

Hope Leadership Academy
Charter School

FAMILY HANDBOOK

2018-2019



Hello Students and Families of HLA,

Welcome to Hope Leadership Academy Charter School! We know that you have many choices when it comes to choosing the right school for your child/ren. With that, we're honored that you chose HLA.

Here at HLA, we take education very seriously. Our highly qualified staff has been trained in the most recent research based instructional strategies to use in the classroom, so that your child/ren will have the most positive experience possible.

Our goal here at HLA is to become a nationally recognized school of excellence! In order for us to achieve this goal, we'll need the dedication, commitment, and hard work of all stakeholders. We all have a part to play in making sure that HLA is on the road to excellence.

In this handbook, you'll find information on student expectations; parent volunteer opportunities, attendance and much more. We hope that you join us in making sure that we not only meet, but also exceed the national standards and become nationally recognized as a school of excellence.

We look forward to working with you this school year and years to come.

Sincerely,

Hope Leadership Academy Admin Team

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Mission Statement

To provide a world-class neighborhood school whose students excel in a culture of academic rigor, character development, and caring relationships.

Vision Statement

We envision a vibrant, close-knit neighborhood based school where all students reach for and attain their highest goals. By creating a caring and supportive environment with high expectations, we will empower students to become enthusiastic learners and respectful citizens who work diligently to better themselves and their neighborhood.

Students will experience a high level of success both academically and in the world around them, which will strengthen families and the neighborhood we serve.

Hope Leadership Academy Values

We believe. . .

- All students can learn
- Education must prepare students for a rapidly changing world
- Each person is a unique individual whose needs must be addressed in the educational process.
- Learning is a life-long process
- Community involvement is essential for HLA
- The families, the community, the schools, and the students are partners in the educational process
- A safe, caring, and orderly environment is required for teaching and learning
- An environment which fosters respect and self-worth must exist for every person
- Our employees are essential to our success
- In data-driven decision making

Board of Directors

Heather Whalen, President
Dr. Rodney Smith, Vice President
Franco Olivier, Treasurer
Jarred Jones
Clarke Smith
Jake Latta

Administration Team

Mrs. Annelise London, Principal
Mrs. Whitney Giffin, School Social Worker

Classroom Teachers

Ms. Kerry White, Transitional Kindergarten
Ms. Maria Downs, Kindergarten
Mrs. Leah Giangregorio, First Grade
Mrs. Jessica Vohs, Second Grade
Ms. Nicole Puryear, Third Grade
Ms. Christina Sexton, Fourth Grade

Specials Teachers

Ms. Jenina Sorenson, P.E.
Mrs. Karly Breslow, Music
Mr. Nathaniel Leibel, Art

Support Staff

Mrs. Janet Litton, Special Education
Mrs. Melissa Oyelere, Reading

School Policies and Procedures

Hope Leadership Academy has established, and will continually refine operational policies, procedures, and expectations to support the mission, vision, and goals of the school. The policies, procedures, and expectations in the following section are guidelines by which all community members are expected to abide by. As the school year progresses, they may be refined, revised, added to or deleted as the Board of Directors and school administrators may see fit.

Non-Discrimination Policy

Notice of Non-Discrimination: Hope Leadership Academy does not discriminate based on sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, or any other factor prohibited by law in its programs and activities. If you believe you have been subjected to or discrimination or harassment, or if you have inquiries regarding the school's non-discrimination policies, please call 816-921-1213.

Confidentiality

The Family Education Rights and Privacy Act (FERPA) protects the rights and confidentiality of all students. FERPA and HLA Board Policy prohibits the school from sharing a student's names, address, telephone number, or any specific academic or behavior information about a student to anyone other than a parent/legal guardian or someone else authorized by the parent/guardian, or staff members who have legitimate educational interests in the student.

Complaint Process

In the event that a parent, staff member, or community member has a concern that cannot be adequately resolved with an individual, they may seek assistance through the following process:

- Discussion with the student's teacher
- Discussion with the school administrator
- File a formal complaint with the Board of Directors

The Board of Directors will address complaints only **after** the concern has been addressed and unsuccessfully resolved with the school administrator. Complaints must be made in writing and addressed to:

Board President
Hope Leadership Academy
2800 E Linwood Blvd
Kansas City, MO 64128

Missouri Department of Elementary & Secondary Education
No Child Left Behind Act of 2001(NCLB) COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the No Child Left Behind Act of 2001 (NCLB)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for NCLB Programs	
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1. What is a complaint under NCLB?

For these purposes, a complaint is an 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 NCLB.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

Local education agencies are required to disseminate, free of charge, this information regarding NCLB complaint procedures to parents of students and appropriate private school officials or representatives.

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 NCLB program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

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

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

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within ten 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 days of the complaint being filed, the LEA, will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within ten days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, and/or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to private school children handled differently?

If the complaint is an LEA is not providing equitable services for private school children, in addition to the procedures listed in number 7 above, the complaint will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Departments' resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. An independent on-site investigation may be conducted if the Department determines that it is necessary. The investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department

will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

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

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

Federal Programs Compliance

Hope Leadership Academy is a free, public charter school sponsored by the University of Central Missouri (UCM) and considered, by the Missouri Department of Elementary and Secondary Education (DESE), as a Local Education Agency (LEA). As such, HLA receives regular funding from local, state, and federal sources administered by DESE. The school is committed to maintaining full compliance with all appropriate local, state, and federal regulations as required under the federal Elementary and Secondary Education Act (ESEA), formerly referred to as the No Child Left Behind Act (NCLB) and any other requirements set forth by Missouri law, DESE regulations, and requirements set forth by UCM.

Title I Programs Compliance

Annual Review of Title I Programs

As a school that receives Title I Federal funds, the school staff and parents will conduct a review of its Title I programming including instructional programming, expenditures of Title I funds, professional development, student achievement results, and other aspects of Title I programs.

Highly Qualified Teachers

All parents of students attending a school that receives Title I federal funds may request and be provided the professional qualifications of their child’s teachers or other staff members who work with their child. The school will notify the parents of any student who has a teacher who does not meet requirements as a Highly Qualified Teacher for four or more consecutive weeks. Upon request, the school will provide:

- The teacher’s qualifications and grade-level/subject area of certification or licensure
- If applicable, whether a teacher has an emergency or provisional license, and if so, which state qualification or licensing criteria has waived
- If applicable, the qualifications of any paraprofessional that may work the parent’s student

Student Achievement Results

The school will report to the parent the academic progress of his/her student, including regular reports of the student’s progress in classwork, local assessments, and the state assessment.

Schools on Improvement Status

When a school is identified for School Improvement, the district must notify the parents/guardians of all children in the identified Title I building of its School improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.

English Language Learners

Within the first thirty days of school, the parents of students who may qualify to receive services as English Language Learners will be notified of their students’ instructional program and services.

Safe Schools

Parents/guardians of students enrolled in a persistently dangerous school, or students who are victims of

violent criminal offense while on school property, have the right to transfer their student to a school not designated persistently dangerous.

Homeless Student Policy

Hope Leadership Academy will fully comply with the McKinney-Vento Homeless Act.

Identification

A student qualifies for services under the McKinney-Vento Act if he/she is an unaccompanied minor and/or lacks a fixed, regular, and adequate residence, and finds true one of more of the following:

- (i) Sharing the housing of another person due to loss of housing, economic hardship, or a similar reason; (ii) living in a motel, hotel trailer park, or campground due to economic hardship and lack of adequate alternative accommodations; (iii) living in emergency or transitional shelters; (iv) abandoned in a hospital or awaiting foster care placement;
- Have a primary residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

If you find yourself in one of these situations, please contact the school Homeless Coordinator for assistance. At this time, our School Social Worker is serving as our Homeless Coordinator.

Migrant Education

HLA will make every reasonable attempt to identify students who may qualify for services for students who are considered migrant based on the occupation of their parents or legal guardians. Any student suspected of potentially qualifying for services will be assessed using the information provided on the Enrollment Form and determined through an interview with the school's Migrant Education Coordinator. If a student qualifies for Migrant services, the school will provide additional supports consistent with regulations.

Parental Involvement

Board Policy

The Board of Education at Hope Leadership Academy recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in education district students. In order to implement the Board's commitment to parent/family involvement in education, the Principal will appoint a committee of parents, staff, and community representatives to serve as the school's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training, and program evaluation.

Title I Program Parent Involvement Plan

The school and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the school will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the support necessary to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the school served.

6. Involve parents in the activities of the school.

Admission Policy and Procedures

The admission of all students shall be under the direction of the Principal, subject to the approval of the Board of Directors. All persons seeking admission to Hope Leadership Academy must satisfactorily meet all residency, academic, age, immunization, health and other eligibility prerequisites as established by Board policies, rules and regulations, and by state law. Students entering Hope Leadership Academy will be required to present a birth certificate or some other acceptable proof of age.

Admission Documentation:

1. Birth Certificate
2. Current Shot Record
3. Proof of Residency

Open Registration begins February 1.

School Hours

Regular School Day: 8:30 a.m. – 3:30 p.m.

Early Release Friday: 8:30 a.m. – 1:00 p.m.

Breakfast: 8:00 – 8:30 a.m.

Parent Involvement

HLA values establishing a partnership with parents and welcomes volunteers in the school. There are numerous opportunities available including field trips, classroom projects, and special events throughout the year. Your child's classroom teacher will provide more information regarding opportunities for parent involvement throughout the year.

Please schedule an appointment with the classroom teacher at least 24 hours in advance to make a visit or discuss a student's academic progress.

Due to liability issues, **siblings or other children may not accompany volunteer parents.** We appreciate your respect to the school and other parents by following the rules.

Parent Drop Off and Pick Up

Students should be dropped off at the front of the building in the morning and picked up from the ease door of the building in the afternoon. We encourage full day attendance and request that you do not pick up students before 3:15.

School Closure due to Inclement Weather

In the event of inclement weather, you will receive a notification via the Bloomz app, our school's method of family communication. You may also tune-in to **KCTV5** news channel for school closing information. The information will be communicated to KCTV5 by 6:00 AM.

Contact and Student Information

It is essential that parents inform the school of correct home and business addresses and telephone numbers. This is important for emergencies and for school records. This also includes unlisted numbers. Your privacy will be respected.

Student Breakfast and Lunch Programs

Nutritious breakfasts are available to students from 8:00 a.m. – 8:30 a.m. free of charge. NO breakfast will be served after 8:30 a.m. Nutritious lunches and beverages are served free of charge by Hope Leadership Academy to students who do not choose to bring their lunches from home. Students who bring their lunches from home may purchase milk for .50 cents. Students are not allowed to bring candy, snacks high in sugar or carbonated beverages to school.

Classroom Visits

We welcome families to visit classrooms, with certain boundaries that ensure no classroom disruption during instructional time. Teachers cannot visit with parents while conducting class. In order to avoid conflict with the teaching schedule, all conferences must be arranged in advance with your child's teacher. Visitors must be listed on the parent contact list and report to the Main Office before entering classrooms.

Birthdays are very special to each of us and students. If you want to celebrate this special day with your child and his/her class, we ask that you make prior arrangements with the classroom teacher. Thank you for adhering to this policy so that valuable instructional time is uninterrupted.

School Uniform Policy

Students at Hope Leadership Academy Charter School are expected to dress appropriately for school each day by wearing the approved uniform. Throughout the year, there are a few opportunities for students to have "dress down days" and "dress up days" for special occasions; however, our general uniform requirements are as follows:

Boys:

Khaki or black pants/shorts (**NO JEANS**)

School issued shirt, green, grey, or white polo

Appropriate footwear –Tennis shoes or dress shoes (**NO SANDALS**)

Girls:

Khaki or black pants, shorts, or skirt. **NO JEANS**

School issued shirt, green, grey, or white polo

Appropriate footwear -Tennis shoes or dress shoes (**NO SANDALS**)

All skirts and shorts must be an appropriate length. Students who arrive at school dressed

inappropriately may receive a warning or may be required to have a family member bring appropriate attire to school.

Remember, Hope Leadership Academy Charter School is a school of choice. Part of the choice that parents and students make when selecting our school is the choice to wear the required uniform. Students who refuse to wear the uniform are not following through with their commitment to the school.

Curriculum

A viable and rigorous curriculum is the foundation of any successful academic program. Hope Leadership Academy has invested in developing our curriculum to meet and exceed state and national standards. The curriculum here at HLA is designed to challenge each student at their current academic level so that they develop the skills to perform at even greater levels. HLA uses the Missouri Learning Standards.

Computer Usage

HLA, in collaboration with parents and the community, is committed to the use of technology as a springboard into the 21st Century. We are committed to the integration of technology into our core curriculum. The use of technology prepares students for the twenty-first century. Students will be able to use computers to do school work, for accessing and applying information, for problem solving, and for communicating ideas and data.

HLA has been aiming to provide a greater degree of technology for each student. In our efforts to do so, we have purchased many computers. In all of our efforts to provide this technology to students, anyone who vandalizes the equipment will be held responsible for such damage.

ACCEPTABLE USE:

All lab and network use by HLA students shall be in support of education and research, to assist in carrying out students' responsibilities, or to exchange information among students, faculty, and the global community. Any network traffic that originates in HLA and moves to other networks must conform to the acceptable use policies of those subsequent networks.

Electronics

Electronic devices such as handheld games, iPod, mp3 players, toys, cell phones etc. are prohibited. If a device is confiscated, the device will remain locked up in storage until a parent is able to retrieve it. **Electronic devices will not be returned to students.**

Report Cards and Progress Reports

Report cards will be issued at the end of each trimester. We recommend that you create and maintain an open line of communication with your child's teacher so that you're aware of the academic progress your child is making.

Promotion Standards: In grades K-4th, each grade level has expectations for "Promotion" to the next grade level. It is the student's responsibility to complete the necessary assignments in each class.

- Student must demonstrate academic progress in all core and other classes.
- Student's grade equivalency score on STAR Reading and Math must be within 5 months of current grade level. (Example: Promotion to 2nd grade would require a grade equivalency score of 1.5.)

- Student must have an attendance of 92% or higher.

Attendance

Students are expected to be at school all day, every day. The primary responsibility for attendance rests with the parents. While perfect attendance is the goal, all students must maintain at least 95% attendance (no more than 10 absences for the year) in order to be prepared for the next grade level.

Excessive Absences: Excessive absences have a detrimental effect on a student's learning. Absences exceeding HLA's attendance policy will result in a conference with the building principal. *A student, who misses 10 days or more in the school year, may be retained for the next school year. *

Absences:

- **Three tardies and/or early dismissals** equals one day of absence.
- **Five Unexcused Absences** – A “Fifth Absence Letter” will be sent CERTIFIED explaining attendance process, which will also include information on truancy law.
- **Eight Unexcused Absences** - Automatic Hotline call to Children’s Division
- **Ten Consecutive Days (Unexcused)** – Automatic withdrawal from Hope Leadership Academy, parent must re-enroll student based on available slots.

Policy 2340: Truancy and Educational Neglect

The Board of Directors believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate. Section 210.115 RS.Mo. Mandates reporting to the Division of Family Services when there is reasonable cause to suspect that a student's nonattendance is due to the educational neglect of the parents/guardians.

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 building principal, or his/her designee. That individual will then become responsible for making a report via the Student Abuse Hotline to the Missouri Division of Family Services (DFS). The building principal shall inform the Board of Directors that a report has been made, and keep the Board apprised of the status of the case.

Tardies: students arriving at school after 8:30 A.M must check in with the office to get a tardy slip before being admitted into class. Teachers begin class promptly, therefore, please ensure your child does not miss out on important instruction time. Excessive tardiness will result in a conference with the building principal and parents. Should the problem continue, the parents may be asked to withdraw their student from school

Health and Safety

HLA understands that some students take medication on a daily and sometimes occasional basis. In order for HLA to keep all students safe, the following procedures must be followed.

1. Students that take medication daily must provide medical documentation/prescription of the medicine with clear instructions for administering the medication.
2. All medications will be kept in the office safe and will be administered by school staff.
3. The school will not administer Over the Counter medication to students.
4. Empty prescription containers will be sent home with the student unless other arrangements are made.

When to stay home: many students and families are frequently concerned about when a student should stay home or attend school due to illness. The following information is a guideline intended to help with this decision.

1. If a student has a fever of 99 degrees or more, the student should stay home for at least 24 hours after the fever breaks.
2. If a student has vomited or had diarrhea the student should stay home for 24 hours after the episode.
3. If a student has any rash that may be disease-related or the cause is unknown, check with your family physician before sending the student back. Please provide the school with a medical clearance.
4. If a student's eyes are red with watery or pus drainage, check with your family physician to rule out Pink Eye before sending the student to school. Please provide the school with a medical clearance.

Emergencies and/or Illness: If your child becomes ill or injured at school, you will be notified and first aid will be provided. The office will call the parents whenever the student has a fever at or over 99 degrees and/or is vomiting, has significant pain, repeatedly complains, or anything else that is out of the ordinary.

Reporting Child Abuse

State law requires that any school employee who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or observes the child being subjected to conditions which would reasonably result in abuse or neglect, must immediately report or cause a report to be made to the Missouri Division of Family Services.

Emergency Procedures

HLA will participate in practice drills to ensure that an efficient, effective routine has been established. The following drills will be performed on a monthly basis:

1. Tornado
2. Fire
3. Lock Down (with response & without response)

Providing a safe environment is our #1 priority. It is imperative that students listen and follow directions

so that we can keep everyone safe.

Code of Conduct

The Code of Student Conduct is designed to encourage students to accept responsibility for their actions, teach students to respect the rights of others, facilitate learning, and promote the orderly operation of Hope Leadership Academy Charter School. It is composed of various “classes” of misconduct, which will result in disciplinary action. A student who commits an act of misconduct which is not listed in the Code of Student Conduct, but which is nonetheless prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of students, will be subject to the authority of the classroom teacher and/or principal.

Imposition of Disciplinary Consequences

For purposes of this Code of Student Conduct, School personnel will use their professional judgment in determining which disciplinary consequences for the listed offenses will be most effective in dealing with the student’s misconduct, taking into account the following factors:

- the student’s age and maturity level
- the nature and seriousness of the infraction
- the student’s previous disciplinary record
- the student’s attitude
- other relevant factors

The disciplinary consequences apply to all students, although special procedures must be followed with regard to disciplining students with disabilities.

The penalties listed under the “Consequences” section for each class of offenses are disciplinary options and need not be imposed in any certain order. Moreover, there is no requirement that all disciplinary options listed be exhausted before a student may be disciplined for second or subsequent offenses.

SCOPE OF AUTHORITY

The provisions of this Code of Student Conduct apply in all situations in which students are involved, including:

- activities on school property
- travel on school buses or in any vehicle when that vehicle is used to transport students for the district
- off-site school sponsored activities
- while walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the student’s conduct is the result or cause of disruptive behavior on school grounds
- acts of behavior, which occurs off school property and poses a threat to the safety of students and faculty or disrupts the learning environment

Off-campus misconduct that is not school-related and adversely affects the educational climate will also be subject to school-related disciplinary consequences (i.e., long-term suspension and/or expulsion). In addition, the district will seek restitution in all instances where district property is damaged, destroyed, or stolen.

Discipline infractions occurring at the end of the school year may result in disciplinary actions and/or consequences being administered at the beginning of the next school year.

SUPERVISION OF STUDENTS

All district personnel responsible for the care and supervision of students are authorized to hold every student strictly accountable for any disorderly conduct, this includes but is not limited to, in, or on school property, on any school bus, or in any vehicle that is used to transport students for the school activities. School employees may use reasonable and prudent physical force to restrain a student whose actions are reasonably believed to result in physical injury to any person, including the student.

STUDENT ACCOUNTABILITY

All students within the district will be held accountable for their actions on school property. The failure of a student and parents or guardians to read the Code of Student Conduct and sign the acknowledgment will not prevent students from being held accountable for their behavior and receiving disciplinary consequences under the Code of Student Conduct.

STUDENTS' RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

Students are responsible for any contraband found in their possession. Contraband is defined as drugs, weapons, alcohol, and/or other materials deemed illegal or unauthorized under Missouri and Federal law, School Board policy or the Code of Student Conduct. For purposes of the Code of Student Conduct, items are deemed to be within a student's possession if the items are found in any of the following places:

- student's clothing (i.e., pockets, jackets, shoes, socks, hats etc.)
- student's purse/book bag
- student's desk
- student's locker, and/or
- student's automobile located on school property

It is each student's responsibility to check his or her personal belongings for possible contraband **before** entering school property, any school bus going to or returning from school, or any vehicle when that vehicle is used to transport students for the district and school-sponsored activities.

A student may be required to surrender items prohibited at school. Confiscated items include iPods, pagers, mobile phones, laser pointers, etc.

CLASS I - OFFENSES

Disruptive Behavior in the Classroom, School, or During School Activity -

Intentional acts or conduct in the classroom, in the school building, or upon school grounds, that disrupts the educational process (i.e., talking, making noises, getting out of seat without permission, etc.).

Defiance of Authority -

Refusal to follow directions from school personnel or comply with classroom or school rules.

Use of Abusive, Obscene, Offensive, or Profane Language -

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive to modesty or decency. Any slurs, innuendoes or other verbal conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability, or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Consequences Class I (Refer to Imposition of Disciplinary Consequences, page 16):

Step One:

Verbal and/or Non-Verbal Warning

Step Two:

Verbal and/or Non-Verbal Warning
Restorative Practices with School Social Worker

Step Three:

Verbal and/or Non-Verbal Warning
Restorative Practices with School Social Worker
Family Contact

Step Four:

Verbal and/or Non-Verbal Warning
Restorative Practices with School Social Worker
Face-to-face family meeting
Out of School Suspension
Student Safety Plan
Invitation for a face-to-face meeting and brief explanation of the documentation of previous phases (Formal letter home to parent & in student file)

Step Five:

See Class III – Chronic Misconduct

CLASS II - OFFENSES

Possession, Exhibition, and/or Distribution of Obscene Material -

Possessing, exhibiting, or distributing material, which offends common decency and morals.

Gambling -

Betting on an uncertain outcome, regardless of stakes, engaging in any game of chance or activity in which something of real or symbolic value may be won or lost.

Inciting to Fight/Contributing to a Disruptive Situation -

The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom.

Dangerous Behavior -

Behaving in such a way as could reasonably cause injury to a student, teacher, or other staff member (i.e., running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.). *Any serious physical injury, which results from a student's dangerous behavior, will be considered an assault and may result in Class IV Consequences.*

Academic Dishonesty -

Cheating on tests, copying assignments or papers, etc. Academic Dishonesty includes, but is not limited to: plagiarism, claiming credit for another person's work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration; facilitation of academic dishonesty; and other misconduct related to academics.

Misuse of Computer or Violation of Network Practices -

Any misuse or inappropriate network practices including, but not limited to, practices that do not conform to the School Internet Use Policy. If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishes or displays any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately, and using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities.

Consequences Class II (Refer to Imposition of Disciplinary Consequences, page 16):

Step One:

Verbal and/or Non-Verbal Warning
Restorative Practices with School Social Worker

Step Two:

Verbal and/or Non-Verbal Warning
Restorative Practices with School Social Worker
Family Contact

Step Three:

Verbal and/or Non-Verbal Warning
Restorative Practices with School Social Worker
Family Contact
Out of School Suspension
Student Safety Plan

Step Four:

Verbal and/or Non-Verbal Warning
Restorative Practices with School Social Worker
Face-to-face family meeting
Student Safety Plan
Invitation for a face-to-face meeting and brief explanation of the documentation of previous phases (Formal letter home to parent & in student file)

Step Five:

Mandatory minimum 3-day OSS (Out of School Suspension)
Referral for Board hearing

CLASS III - OFFENSES

*Any commission of these offenses **may** be reported to local law enforcement.

Possession and/or Use of Tobacco or Tobacco Products -

The use or possession of tobacco or tobacco products by students in school buildings.

Chronic Misconduct -

Persistent violations of the Code of Student Conduct where appropriate documentation of interventions utilized by school personnel has been presented.

Bullying -

For purposes of this policy, bullying is defined as intimidation or harassment of a student or multiple students perpetuated by individuals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of a retaliation for reporting such acts. Bullying may also include cyber bullying or cyber threats. Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide, or self-harm.

Fighting -

Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action.

Possession and/or Use of a Simulated Weapon

The possession, concealment or display of a simulated weapon including, but not limited to, toy guns and/or cap guns that would put a reasonable person in fear or apprehension of harm.

False/Fire Alarms -

Pulling a fire alarm when there is no fire or smoke and/or making a false bomb report, alerting emergency personnel when no emergency exists.

Vandalism -

The willful or malicious destruction and/or damage of school property or the property of another (i.e., damaging textbooks, equipment, walls, furniture, writing gang graffiti, etc.).

Threatening Another Student -

Intentional verbal or physical threat to do harm to a student by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that violence may occur.

Threatening of School Personnel -

Intentional verbal or physical threat to do violence to a staff member by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that such violence may occur.

Possession and/or Use of a Weapon Other Than a Firearm -

Possession and/or use of an instrument, device or projectile that could reasonably be used for attack or defense against another person; any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person. A weapon may include any of the following:

- any of the weapons listed under Notice Provision Missouri Safe Schools Act, Section II (see page 65);
- knife (see statutory definition under Notice Provision Missouri Safe Schools Act, Section II, (see page 65);
- ordinary pocket knife or an instrument with a blade measuring four inches or less in length;
- pen knives
- projectile weapon (i.e., pellet gun, BB gun, slingshot, bow, crossbow, etc.)
- blackjack
- knuckles
- pepper spray
- mace
- tasers

- normal school supplies, household items, or other materials, which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person, when such items are actually used as a weapon. (Examples include, but are not limited to, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, etc.)

Possession of Identifiable Drug Paraphernalia

Possession of items used to pack, weigh, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the body a controlled substance.

Distribution and/or Purchase of Non-Controlled Substances

Purchase or attempt to purchase a non-controlled substance that has been represented to be, or upon a belief that it is, a dangerous controlled substance.

Possession and/or Use of Toxic Substances

Use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent and similar substances).

Stealing -

The unlawful taking or disposition of property of another with the intent to deprive the person of the property.

Unauthorized Entry

Students entering into the school or certain areas of the building without permission; allowing or assisting any individual(s) to enter a district facility other than through designated entrances or allowing unauthorized persons to enter a district facility through any entrance; and returning to school premises while serving a suspension. A district facility may include a school provided transportation vehicle.

Sexual Harassment -

Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creating 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; and other unwelcome verbal conduct of a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

Assault of Another Student -

An actual and intentional touching or striking of another student against his/her will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

Assault of School Personnel -

An actual and intentional touching or striking of school personnel against his/her will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

Note: This offense includes, but is not limited to, biting, spitting, kicking, pushing/throwing a student against a locker, wall or on the ground, cutting another student's hair, and/or putting bodily fluids on another student.

Causing Serious Physical Injury to Student or Staff -

Intentional or unintentional physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body.

Possession, Use, and/or Sale of Explosives -

The carrying, concealing, use, or sale of a bomb, dynamite, or other deadly explosives. (Note: An “explosive” is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e., fireworks, gas bombs, smoke bombs, stink bombs, fire bombs, ammunition, etc.).

Arson -

Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches or burning paper in trash can/container, exploding fireworks/bombs, setting property or building on fire, etc.).

Possession and/or Use of a Firearm -

Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a “firearm” shall mean:

- any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas; or
- any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled.

****Possession and/or Use of Drugs***

Possession of or using controlled substances at school, on school property, or during a school activity. (Note: Any student who arrives at school or class under the influence of drugs will not be allowed to attend classes.)

****Possession of Drugs with Intent to Sell or Distribute***

The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging, or other circumstances which demonstrate intent or effort to sell/distribute.

Possession and/or Consumption of Alcohol

Possession or consumption of alcohol at school, on school property or during a school activity. (Note: Any student who arrives at school or class under the influence of alcohol will not be allowed to attend classes.)

Sexual Misconduct

An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing (i.e., putting hands underneath another’s clothing, etc.). This offense includes touching or fondling members of the same sex as well as members of the opposite sex.

Note: A student’s consent or voluntary participation in any form of sexual misconduct is irrelevant and all students found to have engaged in sexual misconduct will receive the same consequences.

Consequences Class III (Refer to Imposition of Disciplinary Consequences, page 16):

Step Four:

Verbal and/or Non-Verbal Warning

Restorative Practices with School Social Worker

Face-to-face family meeting

Out of School Suspension

Student Safety Plan

Invitation for a face-to-face meeting and brief explanation of the documentation of previous phases (Formal letter home to parent & in student file)

Step Five:

Mandatory minimum 3-day OSS (Out of School Suspension) with further actions possible, (long term OSS or expulsion)

Referral for Board hearing

SCHOOL BUS DISCIPLINE

The school buses, bus stops, and all other forms of transportation provided by the district or provided incidental to a school activity are considered school property. Students are subject to HLA authority and discipline while waiting for, entering, and riding district transportation. Students who fail to observe district rules or fail to contribute to a safe transportation environment will be subject to disciplinary action including, but not limited to, suspension of the privilege of riding the bus. The bus driver or other authorized personnel shall report all misbehavior or dangerous situations to the principal as soon as possible.

All HLA students are required to follow the school bus rules, which have been established to ensure safe transport to and from school and/or school, sponsored activities. If repeated verbal and written warnings, suspensions and other remedies by the bus driver and school officials have no effect on the student's behavior, bus drivers may request the assistance of the School's Administration. Discipline for school bus infractions will be determined by the guidelines outlined in this section.

Misconduct Notices:

1. A misconduct notice will be sent to parents/guardians whenever a child's behavior is disruptive. The misconduct notice may be sent via U.S. mail or by instructing the student to deliver the notice to his/her parents/guardians.
2. If disciplinary action at the school level does not result in improved conduct on the bus, the student's transportation records will be forwarded to the District's Transportation Department for resolution.
3. Students who commit acts of misconduct on the school bus will be subject to disciplinary consequences according to the Code of Student Conduct and loss of riding privileges.
4. During any period in which the transportation privilege is lost due to misconduct of the student, transportation to and from school becomes the sole responsibility of the parents/guardians (subject to the student's IEP requirements, if applicable).

School Bus Infractions and Consequences (Refer to Imposition of Disciplinary Consequences, page 16):

Offense	Consequence
Physically assaulting the bus driver or other personnel in any manner	Loss of riding privileges for one (1) school year
Possession of firearms or weapons of any kind	Loss of riding privileges for one (1) school year
Possession of drugs, smoking, or lighting fires	Loss of riding privileges for one (1) semester
Tampering with the emergency exits	Loss of riding privileges for thirty (30) school days
Extending body parts or objects out the window	Loss of riding privileges for ten (10) school days
Fighting or wrestling of any kind	Loss of riding privileges for ten (10) school days
Failure to follow bus procedures (i.e. sitting in assigned seat)	Loss of riding privileges for three (3) school days
Repeated use of abusive and/or obscene language	Loss of riding privileges for three (3) school days
Vandalizing or defacing school buses	Loss of riding privileges for five (5) school days
Throwing objects on or from the bus	Loss of riding privileges for five (5) school days
Playing iPods, cell phones, MP3s, or other electronic devices	Loss of riding privileges for two (2) school days
Eating food, drinking beverages, or littering	Loss of riding privileges for two (2) school days
Loud, boisterous, and/or distracting noises	Loss of riding privileges for three (3) school days
Failure of students to exit the bus at assigned stop	Loss of riding privileges for two (2) school days
Disorderly and/or disruptive behavior of any kind	Loss of riding privileges for three (3) school days