be subjected to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability.

#### **Students with Disabilities Not Eligible under IDEA**

This section summarizes the procedural rules for students who have disabilities under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, but do not require special educational services as a "child with a disability" under Part B of the IDEA.

The expulsion of such a student, the exclusion of the student for an indefinite period, or the exclusion of the student for more than 10 consecutive school days constitutes a "significant change in placement." A series of suspensions each of which is 10 or fewer days in duration, but that creates a pattern of exclusions, may also constitute a "significant change in placement."

Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with a disability, a school district must conduct a re-evaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate. If it is determined that the misconduct is not caused by the child's disability, the child may be excluded from school in the same manner as are similarly situated children who do not have disabilities.

# **Missouri Department of Elementary & Secondary Education Every Student Succeeds Act COMPLAINT PROCEDURES**

The Federal Every Student Succeeds Act of 2015 (ESSA), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

## ***Who May File a Complaint?***

Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

## ***Definition of a Complaint***

There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. facts, including documentary evidence that supports the allegation, and
3. the specific requirement, statute, or regulation being violated.

## ***Alternatives for Filing Complaints***

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution.

Informal complaints made to the SEA will be subject of an initial investigation by the SEA but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

## ***Informal and Formal Complaints Received by the Local Education Agency***

Informal and formal complaints filed with the LEA concerning ESSA program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. disseminating procedures to the LEA school board,
2. central filing of procedures within the district,
3. addressing informal complaints in a prompt and courteous manner,
4. notifying the SEA within 15 days of receipt of written complaints,
5. timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional conditions exist,
6. disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and
7. appealing to the Missouri Department of Elementary & Secondary Education within 15 days

Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

## ***Informal Complaints Received by the SEA Office***

Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be processed according to procedures outlined in sections below.

## ***Formal Complaints Initially Received by the SEA Office***

1. *Record.* Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. *Notification of LEA.* Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above. If the complaint is that an LEA is not providing equitable services to private school children, it also will be filed with the U.S. Secretary of Education.
3. *Report by LEA.* Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, 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. A copy of this procedure also will be filed with the U.S. Secretary of Education, if it involves equity of services to private school children.
4. *Verification.* Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant. If the complaint is about equity of services to private school children, the U.S. Secretary of Education shall also be given copies of all related communications.

## ***Appeals***

### **Appeal to the SEA**

1. *Record.* Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. *Investigation.* The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit.
3. *Hearing.* If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before a SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules. The hearing proceedings shall be tape recorded and the recording preserved for preparation of any transcript required on appeal.

## ***Decision***

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board.

Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

## ***Formal LEA Complaints Against SEA***

1. Record. The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.
2. Decision. The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision.
3. Appeal. The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed.
4. Second Appeal. An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

## ***Complaints Against LEAs Received from the United States Department of Education***

1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.
2. A report of final disposition of the complaint will be filed with the U.S. Department of Education.
3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

## ***Procedure Dissemination***

1. This procedure will be disseminated to all interested parties through the agency webpage at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv.
2. This guidance will be distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.
3. DESE will also keep records of any complaints filed through this policy.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

## ***Notification to Students of Their Rights under the Family Educational Rights and Privacy Act***

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (eligible students) certain rights with respect to the student's educational records.

These rights include:

**The right to inspect and review the student's education record within 45 days of the day the School receives a request for access.**

Parents or eligible students should submit to the School principal, or appropriate school official, a written request that identifies the records they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

**The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate or misleading.**

Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal or appropriate official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or the eligible student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School in an administrative, supervisory, academic or research, or support staff position (including health staff or medical staff and law enforcement unit personnel); a person serving on the School Board; a person, company, or agency with whom the School has contracted to provide services that the School, itself, would otherwise have to provide (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or where the student is enrolled in or receives services from the other institution. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

**The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District of Riverview Gardens to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education 400 Maryland  
Avenue, SW  
Washington, DC 20202-4605

# ***District-Level Hearing Process***

## **Rationale**

District-level hearings are limited to Type I infractions and are held in order to consider the assignment of an extended suspension (11 to 180 days) or recommendation to the Special Administrative Board for expulsion (permanent removal). Any infraction considered to be an act of violence resulting in a 10-day suspension or that violates the Missouri Safe Schools Act also requires a district-level hearing.

## **Notification**

Students and parents will be notified at the time of the suspension as to the necessity of a district-level hearing. Information will follow regarding the time and place of the hearing by mail.

## **Attendance**

The student and his or her legal guardian are encouraged to attend the hearing. However, in most cases, the hearing will be held even in the absence of the student and the guardian. **Minor students may not attend the hearing alone or without his or her legal guardian.** The hearing will be conducted by the District Hearing Officer as the Superintendent's designee. The building administrator who held the due process conference with the student will be in attendance at the hearing. Other administrators, guidance counselors, special educators, social worker, security personnel, and deputy juvenile officers may also be in attendance as necessary. Attorneys are generally not involved at this level, but if the parent requests that their attorney attends, the district will also have its attorney present.

## **Purpose**

The purpose of the district level hearing is to determine the length of the student's suspension and his or her educational placement. The hearing officer will check facts related to the case and give the student the opportunity to share his or her account of the incident. The student's cumulative discipline, academic, and attendance records will be reviewed and considered in determining the outcome of the hearing. All attending parties will be given the opportunity to share information without interruptions. The hearing officer will conduct additional questioning as needed for clarification, counseling and fact finding. Recommendations will be developed and presented to the superintendent. The student and legal guardian will be contacted by phone with the results of the hearing. A formal letter will also be sent to the student's residence.

## **Appeals**

According to district policy, the student, his or her parent, guardian or others having custodial care have a right to appeal the superintendent's decision to the Special Administrative Board. Appeals should be made in writing within 10 days of the date of the formal letter outlining the hearing outcome. Appeals should be delivered to the district's administrative offices at 1370 Northumberland Drive, St. Louis, MO 63137.



## ***Key Points - Missouri Safe Schools Act***

- Each district must develop a written discipline policy.
- School administrators must report acts of school violence to district employees with a "need to know."
- The policy must provide for a suspension of not less than one year or expulsion for a student who brings a weapon to school.
- Any student who is suspended for violation of a Safe Schools Act offense shall not be allowed within 1,000 feet of any public-school property unless residing within that distance or given prior permission by school district officials.
- School administrators must report the following acts occurring on school property, on a school bus, or during school activities to law enforcement: first- and second-degree murder, kidnapping, first and second-degree assault, forcible rape, forcible sodomy, first- and second-degree burglary, first-degree robbery, distribution of drugs, distribution of drugs to a minor, arson, voluntary and involuntary manslaughter, sexual assault, felonious restraint, property damage, the possession of a weapon, child molestation in the first degree, deviant sexual assault, sexual misconduct involving a child, or sexual abuse.
- Districts cannot readmit or enroll a student who has been charged with, convicted of, had a petition filed in juvenile court, or had a petition sustained alleging first- or second- degree murder, first-degree assault, forcible rape, forcible sodomy, statutory rape, statutory sodomy, first-degree robbery, distribution of drugs to a minor, first-degree arson, or kidnapping.
- School principals must immediately report to law enforcement and the superintendent any of the following incidents occurring on school property, on a school bus, or during a school activity: first-, second-, or third-degree assault, sexual assault, deviant sexual assault against a pupil or school employee. The principal must also immediately report to law enforcement and the superintendent if any pupil has on his person, among his possessions, or placed elsewhere on school premises (including, but not limited to the school playground or parking lot, on a school bus, or at a school activity, whether on or off of school property) any controlled substance or weapon.
- **The Safe Schools Act** requires that a juvenile officer, the sheriff, chief of police, or other appropriate law enforcement authority notify the school superintendent or the superintendent's designee no later than five days after a petition is filed in juvenile court alleging that a student committed one of the following acts:
  - first- and second-degree murder,
  - kidnapping,
  - first- and second-degree assault,
  - forcible rape,
  - forcible sodomy,
  - first-degree burglary,
  - first-degree robbery,
  - distribution of drugs,
  - distribution of drugs to a minor,
  - first-degree arson,
  - sexual assault,
  - voluntary and involuntary manslaughter,
  - felonious restraint,
  - first-degree property damage,

- possession of a weapon,
  - child molestation in the first degree,
  - deviant sexual assault,
  - sexual misconduct involving a child,
  - sexual abuse
- **Failure to report criminal offenses to law enforcement is considered a misdemeanor offense. It is imperative that all RGSD staff members are aware of this particular code.**

*Note: The full text of the Missouri Safe Schools Act can be accessed online at <http://dese.mo.gov/schoollaw/LegFolder/SafeSchools.htm>*

## ***Video Surveillance Cameras***

The Special Administrative Board supports the use of surveillance cameras when necessary in its schools, buses, and on school grounds.

- Surveillance cameras will only be utilized in public areas where there is no reasonable expectation of privacy.
- Any video recording used for surveillance purposes shall be the sole property of the school district, and the superintendent or his designee will be the custodian of such recordings.
- Under no circumstances will the recordings be duplicated and/or removed from the district's premises unless in accordance with a court order and/or subpoena.
- Surveillance video may be used to assist in any district investigation.
- Surveillance cameras are not monitored twenty-four (24) hours a day. However, they will be randomly reviewed by the appropriate district personnel.

The superintendent or his designee has the sole authority to determine who may view the video.

## ***Dress Code***

The District shall establish the dress code for its student body. The dress code shall be enforced by personnel in each building. The dress code policy for each building can be found in that building's student handbook.

1. Students must wear designated school building uniforms.
2. Student pants must be secured at the waist (no under garments showing). No sagging.
3. Shirts must be tucked inside of waistband
4. No wearing of caps or hats while inside of school building. No wearing of any headgear during school hours unless otherwise authorized by a building administrator.

## ***District-Level Probation***

Students who are placed on district-level probation are required to have exemplary attendance, maintain punctuality to class, passing grades, and no violations of the Code of Conduct.

# *Public Notices*

## **ANTI-DISCRIMINATION NOTICES**

### **ADA/Section 504**

The Riverview Gardens School District does not discriminate on the basis of disability in admission to, or access or access to, or operations of its programs, services or activities. The Riverview Gardens School District does not discriminate on the basis of disability in its hiring or employment practices. This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Individuals who need auxiliary aids for effective communication in programs and services of the Riverview Gardens School District are invited to make their needs and preferences known to the ADA/Section 504 Compliance Coordinator.

### **NON-DISCRIMINATION STATEMENT**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (566) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

### **Title IX/Sexual Harassment**

The Riverview Gardens School District maintains a firm policy prohibiting all forms of discrimination. Religious, racial, or sexual harassment or violence against students or employees is discrimination. In keeping with Title IX of the Educational Amendments of 1972, Public Law 92-318, it is the Riverview Gardens School District's belief that all persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial or sexual harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances.

### **Age Discrimination Act of 1975/Title VI of the Civil Rights Act of 1964**

The Riverview Gardens School District prohibits all forms of age discrimination in keeping with the Age Discrimination Act of 1975. In addition, the Riverview Gardens School District also prohibits any form of discrimination on the basis of race, color and national origin as outlined in Title VI of the Civil Rights Act of 1964. Questions, concerns, complaints or requests for additional information regarding the ADA, Section 504, or Title IX/Sexual Harassment may be forwarded to the Assistant Superintendent for Human Resources for Section 504, Title IX, and ADA in the Human Resources Department by calling (314) 869-2505, ext. 2409 on school days between the hours of 8 a.m. and 4:30 p.m. Written inquiries/complaints may be addressed to the above at 1370 Northumberland Dr., St. Louis, MO 63137-1413.

Persons desiring to contact the Office of Civil Rights for further information relative to any kinds of complaints above, may contact the Office of Civil Rights Customer Service Team at 1-800-421-3481.

### **ASBESTOS NOTICE**

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis. In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, the Riverview Gardens School District has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection

conducted in August 2007 on all district buildings with the exception of Danforth Intermediate, the Family Resource Center, and St. Sebastian School, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition. At the last re-inspection conducted in August 2008 at the Family Resource Center and Danforth Intermediate School buildings in August 2008 and at St. Sebastian School in August 2008, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition. The law further requires an asbestos management plan be in place by July 1989. Riverview Gardens School District developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials, therefore no operations and maintenance programs or future inspections are required: Moline Elementary and Westview Middle School. During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in the following buildings: Riverview Gardens High School, Highland Elementary School, Koch Elementary School, Gibson Elementary School, St. Sebastian School and the Transportation Building. During the next year, we plan to conduct the following asbestos related activities at the following school buildings Riverview Gardens High School, Glasgow Elementary School, Central Middle School, Highland Elementary School, Danforth Primary School, Danforth Intermediate School, Lemasters Elementary School, Meadows Elementary School and Koch Elementary School.

It is the intention of Riverview Gardens School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan at the district's Department of Facilities at 10101 Lewis and Clark Blvd or by calling the Facilities Department, our designed asbestos program coordinator, at 314-869-9564, ext. 2656, during regular business hours, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him.

## **PARENTS RIGHT TO KNOW NOTICE**

### **For No Child Left Behind & Title I Programs**

Our district is required to inform you of certain information that you, according to The No Child Left Behind (NCLB) Act of 2001 (Public Law 107-110), have the right to know. The Riverview Gardens School District is fully committed to the NCLB requirements and its efforts to assure educational success for students.

Upon your request, the Riverview Gardens School District is required to provide to you in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
- Whether your child is provided services by paraprofessionals and, if so, their qualifications
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification. In addition to the information that parents may request, Riverview Gardens School District must provide to each individual parent
- Information on the achievement level of the parent's child in each of the state academic assessments as required
- Timely notice that your child has been assigned, or has been taught for four or more consecutive years by, a teacher who is not highly qualified.
  - Information stating that your child has been identified as limited English proficient (if applicable to your child) and will be participating in an English acquisition program.
    - Notification if your child's school has been identified for school improvement, and options available for their child.
    - Notification of the option to transfer your student if the student is enrolled in an identified persistently dangerous school or if the student has been the victim of a criminal offense while on school property to a school not identified.
    - Information on the district's complaint resolution procedures (see attached)

If you would like to receive any of the information listed above or for more information about Title I parental notification requirements, please feel free to contact the Director of State and Federal programs at (314) 869-2505.

## ***RIGHTS OF HOMELESS STUDENTS***

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, according to the McKinney-Vento Homeless Assistance Act. Section 725(2) of the McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

- Children and youths who are:
  - sharing the housing of other persons due to loss of housing, economic
  - hardship, or a similar reason (sometimes referred to as “doubled-up”);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of
  - alternative adequate accommodations;
  - living in emergency or transitional shelters; or
  - abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described

### **Services & Opportunities:**

Children and youth in homeless situations are eligible to any supports/services offered to traditionally enrolled students. Those supports include, but are not limited to:

- Transportation
- School supplies/Uniforms
- School Activities and Field Trip Fees
- Tutoring
- Case Management and referral services
- Mental Health Counseling

### **Foster Care**

Children and youth are protected under Every Student Succeeds Act of 2015 (ESSA).

- “Foster Care” is defined as 24-hour substitute care for all children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility.
- Includes placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

The Riverview Gardens School District Office of Student, School and Community Support Services coordinates educational services for the district's homeless students. For more information, call Andrea Woods at (314) 868-9829, ext. 4871.

## **SERVICES AND RIGHTS FOR STUDENTS WITH DISABILITIES**

Students with disabilities have protections and rights under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when diagnosed with an educational disability that requires special education services, the Individuals with Disabilities Education Act (IDEA). Such students are protected from discrimination and entitled to a "free appropriate public education.

All responsible public agencies are required to locate, evaluate and identify) children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, highly mobile children, such as migrant and homeless children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.

The Riverview Gardens School District, in partnership with the Special School District of St. Louis County, assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, special learning disabilities, speech or language impairment, traumatic brain injury, visual impairments/blindness and any child with a developmental delay.

The Riverview Gardens School District, in partnership with the Special School District of St. Louis County assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri's First Steps Program.

The Riverview Gardens School District, in partnership with the Special School District of St. Louis County, assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Special School District of St. Louis County has developed a Local Compliance plan for implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This Plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with General Education Provision (GEPA). This plan is available for public review during regular school hours on days school is in session in the Office of the Superintendent of Schools or Office of Director of Special School District at (314) 869-2505, ext. 1426.

Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) that reside in the district. This census must be compiled by December 1 of each year. This information is treated as confidential and must include: name of the child; parent/legal guardian's name/address; birth date and age of the child; the child's disability; and the services provided to the child. If you have a child with a disability or know of a child with a disability that is not attending the public school, please contact Director of Special Education at (314) 869-2505 ext. 1426 or the Special School District of St. Louis County at (314) 989-8100. This notice will be provided in native languages as appropriate.

## **ANNUAL NOTIFICATION REGARDING STUDENT RECORDS**

The protection of student rights has always been a top priority of the Riverview Gardens School District. This document is distributed annually to all parents and students in order to comply with state and federal requirements to notify the parents/guardians and eligible students of their rights with respect to the student's educational records.

In general, a student's educational record includes any information maintained by the school district, which contains information directly related to a student. A major exception would be a personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

The Family Educational Rights and Privacy Act (FERPA) affords to parents/guardians (parents) of students, and to students themselves who are over 18 years of age (eligible students), certain rights with respect to the student's education records maintained by Riverview Gardens School District (District). These rights are outlined below:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a written request for access. Parents or eligible students should submit to the school principal a written request that identifies, as precisely as possible, the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The rights to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the District to amend a record should write the principal or appropriate official, clearly identify the part of the record they want changed and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information contained in the student's education record except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the District's Board; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the District. The Voluntary Inter-District Choice Corporation (VICC)

and its officers, employees, and agents are also school officials with legitimate educational interests because they act for and on behalf of the District with respect to transfer students and the transfer program, and because they seek to advance the interests of both. A transfer student's attendance records and other educational records relevant to the student's participation in the program or to the program itself may accordingly be disclosed to VICC without obtaining written consent from the parent/guardian or eligible student. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.
5. The District may disclose appropriately designated "directory information" without written consent unless the parent or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from the student's education records in certain school publications. Examples include: a playbill, showing the student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent or eligible student's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. Such information is also considered a "public record" which must be released upon demand to any person who requests it, under the Missouri Sunshine Law.

If a parent, guardian, or eligible student does not want the District to disclose directory information from a student's education records without their prior written consent, they must notify the District in writing within 10 days of receiving this notification. The District has designated the following information as directory information: Student's name, address, telephone listing, electronic mail address, date and place of birth, grade level, major field of study, enrollment status, participation in officially recognized activities and sports, photographs, weight and height of members of athletic teams, dates of attendance, degrees, honors, awards received, most recent educational agency or institution attended.

Anyone having questions regarding school policy relating to student disciplinary records is welcome to contact the Riverview Gardens School District Superintendent at: 1370 Northumberland Dr., St. Louis, MO 63137-1413 or by phone at (314) 869-2505.

#### **THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents and students who are 18 or emancipated minors (eligible students) certain rights regarding the conducting of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (protected information survey) if the survey in whole or in part is a program of the U.S. Department of Education (ED) --
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of:
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening

permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

**Inspect, upon request and before administration or use:**

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Riverview Gardens School District will directly notify parents and eligible students of these policies at least annually and after any substantive changes. The District will also directly notify parents and eligible students, such as through U.S. mail or e-mail, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Questions or requests may be addressed to the Superintendent at (314) 869-2505, 1370 Northumberland Drive, St. Louis, MO 63137-1413.



The Family Educational Rights and Privacy Act (FERPA)

***Notice of Directory Information and  
DIRECTORY INFORMATION OPT-OUT FORM***

The Riverview Gardens School District designates the following information contained in the educational records of its students as "directory information" pursuant to FERPA (The Family Educational Rights and Privacy Act): **Student's Name Address; Telephone Listing; Electronic Mail Address; Date and Place of Birth; Major Field of Study; Dates of Attendance; Grade Level; Enrollment Status; Participation in Officially Recognized Activities and Sports; Weight and Height of Members of Athletic Teams; Degrees, Honors and Awards Received; Most Recent Educational Agency or Institution Attended by the Student; Student's Name, Address and Telephone Number to Military Recruiters; Photographs and Videos of student.**

The primary use of the Directory Information in the Riverview Gardens School District is to include this type of information from a student's education records in certain school publications, such as: A playbill, showing a student's role in a drama production; Honor Roll or other recognition lists; graduation programs; sports activity sheets such as for football, showing weight and height of team members; yearbook; print and broadcast media; school newspapers, newsletters and literary magazines; School District publicity such as *The View*, brochures and other printed publicity materials, promotional videos and the RGSD Website.

Parents of students or students aged 18 years or older or emancipated (Eligible Students) have the right to refuse the designation of the above information as Directory Information. If you **DO NOT** want the Riverview Gardens School District to disclose Directory Information from your education records without your prior written consent, **you must notify us in writing within ten (10) days of receiving this Notice and Directory Information Opt-out Form.** Please complete this form and return it to the school's office. Upon the District's receipt, the Directory Information identified below will not be released without prior written authorization.

To: Riverview Gardens School District  
1370 Northumberland Drive  
St. Louis, MO 63137-1413  
Subject: Directory Information Opt-Out Notice

I understand that, pursuant to FERPA, the Riverview Gardens School District may disclose Directory Information, which is certain information about a student that is generally not considered harmful or an invasion of privacy, without the parent's or Eligible Student's consent, except as required by law. If the parent or Eligible Student does not want any of the above information to be designated as Directory Information that can be disclosed without the parent's or Eligible Student's consent, please list the full name of the student(s) and the Directory Information that cannot be disclosed about the student(s) without written consent.

\_\_\_\_\_  
\_\_\_\_\_

Note: Return of a completed form with "All information" means that the student's portrait will NOT be included in the yearbook. If completing this form, send back to child's/children's school(s)

Parent/Guardian printed name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

OR

Eligible Student printed name: \_\_\_\_\_

Eligible Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Eligible Student Date of Birth: \_\_\_\_\_

- **About MOCAP in Riverview Gardens School District - <https://mocap.mo.gov/> more information.**

Beginning in January 2019, any student in kindergarten through 12th grade enrolled in the Riverview Gardens School District who was also enrolled as a full-time student the previous semester can opt to take a course virtually through the District-preferred provider, Launch, or through the Missouri Course Access Program (MOCAP) organized through Missouri's Department of Elementary and Secondary Education (DESE). The links on this website will help students and families through the access process if that is their desired path.

### **MOCAP Enrollment Windows for 2020-2021**

Applications for enrollment in Fall Semester: July 20, 2020 - September 4, 2020

Applications for enrollment in Spring Semester: November 16, 2020 - December 18, 2020

### **Steps to Enroll in MOCAP Courses:**

1. Student must be enrolled in a Riverview Gardens School District school
2. Complete the MOCAP Form
3. Tina Adams-Turnipseed will be in contact with you regarding your student's enrollment in Virtual Courses.

### **Characteristics for Success in MOCAP Courses**

When determining if enrollment in a virtual course is the best educational decision for a student, the student and parent might consider the following information:

### **Preferred Student Skills for Success in MOCAP Courses**

- Student has demonstrated time-management skills that indicate the student is capable of submitting assignments and completing course requirements without reminders.
- Student has demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.
- Student has demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not provide nonverbal cues to support the student's understanding.

- Student has the necessary computer or technical skills to succeed in a virtual course.
- Student has access to technology resources to participate in a virtual course.
- Student previously has been successful with virtual coursework.

If you would like to sign up for MOCAP class [click here](#)

# Virtual Learning Vendors

## Preferred Vendor



The Riverview Gardens School District has partnered with Launch, a virtual academy that offers students quality online learning options. Launch's online courses are taught by highly qualified Missouri certified teachers. The Launch courses meet students' individual needs while providing fresh options for families looking to expand their children's learning opportunities at the high school and middle school level.

Some of the benefits of taking courses on Launch include:

- Students may take courses on a 16-week schedule or an 8-week schedule.
- Students have flexibility in pacing. They can expect to have assignments due 2-3 times per week depending on the course.
- Students will receive a letter grade upon completion of the course.

You can learn more about Launch at [fueledbylaunch.com](https://fueledbylaunch.com)

## Student Guide For Launch

<https://drive.google.com/file/d/1XKg-B81GrjS5rSXES1oYHkCe-nh8c4hd/view?usp=sharing>

## Parent Guide for Launch

[https://drive.google.com/file/d/1cBTM05zwZsnyF4hp-E4I\\_2PEKHMl0b2D/view?usp=sharing](https://drive.google.com/file/d/1cBTM05zwZsnyF4hp-E4I_2PEKHMl0b2D/view?usp=sharing)



- The [Missouri Course Access Program \(MOCAP\)](#) has developed a catalog of virtual online courses for students. Students will be able to take an entire course from any Internet-connected computer, available 24 hours a day, seven days a week. MOCAP's mission is to offer Missouri students' equal access to a wide range of high quality courses, flexibility in scheduling, and interactive online learning that is neither time nor place dependent. The Missouri Department of Elementary and Secondary Education (DESE) and the State Board of Education oversee administration and quality assurance activities such as related content and delivery of courses.

The MOCAP courses have been through a stringent review process, including:

- Course alignment to Missouri Learning Standards
- Web Content Accessibility Guidelines (WCAG 2.0)
- Data security review
- Missouri appropriately certified teachers
- College Board approval of Advanced Placement (AP) courses in the catalog

MOCAP allows Missouri to:

- Expand the range of courses and opportunities offered to students
  - Offer courses for students where there are no qualified teachers to teach the course
  - Offer students a course not offered by their school district
  - Provide courses for students who have schedules that prevent them from taking a course when it is offered
  - Present high-quality instruction to students who are in alternative education settings or on home and hospital instruction
  - Provide additional support and extended time to students who failed to achieve in regular courses
  - Provides equity across programs and school in the quality of instruction
- MOCAP offers “any time, any place” learning for Missouri students

MOCAP Vendors are:

- Accelerate
- Acellus
- Connections Academy

- Edgenuity
- Edison Learning
- Edmentum
- Greenways
- Launch
- Mizzou Academy
- MOVA
- Odysseyware
- SchoolsPLP

# Virtual Learning Behavior Expectations

- Behavioral Expectations for Students

Students at all levels will engage in virtual instruction sessions on Google Meet. To ensure a positive and productive learning environment during these sessions, it is important that all students adhere to the following behavioral expectations.

- Always be respectful and courteous to other students and teachers during Google Meets. Inappropriate, offensive or threatening comments; misrepresentation of identity, and/or disruptive behavior by any participants during Google Meet sessions will not be tolerated.
- Students must use their RGSD email account to log into a Google Meet session.
- Login credentials must not be shared. Sharing of login information violates other students' and teachers' rights to confidentiality, and could allow class participation by unauthorized persons and/or lead to disruptive behaviors that detract from a productive and positive learning environment.
- Students who are disruptive and/or "trespass" Google Meet sessions will receive appropriate consequences.

## Privacy Guidelines for Parents/Guardians

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during distance learning, all parents/guardians are asked to follow the following privacy guidelines.

- Google Meet virtual instruction is designed for students. To prevent disruptions to the learning environment, parents/guardians should not actively participate in check-in sessions, although parents/guardians may assist their child with technology and/or remain nearby.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google Meet, including not posting on any social media platform.
- Any confidential or personally identifiable information related to students participating during Google Meets should not be collected, discussed or shared.

- Parents/guardians should not engage with students during Google Meets. If you need to speak with your child during a check-in session, first mute your child's microphone.
- If a parent/guardian has a question, please email your child's teacher.

Parents/guardians should email your child's principal with any questions or concerns regarding privacy or virtual classroom expectations.

To increase your awareness and understanding of RGSD's expectations, resources, supports and processes, please view our *2020-2021-Student Parent Handbook*

Thank you for your support and cooperation in ensuring that distance learning is a positive, productive and enjoyable experience for all participants.