

The Collaborative School

AN ALTERNATIVE EDUCATION PROGRAM SERVING THE SCHOOL DISTRICTS OF
BRENTWOOD · CLAYTON · LADUE

Student & Parent Handbook 2018 - 2019

543 Hanley Industrial Court
Suite 300
Brentwood, MO 63144
Phone: 314-645-4755
Fax: 314-645-4772

Chris Francis, Principal
chrisfrancis@claytonschools.net

Dan Davinroy, Teacher
ddavinroy@collabschool.org

Dawn Lester, Teacher
dlester@collabschool.org

Darren Woods, Teacher Assistant
dwoods@collabschool.org

For more information, visit our website at: www.collabschool.org

The Collaborative School does not discriminate on the basis of sex, race, religion, age, national origin, handicap, or disability in admissions or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the Districts' compliance with Title IX and Section 504 should contact Chris Francis by calling (314) 645-4755.

History

The Collaborative School has provided alternative education for students in the Brentwood, Clayton, and Ladue School Districts since 1997. Each student receives three hours of academic programming each day. The academic component of the program offers computer work for students, along with supplemental textbook offerings.

Mission

The Collaborative School provides a productive, consistent, and safe non-traditional school community. Given the unique student needs, the Collaborative School provides relationship-based, individual learning experiences that develop the potential of every student.

Our Purpose

We realize that for various reasons, certain students do not attain full success at their home schools. It is our goal to provide for each student the academic support they need in order to succeed.

We pride ourselves in knowing our students well, valuing and treating each one as an individual, and placing them at the center of every decision.

Guidelines for Student Referral

The referral process begins at the student's home school. A referral packet is completed by the student's counselor. The packet includes the following:

- Reason for referral
- Student's academic, attendance, and discipline history
- Individualized Education Plan (IEP) or 504 Plan (if applicable)
- Current transcript and graduation requirements
- Suggested coursework
- Parent and student questionnaire

The referral packet is submitted to the District Liaison (Governing Board member) for approval. Approval is based on: a) need of the student as compared to others on waiting list; b) availability of appropriate session in order to accommodate the student, based on enrollment; and c) appropriate match between Collaborative School programming and student need.

Admission Process

An intake meeting is held at The Collaborative School in order to officially enroll the student. Those in attendance may include:

- Student
- Parent
- Home School Administrator
- Home School Counselor
- The Collaborative School Administrator
- Special Education Teacher

Information collected and discussed at the intake meeting may include (but is not limited to):

- Home information (address, phone)
- Work information
- Emergency contact numbers
- Pertinent medical information/medication
- Academic Achievement
- Attendance history
- Discipline history

The student's academic schedule is created by the home school counselor, Collaborative administrator, and the student's case manager. The decision to place the student in a particular session is made at the intake conference. Student and parent responsibilities are also discussed at this time.

Parents and students may meet privately with the Educational Support Counselor to discuss issues and/or concerns of the student.

Individual Education Plans

Students who possess an Individual Education Plan receive instruction from all teachers at The Collaborative School. The special education teacher ensures that the goals, objectives, modifications, and supports that are written in the student's IEP are being followed. Students with an IEP are served through a collaborative teaching model. This ensures that each IEP student receives the proper services deemed necessary to meet his/her IEP goals.

Referral Procedures for Collaborative School Students Suspected of Having a Disability

It is the responsibility of all Collaborative School staff to be watchful for indicators of possible educational disabilities which may affect a student's ability to progress in the general education curriculum offered at The Collaborative School. The same process and procedures will be used to address suspected disabilities as would be used in the student's home school.

1. If a student is experiencing difficulty meeting the performance expectations of The Collaborative School program (e.g. reading, writing, listening, understanding, speaking, attention to task, organization, social/emotional/behavioral), a Problem Solving Team process will be used to specifically identify the concerns, collect relevant information about the student, and implement intervention strategies for a sufficient period of time needed to assess the impact of the interventions. It may be helpful to include a representative from the student's home school in this process.
2. If the concerns are significant, or if the interventions are found to be ineffective, the consensus of the Problem Solving Team may be that an immediate educational evaluation is needed. The student's home school counselor will

be contacted immediately to assist in the development of a referral packet to the home school's Special School District's evaluation coordinator.

3. Completion of the referral packet and the evaluation will require a collaborative effort between the home school counselor and the case manager for the student at The Collaborative School.
4. In some cases, a Section 504 plan may be needed instead of a special education evaluation or IEP. In those cases, eligibility for a Section 504 plan will be established using the same procedures that would be used by the student's home school. In most cases, the student's school counselor will be the person to facilitate the development of the Section 504 plan. However, the plan will be developed to support the student's access to The Collaborative School program. At whatever time the student returns to his/her home school, the Section 504 plan ensures the student's access to that educational program. Questions about the process/procedures for obtaining an educational evaluation for suspected disabilities should be addressed to the student's home school counselor.

Parent/Guardian Involvement

An essential part of The Collaborative School program is the involvement of parents and guardians. The Collaborative School staff needs and appreciates the support that our students' families can give. One opportunity for involvement is conferencing with the student's case manager to develop and evaluate the Individual Service Plan of their student. Two times per year, parent/teacher conferences are held. These conferences occur immediately after the end of the first and third quarter.

Parents may be asked to attend additional meetings related to academic and/or behavioral issues. Parents are asked to sign a Parent Agreement form at the time of the intake meeting.

School Calendar

The Collaborative School follows its own calendar for the school year. Should inclement weather occur, The Collaborative School snow schedule can be found on local television and radio stations.

Sessions

Students enrolled at The Collaborative School attend one 3-hour session per day. This serves as an alternative to the typical day at their home school. Each session is divided into two periods in order to provide structure.

Session times are:

- | | |
|-----------------|------------------------|
| 1 st | 7:10 a.m. – 10:10 a.m. |
| 2 nd | 10:45 a.m. – 1:45 p.m. |

Students are scheduled into a session based upon their individual needs. Considerations may include:

- Attendance and/or tardy history
- Other students in the session that may influence an incoming student
- Current enrollment of the sessions
- Dual attendance, if applicable
- Job schedule, if applicable

Attendance

Due to the brevity and intensity of our school day, it is imperative that students attend each day and be on time to their session.

Dual Attendance

Some students attend The Collaborative School as well as their home school. For example, a student may attend one or two classes at their home school and also attend their session at The Collaborative School. This provides the student an opportunity to participate in the classes at their home school, yet not attend the entire school day. Dual attendance is also beneficial to those students scheduled to transition back to their home school in the future. Dual attendance is not an option for students under suspension from their home school.

Transportation

Students living within their home school district are responsible for their own transportation to and from school. Students who live in the city of St. Louis and participate in the Inter-District Voluntary Student Transfer Program receive transportation to and from school.

Transition

The goal of the three participating districts is to have each student utilize The Collaborative School in a way that will enable them to return to their home school. Times when transition is appropriate include, but are not limited to the following:

- End of suspension
- Student has caught up on credits
- Socially/emotionally ready to return

When it is determined that transition is appropriate, a plan is created to facilitate this process. A transition meeting is scheduled to discuss the student's future schedule of classes as well as behavioral expectations. Those in attendance may include:

- Student
- Parent
- Home School Administrator
- Home School Counselor
- The Collaborative School Administrator
- Special Education Teacher

The Curriculum

The curriculum of The Collaborative School has been designed by our staff to meet the challenges and the requirements of the curriculum of the participating school districts. Thus, our curriculum addresses the essential grade level and course level expectations of the state of Missouri.

Teachers, with the approval of the principal, may modify each course when necessary in order to meet the individual needs of their students. The Collaborative School curriculum includes the following:

- Computer-based academics
- Textbook-based academics
- Supplemental coursework and projects

Computer-Based Academics

The Odysseyware® software program is the primary tool for our computer-based academic program. Each course consists of units divided into the following:

- Assessment – determines what sections of the unit have already been mastered and what sections will need to be learned
- Lesson – Explanation of concepts and practice exercises
- Quizzes
- Review
- Mastery Test

Textbook-Based Academics

The Collaborative School staff has supplemented the Odysseyware® software program with textbooks when coursework is not available from Odysseyware®.

Supplemental Coursework

Textbooks, novels, projects, and/or research materials are assigned to supplement the Odysseyware® coursework and textbook-based coursework.

Grading

Content area teachers are responsible for grading student work and assigning credit. Every area of the curriculum is assessed, a grade is given, and credit is awarded. These areas include:

- Computer-based Academics
- Textbook-based Academics
- Supplemental Coursework
- Work Experience
- Computer Applications

Safe Learning Environment

The Collaborative School strives to ensure a safe learning environment for all students and staff. As part of this effort, the front door is locked at all times. The Collaborative School, working in cooperation with the local law enforcement and fire protection officials, has developed response procedures to address emergencies should they arise. Safety drills will be held on a regular basis and documentation of the drill will be sent to the appropriate agencies.

Dress Code

Students are expected to dress appropriately. The examples below will help parents and students make good choices regarding dress:

- Shorts must have a 6-inch inseam
- Skirts must be longer than student's fingertips when arm is straight down
- Tops must cover shoulders, midsection of stomach and lower back
- Clothing with print on it must be in good taste and promote only healthful lifestyles
- Pants must be pulled up and a belt should be worn if pants are falling below the waistline

Student Behavior

Students are expected to follow the same rules and guidelines that they would follow at their home schools. However, when students make choices that negatively affect the academic goals of the Collaborative School then discipline procedures may be applicable.

Level I Misconduct: Level I Misconduct is classified as minor and irresponsible misbehavior on the part of the student that impedes orderly classroom procedures or interferes with the operation of the school. Examples of a Level I Misconduct include irregular attendance patterns, tardiness, inappropriate language, classroom disturbance, not following directions, or minor verbal conflicts.

Disciplinary Response Procedures:

- Immediate intervention by the staff member who is supervising the student or who observed the misbehavior.
- Parent/teacher conference; conference with the counselor and/or administrator may be required for repeated misbehavior.
- Record of the misbehavior and disciplinary action will be maintained by the staff member.

Examples of response options include redirection by verbal or nonverbal cues, counseling by staff member, reflection sheet, loss of privileges, strictly supervised study, parent contact, or time-out, referral to problem solving team for behavior interventions.

Level II Misconduct: Level II Misconduct is classified as misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school including acts directed against persons or property and acts that indicate defiance. These behaviors may result from the continuation of Level I misbehaviors. Also included in this level are misbehaviors which may not represent a direct threat to the health and safety of others, but which require corrective action because of the serious educational consequences. Examples include continuation of unmodified Level I Misconduct, defiant language, truancy, smoking, scuffling/pushing, fighting, stealing, defiant behavior, or harassment, being under the influence of an illegal substance. *See Appendix A about sexual harassment.

Disciplinary Response Procedures:

- Student is referred to the administrator.
- Administrator meets with the student and/or teacher and effects appropriate disciplinary action.
- Record of the misbehavior and disciplinary action will be maintained by the administrator.
- Parent conference.
- Notification sent to home school administrator and counselor.
- Notification of law enforcement when applicable or as required by law.

Examples of response options include referral to problem solving team for behavior interventions, teacher/schedule change, reflection sheet, loss of privileges, temporary removal from class, referral to outside agency, behavior contract, in-school suspension, out of school suspension up to ten days, notification of law enforcement when applicable or as required by law.

Level III Misconduct: Level III Misconduct is classified as acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school. These acts are serious violations and many are unlawful. Student behaviors which take place off of school property may fall under this classification. Examples include continuation of Level II Misconduct, assault, distribution, possession, or purchase of drugs or substances represented to be such, possession of a weapon*, burglary, robbery, arson, and possession of a controlled substance. With the exception of continuation of Level II Misconduct, all shall require administrative actions that result in the immediate removal of the student from school and notification of law enforcement authorities. Students will be referred to their home schools for removal from The Collaborative School, long-term suspension or expulsion.

Disciplinary Response Procedures:

- Administrator verifies the offense, confers with the staff involved, and meets with the student.
- Student is immediately removed from the school environment and parents are notified.
- School officials contact law enforcement agency.
- Record of misbehavior and disciplinary action shall be maintained by the administrator.
- A report of misconduct is submitted to the student's home school principal who will converse with the home school superintendent for further action.

Examples of response options include out-of-school suspension for ten days and a recommendation for removal from The Collaborative School, long-term suspension or expulsion.

*Weapons include, but are not limited to, guns, knives, explosive weapons, or any other instrument or device used to inflict physical injury or harm to another person. As stipulated in the home school policies, no person employed by the school district may use corporal punishment to discipline a student. However, a staff member may use reasonable physical force against a student if it is essential for self-defense, the preservation of order, or for the protection of another person or property of the district.

Attendance Policy

Due to the nature of our program, it is essential that our students arrive to school on time, and attend every day. Please make every attempt to schedule medical/dental, etc. appointments before or after your student's session time.

Absences will be "excused" for the following reasons only:

1. Serious illness of a student that does not allow his/her attendance for a 3 hour school day.
2. Serious illness of an immediate family member that necessitates the student's presence in the home.
3. Death of an immediate family member.
4. Religious observance.
5. Absences (for reasons other than those stated above) that have been approved in advance by the principal.

**Please note that some students may be placed on an attendance contract requiring a specific percentage of attendance to remain enrolled at The Collaborative School. This decision will be made on an individual basis in conjunction with the home school administrator and counselor.

Daily Student Responsibilities

1. Students may park in the marked parking spaces only.
2. Students are expected to enter the building when they arrive on campus and remain until the session is over.
3. All school property is "non-smoking" regardless of age.
4. Students will be dressed appropriately for school; shoulders covered, pants pulled up, upper legs covered.
5. Prepared food must be consumed before you enter the school.
6. Snacks are not allowed. Students may bring a sealed water bottle.
7. Clean up your work before you leave.
8. Students will ask for permission before leaving their assigned classroom.
9. School issued headphones may be used to listen to Odysseyware® courses or other coursework assigned by the teachers.
10. Computers are only to be used for educational coursework and assignments.
11. Turn in your cell phone upon arrival.
12. Please leave the campus as soon as your session is over.
13. Students are expected to use the same transportation each day unless prior arrangements have been made with the parent and The Collaborative School.

Parent/Guardian Agreement

I acknowledge that the connection between school and home is a vital one, and therefore agree to be an active part in my child's education at The Collaborative School by doing the following:

1. I will be available to accept phone calls from the school during the day.
2. I will be available for meetings to discuss the progress of my child.
3. I will be available or will make arrangements for my child to be picked up from the school if needed.
4. I will call The Collaborative School staff whenever I have a question or concern with my child's education.

Network and Internet Acceptable Use Policy

We are pleased to have Internet access at The Collaborative School and believe the Internet offers vast, diverse, and unique resources to students. Our goal in providing this service to students is to promote excellence in school by facilitating resource sharing, innovation, and communication.

Description of the Internet

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students have access to:

1. Web-based coursework to fulfill graduation requirements
2. Public domain software and shareware of all types
3. Discussion groups on an endless number of topics
4. Access to many University and Governmental library catalogs

Internet Warning

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. We firmly believe that the valuable information and interactions available on this worldwide network far outweigh the possibility that users may procure materials that are not consistent with the educational goals of the districts.

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon proper conduct of the users who must adhere to strict guidelines. **Access to the Internet is considered a privilege;** therefore, these guidelines are provided so you are aware of your responsibilities. E-mail and other transactions are not private. In general this requires efficient, ethical, and legal utilization of the network resources. If a user violates any of these provisions, future access will be denied.

Terms and Conditions

Acceptable uses include:

1. Using networking etiquette at all times, which includes the content and tone of posted messages.
2. Following all federal, state, and copyright laws.

Unacceptable uses include:

1. Using profanity, obscenity, or other language which may be offensive to another user.
2. Using the network for financial gain or for any commercial or illegal activity.
3. Using another person's password to access information.
4. Giving personal information to individuals such as your full name or address.

It is understood that students at The Collaborative School are not to access inappropriate information/websites that contain (for example) profanity, obscenity, pornography, personal communications such as "Facebook", or music sites, etc. It is also understood that misusing the Internet will result in the student receiving disciplinary consequences.

We have read and accept the guidelines for use of the Internet as described above.

Appendix A

What is sexual harassment?

Unwelcome Touching

1. Hugging
2. Repeatedly trying to hold someone's hand
3. Repeatedly rubbing your hand on someone's back
4. Rubbing up against someone
5. Massages
6. Touching someone in a place where it makes them feel uncomfortable
7. Sexually assaulting, attempting to rape, or raping someone
8. Kissing

Looks/Staring

1. Looking someone up and down
2. Trying to intimidate someone with your looks

Sexual Advances

1. Propositioning someone or trying to establish an intimate relationship
2. Requesting someone to engage in sexual relationships
3. Giving someone pornographic material
4. Blocking
5. Sexual advances made outside the building but on school property

Sexual Gestures

1. Repeatedly making a crude hand signal representing fornication

Inappropriate Comments

1. Slurs, jokes, offensive comments, and insults related to sex, race, religion, national origin, ancestry, age, or disability
2. Telling offensive stories related to sex, race, religion, national origin, ancestry, age, or disability
3. Discussing one's sexual habits or questioning another person about their sexual habits
4. Requests for sexual favors

Comments About Physical Appearance

1. Comments that a person feels are inappropriate about their clothes, hair, etc.

Visual Harassment

1. Pictures of nude or partially nude people
2. Sexual graffiti in notes or written on walls