



Family Handbook

2019-2020 School Year | Updated October 2020

Approved by the Board 1/14/2020

Mission

The mission of North Side Community School — a charter school serving urban neighborhoods — is to improve each student's opportunities in education and in life by developing the skills, knowledge, and personal qualities necessary for success.

Vision

North Side will remain a financially sound, high-quality, public charter school serving low-income, under-served neighborhoods in St. Louis. We will serve students in grades pre-k through eighth grade and work closely with parents and guardians. Parents and the community will appreciate and support the commitment and quality of the school. Our graduates will perform successfully in high school because of the education they received at North Side.

For announcements and information go to www.northsidecommunityschool.org

Instagram: North_Side_Knights_Saint_Louis

Facebook: North Side Community School

Twitter: CharterOnEuclid

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General Information

Governance

North Side Community School (NSCS) is owned and operated by a nonprofit corporation that has all legal authority and responsibility for the school. The corporation has a Board of Directors that governs the school. The board hires the Executive Director as the chief administrative and operational officer of the school. The Executive Director hires all additional staff members. The Principals are the chief academic officers of the school, responsible for school operations, leadership of the teaching staff, curriculum and instruction, and relationships with parents and families.

Enrollment

NSCS admits students in the City of St. Louis, regardless of race, ethnicity, national origin, disability, English language proficiency, gender, or income. As a neighborhood charter school, we serve students from our specific neighborhood. Preference is given to children with siblings enrolled in NSCS and to children of employees who live in the City of St. Louis. Places remaining after enrollment from our neighborhood will be open to students from across the city. Admission is on a first-come basis and, when necessary, by lottery.

Standards

All academic programs at NSCS meet the standards set by the State of Missouri and by the United States Every Student Succeeds Act (ESSA) law. All students will take the annual state-mandated assessments.

Policies and Procedures

Attendance and Absences

Daily attendance is critical if students are to learn. Every effort must be made by parents and the School to ensure that children miss as few days as possible. It is also critical that students come ready to learn and to participate in all aspects of school life. Except for illness, a death in the family, legal appearances, professional appointments (that can not be scheduled at any other time), religious holidays, or other family emergencies, students are expected to be in school. Days missed for reasons other than those listed above will be regarded as “unexcused” absences. If a child misses more than three (3) days in a grading period, the parents will be contacted and a plan developed to avoid further absences. **Students who exceed ten (10) absences between the beginning of school in August and the end of the year in June may not be eligible for**

promotion to the next grade. The school is also required, in such cases of excessive absences, to report the child and parents to the Division of Children’s Services for truancy and educational neglect.

If a student must be absent, it is the parent’s responsibility to notify the school office 7:30-9 a.m. on the day the absence occurs. This notification is important in that it lets the school know the child is safe and accounted for. If a child misses three (3) or more consecutive days of school, a note explaining the cause of the absence must accompany the child upon their return to school. All work missed while absent must be made up within three (3) days of the student's return to school.

Whenever a scholar is absent from school, no matter what the reason or circumstance, a note from the parent must accompany the scholar upon his/her return to school in addition to official documentation. When making retention decisions we will consider whether there is official documentation before deciding on retention.

The written note should include the following information:

- Date the note is written
- Name of the scholar involved
- Reason for the absence
- Date of the absence
- Signature of the parent/guardian or physician.

Please note: Family vacations, trips, birthdays, or “holiday time” are not considered excused absences. Our families and teachers are expected to plan all vacations and trips to happen during school holidays and closings.

Please plan appointments accordingly for when school is out:

School Year 2019-20 | Special & Closed Days

Updated October 15, 2019. Please check online for the most current version of this calendar as some dates may change.

August

- ★ Wednesday, Aug. 14 – First Day of School
- ★ Tuesday, Aug. 27 – Open House & Family Dinner

September

- ★ Monday, Sept. 2 – School Closed for Labor Day

October

- ★ No School Closings
- ★ Tues., Oct. 22 – Math Night (4:30-6 pm)

November

- ★ Tues., Nov. 12 – Literacy Night (4:30-6 pm)
- ★ Friday, Nov. 15 – School Closed for Professional Development
- ★ Nov. 18-22 – Parent Conferences
- ★ Nov. 25-29 – School Closed for Thanksgiving Break

December

- ★ TBD Winter Musical
- ★ Dec. 23-Jan. 3 – School Closed for Winter Break

January

- ★ Monday, Jan. 20 – School Closed for Martin Luther King Day
- ★ Tues., Jan. 21 – Movie Night (4:30-6 pm)

February

- ★ Feb. 3-7 – Parent Conferences
- ★ Monday, Feb. 17 – School Closed for Presidents Day
- ★ Tues., Feb. 18 – Black History Celebration (4-5:30 pm)

March

- ★ Friday, March 20 – School Closed for Professional Development
- ★ March 23-27 – School Closed for Spring Break

April

- ★ Friday, April 10 – School Closed for Professional Development

May

- ★ Friday, May 22 – Last Day of School

June

- ★ June 1-26 – Summer School in Session

Contact Information

It is very important for the school to have up-to-date contact information for all parents/families. At the start of each year, enrollment and registration forms request the needed information. However, phone numbers and addresses change during the year.

When such changes occur, parents must make certain the school has your new contact information.

Tardiness

Parents are responsible for their children being on time for school, whether the students take the bus, walk, ride a bicycle, or come to school in a car. Tardiness disrupts the classroom learning environment and the start of the child's day. Excessive tardiness will result in a parent conference with the school principal to remedy the problem. **Children who are tardy must report to the office for a tardy slip before going to their classrooms. Do not take your child directly to the classroom.** Teachers will not accept any child into their classrooms after 8:30 a.m (elementary) and 7:30 a.m. (middle) without a tardy slip.

Every three tardies and/or early dismissals (15 minutes or more prior to the end of the school day) will equal an absence and will be treated as such.

Dismissal

Students need to be in school all day. Early dismissals are discouraged since they interrupt the child's learning and disrupt the classroom. Requests for early dismissal should happen only in extreme emergencies. Arrangements for early dismissal must be made through the office. **If your child must leave early, notify the office in the morning indicating the reason and time of dismissal. Parents, or a designated adult, must come to the office to sign their child out. Children will only be released to individuals whose names appear on the child(ren)'s emergency information form(s).** If custody issues exist, the school must have the relevant court order. No child will be released to meet a parent at the car, in the parking lot, or in another part of the building.

If a child becomes ill during the day, the parent will be contacted and a decision made as to how to proceed. The office will use the emergency contact form on file in the office to reach a parent. Therefore, as stated earlier in this handbook, it is crucial that parent contact information be current at all times so that you can be reached immediately in case of any emergency.

Any changes in a student's dismissal routine must be requested by the parent no later than 2:30 p.m. on the day of the requested change and approved by the office. If you call after 2:30 p.m., there is no guarantee that the change will be made.

Parents picking up their children in a vehicle must wait in the car in the pick-up lane in front of the main office building. Children will be escorted to your car. **Do not** get out of your car to go to the classroom, and please **do not** move your car out of the pick-up lane to avoid waiting behind cars whose occupants are still waiting for their children. **Dismissal is a very busy time, and our children's safety guides all of our dismissal procedures.**

Cancellations, Delays, and Early Dismissals

Generally, we cancel or delay school due to weather conditions when the St. Louis Public Schools cancel or delay. Local radio and television stations will carry these announcements. (Cancellations or delays by St. Louis Public Schools for reasons other than weather will not affect us.) Parents should have a plan in mind for securing their children in case of an emergency school closure. In the event of cancellations or early dismissals due to other causes such as a utility failure, the school will notify parents by sending out an automated phone call. This is another reason we ask that all families share with the school their updated contact information. Again, parents should keep emergency contact information current at all times at the front desk.

Homework

Homework is primarily a means of extending and reinforcing the work done at school. It helps students develop the organizational skills and responsibility necessary for success in school. Additionally, homework strengthens the connections between school and family life. Learning does not end at the end of the school day. School and family are extensions of each other. The more parents are involved, the more they help their children with school work; the more parents know about what their child is doing and learning in school, the more effective the education of the child will be, both at home and in school. Minimum expectations for daily homework for grades K-7 are 15-30 minutes nightly. We **strongly encourage** parents to read to or with children every night, in addition to regular homework time. We **expect** parents will look over students' homework each night to ensure they are completing their work accurately and with care.

Grades and Grading System

The school year is divided into three (3) terms. Individual Student Reports (ISRs) will be sent home at the midpoint of the first term and thereafter will be sent home only for academically and socially struggling students. Report cards will be sent home at the end of each term. Students will be evaluated on: 1) progress towards meeting state and school standards, 2) performance in each of the subject areas, and 3) progress on reaching personal and social development goals. A grading scale of 1 to 4, with "1" being the lowest grade and "4" the highest grade, will be used to identify student progress. All reports will contain written comments by teachers.

Testing

Testing is an important part of our instructional program. It provides teachers with information on the strengths and weaknesses of students, aids in assessing the effectiveness of the school curriculum, and influences teacher decisions on content and instruction for individual students. The most important assessments are the everyday and weekly ones administered in the classroom—teacher-made tests, curriculum-based

tests, and observations. The standardized assessment instrument used at NSCS is NWEA (Northwest Education Association). This computer-based assessment tool is administered three times a year (ie. fall, winter, spring). The state-mandated test (MAP) is given in grades 3-6 in the spring of each year.

Testing for special education purposes is coordinated through our special education consultant with the approval of the parents.

We ask that all parents encourage their children to do their personal best on all tests at all times.

Books and Materials

Textbooks will be provided by the school and are the property of the school. Lost, misplaced, or damaged books must be replaced at the parents' expense.

The school provides most of the learning materials the students will need in their classrooms. Classroom teachers will notify parents before or during the first week of school if any additional items are needed.

Dress Code

All students must wear the school uniform every day (except on special non-uniform days). The school uniform consists of either a navy blue or light blue polo or button down shirt and navy blue pants/slacks (no cargo pants or jeans). Shorts may be worn until November 1 and after spring break. Girls may wear skirts, jumpers, or skorts, but they must be navy blue. On days when students have physical education, they must wear rubber soled tennis shoes.

Other uniform-related requirements are as follows:

- No sagging pants
- No jackets or shirts over the uniform shirts
- Blue or white sweaters may be worn when needed.
- Tennis shoes should be clean.
- No sandals or flip-flops (for safety reasons)
- Socks and tights worn to school must be **navy blue, light blue, or white**. No multi-colored or patterned socks/tights may be worn with our regular uniforms.
- No bracelets, necklaces, rings, or earrings (except for stud-type) may be worn to school. Necklaces and earrings pose safety hazards when children are playing during recess and/or during P.E. classes. Bracelets prevent students from resting their hands properly on desktops when writing.
- Belts must be worn if belt loops are on a student's uniform pants/slacks. No sashes/scarves are to be worn around girls' uniform blouses, shirts, skirts, or jumpers/dresses.
- Absolutely no hair scarves on/around students heads at any time

- **No** perfume, cologne, and lip gloss are to be brought to school. These items can cause allergic reactions in other students and can become “toys” which interrupt the learning process. If these items are brought to school, they will be collected and kept in the office until a parent can pick them up. Make-up should also not be worn to school because it, too, can cause distractions from the educational process.
- Purses are not to be brought to school. Students “hide” things in purses that are not allowed at school, and then these items become distractions to the learning process. (Girls needing to bring personal care items to school may bring these items in a purse.)

Technology

Students will be held accountable for following the etiquette and upholding the rules regarding the use of the internet and their laptops at NSCS. These expectations will be explained and enforced by the classroom teachers.

All scholars will have access to and use computers in their regular classrooms. All devices with internet capability are installed with software that protects against depictions that are obscene, child pornography, or harmful to minors. However, all of these computer privileges depend on a scholar’s ability to use the technology in a responsible, efficient, ethical, and legal manner. The technology agreement is located in the enrollment packet. This needs to be signed in order for a child to use technology at NSCS. If a child is not following the internet and technology agreement, then a child is subject to disciplinary actions, such as loss of a privilege, loss of grade, out of school suspension, and/or meeting with school officials.

Technology Etiquette

Students using technology are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language.
- Do not reveal the personal information (e.g. home address, phone numbers, etc.) of yourself, schoolmates, and staff.

A student may not:

1. Use the Internet for any illegal purpose including violating a copyright;
2. Use any social networking site (Facebook, Instagram, Snapchat, Twitter, etc.)
3. Use profane, obscene, impolite or abusive language or view pornographic material;
4. Change computer files that do not belong to the user;
5. Violate someone else’s privacy;
6. Engage in computer activity that inappropriately uses an amount of the school’s bandwidth greater than the amount needed to complete typical classroom

assignments

7. Share password(s) or login(s) with anyone except adults at the school; or
8. Use the computer in violation of the Technology Usage Agreement.

Social Media

Please monitor your scholar's social media accounts to make sure they are engaged in appropriate behaviors and conversations. Also, please note that **children under the age of 13 are not allowed to use most social media platforms even outside of school. Use of such accounts for children who are not at least 13 years of age is in some cases illegal.**

Additionally, firm boundaries between teachers and scholars are important. To that end, communication between teachers and scholars via social media is prohibited. This includes platforms such as Instagram, Snapchat, Twitter, and Facebook. Teachers, students, and parents are welcome to comment and interact with our school-sponsored social media accounts. North Side staff members should never tag, follow, friend or otherwise connect with scholars via social media. Lastly, staff members are prohibited from using their private accounts to email scholars. If any of the above happens, please contact your children's grade-level principal directly.

Student Rights and Responsibilities

NSCS parents are actively involved in helping their children succeed as students. In turn, NSCS scholars appreciate the hard work they are expected to put into their own education. Finally, the school must deliver the education that our families deserve. Conditions that promote the development of productive student attitudes and behaviors at school are:

1) An adequate home which:

- a) Assumes the primary responsibility for the discipline of the child.
- b) Is aware of the child's responsibility and obligations in the school as well as in the community and establishes home conditions which are favorable to the child's success in school.
- c) Recognizes that school personnel must necessarily concern themselves primarily with group training and group behavior.
- d) Cooperates with school authorities and participates in all conferences being open to discussing the behavior, health and academic progress of the child.

2) A responsible student who:

- a) Respects constituted authority, which includes not only obedience to school rules and regulations but also conforms to the laws of the community, state, and nation.

- b) Displays respect and consideration for the personal and property rights of others and has an understanding of the need for cooperation with everyone in the school community.

3) A responsible school in which the professional staff:

- a) Encourages the use of strong guidance procedures.
- b) Maintains an atmosphere conducive to making positive behavioral choices.
- c) Exhibits an attitude of respect for students that has a positive influence in helping students develop good citizenship traits.
- d) Plans a flexible curriculum to meet the needs of all students.
- e) Promotes effective training or discipline based upon fair and impartial treatment of all students.
- f) Develops a positive rapport among teaching staff and between the administration and teaching staff.
- g) Provides opportunities to involve the entire community to improve the quality of life in our NSCS community.

Discipline and Code of Conduct

Good conduct at school is essential if scholars are to learn and teachers are to teach effectively. We believe that no child has the right to disrupt the learning of other scholars. The school has the responsibility to help each scholar learn how to behave in an orderly and productive way. Proper behavior is learned, like anything else. Our approach is to teach our scholars how to behave, how to be good people by seeking J.U.S.T.I.C.E., reinforce the teaching with rewards and consequences, and then teach it again until scholars understand and lead. As in all we do, the participation of parents in this process is critical to its success. We believe that disruptive behavior affects the overall atmosphere and mood of the school, making it a less appealing, less healthy, and less productive place for both scholars and teachers. Our school discipline policy is built upon these beliefs.

North Side has adopted a Color Behavior System for elementary school and a Class Dojo System for the middle school. Elementary students will be tracked each day with a behavior color. Each student starts on green. When a significant infraction of the rules occurs, students will move their clip to a different color.

Positive behaviors at the elementary school will be recognized through the color of green. Scholars can move up to the color of blue by displaying a growing trait. If they move down more than once, they cannot move back. After lunch, scholars in grades K-2 are automatically reset. For the middle school, scholars will be rewarded with awards and prizes as determined during our monthly Class Dojo meetings. Our Class Dojo system is point based. Each child will work toward earning the maximum points for the day.

Positive Behavior Reward System

All scholars will receive punch cards to be marked by teachers and administrators when scholars exhibit various NSCS values. Scholars will receive a calendar at the beginning of each month displaying opportunities they will have to redeem their punch cards for different prizes. Incentive prizes will vary by month.

Each scholar should understand what is acceptable and what is not. **We expect each scholar, teacher, and parent to become familiar with this handbook so that everyone is clear about behavior expectations.** When a student does not comply with handbook rules, then privileges can be taken away or other disciplinary actions may be imposed.

Teachers and other educational employees shall maintain discipline in the schools and on school grounds. Teachers will establish classroom rules and consequences, explain them to scholars, and spend time helping them to understand and follow them. These classroom rules supplement general school-wide rules described throughout this handbook. In matters of discipline at school and during school-sponsored activities, school administrators and faculty stand in as school-based parents and guardians to the scholars. This relationship extends to all activities connected with the school program and exists for the safety and orderly, consistent supervision of the scholars in the absence of parents and guardians.

The NSCS administrative staff may make and enforce reasonable rules of conduct and sportsmanship for athletic and extended day activities.

When self-discipline fails, action will be taken by the staff to enforce the rules set forth by the school administrators and staff. School administrators and staff will work with community resources to help each scholar develop self-discipline. We have this legal responsibility. The development of peer mediation skills is encouraged when appropriate. NSCS board and staff believe that, “to be effective, a punishment should be a logical consequence of the offense. It should be prompt. It should be applied consistently.”

Character Education

We are the North Side Knights. As Knights, we seek J.U.S.T.I.C.E.

Just – Be truthful even when it means you may get in trouble. Be fair. Wait for your turn. If you see others being unfair, you step up respectfully to speak and act truthfully and righteously. Take action out of a sense of righteousness and truth even when it is difficult or easier to take a less righteous or less truthful path. Live truth and speak it despite all temptations to do otherwise.

Unapologetic – Confidently move forward, speak, and respectfully state your opinion even when it is unpopular. Feel good about standing up for what is right. Encourage others to stand up for what is right. While always seeking to grow and be better, love yourself and treat yourself with respect.

Self-Disciplined – You make the right decisions even when those decisions are difficult and no one is looking. You postpone immediate gratification for more significant delayed gain. Stop yourself from taking actions that may have negative and unwanted consequences. Take ownership over your actions.

Tenacious – Work hard. Know that you are great. Seek greatness in everything that you do. Set excellence as your bar. Be uncomfortable with mediocrity. Act as if you were born to do something great. Never ever give up, especially when faced with challenge and difficulty.

Inquisitive - Be eager to understand and question everything. Reflect on and reconsider past thoughts, events, and actions. Seek out information from multiple sources. Dare to dream, dare to be different, and dare to be amazing. Try new things. Always know that there is more to learn and seek to understand. Step outside your comfort zone, sometimes physically, sometimes mentally, but never morally.

Courteous & Considerate – Honor all life. Take care of life, help it to grow, learn about problems facing others and seek to help fix them. Part with goods and benefits for the sake of those around you, your community, your environment, and your world. Relinquish self-interest at times for the interest of others. Be charitable in your assumptions of other. Be helpful and seek to empower others. Give what you can, when you can, and be happy about it. Show gratitude to others when you are given something. Own how you make others feel and consider those feelings before taking action. Speak words and take actions that show others you care.

Enthusiastic – Smile! Always participate even if you don't feel like it. Show off your work. Celebrate your accomplishments and the achievements of others. Speak up loudly and proudly. Be optimistic and acknowledge that there are always solutions and work to uncover them. Balance doubt with hope. Even when quietly distressed, forever believe that everything is possible.

We explicitly teach these character traits and ask that parents reinforce these at home through discussion, examples, and family reflections.

Scholar Code of Conduct

NSCS will follow all reporting requirements by state statutes and charter school legislation. Specifically, we will comply with reporting requirements for violent behavior as defined in Missouri Statutes 160.261; suspension/expulsion guidelines for violence, danger to others, impairment of morale and orderly/safe operation of the school as outlined in 167.161 provision of alternative education in cases of expulsion as outlined in 167.164; and due process in suspension/expulsion cases as outlined in 167.171. In cases of criminal conduct, we will follow the definition and reporting requirements (to civil authorities, our staff, and other interested parties) as outlined in Missouri statutes 167.115 and 167.117.

Discipline records will be maintained by the school secretary and overseen by the Principal. All incoming students will be required to furnish discipline records from previous schools. Discipline records of students transferring out of NSCS will be sent promptly to new schools as required by Missouri statute 167.020.

Note: Below are guidelines and will be used by administrators to evaluate situations and administer consequences on a case by case basis. Actual consequences will be administered at the discretion of administrators. any behaviors that do not perfectly align with one of the levels will be handled on a case by case basis by an administrator

Misbehaviors	Potential Consequences	In charge of consequences
Level 1		Classroom teacher
<ul style="list-style-type: none"> Talking Chewing gum Getting up Off task Not having all materials Dress code violation 	<ul style="list-style-type: none"> BMC & color move Silent lunch Call home 	
Level 2		Classroom teacher
<ul style="list-style-type: none"> Horseplay Disturbing other students Defiance Negative comments/reactions 	<ul style="list-style-type: none"> BMC color move Missed recess Silent lunch Call home 	
Level 3		Assistant Principal
<ul style="list-style-type: none"> Disruptive continued level 1 or 2 behaviors Intimidation Mistreatment, demeaning Skipping class/abuse of time e.g. restroom Profanity Dishonesty Open Defiance Overt bullying or harassment Theft Gross disrespect towards students or staff 	<ul style="list-style-type: none"> Class send out Missed recess Silent lunch Call home Restorative project 	
Level 4		Assistant Principal, Principal & Executive Director
<ul style="list-style-type: none"> Fighting Assault Continued bullying or harassment Continued disrespect towards staff or other students Intentional destruction of property Arson Theft 	<ul style="list-style-type: none"> Class send out Missed recess Silent lunch Call home Restorative project Suspension Restorative project 	

Note: Fighting will not be tolerated. Fighting will almost always result in a suspension. Even in a situation where a scholar is hit first, they must report it to an adult. Failure to do so and/or retaliation will result in suspension of both scholars.

Note: Any behaviors that do not perfectly align with one of the levels will be handled on a case by case basis by an administrator.

Cell Phone Policy

Students attending NSCS may have a cell phone provided the following standards are met:

- All NSCS scholars must complete a cell phone contract **before** bringing a cell phone on campus. This contract will be completed during registration. Once a cell phone contract is on file, it is valid for the entire time a scholar attends North Side Community School.
- If a scholar obtains a cell phone after the registration date or cell phone information changes, it is the parent's responsibility to contact the front office to either complete or update a cell phone contract.
- NSCS is not responsible for lost or stolen cell phones.
- Per school policy, a scholar's cell phone must be turned off and kept silent and out of sight in the morning until after the dismissal bell in the afternoon.
 - Using a cell phone during the normal school day, for any reason, will result in confiscation.
 - If a scholar's cell phone is confiscated, a parent/guardian must pick up the phone. Confiscated phones may not be returned to a scholar. The school will contact parents to notify them that a phone has been confiscated.
 - A second violation of the cell phone contract (out in class, rings, etc.) will result in the phone being confiscated and held for the remainder of the trimester. Phones will be returned to parents on the last day of the trimester.

Out-of-School Suspension: The term *suspension* means any disciplinary action whereby a scholar is separated from school for a period of not less than one day or more than ten days and which does not constitute an expulsion. Only the Executive Director and Principals are authorized to suspend students from school.

- While a student is serving an Out-of-School suspension, that scholar shall not attend school nor any extracurricular activities.
- Following or prior to an Out-of-School Suspension, a conference between an administrator and the parent(s)/guardian(s) will be required before the student's re-entry to school.

Expulsion: The term "expulsion" means disciplinary action taken by the Board of Education whereby a student:

- Is separated from the school for the balance of the current semester or current year.

The following procedures will be followed prior to an expulsion from school:

- The student will be advised of the charges being faced.
- The student will be informed of the nature of the evidence and a synopsis of the testimony of any witnesses.
- The student will be given an opportunity to speak and present defending evidence.

- The student will be notified in writing of specific rights and procedures for a hearing.
- The student will not be punished except on the basis of substantial evidence.

Note: Administration reserves the right to modify the aforementioned code of conduct when particular situations arise.

Bus Transportation

North Side Community School serves a specific geographic area in St. Louis. Most students live within two miles of the school. Parents living within this geographic area are encouraged to provide transportation for their child. If they cannot, we attempt to accommodate them using our bus transportation. NSCS will work with parents to satisfy the transportation needs of all students. However, its resources are limited and the school must adhere to all state transportation regulations, which may prevent meeting the needs of some students/parents due to their home's proximity to the school.

Students using school bus transportation are expected to follow these guidelines.

- Be at the bus stop at least five (5) minutes before the scheduled pick-up/drop-off times.
- Follow bus rules while on the bus.
- Ride only your assigned bus to and from school stop.

Morning and Afternoon

All bus riders are expected to **sit** in their seats during the bus ride to and from school. They will wait for the bus to come to a complete stop and will wait for the bus driver's signal before entering or standing and exiting the bus.

- Switching seats is not allowed.
- Seats may be assigned.
- Scholars must keep feet on the floor and face forward.
- Scholars may converse in low voices with the person next to them.
- Shouting or screaming is not allowed.
- For safety, no student shall have legs, hands, feet or objects in the bus aisles.
- Scholars will keep all belongings in their book bags; no littering is allowed.
- No scholar shall eat, drink, or chew gum on the bus.
- Throwing objects on the bus or out the windows is not allowed.
- Extending arms, legs, or head out of the bus windows is not allowed.
- For safety, students should not talk to the bus driver except in an emergency.
- Scholars will keep hands, feet, and all other objects to themselves.
- Fighting, punching, shoving, etc. will not be tolerated.
- Use of profanity, obscenity, or obscene gestures is prohibited.
- Scholars must follow the directions of the bus driver at all times.

Morning

- Upon arrival at school, all scholars will exit the bus in a calm, orderly fashion.
- All bussed scholars will walk to the cafeteria with their belongings.
- At the middle school all scholars will be supervised by the teachers on duty at the door and in the cafeteria until breakfast ends. At this time, scholars will be walked upstairs in line basics formation, to the second floor with their homeroom teachers for morning meetings and organization. Scholars will be supervised by their homeroom teachers as they go to their lockers to get organized for the school day.
- At the ECC and elementary campuses, all scholars go to recess immediately after breakfast. At 8:28 a.m., the whistle is blown. Scholars then line up in their class lines. Teachers walk their classes to the classrooms.

Afternoon

- At dismissal, scholars will walk in a line with their classroom teacher to their assigned buses.
- 2nd – 7th grade scholars are not included in the 3:30 p.m. dismissal procedures and are not released until 4:45 pm, Monday through Wednesday (Extended Day). At the middle school the 5th and 6th scholars are dismissed at 4:30 p.m. Monday to Wednesday. On Thursday dismissal is at 3:30 p.m. and on Friday at 3:15 p.m.
- Scholars must be seated immediately upon entering the bus and remain seated until they arrive at their stop.
- No scholar will be allowed off the bus without an adult there to supervise them. (See your Principal with any questions.)

Consequences

The aforementioned school discipline code applies to behavior on the bus as well. Additionally, administrators will generally follow the guidelines below:

First Violation: Scholars who fail to follow bus rules will be given one (1) verbal warning.

Second Violation: Parent notification and at least two (2) day suspension of bus privileges.

Third Violation: Loss of bus riding privileges for at least five (5) or more days (discretion of administrator) and mandatory meeting with parents.

Fourth Violation: Loss of bus riding privilege for the remainder of the year.

If parents are not at the bus stop in the afternoon or evening to get their child, the following consequences will occur: First time - warning, second time - two (2) day suspension off the bus, and the third time - five (5) day suspension off the bus. After the third time, a mandatory meeting will be set between the parents and the bus director. If

there is a fourth violation, it will result in the loss of bus riding privileges for the remainder of the year.

If a parent wishes to change transportation arrangements for a specific day, the school must be notified by the parents either in writing or verbally no later than two hours before dismissal on the day of the requested change so that teachers and drivers can be notified. **Verbal requests from students for transportation changes will not be accepted.**

Birthday Celebrations

Celebrating your scholar's birthday in school is always welcome. To ensure that instructional time is not lost, the following procedures should be upheld.

- Celebrations must happen at lunch, after school, or during the advisory/morning meeting time block.
- Cupcakes are welcome; however, the parent must contact the Principal to coordinate those efforts.
- Scholars are not allowed to have balloons in the classroom, as this can be a distraction to the learning environment.

Conferences

We believe strongly in the partnership among teachers, scholars, and families. There are two (2) required parent-teacher conferences (one in autumn and one in spring) so that parents and teachers can discuss the child's areas of strength and need. We need families to partake in these meetings so that we can continue to work collaboratively to do what is in the best interest of each child. Other conferences may be set-up between parent and teacher or any other parties who might be needed based on the individualized needs of each scholar.

Field Trips

Field trips are strongly encouraged at North Side. We encourage parents to volunteer to join the classes on their field trips. It is a unique opportunity for students to participate in experiential learning. Each child must have a signed field trip form on file to participate.

Food Program

We serve students breakfast, lunch, and a snack during the regular school year. During summer school, students are served breakfast and lunch. We provide all meals at no cost to families due to federal programming. Students who are lactose intolerant, allergic to milk, or allergic to any foods (e.g. nuts, seafood, etc.) must have a letter from a physician on file in the school office to receive items other than those regularly served during meals and snacks.

Recess

Every child receives at least one (1) 20-minute recess break per day.

Health Forms

Current medical records must be turned into the school office for each child. For your child's health and safety, these records must be kept accurate and up-to-date.

North Side Parent Organization (NPO)

The purpose of the North Side Parent Organization is to encourage parents to assist with various school activities and services to institute and sustain a close relationship between the parents, teachers, and students by evolving opportunities within the home, school, and community. If you are interested in getting more involved with your child's education and the school community, please join. For more information or to join please visit the NPO web page on the school website.

Medication

All medication must be submitted to our school secretary in its original container from the pharmacy. The medication must be sent with a note from the medical doctor. The school nurse and the secretary will follow the doctor's directions when dispensing medication.

Health/Sickness Rules

It is a school policy that students stay at home when ill, for the benefit of other students and teachers, as well as for their own. The school does not have the facility or the staff to care for sick children, beyond emergency care, first aid, and CPR. If a student becomes ill at school, parents will be notified. The Missouri Department of Health guidelines, listed below, will be used to determine if a scholar should be sent home.

- Flu symptoms including headache, stiff neck, vomiting, and diarrhea
- Severe coughing
- Conjunctivitis (pink eye) including discharge, redness in eyes
- Unusual spots or rashes; infected skin patches
- Sore throat and trouble swallowing
- Fever over 100 degrees
- Severe itching on skin or scalp

If the child has a temperature, they can come back 24 hours after being fever-free. Contagious childhood illnesses (chickenpox, strep throat, head lice, flu, etc.) should be reported to the school and the child kept at home until the period of contagion has

passed. To return to school, the student must have a note from a doctor certifying that good health has been restored.

Visitors

All visitors must report to the **school office** upon arrival to sign-in and get a visitor's badge.

Teacher Home Visits

We believe that building the relationship among our teachers, students, and their families is a key factor in a child's academic success. One special opportunity for teachers to better learn about their students, is to meet their students and families in the home environment. Our teachers contact all families before or at the beginning of the school-year to set-up a short home visit. One more home visit is required by the end of October for a total of **two** home visits for each scholar for the school year. Remember, your scholar's teacher will contact you to arrange the home visits. We strongly encourage all families to participate in this opportunity.

Special Education

We serve students with special needs, including students that have Individualized Education Programs (IEPs). We provide a free appropriate public education (FAPE) to all eligible children with disabilities. NSCS meets the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the related federal and state regulations. If your child has an IEP or a Section 504 Accommodation Plan, then please notify our school immediately. Our Special Ed Director will schedule a meeting with you to discuss the supports that can be put in place and schedule any required meetings.

Field Day

Towards the end of the year, NSCS hosts two field days to provide our students a community-building opportunity to celebrate their hard-work this school year. We partner with MICDS for one of these events, in which their students host the celebrations and work interactively with our students.

Extended Day

Our Extended Day activities are held Monday-Wednesday from 3:30-4:30 p.m. at the middle school and from 3:45-5 p.m. for 2nd-4th grades. This program is for all 2nd-7th grade students to receive an opportunity to spend the end of their school day participating in various extra-curricular and academic enrichment activities.

Family Involvement Goals and Plan

North Side's plan to facilitate family involvement includes the following six (6) goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of scholars.

North Side's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between NSCS and other agencies or groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - a. Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - b. Providing access to educational resources for parents/families to use together with their children.
 - c. Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into NSCS policies and volunteer time within the classrooms and school programs.

4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

Title I - Program Parent Involvement

All North Side students participate in the federal Title I program. All parents are encouraged to help develop and agree upon a written parent involvement policy that will describe how North Side will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve parents in the activities of the school.

North Side will distribute to parents this written parental involvement policy:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.

2. The policy requires a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. There will be a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Suicide Policy

Our policy is modeled on those of the Missouri Department of Elementary and Secondary Education (DESE), the American Foundation for Suicide Prevention, the American School Counselor Association, the National Association of School Psychologists, and the Trevor Project. Our policy is in compliance with Section 170.048 RSMo.

This policy covers the actions that take place in the school, on school property, at school-sponsored events, on school buses, and at school-sponsored events off campus where staff are present. This policy applies to all three North Side Community School campuses and will address suicidal or high risk behaviors that happen outside the school as well.

Purpose

As an early childhood, elementary, and middle school, we are uniquely positioned to be able to notice signs and symptoms of risk for suicide at an early age. This policy outlines our protocol to prevent, assess the risk of, intervene in, and respond to suicide. The purpose of this policy is one part of our efforts to protect and support the health and well-being of all of our students.

Important Note: Concerns about suicide are not confidential and may be revealed to parents, guardians, staff, and/or other authorities as needed to maintain the safety and well-being of the person of concern.

Prevention

Staff:

All appropriate staff will receive training by a qualified professional about suicide including but not limited to the identifying students of concern, warning signs, risk factors, protective factors, response protocol, and available resources. This may be an individual training or a designated section of a broader training on mental health.

The school's administrative team will review this policy and its procedures on a regular basis to ensure that it meets the need for assessment, intervention, and postvention.

The school counselor and/or social worker will maintain a list of mental health resources that are available to staff, families, and students for any level of mental health concerns.

Students:

As a part of their health curriculum, students will receive developmentally appropriate information about suicide and/or mental health.

Guardian(s):

Access to this policy is public. It is included in the parent handbook and posted online. The school encourages any caretaker who notices signs or symptoms of mental health issues to promptly contact the school for support. At North Side Community School we build close connections with our students as well as their caregivers at home and we strive to be a safe and supportive place for people during difficult times.

Assessment and Intervention

Identification:

Students may self-identify or be identified by staff members or other students. Students may be considered at risk because of statements, actions, drawings, writing, and/or any other obvious risk factors. Reports should be made to the school counselor/social worker. The counselor/social worker will then report it to the principal who will review the information and pursue next steps which could include but are not limited to:

1. Contacting parents
2. Scheduling counseling sessions at the school
3. Recommending counseling sessions outside of the school
4. Requiring family to meet with an outside medical professional
5. Calling 911

Reports of concern because of statements, behavior, and/or attempts outside of school will follow the same protocol beginning at the time of awareness. There may be many other reasons a staff member may report concern and all concerns will be taken seriously, assessed, and intervention will occur to whatever degree is deemed necessary by the school administrator and/or a mental health professional. If a student is identified because there has been an incident of self-harm and/or a suicidal attempt at school, first aid will be rendered until, if necessary, professional medical treatment and/or transportation is received. Other students who witnessed the incident or other students who may be impacted will be offered mental health support as needed.

Assessment:

How quickly an assessment by a mental health professional (MHP) is needed will be altered based on the student's level of risk. If a student seems to be at moderate or high risk he/she will be monitored until seen by a MHP within the same day. A MHP may include the school counselor or social worker or an outside agency if a school MHP is unavailable. If a MHP is not available that day then a school administrator or trained staff will fill this role and a mental health professional will follow up as soon as deemed necessary. For moderate or high risk, it may be determined by the school MHP,

administration, and/or guardian(s) that the student needs to be seen right away and a local mental health organization will be called. In extreme cases police/911 may need to be called. A guardian may also choose to use their own mental health professional. If guardian(s) use their own resources, the school may request documentation, a signed release of information between the school and MHP, and/or a copy of a safety plan. If a guardian does not cooperate and there is any doubt regarding student safety, law enforcement or Children's Division (Abuse & Neglect Hotline) may be contacted.

Intervention:

Guardian(s) will be notified promptly if their student is determined to be at risk. If staff determine in their best professional judgement that contacting guardian(s) may endanger the safety or well-being of the student then staff may delay or forgo contact. A safety plan will be created involving the student, a guardian, staff, and/or a mental health professional that may involve close monitoring, awareness of signs/symptoms, coping plans, regular counseling, in-patient treatment, and/or re-entry to school. The school will request permission to speak with other agencies involved to ensure student safety and to coordinate as a part of student's treatment team.

After Trauma:

If the school community is impacted by suicidal behavior or a death by suicide, the administrative team will confer to create an action plan that may include all or some of the following as well as any other actions deemed necessary:

- disclosing information about the death to media, guardians, staff, and/or students as appropriate
- making supports available to staff and students as deemed necessary
- consulting with staff to identify students who are more likely to be significantly affected and to determine appropriate supports
- reducing contagion by avoiding sensationalizing suicide; NSCS will work to focus the community message on resources available and preventing future suicides.

Compliance with State and Federal Regulations

NSCS is a Title 1 school and is, therefore, subject to the requirements of the federal law, specifically those provisions that apply to Title 1 schools. The law requires parents be informed of the requirements of ESSA, be involved in the planning process for the expenditure of federal funds, be notified of the qualifications of classroom teachers, have a complaint process available, and meet at least once annually to receive information and contribute input into all activities using federal funds. Parents of a child whose teacher does not meet the ESSA standard for a Highly Qualified Teacher will be notified. All meetings pertaining to requirements of funds from ESSA will be announced in advance. All parents have the right to know the professional qualifications of their children's teachers and may request that information from the school.

North Side Community School, in accordance with the Every Student Succeeds Act of 2015 or Title I (Public Law 107-110), provides parents 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, districts 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 under this part; and
 - Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

ESSA Complaint Procedure

The provisions of ESSA include an ESSA Complaint Procedure. The process is outlined through this link.

https://www.northsidecommunityschool.org/cmss_files/attachmentlibrary/qs-fedcomp-C-complaintProcedures-ESSA--1-.pdf 26

MOCAP Guidance

Children at North Side have rights to learn via state-approved online course work. Read more about the MoCAP offerings and access processes here.

https://www.northsidecommunityschool.org/cmss_files/attachmentlibrary/MOCAP-Guidance.pdf

Dispute Resolution Process

OVERVIEW In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care, the following process must be used:

1. Level I of the appeal is to the Superintendent or Designee;
2. If the dispute is unresolved at the first level, the final appeal (Level II) is to the Department of Elementary and Secondary Education (DESE).

If a dispute arises over the Best Interest Determination, the child or youth shall remain in his or her school of origin, while the dispute is being resolved, to minimize disruptions

and reduce the number of moves between schools.

The LEA must collaborate with Children's Division and the aggrieved parties to resolve the complaint or dispute at the local level before it is sent to DESE.

Disputes may only be filed by the educational decision-maker or parent. The two parties may not use the school district dispute resolution process to resolve disagreements amongst themselves.

The Dispute Resolution Process - If the educational decision-maker or parent disagrees with the Best Interest Determination (BID), the LEA shall inform them in a language and format understandable, of their right to appeal the BID. They shall also be provided the following:

1. The contact information for the LEA foster care point of contact.
2. An explanation of the Best Interest Determination.
3. A step-by-step description of how to dispute the BID (Level I procedure).
4. A statement ensuring the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution.
5. Timelines for resolutions of the dispute at each level.
6. Notice of the right to appeal to the SEA if the local-level resolution is not satisfactory.

LEVEL I: LEA Superintendent or Designee

1. Initiating the Level I Dispute - To dispute a decision related to BID for a child in foster care, an educational decision-maker or parent must request a dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment. The submission of the appeal letter by email or delivered to a building in the BID district initiates the dispute. If submitted by email, the subject "Foster Care Appeal" should be in the subject line. The appeal letter must include the requestor's name and contact information.

The educational decision-maker or parent must submit the appeal letter within ten (10) days of receiving from the LEA written notice of the right to dispute the decision. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately.

Students attending their school of origin during the dispute process will be entitled to receive transportation. Transportation will be provided pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies.

2. LEA Decision - The superintendent or superintendent's designee will arrange for a personal conference to be held with the educational decision-maker or parent, the student (if appropriate), and the child's case manager or point of contact. The superintendent must have all documentation from the Best Interest Determination

meeting. The conference will be arranged within ten (10) days of the LEA's receipt of the appeal letter and will take place as expeditiously as possible.

Within five (5) days of the conference, the superintendent or superintendent's designee will inform the educational decision-maker or parent and all parties who attended the conference with the superintendent of the decision in writing, using the contact information provided in the appeal letter. The written decision provided to the educational decision-maker must include:

1. A copy of the complete Level I appeal packet.
2. The decision rendered at Level I by the superintendent or designee and an explanation of the decision.
3. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact.

*Please make sure all documentation is dated.

If the educational decision-maker or parent disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker or parent shall inform the LEA superintendent or designee of the intent to appeal to Level II within five (5) days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five (5) days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA.

Level II: SEA

1. Initiating the Level II Dispute - If the student's educational decision-maker or parent disagrees with the decision rendered by the LEA's superintendent at Level I, he/she may appeal the decision to the SEA point of contact. To appeal to Level II, an educational decision-maker or parent must request an appeal in writing by submitting a dated appeal letter, which must include:

- The school in which enrollment is sought and the basis for seeking enrollment in that school.
- The name and contact information (phone, email, and mailing address) for the educational decision-maker or parent.
- Best Interest Determination meeting notes and reports.
- A copy of the previous appeal letter submitted by the educational decision-maker or parent.
- A copy of the decision rendered by the LEA at Level I.

The letter must be submitted in writing to the SEA foster care point of contact, with the subject "Foster Child Appeal". The letter must also be submitted to the LEA superintendent via email or delivered to any building in the LEAs district, to the attention of the superintendent. The appeal letter must be submitted to both the SEA and LEA

superintendent within five (5) days of receiving the Level I appeal decision from the LEA.

The LEA has an additional five (5) days, from its receipt of the educational decision-maker or parent's appeal, to submit its response to the appeal letter to the SEA foster care point of contact, via email with the subject "Foster Child Appeal". Documents submitted by either party after the applicable deadlines will not be considered.

The student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the dispute process. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies.

2. SEA Decision - The Level II decision will be made by a three-person panel including the SEA foster care point of contact, another SEA staff member, and a representative of the state child welfare agency. The panel shall make a final decision within thirty (30) days of receipt of the dispute.

**Although the standard procedure allows thirty (30) days for a response, every effort will be made to resolve the complaint in the shortest possible time. The SEA foster care point of contact will forward the final written decision to the educational decision maker or parent and the LEA superintendent. The written decision must include:

1. A copy of the complete Level II packet.
2. The decision rendered at Level II and an explanation of that decision.

The LEA must implement the SEA's decision in full, immediately.

The SEA shall maintain a record of all disputes related to children in foster care. For every type of dispute regarding a child in foster care, the LEA and local child welfare agency must make every effort to resolve the dispute collaboratively at the local level. Documented patterns of excessive disputes to the SEA from particular LEAs and/or local child welfare agencies will be reviewed by the SEA and State child welfare agency and appropriate measures will be taken to ensure compliance by both agencies. All parties are encouraged to seek assistance from the Foster Care Point of Contact at the State Educational Agency (SEA) and the Education Coordinator at the State Child Welfare Agency (or similar personnel) prior to any dispute.

Homeless/Foster Care Services

Homeless children and children who are in foster care are entitled to the same access to a quality education as all other scholars. Scholars who are homeless/in foster care

follow the same procedures to enroll and are entitled to transportation services to attend school. They can also receive services from our social worker and Board appointed Homeless/Foster care Liaison, Ms. Allen who can be reached at socialworker@northsidecommunityschool.org, 314-385-9502 x1706. After a request is made, and qualifications are met, our social worker will complete a transportation form, have it signed by the parent, and submit it to our operations department. North Side will cover the cost. If there are other districts involved, we will invoice those districts for cost sharing.

North Side Community School recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, North Side, in accordance with state and federal law (Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act) and the Missouri State Plan for Homeless Children and Youth, will give special attention to ensure that homeless children in the LEA have access to free, appropriate public education.

The Homeless/Foster Care Liaison must ensure that:

Homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

Homeless children and youths are enrolled in, and have full and equal opportunity to succeed in, the school; Homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, and other preschool programs administered by North Side; Homeless families and homeless children and youths receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services; Parents or guardians of homeless children and youths are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children; Public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians and unaccompanied youths; Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act; Parents and guardians and unaccompanied youths are fully informed of all transportation services, including transportation to and from the school of origin and are assisted in accessing transportation services; School personnel receive professional development and other support; and

Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youths, are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 (HEA) (20 U.S.C. 1087vv), and their right to receive verification of this status from the liaison. (Section 722(g)(6)(A)).

Migrant Student Policy

Identification

For purposes of Board policies and regulations, the phrase migratory students shall mean students aged three (3) through twenty-one (21) who are or whose parents/guardians or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers; and who in the preceding thirty-six (36) months, in order to obtain or accompany such parents/guardians or spouses in obtaining temporary or seasonal employment in agriculture or fishing work, have moved from one school to another.

The Board will identify migrant students by including a series of questions on the enrollment form. If it is indicated that a migrant student is enrolling, the parents will then be asked to complete a parent survey/family interview form provided by the State Office of Migrant-English Language Learner (MELL) Program. The Regional Migrant Center or the State Director of Migrant Education will be notified of any migrant students who are enrolled in this school. The Regional Migrant Center will be contacted for any assistance needed for the migrant student(s).

Services

Migrant students will be provided the full range of education and related services provided to other students. School personnel including secretaries, nurses, counselors, teachers and Principals will be advised of the presence of eligible migrant students in their assigned school to ensure that equal access to all school programs is provided. Executive Director (ED) serves as the migrant student coordinator. If a migrant student is identified, the ED will be responsible to:

- assess the educational, health, and social needs of the identified migrant children and develop objectives to address those needs so that migrant children meet the Show Me Standards.
- provide advocacy to allow children and families gain access to health, nutrition and social services.
- review existing programs and resources to determine which can help meet the needs of migrant children and assure that the children have access to them.
- develop supplemental instructional programs for migrant children.
- maintain and regularly update educational and health records of migrant children and provide information for entry into the state database and transmittal to schools where the children will next enroll.

- provide professional development for regular and special teachers to improve the quality of education for migrant children.
- inform LEA personnel of their required participation in in-service training provided by the MELL program.
- provide opportunities for participation of migrant parents in the educational activities of their children.
- establish a Parent Advisory Council (PAC) to consult with LEA officials and staff in the planning, implementation, and evaluation of the project.
- provide transition for secondary students to post secondary education or employment.
- provide needs assessment, evaluation, financial, and other information needed for DESE to carry out its duties.

Complaints concerning the placement of migrant students will be resolved by means set forth in the dispute resolution process on pg. 29.

English Language Learner Policy

The following procedures shall be used by the English Language Learner (ELL) coordinator to implement Board policy pertaining to the identification, instruction and assessment of students who are English language learners. The ELL coordinator is the Executive Director (ED).

Identification

Upon enrollment, all students will be asked to complete questions about his/her home language. Any student who indicates the use of a language other than English will be referred by the person processing the enrollment forms to the ELL coordinator to determine if further English language proficiency assessment is warranted.

Any employee or volunteer of the district who suspects a student might have limited English proficiency must report that suspicion to the ELL coordinator or the principal. Students identified by the ELL coordinator for additional assessment will be assessed within ten (10) school days after enrolling. The ED, in consultation with the Special Education staff, will determine the appropriate instruments to be used to assess the English proficiency of students.

Instruction

The district will offer all appropriate and necessary instructional options for ELL students. The ED will designate the staff members responsible for designing and carrying out instruction for ELL. All staff working either directly or indirectly with ELL will receive appropriate and necessary training.

Assessment

The English proficiency of ELL students is assessed annually. Assessment instruments

will cover reading, writing, speaking and listening skills. Other assessments are administered in accordance with Board policy. The district will use assessment instruments, techniques and schedules for ELL assessments, as determined by the ED and Special Education staff

Transition

The goal of the district's ELL program is English proficiency and transition from any specialized programs to a regular course of instruction. The ED will define the process used to determine when students are ready to transition out of the program and how student progress will be monitored after exiting the program. The district will provide any support required after a student has transitioned to the regular program.

Parental Involvement

Parents/Guardians will be informed about the district's program, their rights and the plan for their student.

Program Evaluation

The ELL coordinator will evaluate the district's ELL program annually and prepare a report for the superintendent that will include the types of services provided, the number of students served, and the number of students who have exited the program and assessment data. Information from student records will be reported in accordance with the Family Educational Rights and Privacy Act (FERPA). Based on the evaluation, the ELL coordinator will make recommendations for modifying and staffing the program and suggestions for resources necessary to improve the effectiveness of the program.

Family and Student Handbook Acknowledgement Form

Parents, please print, sign this page and return it to school. Your child's teacher will place the signed copy of this form in your child's file.

This handbook describes important information about the school, and I understand that I should consult the School's Executive Director or my child's Principal regarding any questions not answered in the handbook.

As the information and policies described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur. I understand that the revised information may supersede, modify, or eliminate existing policies. Only the Executive Director in partnership with the Board of Directors have the ability to revise policies in this handbook.

I have received the handbook either in hard copy or electronically, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

Parent Signature

Date

Parent Name (Please Print)

Student(s) Name (Please Print)