



# **Student & Family Handbook**

## **2022-2023**

# I Am Somebody!

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

All policies in this handbook are subject to change due to actions of the Missouri Legislature, the state, and Local Board of Directors, the state and federal courts, and the district or school administration. Parents/ students will be notified when changes occur; the updates will be posted on <https://www.lasallemiddleschool.org/student-family-handbook.htm>

# Table of Contents

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|   |           |
|---|-----------|
| <b>Table of Contents</b>                          | <b>2</b>  |
| <b>Welcome to La Salle Charter Schools, Inc.!</b> | <b>6</b>  |
| <b>School Calendar &amp; Bell Schedules</b>       | <b>7</b>  |
| 2022-23 Calendar                                  | 7         |
| A/B Day Schedule                                  | 7         |
| Regular Bell Schedule                             | 7         |
| Virtual Learning Bell Schedule                    | 7         |
| Early Dismissal Schedule                          | 7         |
| <b>About La Salle Charter Schools, Inc.</b>       | <b>9</b>  |
| Mission   | 9         |
| Vision  | 9         |
| Core Values                                       | 9         |
| Motto   | 9         |
| School Board Members                              | 9         |
| Other Facts                                       | 9         |
| <b>General Information &amp; Procedures</b>       | <b>11</b> |
| Parent Communications                             | 11        |
| Inclement Weather                                 | 11        |
| Change of Address/Telephone                       | 11        |
| Crisis Plan & Emergency Procedures                | 11        |
| Visitors  | 12        |
| Cell Phones & Other Electronic Devices            | 12        |
| Food  | 13        |
| School Phones                                     | 13        |
| Emergency Forms                                   | 13        |
| Student Group Use of Facilities                   | 13        |
| Volunteers and Chaperones                         | 14        |
| Limited Access Policy                             | 15        |
| Student Fees                                      | 15        |
| Active Shooter Training and Drills                | 15        |
| Student Educational Records & Legal Age           | 16        |
| <b>Enrollment</b>                                 | <b>17</b> |
| Currently Enrolled Students                       | 17        |
| Siblings of Currently Enrolled Students           | 17        |

|   |           |
|---|-----------|
| Open Enrollment Period  | 17        |
| Lottery Process   | 18        |
| <b>Attendance</b>   | <b>19</b> |
| Absences  | 19        |
| Interventions for Absences                                    | 20        |
| Tardiness   | 21        |
| Interventions for Tardy Students                              | 21        |
| Dismissal   | 21        |
| Early Dismissal   | 22        |
| <b>Dress Code</b>   | <b>23</b> |
| Female Students   | 23        |
| Male Students   | 23        |
| All Students  | 23        |
| Dress Down Days   | 24        |
| <b>Technology</b>   | <b>25</b> |
| Acceptable Use Policy   | 25        |
| Internet Use Agreement  | 27        |
| School Issued Devices Usage Agreement                         | 27        |
| <b>Medical Policy</b>   | <b>29</b> |
| Illness   | 29        |
| Immunizations   | 29        |
| Medications   | 29        |
| Physical Examinations   | 30        |
| Communicable Diseases   | 30        |
| School Exclusion  | 30        |
| Students with Significant Medical Conditions                  | 30        |
| Eye Protection  | 31        |
| Child Abuse/Neglect by a Parent/Guardian                      | 31        |
| <b>Curriculum and Instruction</b>                             | <b>32</b> |
| Evaluation  | 32        |
| Grading Periods/ Reports to Parents/Conferences               | 32        |
| Homework  | 32        |
| Retake Procedure  | 33        |
| Dual Enrollment   | 33        |
| Textbooks/Library Books/Supplies                              | 34        |
| Instructional Agendas/To-Do List                              | 34        |
| Field Trips   | 34        |
| Human Sexuality and Sexually Transmitted Diseases Instruction | 35        |

|  |           |
|--|-----------|
| Instruction and Services for Students with Disabilities  | 36        |
| Dyslexia Screening   | 37        |
| At-Risk Students   | 37        |
| Programs for English Language Learners   | 37        |
| Civil Rights, Title IX, Section 504  | 39        |
| <b>Missouri Department of Elementary and Secondary Education Every Student Succeeds Act (ESSA) of 2015</b> | <b>40</b> |
| Promotion and Retention  | 42        |
| Parental Involvement   | 43        |
| Building Capacity for Involvement  | 44        |
| Accessibility  | 44        |
| <b>Programs for Homeless Students</b>  | <b>45</b> |
| <b>Students in Foster Care</b>   | <b>49</b> |
| Transportation   | 50        |
| <b>Programs for Migrant Students</b>   | <b>53</b> |
| Parent Right to Know   | 53        |
| <b>Family Engagement</b>   | <b>54</b> |
| Communication  | 54        |
| Family-Teacher Conferences   | 55        |
| Reporting Academic Difficulties  | 55        |
| Community Events and Celebrations  | 55        |
| Parent/Family Visits   | 55        |
| Parent-Teacher-Organization (PTO)  | 56        |
| Monthly Board Meeting  | 56        |
| <b>School Climate</b>  | <b>56</b> |
| Non-Discrimination Policy  | 56        |
| Civil Rights and Harassment and Bullying   | 56        |
| Harassment   | 57        |
| Physical Touch   | 57        |
| Threats  | 57        |
| Cyberbullying  | 57        |
| Counseling   | 57        |
| Extracurricular Activities   | 57        |
| Student Publications   | 58        |
| Adult Behavior   | 58        |
| Philosophy   | 58        |
| Classroom Management   | 59        |
| Discipline Infractions & Consequences  | 60        |

|  |           |
|--|-----------|
| Investigation Process  | 60        |
| Probation  | 61        |
| Academic Dishonesty  | 61        |
| Plagiarism   | 61        |
| Bullying   | 61        |
| Cyberbullying  | 62        |
| Harassment–Sexual  | 63        |
| Informal Response  | 64        |
| Formal Response  | 64        |
| Safe & Drug Free School  | 65        |
| Student Safety   | 65        |
| Drug-Free Schools  | 65        |
| Weapons  | 65        |
| Truancy, Child Abuse, and Educational Neglect                          | 66        |
| Search and Seizure   | 66        |
| Suspension and Expulsion Policies                                      | 67        |
| In-School Suspension Definition  | 67        |
| Out of School Suspension   | 67        |
| Short-Term Suspensions   | 68        |
| Procedures for Short-Term Suspension                                   | 69        |
| Short-Term Suspension Procedures and Due Process                       | 69        |
| Long-Term Suspensions  | 69        |
| Long-Term Suspension Disciplinary Infractions                          | 69        |
| Long-term Suspension Procedures and Due Process                        | 69        |
| Expulsions   | 71        |
| Restrictions on School Activities                                      | 71        |
| Reporting to Law Enforcement   | 71        |
| No Tolerance for Weapons, Drugs and Alcohol                            | 72        |
| Documentation in Student's Discipline Record                           | 73        |
| Prohibition against Being on or near School Property during Suspension | 73        |
| Threats of Violence  | 73        |
| Seclusion, Restraint and Corporal Punishment                           | 74        |
| Seclusion  | 74        |
| Physical Restraint   | 74        |
| Corporal Punishment  | 75        |
| <b>Appendix A</b>  | <b>77</b> |
| Glossary of Disciplinary Terms & Phases                                | 77        |
| Executive Director Right to Amend the Handbook                         | 83        |
| <b>Appendix B</b>  | <b>84</b> |

|   |    |
|---|----|
| Learning Success Contract   | 85 |
| Handbook Agreement  | 87 |
| Student Technology Usage Agreement (Document will be sent electronically) | 88 |

## Welcome to La Salle Charter Schools, Inc.!

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Dear La Salle Family,

It is with great enthusiasm that I welcome you to the start of the 2022-2023 school year. I have no doubt that this will be another incredible year at La Salle! The first day of school is Tuesday, August 23, 2022. As a reminder, the school start and end times remain the same with the day starting at 7:30 am and ending at 3:10 pm.

Our entire school community has been working hard over the summer to develop plans to reopen the school safely! There are lots of changes for the upcoming school year in order to ensure we all remain safe and healthy as well as to assist in mitigating the spread of the Coronavirus. Therefore, be sure to check the school's website, keep an eye on your mail and email, and watch for flyers and other materials that will be sent home prior to the first full day of classes.

Another important component that you as a family can help with to ensure the educational success of your child(ren) is to be clear with your child(ren) that attendance in school is important. Daily attendance ensures continual academic engagement and progress. As a school, we can only provide appropriate academic and socio-emotional services to each child, and work with you as a family to meet the educational goals of your child(ren) if they are present. Good habits developed now will last a lifetime. WE NEED YOUR HELP! When you help us make school attendance a priority, you help your child get better grades, develop healthy life habits, and have a better chance of graduating from high school and college, ready to successfully meet all the challenges life may have in store for him/her.

In closing, the LSCS teachers and staff also continue to work tirelessly to make our school a place where your child(ren) wants to come each and every day to challenge themselves, to socialize, and to achieve all that they can achieve as learners. We CARE deeply about the success of our students. Our school is unique in that we have a dedicated staff whose focus and priorities are aligned with our Core Values; care, inclusivity, community, justice, zeal, and service, and the entire community model these same values for our students. This fact makes me proud to be your Executive Director and is also why I will continue to work tirelessly to ensure we continue to hold our students to high expectations and foster an environment of academic excellence. At La Salle every student is SOMEBODY!

I again look forward to another great school year! Please do not hesitate to reach out to me with any questions, comments, or concerns you may have throughout the year. See you all soon! GO STARS!

Sincerely,

Lauren Cobb, Ed. D.  
Principal

## School Calendar & Bell Schedules

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[2022-23 Calendar](#)

[A/B Day Schedule](#)

[Regular Bell Schedule](#)

[Virtual Learning Bell Schedule](#)

[Early Dismissal Schedule](#)



# About La Salle Charter Schools, Inc.

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## Mission

Rooted in the Lasallian tradition of making a quality education accessible to all, we provide excellence in education and promote service, justice, care, inclusivity, community, and zeal.

We proudly proclaim, “I am somebody!”

## Vision

Excellence in educational opportunity for all.

## Core Values

- ★ **Care:** We nurture loving relationships which build whole person wellbeing.
- ★ **Inclusivity:** We embrace our differences. Every voice matters.
- ★ **Community:** We open our doors to our neighbors so all feel welcome.
- ★ **Service:** We are called to ask “How can I help?”
- ★ **Justice:** We see unfairness. We take responsibility to fix it.
- ★ **Zeal:** We feel unabashed enthusiasm for life, love, and learning.

## Motto

I Am Somebody!

## School Board Members

- ★ Marcia “Marci” Sullivan
- ★ James Hill
- ★ Adam Smith
- ★ Azalia Carter
- ★ Phil Toben
- ★ Shirleas Washington
- ★ Demetrius Grooms

## Other Facts

Mascot: Stars

School Colors: Blue and Gold

Grade Levels: 6, 7, and 8

### Staff List 2022-23

| Teachers and Staff            | Position                                     | Email  |
|-------------------------------|--|--|
| 1. Ahrens, Ted                | Special Education Coordinator                | <a href="mailto:tahrens">tahrens</a>                         |
| 2. Beck, Christy              | Art Teacher                                  | <a href="mailto:cbeck">cbeck</a>                             |
| 3. Boone, LaShanda            | Executive Director                           | <a href="mailto:lboone">lboone</a>                           |
| 4. Bounds, Christine          | SIS Coordinator Consultant                   | <a href="mailto:cbounds">cbounds</a>                         |
| 5. Clay, Jasmine              | Graduate Support Director                    | <a href="mailto:jclay">jclay</a>                             |
| 6. Cobb, Lauren               | Principal                                    | <a href="mailto:lcobb">lcobb</a>                             |
| 7. Davis, Fred                | Building Maintenance /Custodian              | n/a  |
| 8. Finley, Rashaad            | Building Maintenance/Custodian               | n/a  |
| 9. Hall, Michael              | Director of Operations and Business Services | <a href="mailto:mhall">mhall</a>                             |
| 10. Halliday, Jennifer        | Office Manager                               | <a href="mailto:jhalliday">jhalliday</a>                     |
| 11. Harris, Ke-La             | 8th & 6th grade Math Teachers                | <a href="mailto:kharris">kharris</a>                         |
| 12. Harris, Natasha           | Marketing & Development Specialist           | <a href="mailto:nharris">nharris</a>                         |
| 13. Hart, Karen               | Food Service Manager                         | <a href="mailto:khart">khart</a>                             |
| 14. Howard, Jayne             | Math Interventionist                         | <a href="mailto:jhoward">jhoward</a>                         |
| 15. Loeffel, Kyle             | Counselor                                    | <a href="mailto:kloeffel">kloeffel</a>                       |
| 16. Martin, Laurie            | Reading Interventionist                      | <a href="mailto:lmartin">lmartin</a>                         |
| 17. Massenburg- Johnson, Masa | Assistant Principal                          | <a href="mailto:mmassenburghjohnson">mmassenburghjohnson</a> |
| 18. Rosenkranz, Mary          | 7th & 6th grade Math Teacher                 | <a href="mailto:mrosenkranz">mrosenkranz</a>                 |
| 19. Ross, Nina                | Registrar/Enrollment Coordinator             | <a href="mailto:nross">nross</a>                             |
| 20. Saddler, Tyler            | Social Studies Teacher                       | <a href="mailto:tsaddler">tsaddler</a>                       |
| 21. Smith, David              | PE/Health                                    | <a href="mailto:dsmith">dsmith</a>                           |
| 22. Sobeck, Victoria          | 8th & 6th grade ELA Teacher                  | <a href="mailto:vsobeck">vsobeck</a>                         |
| 23. Taysi, Sharon             | 7th & 6th grade Science Teacher              | <a href="mailto:staysi">staysi</a>                           |
| 24. Warren, Briana            | 8th & 6th grade Science Teacher              | <a href="mailto:bwarren">bwarren</a>                         |
| 25. Watts, Katelyn            | 7th & 6th grade ELA Teachers                 | <a href="mailto:kwatts">kwatts</a>                           |

*La Salle Charter Schools, Inc. does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age or disability in its programs, activities or employment practices.*

# General Information & Procedures

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## Parent Communications

Regular School/Home Communication Tyler, the La Salle Charter Schools, Inc. Portal serves as the most useful resource for updated information, calendar, and news. Parents will also receive emails, push notifications, and classroom/school-specific communications via the Portal.

La Salle Charter Schools, Inc. subscribes to an automatic notification system (School Messenger) that sends each registered phone number recorded information/emails/text messages regarding school emergencies including weather related events. Parents need to ensure that their correct phone and email contact information is updated on the Portal.

## Inclement Weather

If inclement weather or other circumstances necessitate cancellation of school or a late start to school, news of the cancellation or change is conveyed to each family by the School Messenger notification system. Local TV and radio stations will also carry the announcement.

Parents/guardians are responsible for providing the school administrative offices and their students' teachers with accurate, current telephone and email contact information. If parents/guardians are not home during the day, they should talk to their students so they have a plan of where to go in the event of an early dismissal.

If school is dismissed due to inclement weather after school has been in session for three or more hours, the day shall count as a full day. If school is canceled before the start of the school day due to inclement weather, all students will be expected to attend school virtually (please see the Virtual Bell Schedule). These are called "Alternative Methods of Instruction" or AMI days. Students participation in AMI days means that La Salle students do not have to make up lost or canceled days. "Inclement weather" here shall mean ice, snow, extreme cold, flooding or a tornado.

## Change of Address/Telephone

Please notify the school office in writing whenever there is a change in home or work address or telephone number. In the event of an emergency, it is very important that the school has up- to-date information for our records.

## Crisis Plan & Emergency Procedures

In the event of an emergency closing or crisis, parents will be contacted and the Crisis Plan will be followed. Teachers and faculty have received training on the Crisis Plan and practice as needed. Although we hope never to need to contact you with a crisis, we must have current phone numbers for both parents/guardians and people to contact in case of emergencies.

To remain in compliance with the state law, fire and tornado drills are held regularly during the school year. The Executive Director or delegate, in cooperation with the city fire and police departments, will coordinate the school safety program.

At all times parents should encourage their children to adhere to the following safety rules:

- Walking to school. Students are to cross streets at stop signs and/or corners.
- Snowballs. Throwing snowballs on school grounds is not allowed.
- Fire and Intruder drills. Fire and Intruder drills are conducted on a regular basis. All students are made aware of the exits and precautions to be taken.
- Tornado warnings. If a tornado warning is in effect, the students will be taken to a safe place. If a tornado warning occurs near dismissal time, students will not be sent home until the warning has been canceled.

## Visitors

All individuals (regardless of their affiliation to a student or staff member) must register at the school office to obtain a visitor's pass. The pass must be visibly displayed the entire time the individual is on the school grounds. Visitors (regardless of their affiliation to a student or staff member) are not to go directly to classrooms for any reason. Visitors should not be granted access to the building by any student, regardless of their affiliation to a student or staff member. All visitors should be granted access to the building by an adult staff member.

## Media Release

All students of La Salle Charter Schools, Inc. are required to sign waivers indicating their willingness to be videotaped and/or photographed for pedagogical study and public relations by staff and public media agencies.

## Cell Phones & Other Electronic Devices

It is best for students to leave personal cell phones and tablets at home. Such devices are distractions that impede learning of your child and others. We understand the necessity for cell phones for some students, in case of emergency (bus riders, walkers, etc.). Students bring phones and electronic devices to school of their own volition, and the school is not responsible for lost, misplaced, broken/damaged, or stolen items that a student brings to school. If a student must bring his or her phone to school, the phone is to be checked in each morning by a staff member. Student phones will be kept in a secure location until the end of the day. Students who are picked up before the end of the school day will be given their phones at the time they are signed out. If parents feel they need to contact their child during school hours, they must call the main office.

Phones that are not checked in will be confiscated on sight, and will require a guardian to retrieve the device. Additionally, the School has systems in place to prevent the aforementioned circumstances, and students are expected to follow the following procedure daily. Students are to check in their cell phones, tablets, or other electronic devices at the start of each day. Students may not use cell phones at recess or bathroom breaks. School staff will confiscate such devices used or causing distraction in the building, and the student's parent or guardian must retrieve the item. Student violations involving use of cell phones or other devices will be addressed as follows:

- If a student is found using electronics without permission during school hours, the student must surrender the device to the school staff, and it will be returned to a parent or guardian. The student will receive an appropriate intervention as determined on a case by case bases. If a student does not hand over the device, further consequences will ensue and may include, but are not limited to, Out of School Suspension.
- If a student is found to possess an electronic device causing distraction or to use a device without permission during school hours a second time, the phone will be confiscated until the end of the week. For each additional violation of the electronic device policy, the school will confiscate the device and a parent/guardian must enter the building to retrieve the device.

## Food

Breakfast, lunch and a snack will be provided to all students. Food or drink from the outside is not permitted, except for clear water bottles containing water. The consequences of students having outside food is that the food or drink will be confiscated. Unopened items may be returned to the student at the end of the day. Opened items will be disposed of. Further consequences may include, but are not limited to, missing recess, meeting with the parent/guardian at school, detention, or suspension.

If a child needs to bring an outside item for health reasons, the parent/guardian is responsible for contacting the administrative staff to notify them of the reason and the item(s). Please do not bring items containing peanuts and/or peanut butter. The parent/guardian should give the administrative staff prior notification.

## School Phones

Students may use school phones only with staff permission. Students will be sent to the main office to place calls to parents and guardians in emergency situations only (child becomes ill while at school, changes to dismissal routine, etc)

## Emergency Forms

It is absolutely necessary that we have an emergency form on file for each family. The emergency forms will be filled out as part of the registration process. The forms will be kept in a secure area. If any information on this form changes during the year, the office should be notified, in writing, immediately. It is extremely important that the school be able to easily and quickly reach at least one parent or guardian at any time during the school day.

If a student becomes ill or accidentally injured during the school day, the Executive Director, administrative assistant, or teacher will contact the parent or person indicated on the family's emergency form. If the parent, family physician, or the adult listed on the emergency form cannot be reached, a healthcare professional will be contacted and the matter will be put into his/her hands.

## Student Group Use of Facilities

Pursuant to the Equal Access Act, La Salle Charter Schools, Inc. will provide an opportunity for student-initiated non-curricular groups to conduct meetings on school premises, during non-instructional time,

and will not discriminate against students on the basis of the religious, political or philosophical content of the speech at such meetings.

## **Volunteers and Chaperones**

La Salle Charter Schools, Inc. encourages participation of parents and citizens of the community to volunteer in the school in order to serve as additional resources to the teachers and students. Prior to serving as a volunteer, each individual who may have unsupervised contact with a child must complete an application for the position, have a satisfactory criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services.

All students must ride in school-provided transportation both to and from the field trip and during transport during a field trip to multiple locations. At no time will students ride in non- staff cars unless prior approval by the Executive Director or delegate is granted in writing. Chaperones should ensure that all students remain seated on the bus and monitor student behavior on the bus. Students are expected to be quiet while in heavy traffic, when exiting/entering the interstate, or when crossing a railroad track.

School staff shall maintain a list of all chaperones and the students to which they are assigned. Chaperones are responsible specifically for supervision of these students; however, they also retain responsibility for general supervision and safety of all [school] students. Students should remain with their specific chaperone unless authorized by a La Salle Charter Schools, Inc. staff member.

Adults observing behavior by students or other adults that is contrary to school policy or procedure shall immediately report the incident to a La Salle Charter Schools, Inc. staff member.

School staff is responsible for taking the roll of students prior to departure from any location, every time the group reconvenes, and periodically throughout the course of the trip to ensure all students are present. School staff may not delegate this responsibility to a chaperone or any other person.

The use of cell phones and texting should be for emergency use only when acting in a supervisory capacity.

Chaperones should be strategically located on buses and at venues to ensure that students are adequately supervised at all times. Students should be escorted to and from public bathrooms. Students should not be left unattended by an adult.

Chaperones may not bring siblings of their child who is attending the trip.

Chaperones may not leave the group or venue at any time during the course of a field trip from departure from the school to arrival at the school after the trip. Chaperones and School staff are expected to participate in all activities planned as part of a field trip itinerary.

Chaperones may not drink alcoholic beverages, utilize illegal substances, smoke or chew tobacco, or use profanity at any time during the course of a field trip from departure from the school to arrival at the school after the trip. Chaperones should refrain from socializing with other chaperones or School staff while supervising students.

Students who become ill during the course of a field trip should be brought to a La Salle Charter Schools, Inc. staff member. Parents of the student should be promptly contacted by the La Salle

Charter Schools, Inc. staff member. The School staff member and chaperone will work collaboratively to ensure the child is properly attended.

All procedures and rules specific to a field trip shall be strictly adhered to by all parents, students, and La Salle Charter Schools, Inc. staff.

## **Limited Access Policy**

At certain times during the school year, it may become necessary for La Salle Charter Schools, Inc. to temporarily or permanently limit the access of a visitor to the school building. Limited access is warranted when a person's conduct disrupts La Salle's learning environment and/or places the safety of staff, students and/or other family members at risk. If an incident occurs requiring limited access, notification to the family member involved will be provided in person, when possible, and in writing. The limited access letter will outline the nature of the event, the start and end dates of the limited access and the terms and conditions for continued attendance of the visitor's student. At the conclusion of the limited access, the visitor will either receive a letter indicating that the limited access has been rescinded or that additional conduct has required an extension of the limited access.

## **Student Fees**

No fees shall be charged for enrollment, supplies, equipment or costs attributable to courses of study. Students shall be required to pay for materials, which are used in constructing projects or other items, which are to be removed from the school, and are thereby the property of the student.

Students may be charged fees or admission for participation in activities, which are voluntary, such as attendance at a school dance, or other co-curricular events. In addition, students may be charged fees for loaned school materials that are lost or damaged.

Students may be subject to fees for a variety of reasons, including but not limited to: lost or damaged textbooks or instructional materials. As a general rule, parents have 10 to 30 days to pay any outstanding fees, depending on the type of fee(s) owed.

## **Active Shooter Training and Drills**

At the discretion of the Executive Director or delegate, the school may include in its teacher and school employee training a component on how to properly respond to students who provide them with information about a threatening situation and how to address situations in which there is a potentially dangerous or armed intruder in the school. Training may also include information and techniques on how to address situations where an active shooter is present in the school or on school property. The Executive Director or delegate may conduct the training on an annual basis. If no formal training has previously occurred, the length of the training may be eight hours. The length of annual continuing training may be four hours.

All school personnel shall participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals. Each drill may include an explanation of its purpose and a safety briefing. The training shall require each participant to know and understand how to respond in the event of an actual emergency on school property or at a school event. The drill may include:

1. Allowing school personnel to respond to the simulated emergency in whatever way they have been trained or informed; and
2. Allowing school personnel to attempt and implement new methods of responding to the simulated emergency based upon previously used unsuccessful methods of response.

All instructors for the program shall be certified by the department of public safety's peace officers standards training commission.

The school shall foster an environment in which students feel comfortable sharing information they have regarding a potentially threatening or dangerous situation with a responsible adult.

## **Student Educational Records & Legal Age**

An accurate accounting of student attendance, transportation and food service records will be kept by the School. The records will be in accordance with state law and appropriate regulations of the Missouri Department of Elementary and Secondary Education.

La Salle Charter Schools, Inc. will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended La Salle Charter Schools, Inc. have the right to inspect and review the educational records of their students and to request amendment of their students' educational records due to errors and/or omission. La Salle Charter Schools, Inc. has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by La Salle Charter Schools, Inc., shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, La Salle Charter Schools, Inc. will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

Upon attainment of the age of eighteen (18), students will be deemed to be adults for purposes of educational records, placement and reporting.

# Enrollment

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## Currently Enrolled Students

The re-enrollment period begins the first Monday in December. Beginning on that date and running until 4 pm on the first Friday in February, parents of currently enrolled students may submit an Enrollment Form for the next school year. If the School does not receive the Enrollment Form by the deadline, then students currently enrolled who have not submitted the Enrollment Form will lose the ability to automatically enroll and will be considered on a first- come, first-served basis.

## Siblings of Currently Enrolled Students

Siblings of currently enrolled students will receive priority for seats as long as they meet eligibility guidelines set forth herein. If there are more siblings waiting for a particular grade level than there are seats, there will be a lottery of all siblings for that grade level to determine enrollment.

Students applying for enrollment at La Salle for the first time must contact the School office at 314-531-9820 and submit a complete Enrollment Form. No student will be considered for a seat or lottery until his or her application is completed and on file in the School office.

## Open Enrollment Period

The School's open enrollment period begins the first Monday in October and ends the first Friday in February at 4 pm. Applications completed and submitted during this enrollment period will be eligible to go into the lottery on the Monday following the first Friday in February. All applications submitted after the open enrollment period will be considered on a first-come, first- served basis and a waiting list will be established.

La Salle will accept Enrollment Forms from students living within the geographical boundaries of the city of St. Louis and students eligible to attend under an urban voluntary transfer program or nonresident students who transfer from an unaccredited district.

Registration for accepted families will begin ten days after the first Friday in February. To complete registration, families, are asked to

- Submit all required enrollment documentation: an official birth certificate, current immunization records, two documents showing proof of residency (utility bills, a mortgage statement, lease, state identification)
- Meet with the Executive Director or delegate to learn more about the La Salle experience
- Host a home visit by a La Salle staff member

La Salle shall not base admission of students upon race, ethnicity, national origin, religion, disability, gender, gender identity, sexual orientation, income level, athletic ability, or proficiency in English of the students or their parents and/or guardians, but it may limit admission to students within a given age group or grade level. Students will be enrolled and admitted without regard to prior academic or behavioral performance, except when a student's record indicates one or more prior Safe Schools Act violation(s).

## Lottery Process

By the February lottery date, the School will determine the number of open seats available for each grade, sixth through eighth. If the number of open seats equals or is greater than the number of applicants for that grade level, then a lottery will not be held for that grade level, and all applicants will be accepted.

If the number of open seats is less than the number of applicants for that grade level, then a lottery will be held for that grade level. To set up the lottery, student applicants will be placed into two groups. Group A includes students who live in the city of St. Louis zip codes of 63101- 03, 63106-08, 63112, 63113, 63115, 63120 and 63147 and children of alumni and children of La Salle employees who are St. Louis city residents. Group B includes all other student applicants. If the number of open seats in a grade level is greater than the number of students in Group A, then all students in Group A will be accepted and remaining seats will be allotted to students in Group B by lottery. If the number of open seats in a grade level is less than the number of students in Group A, then the seats will be allotted to students in Group A by lottery. Students not selected in the lottery will be placed on the waiting list in random order determined by the lottery process.

Lottery winners will be notified by phone and email within 48 hours following the lottery drawing. The family has one week from their date of notification to let the School know of their intent to enroll. If the School has not heard within the one-week period, the student's seat may not be held.

If all seats have not been filled, La Salle will continue to accept Enrollment Forms on a first- come, first-served basis. Once all seats in a grade level are filled, students wishing to enroll will be placed on a waiting list and notified if/when seats become available.

# Attendance

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Regular classroom attendance is necessary in order to build the habits of accountability and responsibility needed in college and throughout life.

Your child needs to be in school every day in order to succeed. You will help your child develop much-needed self-discipline skills by helping him/her get to school on time. Classroom instruction time is invaluable to preparing for the demands of college and work. Making up missed assignments, while required, cannot replace classroom time. Therefore, it is strongly encouraged that students and their parents/guardians make every effort possible to minimize the number of absences.

La Salle Charter Schools, Inc. shall abide by the compulsory attendance laws of the state, with the exception of those students who may be excused from full-time attendance by the Executive Director or delegate. Individual petitions for any deviation from full-time attendance shall be considered by the Executive Director or delegate on the merits of the individual student's application and in compliance with state law and regulations. Students may attend La Salle Charter Schools, Inc. on a part-time basis as provided by state law and regulations of the Board.

The Executive Director is responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Board, which will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

## Absences

Absences will be classified as excused or unexcused. Parents/Guardians should call the school as early as possible if their child will not be attending school for any reason. Call school by 7:45 am. when your child will be absent due to sickness or family emergency. The number is (314) 531-9820 and voicemail is available. Calls should be made as far in advance as possible and can be left on the school's main voicemail or staff member's cell phone if necessary. Written notices of absence are both welcome and appreciated prior to the dates of absence(s). If a student is not in his or her first period class and the school has not been notified that he or she will be absent, the parent or guardian will be phoned at home and/or at work.

Excused absences are those due to emergencies such as:

- Personal illness or attendance in school endangers a student's health or the health of others.
- A serious illness or death in a student's immediate family necessitating absence from school.
- A court order or an order by a governmental agency mandating absence from school.
- Observance of religious holidays.
- Conditions rendering attendance impossible or hazardous to student health or safety.
- A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parents or legal guardians deployment or during such parents or legal guardian leave.

Unexcused absences are all failures to attend school other than those specifically listed above. If a student is absent from school, the student must bring an excuse from home the day the student returns.

Please follow these rules regarding attendance:

- Schedule doctor and other appointments after school hours.
- Do not plan extended family trips or vacations during school time. It is important for all students to be in school each day.

All absences require excuse notes. If prior notification had not already been approved, upon the student's return to school from an absence, the student is required to bring a signed note from his or her parent or guardian explaining in detail the reason for the absence.

When possible, avoid missing school for appointments. Parents/guardians/families are responsible for scheduling medical appointments outside of school time. The best times and dates for such appointments are during the school's extended breaks. In the rare case when a student has a medical appointment during school, he or she should not be absent for the entire school day.

Out of school suspensions are considered absences. If students are absent from school due to suspension, these days will be treated the same as absences. Students are responsible for gathering their missing work prior to or upon return from absences.

## Interventions for Absences

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| <i>No absences in a quarter</i>                | The student and family are congratulated and recognized for their "Perfect Attendance" and commitment to their education.  |
| <i>Absent from school without prior notice</i> | The administrative assistant will phone the student's parent/guardian to determine the reason the student is absent.   |
| <i>Five unexcused absences in a quarter</i>    | The student's attendance is a serious concern. At this point, the parent/guardian will be called to the school. If the parent/guardian is unable to come to the school, a home visit will occur. The family will be referred to the school counselor and an attendance plan will be developed with the family. |
| <i>Eight unexcused absences in a quarter</i>   | Again, the parent/guardian will be called to the school. If the parent/guardian is unable to come to the school, a home visit will occur. The family and school will review the previous attendance plan, make revisions, and sign an attendance contract.   |
| <i>Ten unexcused absences in a quarter</i>     | The student is marked truant and considered for possible retention. At this point, the administrative staff will contact the parent/guardian to notify them of the potential retention. The Executive Director or delegate reserves the right to consider ten days missed a significant time lost              |

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|  | from school that can potentially not be made up. In addition, a report may be filed with the Missouri Department of Social Services- Children’s Division, and a referral made to the Family Court – Juvenile Division for Truancy and Educational Neglect. |
| <i>Ten consecutive unexcused days absent</i> | The student will be considered withdrawn from the school. The student will be recorded as unenrolled, beginning with the first day absent. The student may reapply for entry to the school or may join the waiting list, if the student is in sixth grade. |

## Tardiness

Our doors open to students at 7:30 am each morning. Students must arrive between 7:30 am and 7:45 am. Students arriving after 7:45 am are considered tardy, unless excused by doctor’s note or a parent/guardian note. Tardies are only excused with a note from a parent/guardian or a medical professional.

### Interventions for Tardy Students

If a student arrives after 7:50 am, he/she must sign in at the School Office before going to class. Students arriving after 7:50 am without a doctor’s note excusing them will be recorded as an unexcused tardy unless conditions that day (unusual traffic, poor weather conditions, etc.) prevent timely arrival in which case they will be excused. Students are allowed 5 unexcused tardies over the course of the school year. Upon the 6<sup>th</sup> unexcused tardy, families will receive a formal letter of warning. Families may also be asked to meet with La Salle Charter Schools, Inc. staff to collaborate on an Attendance Plan aimed at preventing excessive tardiness. If a student reaches 10 unexcused tardies and/or determined to be chronically tardy, a family meeting will be requested with the Executive Director to review their attendance plans. During this meeting, the Executive Director will determine whether or not continued enrollment at La Salle Charter Schools, Inc. is warranted.

## Dismissal

Dismissal time on the school parking lot is a busy time for staff, students, and families. Families are asked to be especially careful and cognizant of their surroundings during this time.

Students will wait for their rides in a supervised area, based on the supervising teacher’s discretion. If a student has been waiting for a ride for more than 20 minutes after the end of the school day, every effort will be made to contact parents/guardians or other designated parties. If no one can be contacted, school officials will take reasonable action to ensure the safety of the student.

In the event an adult who is not the parent or guardian must pick up the child from school, the parent or guardian must inform the school office and provide that person’s name and relationship to the child. Providing that person’s name and contact information on the student emergency card will allow that person to pick up the child in place of the parent or guardian.

Parents/guardians are expected to pick up students on time. Parents should call 531-9820 if they know that they will be more than 15 minutes late. If parents/guardians are unable to regularly abide by the published pick-up times, school officials will require that the student's parents/guardians arrange for a designated adult to take responsibility for the student. If the problem continues, a parent/guardian meeting and further preventive and/or punitive action may be required.

If a parent/guardian is late and arrives to pick up his /her child 15 minutes after the scheduled dismissal time, the parent will be required to come into the school to sign out the student. If a student is continually picked up late, there will be a meeting with the family and the principal and/or the Executive Director.

## **Early Dismissal**

Prior notification is required for early dismissal whenever possible. Early dismissal is calculated as part of the overall attendance, therefore, early dismissals do get marked against a student's attendance record. There will be NO early dismissal after 2:30 pm. When it is absolutely necessary for your child to be excused from school for medical appointments or an emergency, a note must be sent to the school office, a phone call must be made to the school office, or the parent or guardian must pick up the student from school. When picking up a student from school early, parents/guardians must enter the building and sign the early release form in the office, and the student must be picked up at the office. No child will be permitted to leave the building early without his/her parent or other authorized adult.

If returning during the same school day, the child must be signed in at the office. In the event an adult who is not the parent or guardian must pick up the child from school, the parent or guardian must inform the school office and provide that person's name and their relationship. Cellular phones that were checked in by the student at drop-off will not be accessible until the regular dismissal time.

# Dress Code

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Students are perceived as representatives of the school and are expected to dress, groom themselves, and present an appearance appropriate for our school's environment. Any dress or insignia that, regardless of intent, conveys the image of gang membership, supports the beliefs of hate groups, makes sexual innuendos, or promotes drugs, alcohol, or tobacco is inappropriate and is not allowed.

## Female Students

- White, light blue, gold, or navy La Salle Charter Schools, Inc. logoed polo shirt. The shirt must be tucked in.
- Navy blue pants or khaki pants, skirts, shorts, or skorts. Shorts and skirts must come to the knee, no higher than 2 inches from the middle of the kneecap. Skirts and shorts should not be shorter than the student's fingertips when her hands are resting at her sides.
- Tights or leggings may be navy blue, white, black, or gray, and may only be worn underneath appropriate length skirts or shorts.

## Male Students

- White, light blue, gold, or navy La Salle Charter Schools, Inc. logoed polo shirt. The shirt must be tucked in.
- Navy blue or khaki pants or shorts. Shorts must come to the knee, no higher than 2 inches from the middle of the kneecap.
- Pants and shorts should be worn at the waist (NOT on hips).
- Pant length is to come down to the footwear.

## All Students

- Navy blue, grey, black, tan or white cardigan, sweatshirt, or sweater, with no graphic design, is permitted over uniform shirts.
- Only hoodies displaying the La Salle logo are permitted.
- Belts must be worn at all times.
- No clothing with frays, holes, rips, or tears (even if designed to look that way)
- All shorts, shirts or pants must be hemmed; cut offs are not permitted.
- Hats, caps, do-rags, sweatbands, head scarves, bandanas, hair bonnets, or sunglasses must be removed while in the building.
- Closed toe and closed heel shoes must be worn at all times.
  - Shoes must be matching
  - Boots must not cover any part of the knee.
  - The heel on shoes must be thicker than a highlighter pen, no stilettos or skinny heels.
- Socks or tights must be worn.
- A solid color undershirt, with no logos, may be worn under uniform shirts.
- When seated, a student's shirt and bottoms must cover his or her backside.
- All clothing items must be free of drug, gang, violent symbols/paraphernalia and offensive language.

## Dress Down Days

- Jeans must be neat without rips or holes (even if designed to look that way).
- Sagging is not allowed at any time while on campus.
- When seated, a student's shirt and bottoms must cover his or her backside.
- No clothing with frays, holes, rips, or tears (even if it is designed to look that way)
- All shorts, shirts or pants must be hemmed; cut offs are not permitted
- Tops and blouses must cover the bosom, back, stomach, shoulders, and backside
  - No spaghetti or skinny straps
  - No low cut top that reveals cleavage
- No leggings
- No miniskirts
- No large purses or bags allowed
- No fanny packs allowed
- Shoes must be matching
- Closed toe and closed heel shoes must be worn at all times.
- No chains should be attached to wallets, belts or pants
- No slippers or pajamas
- Hats, caps, do-rags, sweatbands, head scarves, bandanas, hair bonnets, or sunglasses must be removed while in the building.
- All clothing items must be free of drug, gang, violent symbols/paraphernalia and offensive language.

Administrative staff of La Salle Charter Schools, Inc. will continue to use their best judgment related to questionable dress code choices not addressed in the above-noted policy. If a student is consistently out of uniform, consequences may include missing recess, detention, meeting with the parent/guardian at school, suspension, or other consequences. If you need assistance meeting these requirements, please reach out to the school counselor.

# Technology

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Teachers use a variety of digital resources to enhance learning in the classroom like Google G-Suite (Meet, Classroom, Jamboard), USATestprep and Renaissance Learning for formative and summative assessments, Amplify for science resources, Savvis Learning (formerly Pearson Learning) for Social Studies, and many online flashcards, quizzes, and assessments tools.

## Acceptable Use Policy

The intent of this Acceptable Use Policy (AUP) is to provide students with general requirements for utilizing technology resources at La Salle Charter Schools, Inc.. The School recognizes that computers and the Internet have educational purposes when used properly. La Salle Charter Schools, Inc. will take all measures necessary to provide individual users, both students and administrators, with the understanding and skills necessary to use the Internet appropriately in ways that meet educational needs and personal safety. However, there is always the risk that some students might encounter information on the Internet that could be of potential harm or inappropriate to the student. While La Salle Charter Schools, Inc. will inform students on the appropriate use of email and Internet safety and will take all necessary measures to ensure students use computers and the Internet consistent with the terms of this policy, due to the uncontrollable nature inherent to the Internet, La Salle Charter Schools, Inc. cannot guarantee the Internet and computer environment for its students. La Salle Charter Schools, Inc. does comply with the Children's Internet Protection Act (CIPA) and uses available filtering software.

The following rules also apply to student use of school issued devices as well as personally-owned computers, smartphones, tablets, and all other portable digital devices. Parents/Guardians or Students who have questions regarding whether a particular use is acceptable should seek further guidance from either the Executive Director. Failure to comply with this AUP will result in disciplinary action, up to and including expulsion. Illegal uses of the School's technology may also result in referral to law enforcement authorities.

1. The student is responsible for his/her actions and activities involving school technology and for his/her computer files, passwords, accounts, and the like. The School takes full responsibility for investigating reports or observations of inappropriate use of technology. However, there is no expectation that the School can monitor all online activity. Examples of unacceptable uses that are expressly prohibited include but are not limited to the following:
  - a. Sharing any login information and/or passwords, unless shared with a parent/guardian. Modifying login information or passwords in any way.
  - b. Using other students' passwords or computers which are logged in under another student's name, or accessing other users' accounts in any way.
  - c. Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are insulting, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal;
  - d. Using the School's technology resources for any illegal activity or activity that violates other La Salle Charter Schools, Inc. policies, procedures, mission, and/or School rules;

- e. Copying or downloading copyrighted materials without the owner's permission or any other activity that violates other La Salle Charter Schools, Inc. policies regarding copyright material;
  - f. Representing as one's own work any materials obtained on the Internet (such as research papers, articles, etc.). When Internet sources are used in student work, the author, publisher, and Website must be specifically identified;
  - g. Using the School's technology for private financial gain, commercial uses, advertising or solicitation purposes, or to proselytize;
  - h. Any malicious use, disruption, or harm to the School's technology including, but not limited to, hacking activities and creation/uploading of computer viruses;
  - i. Using technology to harass, threaten, intimidate, or impersonate members of the La Salle Charter Schools, Inc. community has the potential to adversely affect the safety and well-being of students, faculty, and staff. Such behavior may also harm the learning atmosphere of the School. As a result, any harassing, threatening, and/or intimidating use of School technology of any member of the La Salle Charter Schools, Inc. community, including students, faculty, and staff, will result in disciplinary action, up to and including expulsion. Furthermore, the School reserves the right, in circumstances it deems appropriately serious, to investigate claims of harassing, threatening, and/or intimidating uses of technology, even though they may take place off campus, after School hours, using non-School equipment. Where the School determines that such conduct has harmed the learning environment and/or adversely affected a member of the La Salle Charter Schools, Inc. community, the offending student will be subject to discipline, up to and including expulsion;
  - j. Disabling or attempting to disable the functionality of the School technology, including, but not limited to, software, computers, printers, and networking equipment.
2. A student shall not reveal his/her full name, address, or telephone number on the internet without prior permission from a La Salle Charter Schools, Inc. staff member. Students should never meet people they have contacted through the Internet without parental permission. Students should inform a La Salle Charter Schools, Inc. staff member if they access information or messages that are inappropriate or make them feel uncomfortable in any way.
  3. The security of the School's technology is a high priority. Any student who identifies a system security problem should immediately notify a La Salle Charter Schools, Inc. staff member. The student should not demonstrate the problem to others. Any user who attempts or causes a breach of system security, such as hacking passwords and/or attempting unauthorized access to La Salle Charter Schools, Inc.'s systems, will be subject to disciplinary action, up to and including expulsion, and/or legal action.
  4. La Salle Charter Schools, Inc. recognizes the value of social media tools (online self-forming communities of people who can consume and create content for the community). Social media tools can provide La Salle Charter Schools, Inc. employees and students with an opportunity to connect, communicate, and extend learning. While social media tools can be a powerful and positive force, they must be employed with knowledge and care in order to protect students, employees, and the School. Students should recognize that what is private in the digital world

often has the possibility of becoming public, even without one's knowledge or consent. Students must exercise good judgment and appropriate discretion.

5. The installation and/or use of any internet-based file-sharing programs are explicitly prohibited. File-sharing programs generally facilitate the illegal sharing of copyrighted material (e.g. music, video, and images). Such programs are subject to automatic removal without notice. Individuals with legitimate, school-related needs to use such a program may seek prior approval from the dean of students.

## **Internet Use Agreement**

To support and respect each family's right to decide whether or not their child may have access to this resource, no child will be allowed to operate a computer to access the Internet unless all parties commit to responsibility by completing the School Internet Use Agreement. No child will be allowed to operate a computer to access the Internet without direct adult supervision.

Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to; copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for product advertisement or political lobbying is also prohibited. Use for commercial activities is generally not acceptable

## **School Issued Devices Usage Agreement**

We are excited to offer students the opportunity to use La Salle Charter Schools, Inc. issued Chromebooks to enhance their academic experience while in the building and while at home. This section highlights key information about our program and the responsibilities of both students and parents/guardians. Additionally, all Chromebook use must follow expectations as outlined in the Acceptable Use Policy (AUP).

1. School issued devices are tagged with inventory numbers, stickers, and other district labels. Under no circumstances are students to modify, remove or destroy these labels or etchings.
2. Students must bring their Chromebooks to school each day fully charged. Charging stations will not be provided to students.
3. Students are not to use screensavers, backgrounds and/or pictures with offensive language and/or materials.
4. Chromebooks are not to be used by any persons other than the student the device is checked out to. Students will not loan their Chromebook or charging cords to other individuals.
5. Students will not be permitted to install software.
6. Students will follow all directions given by the teacher regarding laptop use.
7. Chromebooks will be monitored daily to ensure proper educational usage. Chromebooks will have software installed that will monitor student usage and track the location of the device.
8. Students and guardians are responsible for the condition and security of the checked-out device.

9. Students will be charged the full replacement if the device is damaged beyond repair or not returned (up to \$250) upon notification or upon Chromebook nonreturn. Device conditions will be accessed for and students will be charged for any necessary repairs. (Up to \$250)

a. Fee Schedule:

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|--|----------------------------|---------------------------------|
| Cracked screen (\$80)                                | Charger Replacement (\$30) | Zipper is broken on case (\$20) |
| Liquid Damage<br>(actual cost of repair up to \$250) | Missing keys (\$5 per key) | Keyboard Replacement (\$70)     |

10. Students will use appropriate language in all digital products and communities.
11. Students will follow Internet use guidelines outlined in the Internet Use Agreement.
12. Students unenrolled in La Salle Charter Schools, Inc. must return their Chromebook and accessories to an administrator or front office staff by their last day. Unreturned items will be considered lost/stolen and families will be charged the cost of replacing the device, up to \$250.

# Medical Policy

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## Illness

If a child has a sore throat, earache, skin rash, eye infection or elevated temperature of 99.6° F or higher, he or she should be kept at home. If a child becomes ill during the school day, parents will be contacted at home or work. Parents are responsible to have their child picked up and taken home. The child will not be dismissed without an authorized adult to accompany him/her home. The parent or guardian must sign the child out at the school office.

## Immunizations

Missouri state law requires that every child's parents present to the school proof of immunization from communicable disease. This information must be on file for every student. The Department of Public Health requires proof of immunity from Diphtheria, Pertussis, Tetanus, Poliomyelitis, Measles, Rubella, and Hepatitis B. The mumps vaccine is strongly recommended.

According to Missouri law, any child whose parents have not presented proof of the required health examination and immunizations shall be excluded from school. Documentation is due by the last school day in August. If there is a medical appointment made for an examination/immunization, notify the school immediately.

## Medications

Ideally, all medication should be given at home. However, some students are able to attend school because of the effectiveness of medication in the treatment of chronic illnesses or disabilities. If a medication (prescription or over-the-counter) must be given at school, the following requirements must be met. La Salle Charter Schools, Inc. may provide assistance with medication (this includes prescription or over-the-counter medication) only if all of the following requirements are met:

1. Prescription drugs must be in the original container, bearing the name of the student, the name of the physician and the name of the pharmacy filling the prescription. Over-the-counter drugs must be maintained in the original container.
2. The appropriate approval forms for medication must have been completed and signed by the parent or guardian for each medication.
3. The school designee shall keep a written report of medication taken by the student.
4. La Salle Charter Schools, Inc. reserves the right to refuse to administer certain types of medication (at the discretion of the school nurse or other employee authorized by the Executive Director or delegate) when such administration could prove harmful to staff or student without proper training or direction of a doctor.

All medication sent to the school must be given to school personnel by the parent/guardian. Students may not carry medication on their person, with the exception of metered-dose inhalers when properly registered with the school. The school has the right to call the physician to clarify a medication order.

## Physical Examinations

Students newly entering the school should have a complete physical examination if they have not had a physical in the past 12 months. Your child should have a verification and/or report of the physical examination on file at school.

## Communicable Diseases

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless La Salle Charter Schools, Inc. Executive Director or a designee has determined, based upon medical evidence, that the student:

1. No longer has the disease. 2. Is not in the contagious or infectious stage of an acute disease. 3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

When a child has been absent due to a communicable disease, a doctor's note must be presented to the teacher upon returning to school. The following diseases require exclusion from school: Scabies, Chicken Pox (not less than six days after eruption), German measles (five days after appearance of rash), and mumps (nine days and until all swelling is gone), head lice, and conjunctivitis or "pink eye" (may return to school with a doctor's note).

Failure to adhere to the above conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

The School will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the Executive Director.

## School Exclusion

According to Missouri law, any child whose parent has not presented proof of the required health examination and immunizations shall be excluded from school. Failure to comply with this by the second Friday in September will result in your child being refused admittance to school.

## Students with Significant Medical Conditions

A student enrolled at La Salle Charter Schools, Inc. who has a significant or potentially life-threatening medical condition may require special consideration. The parent/guardian will fully inform the school about the particular condition. The school will take steps to obtain the information necessary to understand the condition, its manifestations in the school setting, and any specific adjustments or plans

for an emergency response which may be necessary in order to provide the student with a healthy and safe environment.

Health Information Records Except as otherwise required to comply with the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), records containing student health information will be stored separately from other student records in a locked file cabinet or in a secure computer file.

## **Eye Protection**

Every student, teacher and visitor is required to wear an industrial quality eye protective device when participating in or observing any of the following:

1. Vocational, technical, industrial arts, chemical, or chemical-physical shops or laboratories involving exposure to the following: Hot molten metals, or other molten materials; milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials; heat treatment, tempering, or kiln firing of any metal or other materials; gas or electric arc welding, or other forms of welding processes; repair or servicing of any vehicle; caustic or explosive materials;
2. Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations or other hazards not enumerated.

"Industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z87.1- 1968, and subsequent revisions thereof, approved by the American National Standards Institute, Inc.

## **Child Abuse/Neglect by a Parent/Guardian**

If school personnel suspect child abuse or neglect by a person responsible for a student's welfare, they are mandated by the state of Missouri to report the suspicion to proper authorities.

# Curriculum and Instruction

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## Evaluation

The staff of La Salle Charter Schools, Inc. recognizes the wide range of abilities, aptitudes, stages of cognitive development, and levels of maturity in middle school students. Therefore, we support an evaluation system that encourages the development of work habits, skills, and attitudes that are necessary for students to become lifelong learners. Grading policies developed by individual teachers confirm this belief by promoting evaluation practices that:

1. Reflect student achievement of curricular goals relative to their abilities.
2. Reflect numerous and varied age-appropriate opportunities for students to succeed and demonstrate knowledge of subject matter.
3. Foster students' responsibility by considering work quality, effort, and task performance.
4. Build upon students' goal of being college-ready by considering significant student growth.

To that end, La Salle Charter Schools, Inc. utilizes letter grades.

- **A** (90 - 100%) Excellent, A thorough grasp of content and form. Work is distinguished.
- **B** (89 - 80%) Good, A firm grasp of content and form. Work is solid
- **C** (79 - 70 %) Fair, A basic grasp of content and form. Work is adequate but undistinguished.
- **D** (69 - 60%) Poor, A minimal grasp of content and form. Work is marginal.
- **F** (< 60%) Failing, Unsatisfactory grasp of content and form. Work and effort are unacceptable.

## Grading Periods/ Reports to Parents/Conferences

Progress reports and report cards are emailed to parents/guardians at the specified points in a quarter and at family-teacher conferences. The progress reports and report cards are issued to inform students and parents/guardians of progress. Parents are expected to review the progress reports and report cards with the teachers and their child.

## Homework

Homework is a necessary part of the school experience. It also provides for a vital partnership between teacher and parent with the child as the beneficiary. A child's success in school is often a reflection of the support and assistance that parents offer. Through homework, the lifelong habits of study and responsibility can be established. In addition to reinforcing classroom learning, homework assignments help students develop independent study habits and give them opportunities to use their preferred learning styles. Parents are asked to make sure that homework assignments are completed.

Students are expected to complete homework assignments by the due date given by the teacher. It is the student's responsibility to complete assignments at home and in a timely manner. If assistance is needed with the homework, teachers and staff are available before or after school.

Suggestions for the supervision of your child's homework:

- See that books/materials come home regularly. Look at what your child is bringing home. Ask to see your child's homework assignment book.
- Don't accept the excuse that "I don't have any work" or "There is no homework." Remember... there will always be reading homework.
- See that your child does homework in an appropriate atmosphere: free from distractions, in proper light, etc. Develop regular routines for homework in the house, for example at the same time each day.
- Look at the written homework. Does it look as if thought and effort went into it? Is it neat and accurate? If you were the teacher, would you accept the paper? If not, it should be redone.
- Ask your child to show you what he/she is learning in each class. Ask your child to explain the concepts or information to you. If your child cannot explain it to your satisfaction, he/she needs to study again or perhaps ask a question in class the next day.

Doing these tasks takes time and effort on your part. But it is well worth the effort, as it is the best way for you to keep in touch with what your child is learning in school. If you ever have a question about an assignment or schoolwork in general, write the teacher a note or send an email. The teacher will be happy to assist you.

Parental involvement is important and is crucial to your child's success. Parents are highly encouraged to actively listen to, read with, research with, problem-solve with, encourage, direct, and drill with the child at home.

## Retake Procedure

- ★ Students may retake any assessment to earn a better grade.
- ★ Prior to a retake request, students should work with the teacher to clarify their learning.
- ★ Retakes must be completed within 3 weeks of the original assessment date.
- ★ Assessment retakes are automatically scheduled for students scoring below 70%.

\*Retakes are given on a case-by-case basis.

## Dual Enrollment

At times, and after careful consideration and with school and parent/guardian approval, students may spend time at other schools to take advantage of special programs that are not available at La Salle Charter Schools, Inc.. Dual enrollment is a method of providing courses and programs in an accredited private or public school to a student that La Salle Charter Schools, Inc. does not or cannot provide. For example, an eighth grade student may be dually enrolled in both La Salle Charter Schools, Inc. and in a three-week summer program at the high school into which he or she has been accepted.

La Salle Charter Schools, Inc. will be the primary educational provider and will be responsible for instructing the student in the core curriculum, and the other school will be a supplemental provider. A student will not be considered absent from La Salle Charter Schools, Inc. when in attendance at the other school. In determining whether dual enrollment is a viable option for meeting a student's educational needs, consideration will be given to the impact of the student's absence to attend the supplemental program on the student's learning the core curriculum at La Salle Charter Schools, Inc.. A

written plan will be developed whenever a dual enrollment is established, and the plan will be placed in the student's cumulative file.

## **Textbooks/Library Books/Supplies**

La Salle Charter Schools, Inc. will provide all necessary supplies for students, except for backpacks. Students will be provided with pencils, pens, notebooks, folders, highlighters, and pencil bags. Any additional supplies should be provided by the family. Because supplies are provided by the school, students are encouraged to take the utmost care of these supplies. If a student is asked to return supplies at the end of class, he/she shall comply, and families should provide necessary materials to complete homework at home, such as pencils and/or paper.

The term "textbook" means workbooks, manuals, or other books, whether bound or in loose- leaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group.

Only textbooks filed with the State Board of Education pursuant to section 170.061 shall be purchased and loaned under this section. No textbooks shall be purchased or loaned under this section to be used in any form of religious instruction or worship.

The school shall purchase and loan free all textbooks for all children. At the end of the school year or course, students are expected to return the school's books and materials in excellent condition. If such materials are not returned or if they are damaged, the student is responsible for the cost of the item(s).

## **Instructional Agendas/To-Do List**

Each student will have homework and coursework updated via the digital instructional platform, Google Classroom on the "To Do" list for each class. The parents' responsibility is to check the "To-Do" list for each class every night. The Instructional Agenda provides an overview of daily assignments and is accessible in the Google Classroom stream.

## **Field Trips**

Field trips are privileges afforded to students; no student has an absolute right to a field trip. Students can be denied participation if they fail to meet academic or behavior requirements. The school requires the prior written consent of parent/guardian on a form provided by the school, in order for a child to be permitted to go with the group on a field trip. At the beginning of the school year, parents will be asked to sign a general permission form, which gives written parental consent for field trips within one mile of the school in which the student will participate throughout the year. Prior to each field trip, parents will receive information on the particular field trip, as well as the option of denying her/his child's participation.

For field trips taking place a distance greater than the one mile radius around the school, signed permission for each trip is required for each child in order for the child to attend.

## Human Sexuality and Sexually Transmitted Diseases Instruction

Any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried pupils because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;
2. Stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. Pupils shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papillomavirus, hepatitis and other sexually transmitted diseases;
3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law, 42 U.S.C. Section 710;
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;
5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the pupil has the power to control personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others. Pupils shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Pupils shall be taught to resist unwanted sexual advances and other negative peer pressure;
6. Advise pupils of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise pupils of the provisions of chapter 566 pertaining to statutory rape.
7. Teach pupils about the dangers of sexual predators, including online predators when using electronic communication methods such as the internet, cell phones, text messages, chat rooms, email, and instant messaging programs. Pupils shall be taught how to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults and reporting any inappropriate situation, activity, or abuse to a responsible adult, and depending on intent and content, to local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing and Exploited Children's CyberTipline; and

8. Teach pupils about the consequences, both personal and legal, of inappropriate text messaging, even among friends. When providing human sexuality instruction students may be separated according to gender for instructional purposes.

The school shall notify the parent or legal guardian of each student enrolled in the school of:

1. The basic content of the school's human sexuality instruction to be provided to the student;
2. The parent's right to remove the student from any part of the school's human sexuality instruction.
3. All curriculum materials used in the human sexuality instruction shall be available for public inspection pursuant to chapter 610 prior to the use of such materials in actual instruction.
4. The school will not provide abortion services, or permit a person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if such person or entity is a provider of abortion services.

## **Instruction and Services for Students with Disabilities**

The School does not have a general curriculum for students with disabilities. Instead, it is the policy of La Salle Charter Schools, Inc. to develop an individualized educational program (IEP) for each public school student with a disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act. Each IEP is designed to meet the unique needs of the student and to offer a free appropriate public education. In addition, the School's IEPs will address the extent to which each student's disability affects his/her ability to access the School's general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each public school student with a disability will be educated to the maximum extent appropriate with children who are non-disabled. However, students with disabilities may be assigned to special classes, separate schooling or removed from the regular educational environment when the nature or severity of the student's disability is such that education in the regular educational environment with the use of supplementary aids and services cannot be achieved satisfactorily.

La Salle Charter Schools, Inc. will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan), the Executive Director, principal, and classroom teacher(s) for such course(s) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

It is the policy of La Salle Charter Schools, Inc. to provide a free and appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who

have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who also require special education

services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services.

## ***Dyslexia Screening***

La Salle shall conduct dyslexia screenings for students in the appropriate year consistent with state guidelines. In addition, La Salle shall provide reasonable classroom support consistent with state guidelines. Finally, La Salle shall offer all of its teachers two hours of training in dyslexia and related learning differences. The school may seek help from the Department of Elementary and Secondary Education in developing and providing such training.

## ***At-Risk Students***

La Salle Charter Schools, Inc. shall meet all federal and state requirements for identifying and providing services to educationally at-risk students.

At-risk students are those whose educational outcomes are in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or impacted by other factors which impede education and social development.

## ***Programs for English Language Learners***

Definitions:

The term "Limited English Proficient" (LEP), when used with respect to an individual, means an individual

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who was not born in the United States or whose native language is a language other than English;

(i) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(ii) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English;  
or

(iii) the opportunity to participate fully in society.

“English for Speakers of Other Languages” (ESOL) are programs that teach language skills to students from non-English-speaking backgrounds.

“English Language Learners” (ELLs) are speakers of other languages who are learning English. This abbreviation may be used to indicate LEP students.

A “migratory” child is defined as a child who is, or whose parent or spouse is, a migratory agricultural worker (including migratory dairy workers and migratory fishers). To obtain temporary or seasonal employment in agricultural or fishing work during the preceding 36 months (or to accompany a parent or spouse for such a purpose), a migratory child is someone:

(1) who has moved from one school district to another

(2) who has moved from one administrative area to another in a state that is comprised of a single school district

(3) who resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in fishing activities.

The school recognizes the need to provide equal educational opportunities for all students in the district. If a student cannot speak and understand the English language, the school shall rectify the English language deficiency to provide the student equal access to its programs. Identifying students as English language learners is the first step to improving their academic achievement levels. **(Adopted Fall 2017)**

The school’s coordinator for ELL programs is the Principal.

The coordinator shall implement language instruction programs that:

1. Identifies English Language Learner (ELL) students through a Student Home Language survey OR by including home language questions on the school enrollment form. The same assessment methods must be used for all students. If using an enrollment form, the questions should include at least the following:

a. Do you use a language other than English?

b. Is a language other than English used at home? As applicable, the Principal will develop procedures to ensure that all new and currently enrolled students complete the home language survey or an annual enrollment form.

2. Identify LSCS students who are also English language learners. Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.

3. Determine the appropriate instructional environment for ELL students. La Salle is responsible for providing an English language instruction educational program that increases all ELL students’ English proficiency and academic performance. The curriculum used must be tied to scientifically based research on teaching ELL students and must have demonstrated effectiveness.

4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving English for Speakers of Other Languages (ESOL) or bilingual instruction to determine their readiness for classrooms not tailored to ELL students.
5. Provide parents with notice of and information regarding the instructional program as the law requires. The notice and information should be in a language that the parent can understand to the extent practicable. Parental involvement will be encouraged, and parents will be regularly apprised of their child's progress.

### ***Civil Rights, Title IX, Section 504***

La Salle Charter Schools, Inc. assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., prohibiting discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972 (Title IX), as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.
4. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., prohibiting discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The School shall appoint an administrator(s) to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The School may designate only one employee to serve as both the Title IX and Section 504 Coordinator. In that case, the individual must assume the responsibilities of both coordinators.

It is the policy of the School to process all grievances in a fair and expeditious manner, with the intent of resolving them in a mutually agreeable manner.

# Missouri Department of Elementary and Secondary Education Every Student Succeeds Act (ESSA) of 2015

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This guide explains how to file a complaint about any of the programs that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA).

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents

## General Information

1. What is a complaint under ESSA?
2. Who may file a complaint?
3. How can a complaint be filed?

## Complaints filed with LEA

4. How will a complaint filed with the LEA be investigated?
5. What happens if a complaint is not resolved at the local level (LEA)?

## Complaints filed with the Department

6. How can a complaint be filed with the Department?
7. How will a complaint filed with the Department be investigated?

## Appeals

8. How will appeals to the Department be investigated?
9. What happens if the complaint is not resolved at the state level (the Department)?

## 1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

## 2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and 2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. Record. A written record of the investigation will be kept.
2. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered a public record and may be made available to parents, teachers, and other members of the general public.
5. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and

details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

9. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

## **Promotion and Retention**

The purpose of promotion and retention is to provide maximum consideration for the long-range welfare of the students and to provide an opportunity for each student to progress through school according to her/his own needs and abilities. It is expected that most students will be promoted from one grade level to another upon completion of satisfactory work; however, a student may be retained when her/his standards of achievement or social and emotional development will not allow satisfactory progress in the next higher grade. Parents are notified in writing that their child is at risk of retention. The letter is sent home in February/March to schedule a conference to discuss learning goals, possible cause of difficulty, parental input, recommendations and updates to review progress toward learning goals. The policies for retention are discussed. Parents/guardians who wish to appeal the decision for retention must first contact the building principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Board. All appeals must be requested within two (2) weeks after Notice of Retention to the parents/guardians.

# Title I

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## Parental Involvement

The Board recognizes the importance of parental involvement with the Title I program and will provide a variety of opportunities for parents to be involved in policy design and in the planning, implementation, and review of Title I programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Policy Involvement. La Salle, being served under Title I, Part A shall:

(1) involve parents and family members in jointly developing the Title 1.A. LEA Plan (2) conduct, with the meaningful involvement of parents and family members, an

annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

a. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and c. strategies to support successful school and family interactions; (3) use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies (4) convene an annual meeting, at a convenient time, at the beginning of the school year, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain Title I, Part A, its requirements, and their right to be involved. The school shall have sign-in sheets for this meeting and retain such sign-in sheets, the agenda for the meeting and minutes of the meeting for audit purposes by DESE; (5) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (6) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the school parental involvement policy and the joint development of the schoolwide program plan, except that if a school has in place a process for involving parents in the joint planning and design of its programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (7) provide parents of participating children--

(A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible

## Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, La Salle, under Title I, Part A:

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

## Accessibility

In carrying out the parental involvement requirements, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

# Programs for Homeless Students

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The Governing Board of La Salle Charter Schools, Inc. adopts the following policy effective **February 24, 2021**.

La Salle Charter Schools, Inc. (LSCS) recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. Therefore, LSCS, 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 attending LSCS have access to free, appropriate public education.

## Definitions:

A “homeless child” or “homeless youth” is one who:

- A. lacks a fixed, regular, and adequate nighttime residence; and
- B. includes--
  - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
  - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
  - iv. migratory children or youths who qualify as homeless because they are living in circumstances described in subdivisions (i) to (iii) above.

The first category may include some individuals who have moved in with others. Consideration of each individual case, along with the permanency of the situation, will be needed in order to identify those who are homeless.

The terms “enroll” and “enrollment” include attending classes and participating fully in school activities.

The “school of origin” is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

## **Enrollment and Placement:**

Homeless children and youth frequently move, and maintaining a stable school environment is critical to their success in school. To ensure this stability, LSCS will make school placement determinations on the basis of the “best interest” of the homeless child or youth. Using this standard, LSCS will:

- (a) Continue the child’s or youth’s education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year; or
- (b) Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining what is a child or youth’s best interest, LSCS will, to the extent feasible, keep a homeless child or youth in the school of origin, unless doing so is contrary to the wishes of the child or youth’s parent or guardian. If LSCS wishes to send a homeless child or youth to a school other than the school of origin or a school requested by the parent or guardian, LSCS will provide a written explanation of its decision to the parent or guardian, together with a statement regarding the right to appeal the placement decision.

Enrollment requirements which may constitute a barrier to the education of a homeless child or youth may be waived if allowed by law. LSCS may, however, require contact information.

If LSCS is unable to determine the grade level of the student because of missing or incomplete records, LSCS shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child/youth.

## **Transportation:**

Transportation will be provided, at the request of the parent or guardian (or in the case of the unaccompanied youth, the homeless liaison) to and from the school of origin.

- If the homeless child or youth continues to live in the area served by the LEA in which the school of origin is located, that LEA must provide or arrange for the child’s or youth’s transportation to or from the school of origin.
- If the homeless child or youth continues his or her education in the school of origin but begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.
- The transportation requirement applies even if the LEA does not provide transportation to non-homeless students.

**Services:**

Each homeless child or youth shall be provided services comparable to services offered to other students enrolled at LSCS including, but not limited to, transportation services, educational services for which the child meets the eligibility criteria, such as educational programs for children with disabilities, English learners, programs in career and technical education, programs for gifted and talented students, before-and-after school programs, school nutrition programs, and transportation.

Homeless students will not be segregated in a separate school or in a separate program within a school based on the students' status as homeless.

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, it shall be the responsibility of LSCS to provide for the transportation of the student. This may be achieved through the transportation services of LSCS, the school of origin, or another outside agency.

**Records:**

Once LEA officials have determined that an enrolling student is homeless, the homeless liaison must assist the student in obtaining his/her education, immunization, medical, and other records. According to McKinney-Vento, the student must be enrolled in the interim.

*Immunization:*

If the homeless liaison is unable to obtain prior immunization records within thirty (30) days of enrolling and the student is still eligible for services under the homeless education program; the student must begin the immunization series and demonstrate that satisfactory progress has been accomplished within (90) days. If the homeless student maintains that he/she is exempted from receiving immunizations, then after thirty (30) days the student must provide documentation in accordance with the exemption requirements provided for in §section167.181.3, RSMo.

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records, and evaluation for special services or programs of each homeless child or youth shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when homeless children or youth enters a new LEA. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act.

**Liaison:**

The Board will designate an individual to act as the LEA's homeless liaison to ensure compliance with federal and state law. The homeless liaison will "ensure that homeless children and youth enroll and succeed and homeless families, children and youth receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other

appropriate services.” The homeless liaison will also ensure that disputes regarding the placement or education of homeless children or youth are resolved in a timely fashion.

LSCS shall inform school personnel, service providers and advocates working with homeless families of the duties of the homeless liaison.

### **Resolving Grievances:**

Level I - A complaint regarding the placement or education of a homeless child or youth shall first be presented orally and informally to the homeless liaison. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless liaison. The written charge must include the following information:

1. date of filing
2. description of alleged grievances
3. the name of the person or persons involved and a recap of the action taken during the informal charge state.

Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the Executive Director or his/her designee of the formal complaint and the disposition.

Level II - Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the Executive Director or his/her designee by filing a written appeal package. This package shall consist of the complainants’ grievance and the decisions rendered at Level I. The Executive Director or his/her designee will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Executive Director or his/her designee shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the Executive Director or his/her designee to the Board requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For LEA purposes, the decision of the Board is final.

Level IV - If the complainant is dissatisfied with the action taken by the Governing Board, a written notice stating the reasons for the dissatisfaction may be filed with the state director of special federal instructional programs. The state director will initiate an investigation, determine the facts relating to the complaint, and issue notice of his or her findings within thirty (30) days to the LSCS and the complainant. If the findings support the action taken by LSCS, such action will be confirmed. If the findings support the allegations of the complainant, LSCS will be directed to take corrective action. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education.

Within thirty (30) days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

## Students in Foster Care

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La Salle Charter Schools, Inc. is committed to ensuring and facilitating the proper educational placement, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for the Network's foster children, La Salle Charter Schools, Inc. will designate a staff member to oversee and assess La Salle's foster care program.

The Board recognizes students in foster care experience mobility in and out of the foster care system and from one home placement to another that may disrupt their education, and which may create barriers to academic success and on-time graduation. La Salle Charter Schools, Inc., in collaboration with state and local agencies, will work to minimize or eliminate educational barriers for students in foster care, particularly in enrollment, transfer of student records, and transportation to their school of origin, where appropriate. For purposes of this policy, "school of origin" is the school in which the student is enrolled at the time of placement in foster care. La Salle Charter Schools, Inc. will, to the largest extent possible, ensure that a child in foster care enrolls or remains in his or her school of origin, unless a determination is made that remaining in the student's school of origin is not in the student's best interest.

In determining the student's best interest for purposes of this policy, the following factors will be considered:

1. Preference of the student;
2. Preference of the student's parent or educational decision making;
3. The student's attachment to the school, relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. Availability and quality of the services in the school in meeting the student's educational and socioemotional needs;
7. History of school transfers and their impact;
8. Impact of the length of commute;
9. Whether the student has a disability under the IDEA or Section 504;
10. Whether a student is an ELL student receiving language services.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin, or return to a previously attended school in an adjacent district. La Salle Charter Schools, Inc. will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school or non-sectarian school in compliance with the Network's policies, regulations and practices.

If a child in foster care is absent from school due to a decision to change the placement of a pupil made by a court or child placing agency, or due to a verified court appearance or related court-ordered activity, the grades and credits of the pupil will be calculated as of the day the pupil left school and no reduction in grades will occur as a result of the pupil's absence under these circumstances.

If a foster care student transfers into La Salle Charter Schools, Inc. prior to or during a school year, La Salle Charter Schools, Inc. will initially honor the placement of the student in educational courses and programs based on the student's prior enrollment or educational assessments; will provide comparable services to transferring foster care students with disabilities based on the student's current IEP; and will make reasonable accommodations and modifications to address the needs of a student with disabilities, subject to an existing 504 or Title II Plan in order to provide equal access to education. La Salle Charter Schools, Inc. will conduct evaluations, where necessary, to ensure proper placement and services.

La Salle Charter Schools, Inc. will waive specific courses required for graduation if similar course work has been satisfactorily completed at another school. Similarly, La Salle Charter Schools, Inc. may waive prerequisites for placement in a La Salle Charter Schools course or program based upon courses taken at a prior school. If a waiver is denied for reasonable justifications, La Salle Charter Schools, Inc. will provide an alternative means of acquiring the required course work so that graduation may occur on time. If foster care students who transfer at the beginning of their eighth grade year or during their eighth grade year are deemed ineligible to graduate after all alternatives have been considered, the sending school district and La Salle Charter Schools, Inc. will ensure that a qualified student who satisfied graduation requirements of the sending school, will receive a diploma from the sending school.

Students in foster care who have completed the graduation requirements of La Salle Charter Schools, Inc. while under juvenile court jurisdiction will receive a diploma in the same manner as other La Salle Charter Schools, Inc. students.

## **Transportation**

Some students in foster care who are residents of La Salle Charter Schools, Inc. may need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for such students, La Salle Charter Schools, Inc. will collaborate with the state and/or local child welfare agencies to ensure that transportation for such students is arranged, provided, and funded. If there are additional costs incurred in providing transportation to the school of origin, La Salle Charter Schools, Inc. will provide such transportation if:

- a) The local child welfare agency agrees to reimburse La Salle Charter Schools, Inc. for such costs;
- b) La Salle Charter Schools, Inc. elects to pay the costs; or
- c) La Salle Charter Schools, Inc. and the local child welfare agency agree to share the cost.

**HOMELESS DISPUTE RESOLUTION  
REGARDING THE EDUCATION OF HOMELESS CHILDREN AND YOUTH**

**Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act)**

The homeless liaison will handle disputes concerning eligibility, school selection or the enrollment in school for homeless students or youth. During the dispute, homeless children or youth must be enrolled and fully participating in school activities as well as receive transportation, if requested, to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment during the dispute. The homeless liaison will carry out the dispute resolution procedures as quickly as possible after receiving notice of a dispute.

Every effort will be made to resolve the complaint or dispute at the School level before it is brought to MO-DESE. When a question arises concerning the education of a homeless child or youth, the homeless liaison will inform the parent/guardian or unaccompanied homeless youth of the Complaint Resolution Procedure.

**School Level**

- A. The parent/guardian or unaccompanied homeless youth notifies the homeless liaison in writing of their complaint. The homeless liaison serves as the intermediary between the parent/guardian or unaccompanied homeless youth and the school where the child is seeking enrollment.
  - a. The parent/guardian or unaccompanied homeless youth shall be provided a copy of or access to the policies addressing the education of homeless children and youths by the homeless liaison.
  - b. The homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the written complaint was received.\*
  
- B. If the dispute is not resolved with the homeless liaison, the parent/guardian or unaccompanied homeless youth can file a complaint in writing to the Executive Director for further review.
  - a. The Executive Director will provide a written resolution of the dispute or a plan of action within five days of the date the written complaint was received by the Executive Director.\*
  
- C. If the dispute is not resolved at the Executive Director level, the parent/guardian or unaccompanied homeless youth may file the written complaint before the Board of

Directors for resolution.

- a. The Board of Directors will provide a written resolution of the dispute or a plan of action within thirty days of the date the written complaint was received by the Board.\*

## State Level

- A. If the dispute is not resolved in a satisfactory manner at the School Level, the complaint may be brought to MO-DESE. Complaints made under this process must be made in writing and signed by the parent/guardian or unaccompanied homeless youth. The following steps are to be taken:
  - a. Address the complaint to: State Homeless Coordinator, Federal Programs, P.O. Box 480, 205 Jefferson Street, Jefferson City, Missouri 65102-0480
  - b. The complaint must include:
    - i. a detailed description of the dispute;
    - ii. the name(s) and age(s) of the children involved;
    - iii. the name(s) of involved LEA personnel and the LEA(s) they represent; and
    - iv. copies of the unresolved written resolutions from the LEA.
- B. The director of Federal Programs (director) will inform the School of the complaint. The director or the director's designee will gather needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.
- C. Within 30 days of receipt of the complaint, the director will inform the parties, in writing, of the decision.\*\*
- D. If a parent/guardian or unaccompanied homeless youth disagrees with the director's decision, the parent/guardian or unaccompanied homeless youth may, within 10 business days, appeal the decision to the Deputy Commissioner of Learning Services. This appeal must be in writing and indicate why the complainant disagrees with the decision.
- E. Within 30 days of receiving the appeal, the Deputy Commissioner of Learning Services will render a final administrative decision and notify the parent/guardian or unaccompanied homeless youth and all other interested parties in writing.\*\*
- F. During the dispute, the child(ren) or unaccompanied homeless youth must be enrolled and fully participating in school activities as well as receive transportation, if requested, to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment.

\*The parties may mutually agree to an extension; however, every effort will be made to resolve the complaint in the shortest possible time.

\*\*Although the standard procedure allows 30 days for a response, every effort will be made to resolve the complaint in the shortest possible time.

## Programs for Migrant Students

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La Salle Charter Schools, Inc. will identify migratory children in the school, as required by law, and will ensure that migrant students receive service for which they are eligible. **(Adopted Fall 2017)**

The school will:

1. Identify migratory students and assess the educational and related health and social needs of each identified student.
2. Provide a full range of services to migrant students including applicable Title 1 programs, special education, gifted education, counseling programs, elective classes, etc.
3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for school staff.
5. Provide parents an opportunity for meaningful participation in the program.

If a potential migrant student is identified by the school, the Executive Director or designee will notify the State Director and request assistance if needed.

## Parent Right to Know

Our charter school is required to inform you of certain information that you, according to The Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our school is required to provide to you in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications. Whether your student's teacher is teaching in the field of discipline of the certification of the teacher. In addition to the information that parents may request, our school must provide to each individual parent –
- Information on the achievement level and academic growth of your student, if applicable and available, on each of the state academic assessments as required under Title 1.A.; and

Timely notice that your child has been assigned, or has not met applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

## Family Engagement

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### Communication

Parent-teacher communication is an important factor in your child's education. We encourage informal talks and email exchanges with teachers. In order to keep you up to date on what is happening, you will have access to an online school calendar, the School Information System, as well as other information sent home with the students.

Your observations at home are as important as teachers' observations when it comes to your child's education. Be sure to let the teachers know about special occasions in your family or any changes that take place in your child's life (birth of sibling, divorce, death of a loved one, etc.).

Parental cooperation is essential to a child's education. Current research shows that the more involved parents are in the educational process of their child, the better their child performs. Parental involvement includes the following:

- Attendance at family-teacher conferences
- Showing interest in homework assignments
- Reading nightly with your child
- Checking your child's "To Do" list in Google Classroom each night
- Participating in school events, especially extracurricular activities
- Volunteering at La Salle

What do I need to do when I raise a concern? Keep these steps in mind as you prepare to share a concern.

1. Contact the person closest to the problem or issue first.
2. Specifically state your concern or problem.
3. Provide suggestions or recommendations for resolution.
4. If you need to move on to someone else, keep track of whom you've previously approached, when you approached that person and his/her response.
5. Understand that if a concern is about a specific individual, the concern is nearly impossible to resolve without involving that person in the conversation.
6. Assume good will and be patient. Problems cannot always be solved as quickly as we would like. However, the school will work as expediently as it can to address issues or concerns.

## **Family-Teacher Conferences**

There are approximately four scheduled family/teacher conferences per year at La Salle. These are scheduled at the end of each grading quarter. These meetings allow teachers, families, and students to review the progress reports and report cards together. This communication between parents, teachers, and students is very helpful in setting a climate for cooperation between home and school and in letting the children know that parents are interested and actively concerned about their school life. Families are asked to attend all conferences. If unable to attend, families need to arrange a time with the teacher(s) to communicate about the child's progress. In addition to these conferences, a family is welcome to call the school to make an appointment with a teacher at any time during the year.

## **Reporting Academic Difficulties**

For students having academic difficulties, the teacher should collect evidence of student's deficiencies, keep the Principal or delegate information, and inform parents/guardians at the family/teacher conferences, by phone, in person, by email, or by written note. Teachers should explain, to the best of their ability, any observed causes of the academic difficulty. Teachers should inform families that their child is failing before the parent sees an F on a report card or progress report.

## **Community Events and Celebrations**

La Salle Charter Schools, Inc. values the cultivation of meaningful and equitable relationships in our mission of transformation for the community in order to foster a positive school climate. We strongly encourage community involvement, through activities such as Back to School Night, frequent family conferences, home visits, academic events, socials, and graduation. During monthly school-wide celebrations, known as Star events, the school community and guests come together over a meal to commend the accomplishments of the students, and to highlight the achievements of one student voted on by the student body to be Star of the Month. This student is chosen because he or she demonstrated academic achievement, service to others, social and relationship development, responsibility and an understanding of the value of what it means to be part of a community.

Other elements of La Salle Charter Schools, Inc.'s school program that effectively enhance the school climate are home visits to incoming students and teachers greeting the students before entering the building and the classroom. This practice provides an opportunity for the educators to set a positive, cordial tone for the day and class and to become aware of any students who seem upset and not ready for learning. This triage time gives staff an opportunity to work with a student before he or she disturbs the educational time for the other students. In addition, each morning lower and upper grade assemblies provide a forum for information sharing, reflection, and recognition.

## **Parent/Family Visits**

Parents should feel free to enter the building to discuss relevant topics with the Executive Director or principal and/or to take part in school activities. To make your time and ours most productive, we ask that you call to schedule the conversation. Moreover, if you wish to talk to a teacher, you may make an appointment either by writing a note, sending an email, or calling the school to arrange a time that is convenient to both parties. Teachers will not be called from their classrooms to talk to a family while classes are in session.

## **Parent-Teacher-Organization (PTO)**

La Salle Charter Schools, Inc.'s Parent Teacher Organization (PTO) provides an opportunity for parents and family members of La Salle Charter Schools, Inc. students to build community in support of the school, to support school goals of student learning and achievement, and to influence decisions on school programs. All La Salle Charter Schools, Inc. parents and family members are invited to participate in open PTO meetings. Parents are also encouraged to serve in leadership positions within the organization (including family and community liaison, event coordination, and recruitment committee). The PTO will also plan efforts and activities to encourage parent involvement in the school and community among families.

## **Monthly Board Meeting**

The Board will hold monthly public meetings generally on the fourth Wednesday each month. The calendar of meetings is listed on the website, and the agenda is posted at the main office and on the website the Monday prior to the meeting. Meetings are held either in person or virtually, and families have a right to attend any public portion of the meeting.

# **School Climate**

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## **Non-Discrimination Policy**

La Salle Charter Schools, Inc. reaffirms its belief that every student be given an equal opportunity to receive a free and appropriate education regardless of race, color, religion, sex, nationality, sexual orientation, age, socioeconomic status or disabling condition. It is unlawful to discriminate against any individual based on these differences. LaSalle School wishes to stress that it is the responsibility of every member of the school community to observe and uphold the principles of equal opportunity as they affect staff, faculty, families, and students in all aspects of school life.

It is the responsibility of every member of the LaSalle School to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge.

## **Civil Rights and Harassment and Bullying**

La Salle Charter Schools, Inc. defines bullying as aggressive behavior that involves unwanted, negative or discriminatory action; a pattern of behavior repeated over time, and an imbalance of power. La Salle Charter Schools, Inc. does not tolerate derogatory comments and name-calling, social exclusion or isolation, physical aggression, lies and false rumors, extortion and stealing of money and property, or forced acts. La Salle Charter Schools, Inc. prohibits the harassment, intimidation and bullying of a student by another student.

## ***Harassment***

It is expected that no form of mental, physical, sexual and/or verbal abuse and harassment toward another person will take place. If a student observes an incident involving harassment, it is his/her responsibility to report the incident to a staff member. Anyone reporting an incident has the right to have his/her identity remain anonymous. Students may also report an incident of harassment by writing an anonymous letter to the staff.

## ***Physical Touch***

Students are to keep their hands and feet to themselves at all times. This includes, but is not limited to, public displays of affection, horseplay, pushing, shoving or bumping into each other. Dependent upon the severity, physical touch violations can be minor or major violations of the school discipline policy.

## ***Threats***

It is expected that no student would make threats against individuals, groups, or the school. Threats of any nature will be taken seriously and may be reported to the proper authorities, as required by law. In addition, La Salle Charter Schools, Inc. reserves the right to impose a consequence up to and including expulsion from the school when a student has caused a major disruption and emergency situation because of a serious threat.

## ***Cyberbullying***

La Salle Charter Schools, Inc. students are prohibited from the transmission of any electronic, textual, visual, written or oral communication with the malicious and willful attempt to coerce, abuse, torment, or intimidate a person.

## ***Counseling***

To further support the whole child, La Salle Charter Schools, Inc. employs a full-time counselor. The role of the counselor is to assist with the mental and emotional health of the students and help the community with behavioral challenges. This is accomplished through meeting with students individually or in small groups, leading a guidance class, and meeting with staff members, parents, and students throughout the week. If there is a student need, the counselor is able to be reached each day by phone or email. Student needs are also addressed by the faculty and Executive Director or delegate.

## **Extracurricular Activities**

All extracurricular activities outside of school hours must be approved by the Executive Director of La Salle Charter Schools, Inc.. These activities must have an evident educational purpose. The purpose of the activity and the requirements for participation must be clearly defined. A member of the faculty or an adult who has gone through the orientation process should act as moderator of the

activity and should be present at all times during the activity. Written parent/guardian permission must be obtained for a student to participate in extracurricular activities outside of school hours.

La Salle Charter Schools, Inc.'s program of extracurricular activities is designed to help meet the social, cultural, vocational, and physical needs of the students. Participation in such activities, including sports teams, is a privilege.

## Student Publications

Student publications—print and electronic—must be the work of students under the leadership and careful supervision of faculty.

## Adult Behavior

La Salle Charter Schools, Inc. requires that all staff, students and families treat one another with civility at all times. If a parent, guardian, volunteer, or any other adult treats a student, staff member, or another individual on the school's campus (or by telephone) abusively (including the use of foul language, threats, or elevated angry tones) they may receive notification from the school that they are no longer allowed to come to the school or be present on the school campus. If such a parent/guardian needs to drop their child off at school it is to be done quickly, without getting out of their vehicle. If the parent/guardian in question needs to speak with teachers or staff it must be done by telephone or in writing. Any conversations will also include a representative of the school's legal department to ensure protection from abusive treatment.

Should there be any violation of these terms, the school will take immediate legal steps to ensure that the adult is permanently removed from the school's campus. Similar steps will be taken if there are any further uncivil incidents in communications with the school staff, whether such communications are in person, on the telephone, or by other means.

The school will, of course, continue to serve the student's educational needs and will continue to treat him/her with the same fairness and due process with which we conduct all of our affairs.

## Code of Conduct

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### Philosophy

The philosophy behind discipline at La Salle Charter Schools, Inc. is rooted in a balance of grace and accountability. We acknowledge that students in our community must be free to make choices, and within those choices accept the consequences. To implement this philosophy, and to establish La Salle Charter Schools, Inc. as a safe, welcoming and purposeful learning environment, we have implemented a Charter Education and Restorative Practices approach to addressing student conduct. Character Education actively encourages students to achieve their academic potential while also behaving with good character. At La Salle the focus is on teaching and encouraging appropriate behavior in all areas of the school with restorative practices, concentrating on the instruction of the School's Core Values: Care, Community, Inclusivity, Justice, Service, and Zeal. Students who embody the School's core values act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates. Students are actively involved in learning what the School's core values mean and look like in all areas of our school through activities, lessons, demonstrations, videos and role-playing. In addition to learning the core values teachers and staff will recognize and reward students for better-than-expected behavior. Rewards for these positive behaviors can include but are not limited to: verbal praise, phone calls to parents and special privileges

throughout the school. These rewards will be given when students are found in the act of exceptional behavior.

## **Classroom Management**

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the restroom, sharpening a pencil, turning in work, and any other routine that takes place on a daily basis. These procedures are in writing so they may be utilized in the event that a substitute teacher is needed in the classroom. The techniques used by La Salle teachers for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans are in place for dealing with any behaviors that detract from the learning environment and will be used consistently. This is the first line of defense in dealing with inappropriate behaviors that are considered to be minor. Note: students who persistently disrupt learning with minor offenses may require administrator involvement.

When disciplining students with Individualized Education Plans, La Salle Charter Schools, Inc. staff will conduct the manifestation determination process, as required.

The discipline policy herein sets out the rules of student behavior applicable to all students and the procedures for imposing discipline on students who violate these rules. In general, discipline is designed to correct a student's misconduct and to encourage the student to be a responsible citizen of the school community. Disciplinary actions will be in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The disciplinary process may include due consideration of student support services that may be available through the school, other public entities, or community organizations. Where feasible, the School prefers to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The intent of this policy will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance.

The Board authorizes the immediate removal of a student upon a finding by the Executive Director or principal that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the Executive Director. Each teacher is expected to

maintain a satisfactory standard of conduct in the classroom. All La Salle Charter Schools, Inc. staff is required to enforce school policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All La Salle Charter Schools, Inc. employees will annually receive instruction related to the specific contents of the La Salle Charter Schools, Inc. discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

## Discipline Infractions & Consequences

- ❖ **Level 1** - Classroom Level Interventions / Consequences Teachers use the following interventions to help students change behavior in the classroom. Examples of Level 1 Interventions are: redirection, warning, loss of privileges, seat change, safe seat, reinforcement of appropriate behaviors.
- ❖ **Level 2** - Appropriate when Level 1 Intervention / Consequence has been ineffective Teachers use the following interventions to help the students change behavior in the classroom. In some cases, referral to the principal or Executive Director may be necessary. Examples of Level 2 Interventions are: parent/guardian contact, buddy room with think sheet, conference with Teacher/assistant principal, meet with the Counselor, suspension of privileges.
- ❖ **Level 3** - Appropriate when Level 2 Intervention / Consequence has been ineffective The principal / Executive Director / teachers will use these interventions when Level 1 and 2 interventions have not been successful. Examples of Level 3 Interventions are: Parent / Guardian notification required, recovery, accountability process, consultation with Counselor, participation in counseling group, team focus, in-school suspension, Saturday detention, campus clean up, suspension, behavior contract.
- ❖ **Level 4** - Appropriate when Level 3 Intervention / Consequence has been ineffective The principal / Executive Director / teachers will use these interventions when Level 1, 2, and 3 interventions have not been successful. Examples of Level 4 Interventions include: Parent / Guardian notification required, recovery, accountability process, meet with Counselor, participation in small counseling group, team focus, in-school suspension, out-of-school suspension, campus clean up, Saturday detention, behavior contract required.
- ❖ **Level 5** - Appropriate when Level 4 Intervention / Consequence has been ineffective The principal / Executive Director will use these interventions when the previous interventions have not been successful. Examples of Level 5 Consequences include: Parent/Guardian notification required, extended suspension, expulsion, referral to Alternative Learning Program.

## Investigation Process

When a violation of school rules is reported or suspected, the Executive Director, principal, or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video

surveillance, if available, should be reviewed and secured. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

## **Probation**

“Probation” means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found guilty of certain offenses may be placed on probation by the Executive Director, the principal, or the school’s governing Board. Violation of a local school rule while on probation may result in further disciplinary action.

## **Academic Dishonesty**

Academic dishonesty will not be tolerated at La Salle Charter Schools, Inc.. Students found to have been academically dishonest will receive a consequence ranging from being sent out of classes, a zero on the assignment, to suspension along with a written assignment.

Cheating includes copying someone else’s work, having someone else complete an assignment, copying the answers from an answer key, going against the directions in seeking outside assistance, etc. Repeated cheating may result in a short or long term suspension in addition to other consequences.

## **Plagiarism**

Plagiarism involves the stealing of someone else’s ideas or words as one’s own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one’s original work. Students who copy an idea or the actual text from another source and claim that it is their own will be guilty of plagiarism. Plagiarizing is considered against the law and will be punished at La Salle Charter Schools, Inc.. Penalties may range from detention to suspension.

## **Bullying**

We believe that every student has the right to learn in a safe and friendly environment. In order to ensure all students are treated with respect and feel supported, we will not tolerate any type

of bullying behavior at La Salle Charter Schools, Inc.. Teachers and administrators will institute strict consequences (including detention, in-school or out-of-school suspensions, and expulsion) upon witnessing or having viable proof of bullying behavior.

La Salle Charter Schools, Inc. recognizes bullying as:

- Unwanted, aggressive behavior involving an imbalance of power (due to physical strength, popularity, knowledge of embarrassing information, etc.) that is repeated or has the potential to be repeated over time.

- Physical (including hitting, kicking, pushing, rude hand gestures, taking or breaking property), o verbal (including teasing, name-calling, threatening to do harm), o social (including spreading rumors, leaving someone out on purpose, embarrassing someone), or Cyberbullying (harassment, humiliation, threats targeting through the Internet, interactive and digital technologies, or mobile phones).
- Serious bullying can lead to negative physical, mental health, and school issues. Students who feel they are being bullied, or witness others being bullied, should:
  - Stay calm and tell the person who is bullying to stop.
  - If speaking up is not safe, walk away and talk to an adult. Do NOT fight back.
  - Report bullying to an adult at the school as soon as possible.
  - If you suspect that your child or another La Salle Charter Schools, Inc. student is being bullied, please report the incident to a La Salle Charter Schools, Inc. staff member as soon as possible.

## Cyberbullying

Neither the internet nor cell phone technology (whether accessed (i) on school grounds, either during or outside school hours, or (ii) off school grounds when it was foreseeable that the speech would reach school grounds or where there is a sufficient nexus between the off campus speech and the school) may be used for the purpose of harassment by La Salle Charter Schools, Inc. students or staff. All forms of harassment in cyberspace or using technology, often called cyberbullying, are unacceptable in our community.

Cyberbullying includes, but is not limited to, the following misuses of computer or cell phone technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, website postings, including blogs or any other misuses of computer or cell phone technology that materially disrupts the operation of the school or substantially impinges upon the rights of others. Often the author, sender, or poster of the inappropriate material is disguised or logged on as someone else.

Many of these actions may amount to criminal offenses. Video recording a fight on a cell phone may also constitute aiding and abetting an assault. Posting offensive material may also constitute defamation or libel. Students will be held personally responsible for all material they have placed on a website.

Students who feel that they have been the victims of cyberbullying or any other misuse of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to the Executive Director or teacher. Students may report cyberbullying to staff on a confidential basis, but they should be aware that the information may need to be shared with others and, in the most serious cases, that the matter may need to be referred to police or social services for investigation.

Teachers and administrators will be vigilant and will look out for the signs of cyberbullying among student groups. The school reserves the right for authorized staff to monitor students' use of the

internet on a routine basis and to request to examine mobile phones where there is reason to suspect abuse.

Consequences for students may include, but are not limited to, the loss of computer privileges, detention, in-school suspension, out of school suspension, or expulsion from the school. Additionally, the juvenile division will be contacted to determine if a criminal offense has occurred and what next steps should be taken.

## **Harassment–Sexual**

Sexual harassment is defined as any unwanted and/or inappropriate sexual touching and/or language that makes the school environment feel unsafe and hostile.

Sexual harassment by one staff member to another, by a staff member to a student, by a student to staff, or by one student to another is unacceptable conduct. Staff members or students who engage in any type of sexual harassment will be subject to appropriate discipline, including suspension and/or dismissal.

Retaliation in any form against a staff member or student who exercises his or her right to make a complaint under this policy is strictly prohibited, and will itself be cause for appropriate disciplinary action. Any staff member or student, who knowingly makes false charges against a staff member or a student in an attempt to demean, harass, abuse or embarrass that individual shall be subject to the sanctions for misconduct set forth above.

The La Salle Charter Schools, Inc. Executive Director or delegate will determine the facts regarding all allegations of sexual harassment in as prompt and confidential a manner as possible and will take appropriate corrective action when warranted.

The following response procedures are recommended by the school in order to help stop inappropriate sexual behavior so that each person can operate freely within the school and feel unencumbered by unwelcome comments or gestures. This policy applies to students, parents, teachers, administrators and any other school stakeholders. Sexual harassment is a form of sexual discrimination that occurs when one person subjects another person to unwanted sexual attention, coerces him or her into sexual activity, and/or punishes his or her refusal. Sexual harassment may be manifested verbally, which includes, but is not limited to, touching, patting, pinching, brushing-up against another's body, physical assault, rape, or subtle pressure for sexual activity.

While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances, whether they involve physical touch or not.
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, and comment about an individual's sexual activity, deficiencies, or prowess.
- Displaying sexually suggestive objects, pictures, or cartoons.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.

- Inquiries into one's sexual experiences.
- Discussion of sexual activities. The accusation of sexual harassment is a serious one, and all cases will be given immediate individual attention with the strictest confidentiality imposed.

## Informal Response

- Any student who believes they have been sexually harassed should tell the offending party to stop. If this is not possible, if the behavior does not end, or if the offending behavior is sufficiently troubling, the student should bring their concern to a trusted adult member of the school (teachers, administrators, counselor, etc.) who will listen, act as a sounding board and explore possible choices to resolve the situation quickly.
- The adult will consult with La Salle Charter Schools, Inc.'s Executive Director to determine what response, if any, is appropriate. The response will generally include meeting both parties, counseling, mediation, or any other measure appropriately addressing the student's concerns. The parents of involved students will be contacted.
- The Executive Director or delegate will follow up with all appropriate parties to make sure that the situation has been corrected to prevent reoccurrence and to ensure that neither student is subjected to acts of retaliation. All students should take note that retaliation against an individual who has complained about sexual harassment and retaliation against individuals for cooperation with an investigation of sexual harassment will not be tolerated.

## Formal Response

- If an informal response cannot be reached, if the alleged harassment has not stopped, or if the alleged incident is sufficiently serious to warrant formal proceedings in the first instance, the student or an adult acting on the student's behalf will initiate formal proceedings by submitting to the Executive Director a written, signed, confidential complaint describing in detail the alleged incident(s) of harassment. The parents of the students involved will be notified of the complaint.
- The accused, along with his/her parents, will be notified as soon as possible and given a copy of the report. The accused, along with his/her parents, will be required to provide a written, signed, confidential response to the Executive Director or delegate within 48 hours.
- Both the complainant and the accused will be offered psychological support.
- The Executive Director or delegate will gather facts, and conduct confidential interviews with the complainant, the accused, and all other individuals with information relevant to the charge. The Executive Director or delegate will attempt to resolve the matter after the investigation and, if it cannot be resolved, will either refer it to the La Salle Charter Schools, Inc. Board of Directors or refer the matter to fact-finding.
- After the matter is resolved, the Executive Director or delegate will follow up to make sure the situation has been corrected and to make sure that neither student is suffering any retaliation.
- Parents of both students will be kept informed.

## Safe & Drug Free School

Fighting, possession of drugs, alcohol, or any illegal substance at school will not be tolerated. La Salle Charter Schools, Inc. is a Drug-Free Zone. Any student found guilty of bringing any weapons, drugs or alcohol to school may be recommended for expulsion.

## Student Safety

Student victims of a violent criminal offense that was committed on school premises may transfer to another school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The School will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee.

## Drug-Free Schools

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the School will provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students. Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

La Salle Charter Schools, Inc. shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

La Salle Charter Schools, Inc. certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The School conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

## Weapons

The presence of firearms and weapons poses a substantial risk of serious harm to School students, staff and community members, and it is a violation of state law. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of

any other activity sponsored or sanctioned by school officials. In addition, persons passing through school property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

## **Truancy, Child Abuse, and Educational Neglect**

In accordance with 201.115 RsMo educators in Missouri have the duty to report suspected truancy, child abuse and educational neglect to the Missouri Children's Division.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the Executive Director, or his/her designee, who will then become responsible for making a report via the Student Abuse Hotline to the Children's Division. The Executive Director shall inform the Board that a report has been made and keep the Board apprised of the status of the case.

An oral report shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, by telephone or otherwise and followed by a report in writing, if requested, to a child welfare agency providing protective services, as designated by the Missouri Children's Division, or, in the absence of such agency, to an appropriate police authority or school attorney.

The school shall post in a clearly visible location in a public area of the school that is readily accessible to students a sign in English and in Spanish that contains the toll-free child abuse and neglect hotline number established by the children's division under section 210.145. Additionally, the school shall post signs containing the same information in all student restrooms in the school, to allow for private access to the information by students of either gender.

The information contained on the signs required under subsection 1 of this section shall be presented on a poster at least 11 inches by 17 inches in size, contain large print, and be placed at eye level to the student for easy viewing. The hotline number shall be displayed in bold print. The signs shall contain instructions to call 911 for emergencies and directions for accessing the children's division website for more information on reporting abuse, neglect, and exploitation.

## **Search and Seizure**

La Salle Charter Schools, Inc. may use metal detectors, sniffing dogs, or other detection devices to ensure school safety. School personnel may search anything on school property such as jackets, book bags, lockers, motor vehicles, and personal belongings. Unauthorized items and/or items that threaten the safety of others will be seized and appropriate disciplinary action will be taken.

The personal property of students can be searched if it is based on a general concern for the safety of students and the search is expected to address the concern or if based on a reasonable suspicion of criminal activity or other activity that threatens the safety of the school or its students. Searches of a student themselves may also be done with reasonable suspicion of criminal activity or other activity that threatens the safety of the school or its students. The search must

be done by a staff member who is the same sex as the student and there must always be a second staff member present as a witness.

Students and parents are responsible for checking clothing, book bags, purses and all student personal possessions for illegal and unauthorized items before entering the school safety zone (defined as on or within 1000 feet of any realty property owned or leased to any public or private elementary school, secondary school, or school Board, and used for elementary or secondary education).

## **Suspension and Expulsion Policies**

All aspects of student discipline, suspension, and expulsion policies will comply with state and federal law, including applicable statutory components of the Missouri Safe Schools Act found in R.S.Mo 160, 161, 167, 170, 195, 211, 304, 565, and 571.

### **In-School Suspension Definition**

Defined as the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. The student may not attend or participate in extracurricular activities while assigned to in-school suspension.

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes).

For minor offenses, in lieu of in-school suspension, and upon student, teacher, or family request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

### **Out of School Suspension**

Defined as the removal of a student from school for one to ten school days. The Executive Director or principal may impose an out-of-school suspension of up to ten school days. Schoolwork missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request schoolwork and pick up the schoolwork during school hours.

Long-term suspension is defined as the removal of a student from school for more than ten school days but not beyond the current school semester.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Executive Director. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the Executive Director may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This does not apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

## Short-Term Suspensions

A student who has committed any of the infractions listed below will be subject minimally to a short-term suspension, unless the Executive Director or delegate determines that an exception will be made based on the individual circumstances of the incident and the student's disciplinary record. Depending upon the severity of the infraction, the student may be subject to a long-term suspension, expulsion, or referral to the appropriate law enforcement agencies.

- Attempting to assault any school or staff member.
- Vandalizing school property causing damage.
- Endangering the physical safety of another by the use of force or threats of force that reasonably place the victim in fear of imminent bodily injury.
- Engaging in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare of others.
- Failing to comply with disciplinary sanctions.
- Cheating on quizzes or exams or committing plagiarism.
- Using forged notes or excuses.
- Stealing, or attempting to steal, or possessing property known by the student to be stolen.
- Committing extortion.
- Engaging in gambling.
- Abusing school property or equipment.
- Using obscene or abusive language or gestures.
- Engaging in acts of verbal or physical sexual harassment.
- Making a false bomb threat or pulling an emergency alarm.
- Possessing tobacco.
- Four or more cell phone-related offenses.
- Wearing inappropriate, insufficient, or disruptive clothing or attire or violating the student dress code.
- Committing any other act that school officials reasonably conclude disrupts the learning environment of the school.
- Repeatedly committing minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

## Procedures for Short-Term Suspension

The Executive Director or delegate may impose a short-term suspension after conferring with the relevant staff members. Before imposing a short-term suspension, the Executive Director or delegate will verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student will be given an opportunity to deny or explain charges.

### Short-Term Suspension Procedures and Due Process

The Executive Director or delegate will promptly notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Notification also will be provided by telephone if the school has been provided with a contact telephone number for the parent(s) and guardian(s).

Such notice will provide a description of the incident or incidents that resulted in the suspension and will offer the opportunity for an immediate, informal conference with the Executive Director or delegate. The notification and informal conference will be in the dominant language used by the parent(s) or guardian(s). While parents/guardians will have the freedom to disagree with any short-term suspension imposed by the school, parents/guardians will not have the right or ability to overturn any short-term suspension decision rendered by the school. For any suspension over two days, a parent meeting is required for the student to return to school.

### Long-Term Suspensions

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension and perhaps expulsion, unless the Executive Director or delegate determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

#### Long-Term Suspension Disciplinary Infractions

- Committing or attempting to commit arson on school property.
- Vandalizing school property causing major damage.
- Assault of a staff member, student, or other individual on school property.
- Committing any act that school officials reasonably conclude warrants a long-term suspension.

In addition, a student who commits any of the acts previously described as causes for short-term suspension may instead or in addition be subject to long-term suspension at the discretion of the Executive Director or delegate.

#### Long-term Suspension Procedures and Due Process

La Salle Charter Schools, Inc. may impose a long-term suspension after the student has been found to have violated the applicable provision of the handbook at an informal long-term suspension hearing ("Long-Term Hearing"). Upon determining that the student's actions may warrant a possible long-term suspension, the Executive Director or delegate will verbally inform the student that he or she is being

considered for a long-term suspension (or expulsion) and state the reasons for such actions. In all cases, the student shall receive due process as set forth in the Due Process Procedures for Short-Term Suspensions section herein.

The Executive Director or delegate will then promptly notify the student's parent(s) or guardian(s) in writing. Written notice will be sent home with the student as well as mailed via First Class U.S. Mail to the last known address. When possible, notification also will be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice will provide a description of the incident or incidents that resulted in the recommendation of a long-term suspension and will notify the parent(s) or guardian(s) of the time and date of the parent meeting. For any suspension over two days, a parent meeting is required for the student to return to school. The notification and Long-Term Hearing will be in the dominant language used by the parent(s) or guardian(s). The Long-Term Hearing is held to review the student misconduct, verify the facts, and provide the student and parent(s) or

guardian(s) the opportunity to present additional information regarding the event for which the student may be suspended and for students, their parent(s), or guardian(s) and school officials to discuss ways by which future offenses may be avoided. At the Long-Term Hearing, the student will have the right to be represented by counsel (at their own expense), to question witnesses, and to speak and present evidence.

If a student is suspended for more than ten (10) consecutive school days, the following rules also apply:

- The student, his or her parent(s) or guardian(s) have a right to appeal the decision to the Board or a committee of the Board appointed by the Board president.
- If the student gives written notice that he or she wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless, in the Executive Director or delegate's judgment, the student's presence poses a continuing danger to individuals or property or an ongoing threat of disrupting the academic process. The notice of appeal must state with specificity the reasons for the appeal.
- The secretary of the Board or the Executive Director or delegate shall transmit all notices of appeal.
- The Executive Director or delegate, when notified of an appeal, shall promptly transmit to the Board a full written report of the facts related to the suspension, the action taken by the Executive Director or delegate, and the reasons for the action.
- Upon receipt of a notice of appeal, the Board will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by certified mail, personal delivery, overnight mail, the appealing party of the date, time and place of the hearing, and of the right to counsel, to call witnesses, and to present evidence at the hearing.

#### Hearings before the Board

- In all hearings, whether initiated by the Board, the Executive Director or delegate, or by appeal, the following procedures will be followed:
- The student and the parent(s) or guardian(s) will be advised of the charges against the student; the date, time and place of the hearing, their right to counsel; and their procedural right to call witnesses, enter exhibits and cross-examine adverse witnesses. All notifications will be sent by

certified mail, personal delivery, or overnight mail, addressed to the student's parent(s) or guardian(s). The Board will make a good faith effort to have the parent(s) or guardian(s) present at the hearing.

- Prior to the Board hearing, the student and the student's parent(s) or guardian(s) will be advised of the witnesses to be called by the Executive Director or delegate and advised of the nature of their testimony. In addition, the student and the student's parent(s) or guardian(s) will be provided with copies of the documents to be introduced at the hearing by the Executive Director or delegate.
- The hearing will be closed unless the Board decides otherwise. The hearing will only be open with the parent(s) or guardian(s) consent. At the hearing, the Executive Director, their delegate, or their counsel will present the charges and such testimony and evidence to support such charges. The student, his or her parent(s) or guardian(s) or their counsel shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.
- At the conclusion of the hearing, the Board of Directors shall deliberate in executive session and shall render a decision to dismiss the charges; to suspend the student for a specified period of time; or to expel the student; and the Board may impose additional conditions on the readmission of the student. The Executive Director, his/her delegate, or its counsel, by direction of the Board, shall promptly prepare and transmit to the parent(s) or guardian(s) written notice of the decision.

## **Expulsions**

Additionally, the Executive Director or delegate may decide that the infraction does not warrant a long-term suspension, but instead warrants an escalation in punishment: expulsion. Should the Executive Director or delegate recommend that an expulsion is required, he or she will follow the same procedures for a long-term suspension with the exception that a formal hearing shall be held.

Written notice of the charges and the time and date of the formal hearing shall be sent to a student's parent(s) or guardian(s). The formal hearing will occur no earlier than three days after the receipt of the notice. The formal expulsion hearing will be held in private, unless the student or parent(s) or guardian(s) request a public hearing. All expulsion decisions will be subject to a majority vote by the La Salle Charter Schools, Inc. Board of Directors.

## **Restrictions on School Activities**

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, (including graduation exercises) if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the Executive Director for permission for the student to participate in school-sponsored activities. If denied permission by the Executive Director, the parent or guardian may appeal to the school's governing board. The Board's decision shall be final.

## **Reporting to Law Enforcement**

It is the policy of La Salle Charter Schools, Inc. to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the school is required to report in accordance with

law. The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

1. First or second degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.023, .024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First, second or third degree assault under §§ 565.050, .060, .070, RSMo.
5. Sexual assault or deviate sexual assault under §§ 566.040, .070, RSMo.
6. Forcible rape or sodomy under §§ 566.030, .060, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse pursuant to § 566.100, RSMo.
17. Stalking under § 565.225, RSMo.

The Executive Director shall also notify the appropriate law enforcement agency if a student is discovered to possess a controlled substance or weapon in violation of the school's policy.

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

## **No Tolerance for Weapons, Drugs and Alcohol**

La Salle Charter Schools, Inc. has a “zero-tolerance, one-strike” policy for weapons, drugs, and alcohol brought on school grounds. Any student found guilty bringing any weapons, drugs or alcohol to school may be recommended for expulsion to the President of the Board of Directors by the Executive Director or delegate.

If the Executive Director or delegate is able to provide convincing evidence that the student brought alcohol, drugs or a weapon to the school, the President of the Board of Directors may immediately recommend that the student be expelled from the school.

## Documentation in Student's Discipline Record

The Executive Director, designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools. In addition, any of the following offenses constitute a serious violation of the school's policy and must be documented in the student's discipline record in accordance with law:

1. Any act of school violence or violent behavior.
2. Any offense that occurs on school property or at any school activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten school days.

## Prohibition against Being on or near School Property during Suspension

All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the Executive Director or designee. Any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity shall not be allowed to be within 1,000 feet of the school unless one of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian or custodian.
2. The student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian, in advance, in writing, to the Executive Director that suspended the student.
3. The student resides within 1,000 feet of La Salle Charter Schools, Inc. and is on the property of his or her residence.

If a student violates this prohibition he or she may be subject to additional discipline, including suspension or expulsion.

## Threats of Violence

La Salle Charter Schools, Inc. will take all reasonable steps to provide a safe environment for students and staff. To that end, any threat by any individual directed toward another which if carried out would pose a potential danger to the life and safety of students and/or staff will be regarded and treated seriously.

Any student who receives information concerning such a threat should immediately report that information to a teacher, counselor, or school administrator. The failure of a student to report such information may be treated as a disciplinary problem.

Any employee who receives information concerning such a threat should take appropriate action to respond to the threat including taking steps to separate the student perceived to be a threat from the potentially threatening situation and/or reporting the information to the Administrator(s). If the staff member believes the situation is so serious as to warrant the notifying of outside authorities, the employee must notify the Administrator(s) so that the Administrator(s) can be responsible for taking such steps.

The Executive Director or delegate should take immediate steps to investigate and determine the factual circumstances of the threat and then determine the appropriate action to respond to it. Such action may include disciplining the student(s) involved as appropriate under school rules, contacting the parents of the student(s) involved, and/or contacting appropriate law enforcement or other officials.

Whenever the Executive Director or delegate feels that it is necessary to contact outside officials to respond to a threat appropriately, the Executive Director or delegate will also contact the La Salle Charter Schools, Inc. Board.

## **Seclusion, Restraint and Corporal Punishment**

The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Missouri Department of Education Rule 160-5-1-.35, is prohibited in the School.

### **Seclusion**

The use of seclusion, as defined by Missouri Department of Education Rule 160-5-1-.35, is prohibited within the School. Seclusion does not include “time-out,” defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

This policy does not prohibit a staff member from utilizing time-out, as defined above, or any other classroom management technique or approach, including a student’s removal from the classroom that is not specifically addressed in this rule.

### **Physical Restraint**

Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.

Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.

Physical restraint shall not be used (1) as a form of discipline or punishment (2) when the student cannot be safely restrained; or (3) when the use of the intervention would be contraindicated due to the student’s psychiatric, medical, or physical conditions as described in the student’s educational records.

All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

Whenever physical restraint is used on a student the school or program where the restraint is administered shall notify the student’s parent or legal guardian within one school day after the use of restraint.

Before any staff member may implement physical restraint, he or she should have completed an approved training program. Approved training programs must address a full continuum of positive

behavioral intervention strategies as well as prevention and de-escalation techniques and restraint. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each of the provided trainings. Copies of such documentation will be made available to the Missouri Department of Education or any member of the public upon request. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

This policy does not prohibit a staff member from using time-out, as defined above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

The decision whether or not the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

## **Corporal Punishment**

For the purposes of this policy, corporal punishment is a form of physical punishment administered by an adult to the body of a child for the purpose of discipline or reformation, or to deter attitudes or behaviors deemed unacceptable. No person employed by or volunteering on behalf of the School shall administer corporal punishment or cause corporal punishment to be administered upon a student attending La Salle Charter Schools, Inc..

A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons or to protect property. Restraint of students in accordance with the School's policy on student seclusion, isolation and restraint is not a violation of this policy.

## **MOCAP/Virtual Learning**

Because virtual instruction can be an effective education option for some students, the network may offer virtual courses to students through network staff or by contracting for those services as part of the network-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP). The network will accept all grades and credits earned through network-sponsored virtual instruction and MOCAP.

The network will pay the costs of a virtual course only if the network has first approved the student's enrollment in the course as described in this policy. Even if a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or

designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals.

The network is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The network will provide supervision for students who take virtual courses in network facilities but will not provide supervision for students taking virtual courses offsite.

Students taking courses virtually are subject to network policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the network's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

#### **Student Skills Necessary for Success in Virtual Courses**

As part of eligibility for enrollment in virtual courses, school officials and parents/guardians will consider the following factors:

1. Students have demonstrated time-management skills that indicate the student is capable of submitting assignments and completing course requirements without reminders.
2. Students have demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.
3. Students have demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not provide nonverbal cues to support the student's understanding.
4. Students have the necessary computer or technical skills to succeed in a virtual course.
5. Students have access to technology resources to participate in a virtual course.
6. Consideration of the student's previous success (or struggle) in virtual coursework.

Link to DESE MOCAP Page (<https://mocap.mo.gov/about.html>)

# Appendix A

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## Glossary of Disciplinary Terms & Phases

|   |   |
|---|---|
| <b>Academic Dishonesty</b>                | (See Cheating / Plagiarism)   |
| <b>Alcohol and Other Drugs Possession</b> | Use, sale, purchase or distribution of any alcoholic substances; inhalants or other intoxicants, herbal preparation or imitation drug, controlled substances, including prescription drugs, over-the-counter medications, look-alikes, and substances represented as controlled substances, and drug paraphernalia.                         |
| <b>Ammunition</b>                         | A projectile that can be fired from a firearm or other gun or otherwise propelled such as a bullet, arrow, or pellet, etc. Any other object which by virtue of its shape or design gives the appearance of any of the aforementioned.   |
| <b>Arson/Fire</b>                         | Starting or attempting to start a fire or causing or attempting to start an explosion on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.   |
| <b>Assault</b>                            | Hitting, striking, and/or attempting to cause injury to another person; placing a person in a reasonable apprehension of imminent physical injury; or physically injuring another person.   |
| <b>Bias Behavior</b>                      | An offense, verbal, written, or symbolic in nature committed against a person or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, religion, disability, sexual orientation, or ethnicity/national origin. (See Harassment and Intimidation)                |
| <b>Bullying</b>                           | Intimidation, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to; physical violence, verbal taunts, name calling and put downs, threats, extortion or theft, damaging property, cyber-bullying, and exclusion from a peer group (relational bullying) |

|  |   |
|--|---|
| <b>Cell Phone / Electronic Device Misuse</b> | Use of cell phone, camera phone, video phone, or any other communication devices, or electronic device such as an iPod, hand held game, or other electronic device during the school day.   |
| <b>Cheating</b>                              | Providing, receiving, or viewing answers to any school related assignment, quiz, text or exam. Having books, notes/notebook, or mobile devices out during a test without permission   |
| <b>Computer Misuse</b>                       | Any unauthorized or inappropriate use of technology related resources. May include, but not limited to: <ul style="list-style-type: none"> <li>● Using or attempting to use credentials / login of someone other than your own.</li> <li>● Altering or attempting to alter grades/any school report.</li> <li>● Theft or hardware or components/parts</li> <li>● Intentional physical damage to technology devices</li> <li>● Non-instructional activity (i.e., chat rooms, messaging, etc.)</li> <li>● Playing unsanctioned online games without authorization from the teacher/administrator</li> <li>● Streaming non-instructional media (i.e., music, video, online content)</li> </ul> |
| <b>Cyberbullying</b>                         | The use of information and communication technologies-email, mobile devices, text messages, instant messaging, or social media sites, or a combination of these – to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.  |
| <b>Destruction of Property/Vandalism</b>     | Damage, destruction, or defacement of property belonging to the school or others.   |
| <b>Disruption to Classroom or School</b>     | Behavior that interferes with instruction, learning, and a safe and orderly environment, which includes, but not limited to, chronic talking, throwing objects, horseplay, teasing, refusal to remain in a seat, rude noises, etc.  |
| <b>Disrespect to Staff</b>                   | Willful or continued willful disobedience of a directive or request by a staff member or disrespectful verbal, written, pictorial, or symbolic  |

language or gesture that is directed at a staff member that is rude, vulgar, defiant, or considered inappropriate in educational settings.

**Dishonesty**

Any act of lying, whether verbal or written, including forgery.

**Extortion**

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

**False Alarms**

Tampering with emergency equipment, setting off false alarms, making false reports, communicating a threat or false report for the purpose of frightening, disturbing, disrupting or causing evacuation or closure of school property.

**False Information /  
Accusations**

Willfully or maliciously giving false information, record, or accusation against school personnel or other students.

**Forgery**

Purposely signing another person's name.

**Gang Related Activity**

Any demonstration of gang behaviors, or behaviors similar to those of gangs that would materially and substantially interfere with the operation of La Salle Charter Schools, Inc.. Gang related activity and/or behaviors may include, but are not limited to:

- The presence of any apparel, jewelry, or accessory which, by virtue of its color, trademark, symbol, or any other attribute indicates or implies gang membership or affiliation with such group.
- Using, employing, or relying on gang members or affiliation to threaten, intimidate, or to harass students or staff.
- The use of certain hand signals or gestures that may, in any way, be linked to gang or gang related activity or behavior.
- Graffiti that may in any way be linked to gang or gang related activity or behavior.
- Identifying oneself as a member of a gang
- Recruiting or soliciting membership in a gang or gang related organization.

**Gambling**

Wagering money or property.

|   |   |
|---|---|
| <b>Harassment / Discrimination</b>                  | Use of verbal, written or symbolic language based on race, color, religion, sex, national origin, ancestry, disability, age, or other characteristic that has the purpose or effect of unreasonably interfering with a student’s educational environment or creates an intimidating, hostile or offensive educational environment. <i>Examples of illegal harassment include, but are not limited to, displays of written material or pictures, name calling, slurs, jokes, gestures, threatening, intimidating or hostile acts, theft or damage to property.</i> |
| <b>Hazing</b>                                       | Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful, or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team. Hazing may occur even when all students involved are willing participants.  |
| <b>Inappropriate Language</b>                       | Using vulgar or abusive language, either spoken or written, such as cursing, swearing, or threatening.  |
| <b>Inciting/Participating in School Disturbance</b> | Causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct  |
| <b>Insubordination (Uncooperative behavior)</b>     | Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance. Includes, but not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, refusal to report to the office/recovery room, refusal to report to the correct buddy room, refusal to allow a search.  |
| <b>Leaving Without Permission</b>                   | Leaving the classroom or other assigned area without permission from the adult in charge and/or leaving the classroom or school grounds without permission and without a parent/guardian.   |
| <b>Misuse of Social Media</b>                       | Whether on school grounds, either during or outside school hours, or off school grounds when it was foreseeable that the speech would reach school grounds or where there is sufficient nexus between the off campus speech and the school, the use of social media in a manner that demeans, condemns or berates others, including students and staff, incites violence of any kind, defames, harasses or bullies others, including students and staff.  |

|   |  |
|---|--|
| <b>Plagiarism/Academic Dishonesty</b>   | Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgment of the source.   |
| <b>Public Display of Affection (PDA)</b>  | Physical contact that is inappropriate for the school setting including but not limited to kissing and groping.  |
| <b>Putting Substances in Another Person's Food or Drink or on a Person's Body</b> | <p>Putting any substances (poisonous or otherwise) in another person's food or drink, which contaminates that food or drink, or on a person's body, which causes injury or harm to the person.</p> <p>Relational Bullying A socially manipulative, non-physical behavior intended to hurt others and interfere with the educational environment.</p>   |
| <b>Reportable to the Police</b>   | Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. A standard or criteria to determine whether an offense is reportable to the police or not is whether the behavior is considered illegal or whether it causes injury to persons.   |
| <b>Restitution</b>  | Replacing item(s) that were stolen or damaged, or providing fair market value by way of compensation or service.   |
| <b>Sexual Activity / Sexual Misconduct</b>  | Inappropriate behavior of a sexual nature, including, but not limited to, indecent exposure, consensual sex, or possession of sexually explicit material. Exposing of body parts to another individual including, but not limited to, possession, transfer or exposure of images, electronic or otherwise, of body parts or sexually explicit images of oneself or others, and/or initiating or participating in an act of a sexual nature.  |
| <b>Sexual Assault</b>   | <p>An unwelcome/non consensual advance or touching of a sexual nature that may range in degree from simple non consensual contact to non consensual forced physical contact or the threat of force. This conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creates an intimidating or hostile or offensive educational environment.</p> <p><i>Examples include but are not limited to, nonconsensual touching or fondling of the genital areas, breasts, or undergarments, regardless of whether or not the touching occurred through or under clothing.</i></p> |
| <b>Sexual Harassment / Discrimination</b>   | Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature and has the purpose or effect of unreasonably interfering with a student's educational environment or  |

creates an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors, or other unwelcome sexual advances.

**Stealing / Theft**

Taking or attempting to take property of another person or institution without permission or knowledge of the owner.

**Tobacco**

Possession, use, sale, or distribution of tobacco or tobacco products on school property or at any school-activity.

**Truancy**

An absence from school without the knowledge and consent of parents/guardians and/or the Executive Director or delegate; excessive non-justifiable absences, even with the consent of parents/guardians

**Trespassing / Unauthorized Entry**

Entering or assisting any other person to enter the school office or any other area that is locked or not open to the general public; entering or assisting any other person to enter the school facility through an unauthorized entrance.

**Vandalism**

The willful damaging or attempt to cause damage to real or personal property belonging to the school, staff, or students.

**Weapons**

Defined as the possession or use of any instrument or device which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person. Weapons include, but are not limited to, any gun, loaded or unloaded, operable or inoperable, real or look-a-like, pellet/bb gun, paintball gun, stun gun, taser, flare gun, nail gun, and air soft gun, knife, hunting or switchblade, razors, box cutters, pepper spray, etc.

## **Executive Director Right to Amend the Handbook**

This Student/Parent Handbook contains established procedures for the 2022-2023 school year. Since it is not possible for a Handbook to address every situation that may arise during a school year, the Executive Director or delegate reserves the right to amend or revoke the procedures in this Handbook at any time as circumstances may require. When changes are made to the Handbook, parents and students will be informed of the change in writing in a timely manner, and this will include a statement about when the change will take effect.

# Appendix B

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Forms that Need to be Signed and Returned to School. Please review, sign, and return the following forms to the School Office by **August 31, 2022**.



## Learning Success Contract

### Student and Family Compact

La Salle Charter Schools, Inc. sees its mission as giving due emphasis to the human, cultural and intellectual development of its students to prepare for success in high school, college, and the workplace. The staff of La Salle Charter Schools, Inc. believes that the purpose of education is to create learning experiences that are liberating and empowering. This belief calls for the education of the whole person according to his or her developmental needs. Our students seek that empowered sense of self that comes from learning and testing new skills and goals in the presence of strong mentoring, support, and exposure to diverse role models.

We, in partnership with parents and guardians, believe that each student can excel in academics and in life regardless of environmental influences, socioeconomic status, or race/ethnic background.

*The Learning Success Contract outlines the expectations and responsibilities of each member of our learning community. Please review each statement and initial to acknowledge your agreement.*

#### Student

As a student of La Salle Charter Schools, Inc., I fully commit that I will:

- Show school documents, notes, and my To Do List in Google Classroom for each class to my family. \_\_\_\_\_
- Be helpful and courteous to others. \_\_\_\_\_
- Work to keep a safe environment so all can learn. \_\_\_\_\_
- Behave appropriately throughout the school by meeting school and classroom standards. \_\_\_\_\_
- Come to school ready and willing to learn. \_\_\_\_\_
- Commit to reading every night. \_\_\_\_\_
- Give an honest effort to do my best. \_\_\_\_\_
- Strive to learn about and demonstrate our core values. \_\_\_\_\_
- Respect and take care of myself, the people around me, and the things around me. \_\_\_\_\_
- Ask for help if I need it and will be open to receiving help. \_\_\_\_\_

#### Parents & Families

As a LaSalle family, We fully commit that we will:

- Be fully present and responsive when working with the school. \_\_\_\_\_
- Be open to feedback from staff on my child's progress. \_\_\_\_\_
- Take ownership of my role in my child's progress, holding my child fully responsible for his/her actions. \_\_\_\_\_
- Attend family-teacher conferences or make other arrangements to meet with teachers. \_\_\_\_\_

- Participate in school events. \_\_\_\_\_
- Support the school in providing a safe learning environment and in helping my child contribute positively. \_\_\_\_\_
- Ensure my child learns at home and in our community outside of school. \_\_\_\_\_
- Check my child's To Do list in Google Classroom each night and encourage his/her efforts. \_\_\_\_\_
- Be mindful of my child's needs for adequate sleep and proper nutrition. \_\_\_\_\_
- Mentor my child to help show respect to themselves, staff, and others. \_\_\_\_\_
- Volunteer my time to support the school community, tutoring, recruiting, sharing my expertise, or general support. \_\_\_\_\_
- Give an honest effort to do our best. \_\_\_\_\_

**La Salle Charter Schools, Inc.**

As the Faculty & Staff of La Salle Charter Schools, Inc., we fully commit that we will:

- Provide a safe and caring learning environment where each student feels loved, valued, and safe. CRB
- Have high expectations and rigorous learning goals for all students. CRB
- Monitor and regularly share feedback with families about the progress of each student, and as soon as there are academic/behavior concerns. CRB
- Be clear with families in communicating school behavior expectations and procedures. CRB
- Offer whole-person support for students and families when needed, including mental health, college and career planning, and social service and medical referrals. CRB
- Maintain high quality resources to support student growth, such as additional instructional help, technology, and curricula. CRB
- Offer parent learning opportunities. CRB
- Provide lessons adapted to diverse learners, including those entering with below-level or advanced academic levels. CRB
- Employ a variety of instructional strategies to create learning experiences that make the subject matter meaningful and engaging for students. CRB

By signing this Learning Success Contract below, all parties agree to uphold the responsibilities and expectations as outlined above.

\_\_\_\_\_  
Student's Name (Please print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent or Guardian's Signature

LaShanda R. Boone

Executive Director - La Salle Charter Schools, Inc.



## Handbook Agreement

We have read the La Salle Charter Schools, Inc. Family and Student Handbook, including the Title I materials, and we agree to be governed by this handbook.

\_\_\_\_\_  
Print Name - Student

\_\_\_\_\_  
Print Name - Parent

\_\_\_\_\_  
Signature - Student

\_\_\_\_\_  
Signature - Parent

\_\_\_\_\_  
Date



**Student Technology Usage Agreement (Document will be sent electronically)**

This document explains the terms of participation in the Chromebook take home program for La Salle Charter Schools, Inc. during the 2021-2022 school year.

I, \_\_\_\_\_ (Student), understand that I will be checking out a Chromebook that belongs to La Salle Charter Schools, Inc. for use while I am an active student at La Salle. I understand my guardian is signing this agreement to indicate I have read and agree to the terms outlined below.

Chromebook users understand that participation involves the following:

1. Student must be enrolled in La Salle Charter Schools, Inc..
2. Student must bring Chromebook to school each day, fully charged.
3. Follow the curriculum outlined by La Salle Charter Schools, Inc..
4. Use the Chromebook for technology education purposes.
5. Chromebooks are not to be used for non-school related tasks.
6. Chromebooks will have software installed that will monitor student usage and track the location of the device.
7. Chromebooks will be monitored daily to ensure proper educational usage.
8. Chromebooks are not to be used by any persons other than the student the device is checked out to.
9. Student and guardians are responsible for the condition and security of the checked-out device.
10. Student will be charged the full replacement if the device is damaged beyond repair or not returned (\$250). Device conditions will be accessed for and students will be charged for any necessary repairs. (Up to \$250)
  - a. Fee Schedule:

|  |                            |                                 |
|--|----------------------------|---------------------------------|
| Cracked screen (\$80)                                | Charger Replacement (\$30) | Zipper is broken on case (\$20) |
| Liquid Damage<br>(actual cost of repair up to \$250) | Missing keys (\$5 per key) | Keyboard Replacement (\$70)     |

11. If the device is lost, stolen or damaged this must be reported immediately to Christy Brooks via email [cbrooks@lasallemiddleschool.org](mailto:cbrooks@lasallemiddleschool.org)
12. Participation in the above listed program requires this agreement be signed by a student and parent/guardian. La Salle Charter Schools, Inc. reserves the right to revoke student participation, student accounts and removal of the checked-out devices from the student procession based on, but not limited to the above stated requirement.
13. Chromebook is to be returned upon request as directed by the Principal of La Salle Charter Schools, Inc..

Name \_\_\_\_\_ Date \_\_\_\_\_

**By signing this Agreement, I acknowledge that we have read all the provisions of this Agreement and agree to all of its terms.**