



CARONDELET
LEADERSHIP ACADEMY

2019-2020 PARENT/STUDENT HANDBOOK

LEARN. LEAD. LEAVE A LEGACY.

7604 Michigan Avenue
St. Louis, MO 63111
O: (314) 802-8744 | F: (314) 802-8721



CARONDELET
LEADERSHIP ACADEMY

Dear Family,

I want to welcome you and your child to our school. You have made a choice as to where your child is to be educated. We know you had other choices, so we appreciate the confidence you have placed in us, and we believe your choice was a good one.

Carondelet Leadership Academy is a not-for profit public charter school. Our school has been very successful over the last four years showing academic growth that surpasses the achievement of other schools with comparable demographic profiles. Our not-for profit status ensures that the school your child is in will receive the maximum resources available, so that administrators can provide a successful learning environment for your child. We believe that both the school and the parents of our students have the responsibility of educating each child. Thus, CLA is a partner with parents in this important task. Our standards are high, our curriculum is rigorous and our expectations for student behavior and discipline are firm. We believe problem- solving and higher order critical thinking can only occur in a well-ordered, respectful, and disciplined setting. Please review this handbook thoroughly so that you have a thorough understanding of the CLA academic and behavioral expectations.

Carondelet Leadership Academy welcomes parents into our schools and encourages parent volunteer efforts if you are able to do so. We will make every effort to inform you about school activities and you should feel free to contact your child's teacher or the school Principal regarding any questions or concerns you may have.

We look forward to working with you to provide a quality education for your child.

Patrice Coffin

Patrice Coffin Ed.S.
Executive Director



CARONDELET LEADERSHIP ACADEMY

Dear Parent/Guardian:

Before admittance to the Carondelet Leadership Academy, all parents/guardians are required to read the following statement, read the parent/student handbook outlining school procedures and policies, and sign the Parent/Guardian Agreement form located at the back of the handbook.

There are a number of key points to be made when discussing charter schools:

1. Charter schools are funded by public taxpayer money. Thus, they are “public” schools, but fall into a special category. Charter schools are given freedom from certain rules, regulations and policies that other “regular” public schools must follow. This freedom is granted so that some new and innovative directions might be taken and diversity in delivering education to young people might be encouraged. There is a price to be paid for such flexibility however, and that price is strict accountability. Unless charter schools are successful in providing a quality education to students, the Missouri Charter Public School Commission is authorized to close the school down. All students would be forced to go elsewhere; all employees would lose their jobs. Such an action does not happen in the non- charter schools. It is because of these stringent requirements that our charter schools have policies that are strictly enforced.
2. Charter schools are schools of “choice.” **This is a crucial point.** There are no laws that require that students come to our schools. Parents/guardians and students choose our school as opposed to another public or private school. Choosing our school also means that parents/guardians and students **must understand and accept** the overall philosophy of the Carondelet Leadership Academy as well as the academic program, rules, regulations and policies of the organization.
3. CLA operates on the premise that parents/guardians have the **major responsibility** to instill discipline, respect and academic encouragement in their children. It is the joint responsibility of the parents/guardians as well as the school to encourage good character and good work habits in their children. Likewise, it is the joint responsibility of the school and parents/guardians to support and encourage academic achievement. Responsible parents/guardians are, after all, the first educators and the single most significant element in the mix of factors that result in high academic performance. Thus, parents/guardians who enroll their child(ren) in our schools **must** be prepared to accept this partnership role. Individuals unable to accept this joint partnership role and adhere to the rules, regulations and policies of CLA are encouraged to seek other school options and **should not** enroll their child(ren) in our schools.

We require that parents/guardians sign the form at the end of this handbook, which signifies that, the policies, rules, regulations and information has been read and that both students and their parents/guardians agree to abide by them. If the form at the end of the handbook is not signed and returned, it will be assumed that you agree upon all policies and statements in this handbook.

Apryll Mendez

Dr. Apryll Mendez
Principal



CARONDELET
LEADERSHIP ACADEMY

School Board

Joe Jacobson (President)
Lori Kindler (Vice President)
Alice Duarte-Fletcher (Treasurer)
Julia Maret - Secretary
Elizabeth Miner
La Shaunda Carruth-Hoffman
Dr. Shenelle M. DuBose
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School Information

Executive Director, Mrs. Patrice T. Coffin
Principal, Dr. Apryll Mendez
Assistant Principal, Mr. Ray West
Middle School Dean, Ms. Jeronica Harts
Business Operations Manager, Mrs. Kristine Wentzien

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St. Louis, MO 63111

Phone-Main Building: (314) 802-8744
Phone-Kindergarten Center: (314) 763-6610
Fax: (314) 802-8721

www.carondeletacademy.org



2019-2020 CALENDAR

1-12 All Staff Orientation

13 First Day of School

School Days: 14

AUGUST '19						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY '20						
S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 No School Winter Break

8 End of Q2 (44 days)

20 No School MLK Day

21 No School Teacher PD

School Days: 18

2 No School Labor Day

13 No School Teacher PD

School Days: 19

SEPTEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

FEBRUARY '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

17 No School Teacher PD

School Days: 19

15 End of Q1 (44 days)

18 No School Teacher PD

23-24 Parent Teacher Conferences

25 No School

School Days: 21

OCTOBER '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13 End of Q3 (44 days)

16 No School Teacher PD

25-26 Parent Teacher Conferences

27 No School

School Days: 20

11 No School Veteran's Day

12 No School Teacher PD

27-29 No School Thanksgiving Day

School Days: 16

NOVEMBER '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6-10 No School Spring Break

13 No School Teacher PD

School Days: 16

9 No School Teacher PD

23-31 No School Winter Break

School Days: 14

DECEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY '20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25 No School Memorial Day

28 Last Day of School (for Students)
End of Q4 (44 days)

29 No School Teacher PD

School Days: 19

	No School
	No School Professional Development
	Beginning/End of Quarter
	Parent/Teacher Conferences

GENERAL INFORMATION

School Hours

Monday – Friday 8:00 am – 3:30 pm

Breakfast is served daily starting at 7:40 am, students are not allowed in the building prior to 7:40 am.

Enrollment Entrance Requirements

Carondelet Leadership Academy shall only enroll pupils residing in the City of St. Louis; with priority enrollment available to students residing in the south city Carondelet Community. CLA does not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in English language, or athletic ability. If current capacity is insufficient to enroll all pupils who submit a timely application at any grade level, Carondelet Leadership Academy will use a lottery admission process that assures all applicants of an equal chance of gaining admission that gives a preference for admission whose siblings attend the school and all students on the waiting list will fill remaining vacancies by grade level.

***Services for Students with Disabilities**

The school offers a complete special education program as required by state and federal laws. Special education students will have Individualized Educational Plans (IEP) written for them annually. This plan must be implemented in the less restrictive environment. Please contact the Special Education Teacher, Special Education Director, or School Principal for further information.

***Title 1 Services**

Carondelet Leadership Academy is a school wide Title 1 program. Students receive assistance based upon academic performance in relation to overall school performance. Students are identified for services following initial screening, which is conducted within the first four weeks of school.

Textbooks, Library Books, Audio/Visual Equipment & Other School Materials

It is the responsibility of CLA students to return textbooks, library books and any other school materials at the end of the school year in good condition. In accordance with stated CLA policy, it is the responsibility of a parent/guardian to instill respect of property in their children. Thus, parents MUST assume responsibility for damage to or loss of any textbooks, library books, audio/visual equipment or other school materials used by their child/children. Replacement costs and/or damage fines will be assessed for any lost or damaged materials. These fines must be paid in full, in cash, before a final report card will be issued, transfer of records sent, or registration accepted for the next school year. The teachers, in conjunction with the School Principal, will determine these fees.

HEALTH SERVICE INFORMATION

Health Services

The classroom teacher refers students to the Health Office whenever symptoms indicate the possibility of illness, injury and/or pain. Minor injuries are treated at school.

*Each child is required to have an emergency Health and Accident form on file. This form requires names and phone numbers of 3 responsible persons being 18 years or older that can be contacted in case the parent/guardian cannot be reached. *

Parents/guardians **must keep their child home** if the child has any of the following illnesses:

- Fever of 99.6 degrees or higher
- Vomiting
- Acute cold
- Sore throat
- Earache
- Swollen glands
- Severe cough
- Inflamed or red eyes
- Listlessness, weakness, drowsiness and/or flushed skin
- Headache
- A rash or skin eruptions of unknown origin

Children who become ill during the school day will be required to go home – as soon as possible. It is the parent's/guardian's responsibility to either pick up their child or make arrangements for a person listed on their student's emergency list to pick up their child. This MUST be done in a timely manner. If we are unable to reach a parent/guardian, we will use the listed emergency contacts.

If a child is sick at home or is sent home from school for an illness, they are NOT to return to school until they are free of fever and/or symptoms for a FULL 24-hour period. They may not attend after school events.

Parents/guardians are asked to contact the school regarding any problems concerning their child's health, medications or communicable diseases.

If activities are to be limited after a serious illness or accident, a statement from a physician is required. The statement must indicate the length of time the limitation must be in place.

Children cannot be left in the classroom during recess without a teacher present. ALL children who attend school are expected to participate in recess. If a child is too sick to go outdoors for fresh air and exercise, the child should be kept at home. Exceptions will be made upon written request from a physician.

Medication

No medications will be given at school except for those which have been prescribed by a physician and which are needed to maintain the child in school. Any medication that is taken at school **must** be brought to the nurse's office in a container appropriately labeled by the pharmacy. This label must include the child's name, the prescribing physician's name, the name of the medication with directions (route, dose and frequency), and the pharmacy phone number.

If the student needs to take medication at school, the parent/guardian should bring the medication to school and not send it with their child. The parent/guardian is also responsible for picking up their child's medication if it has been discontinued. If the medication is not picked up in a timely manner, the medication will be thrown away. All medications that have not been picked up at the end of the school year will be thrown away.

Before medications can be given out at school, parents/guardians and the child's physician must complete the required forms. These forms can be obtained from the school nurse's office.

Students may not carry any type of medicines, pills, inhalers and will need a note from the physician to carry these item(s) during the school day. The prescription for the medicine(s) must be on file with the nurse's office, which states that the child needs to keep the medicine with them during the school day.

Please indicate on the Health Survey (that must be completed for every student at the start of the school year) if your child is taking any medications on a regular basis at home.

Medical Requirements

All children entering kindergarten (or 1st grade if the child did not attend kindergarten) and students entering 4th grade **MUST** comply with the physical examination and immunization requirements of the State of Missouri.

Any student who enrolls in school for the first time must also present a physical examination report and record of their immunizations, regardless of the grade they are entering. **These students are required to have a physical examination and a record of their immunizations on file no later than the first day of school.**

A cumulative health record is kept for every student. In case of a transfer, the child's health record is sent to the new school.

Hearing Screening

State law requires that all children in grade Kindergarten, First, and Second are screened for potential hearing loss. This process of an initial screening for all children in those grades during the months of September and October and follows up screening for children who fail the initial screenings in November and December. The school will provide and/or guardians of children who

fail either the initial or follow up screenings with information about obtaining a further evaluation. Permission will be obtained prior to any evaluation occurring beyond the initial and follow up.

Food Allergy Policy and Plan

Communication with Parent/Guardian Prior to School Starting

The school nurse will arrange a meeting with the parent/guardian prior to school starting for all new entrants with peanut allergies. The nurse will invite the Principal and classroom teacher to come if possible.

The goal of the meeting will be to create an environment that minimizes the chance of an allergic reaction.

The nurse will contact all returning students by phone to discuss any changes, obtain medical orders, as well as medications. A meeting will be arranged if necessary.

Individual Health Care

A written individual health care plan will be developed for each student with a peanut allergy.

The following must be addressed in the development of the plan:

1. History of allergy
2. History of allergic reactions
3. Symptoms of allergic reactions
4. Medication
5. School plan including field trips
6. Physician written orders
7. Release to talk to Physician.

The nurse will provide an emergency action plan. The plan will be based on the severity of the student's allergy and needs.

Food Services/Custodians

There will be a peanut free table clearly labeled in the cafeteria. Signs will be posted near and on the table. There will be separate sponges and buckets used to clean the peanut free table.

Parents are asked to provide all food for the student from home. The best people to read labels and review foods are family members. Regardless of the vigilance from staff, there is always potential for error.

The nurse will have a meeting with food service personnel and custodians to educate on food allergies. The student's emergency plan will be in the kitchen and a plan to inform substitutes will be in place.

The nurse will provide food services with a list and picture of all students in the building with peanut allergies.

School Wide

Each classroom that has a student with a peanut allergy will be peanut-free. All students will wash their hands before class starts and when returning from lunch. All other students and staff will wash their hands before entering the classroom. It will be clearly explained about the importance of washing hands well with soap and water to ensure removal of any peanut oil.

All specials, to including the school office, will be peanut-free. Signs will be posted outside of these rooms.

The teacher will be aware of all food brought into the classroom and will try to ensure that no peanut products are introduced. Also, any project that may involve food needs to be closely monitored, like using birdseed, which may contain nuts.

Students with peanut allergies should only eat food brought from home.

Signs will be posted outside of the classroom saying this is a peanut-free classroom.

The nurse will talk to the students in the class about the reason for the plan. Age appropriate educational materials will be used to ensure understanding of students.

The teacher will put the emergency plan for all students with a peanut allergy in the substitute teacher plans. The plan must be clearly labeled so it cannot be missed.

Peanut allergy education will be put in the newsletter. Letters will go home to all students and their families before school starts concerning the peanut-free classroom.

Special events with food and classroom parties will be carefully planned so that there is minimal chance of exposure.

Training and Education of all Staff

Prior to school starting all staff will be informed about how to maintain a safe environment for the students. The nurse will demonstrate how to use an epi-pen. Whenever an epi-pen is used, 911 must be called and the student transported by ambulance to the hospital.

The nurse will be responsible for making sure the student is given the appropriate treatment at school.

Periodic updates, reminders, and training will happen throughout the year.

Education and training will be mandatory for all parents that volunteer in the lunch room.

Learning Experiences

The nurse will ask that the parent/guardian of a child with a peanut allergy attend learning experiences if possible. If the parent/guardian cannot attend, then the nurse will review how and

when to use the epi-pen with the responsible adult going on the learning experience. The responsible adult will take the epi-pen and emergency plan on the learning experience.

The nurse will investigate where the class is going and the exposure risk involved. The nurse will also determine what the emergency plan should be for the experience and provide it to the adult carrying the epi-pen.

No eating will be allowed on the bus during learning experiences. The bus company will be notified that the seats will need to be cleaned before students can enter the bus.

Accidents

Any accident or injury that occurs during the school day or at a school activity must be reported immediately to the playground supervisor, office personnel, coach, or teacher. An injury report will be completed. Every effort will be made to contact a parent in the event of any injuries considered serious. In the event that no one can be reached and immediate action is required, school personnel will take the action deemed most appropriate. Carondelet Leadership Academy is not responsible for charges incurred by emergency response personnel and equipment. **Parents are required to update emergency forms when any change occurs.** The school **MUST** be able to contact every parent in the event of a serious injury.

Activity Participation

Students who are absent due to illness for any part of the day will not be allowed to attend school sponsored evening activities. This will also be the case for unexcused absences during the day. Excused absences for reasons other than illness will not cause a student to miss evening activities. Most evening events require an adult chaperone.

ATTENDANCE

If a student must be absent from school for any portion of a regular attendance day, parents or legal guardians must CALL THE SCHOOL OFFICE. A REASON FOR THE ABSENCE MUST BE STATED. Students who are absent may not participate in extra- curricular activities on the day of their absence. ALL absences excused and non-excused are included in non-attendance days.

An absence will be excused only if

- the child is sick with a doctor's note stating illness
- the child has a doctor or dental appointment, documentation is required
- the family has had a death,
- the child is observing a particular religious holiday,
- the parent has pre-arranged an absence with the principal. A preplanned absence form must be filed in the office. Such a request must be made in writing. Contacting the principal by email is not only acceptable, it is encouraged. A reply of approval will be sent. If no reply is received by the parent, she/he should call the office to confirm receipt of the request. All make- up work must be completed and submitted to the teacher one day per each day missed to be counted toward the student's grade.
- If it is a sport/academic related activity a student is not considered absent.

A child who is absent for any other reason will be considered truant. The school is required by law to determine the location of all absent students. Every effort will be made to contact parents of students who are absent from school, but not reported by a parent/legal guardian by 10:30 each morning. If the absence is not reported and no one can be reached by the designated time, the absence is considered UNEXCUSED. Unexcused absences (including out-of-school suspensions) will result in half credit for all class work on that day,

All work must be completed to keep the student current with class progress. Tardies will affect consideration for perfect attendance awards.

Parents must come to the office to sign a student out if the student is to leave school for any reason prior to dismissal.

When a student is absent anytime during the day and returns during that day, the student must report to the office before going to class and a parent must sign them in/out.

APPOINTMENTS--If a student is going to be absent, leave school early, or report to school late due to an appointment with a dentist or doctor, parents should notify the school office and

teacher prior to the event. If possible, students should bring a note the day before the appointment. If this is not possible, parents should call the office prior to 8:00 a.m.

PHYSICAL EDUCATION EXCUSES --Students will not be excused from Physical Education without a note from a parent. Absences greater than two (2) days will normally require a physician's excuse.

Early Dismissal

No child is allowed to leave the building or playground during school time unless a parent, guardian or an adult accompanies him from the school. All-day attendance is important for every student, every school day. If it is known in advance that an early dismissal is absolutely necessary, parents must send a written note to the classroom teacher. Children who leave early must be picked up in the school office. 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**. Once students are dismissed they may NOT re-enter the building.

Dismissal for Vacation

Children are discouraged from taking vacations or trips during the school year. However, if family trips are unavoidable, a preplanned absence form must be submitted to the Principal.

Students who are absent over a period of 2 weeks because of extended vacations should not expect to receive homework assignments ahead of time and are at risk of being retained.

Policy Enforcement

Missouri State Law requires that students attend school 7 ½ hours per day. Consistent attendance and on-time arrival at school is an important part of any student's education. Crucial material is covered on a daily basis and students struggle to make up assignments with extended absences. Because of its importance, the school Principal has the authority to enforce the policy through a variety of methods, including a report to the Division of Family services for education neglect. Early dismissal and late arrivals are calculated into the attendance and become part of your student's permanent attendance record.

Attendance is crucial. CLA is required by the state to **report student attendance in minutes and hours**. Students with an hourly attendance rate below 90% are at risk for retention regardless of final grades and being reported for educational neglect. As a way to communicate in a proactive manner regarding absences (as outlined above) the following notification will take place:

1st - letter mailed to student address on file

2nd - letter mailed to student address on file and Home Visit

3rd -hotline call placed to Division of Family Services for educational neglect

4th - in a semester= Referral to the Truancy Office

Students receive a report card once per quarter. It is the responsibility of the parent/guardian to pick up their child's report card. Report cards are distributed at Parent/Teacher Conferences first and third quarters, sent home with the student second quarter, and mailed to the address on file at the conclusion of the school year. If the report card is returned to the school, you must set up a meeting with the school administration to obtain the report card before the student may return.

GRADING POLICY

Grading Weighting

As parents review final grades on report cards, please note that the final grade is a composite of several graded items under the following weighted criteria.

Grading Item	Percentage of Overall Grade
Classwork	30%
Tests	30%
Projects	15%
Quizzes	15%
Homework	10%

Grading Scale

Intermediate 3rd – 8th grade:

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
59 – 0	F

Primary Kindergarten – 2nd grade:

E	Exceeds Grade Level Expectations
M	Meets Grade Level Expectations
P	Developing Towards Grade Level Expectations
L	Limited Progress Towards Grade Level Expectations

Attendance is crucial. CLA is required by the state to report student attendance in minutes, hours, and days. Students with daily or hourly attendance below 90% are at risk for retention regardless of final grades.

Homework

Homework is an integral part of the child's educational process. Homework assignments are a part of each student's grade; therefore, missing assignments must be turned in as soon as possible. Students are also responsible for homework assignments missed during an absence from school (see section on student absences).

Promotion

The curriculum of CLA is rigorous. It is the intention of the school to promote preparedness for each child to progress through the grade levels successfully. Any student who is not prepared to exit a grade level, is not permitted to continue on to the next grade until they have attained adequate achievement in their present grade.

* Students who receive a final average of a "F" GPA, didn't meet i-Ready Goals and shows no progress in core subjects will not be promoted to the following grade.

Field Trips

Cultural and educational field trips are scheduled during each school year. Field trips are planned to enhance your child's educational process and must be relevant to what is being studied at the time the field trip is planned. Field trips are scheduled on school days and are, therefore, not optional.

Permission slips from parents/guardians must be signed and returned to the classroom teacher before a student may participate in a field trip.

Chaperones - The ratio of chaperone to student is:

- Kindergarten – 2nd grade: 1 parent/guardian for every 6 students
- 3rd – 8th grade: 1 parent/guardian for every 10 students

Although each chaperone is directly responsible for their group of students, the class as a whole should stay together at all times during a field trip. Chaperones, alone or with their group, should not separate from the rest of the class at any time for any reason. Each group will follow the same set of rules. Team Leaders will provide a brief outline of the guidelines to chaperones before the trip. Any questions regarding the rules and responsibilities should be directed to the Team Leader. Siblings of students are not permitted on field trips.

All students will attend the field trip unless indicated by the school administration. Those cases will be individual and will only be used if behavior is a consistent concern or for the safety and well-being of the students or the community.

We truly do appreciate parent participation. Please review the Chaperone Guidelines:

- Chaperones must provide their own transportation to and from the destination
- Please follow the same guidelines that the staff must adhere to. Some destinations are more particular than others.
- No siblings or other children are allowed to attend, please remember you have a duty to tend to the care of the students assigned to you.
- The use of cell phones (except for emergencies), alcohol and profanity is prohibited.
- Chaperones are chosen on a first come basis.

Dress/Attire - Students attending a field trip are required to wear their complete CLA uniform, unless otherwise noted in the field trip/permission slip sent home to parents prior to the field trip.

DISMISSAL

CLA does not provide transportation. Please review the following options and guidelines:

Walkers- Only students with a signed permission slip on file will be allowed to leave the school and walk home each day. As a designated walker, CLA is not liable for the student once he/she is off school property. Making sure that the student arrives home safely is the parent's responsibility. Walkers will not be dismissed before 3:25.

Car Riders- Students will report to the gym at 3:25. Once the dismissal number is given, the student will be escorted out to the car. Please remain in your vehicle and follow the flow of traffic and directions given by CLA staff members. **All car riders will be dismissed to the back of the building.**

After-school Care Providers- Students who are reported to the building secretary as van riders will be put on the van every day. If transportation changes, that must be communicated to both the daycare facility and the school prior to 2:00 pm. Failure to comply with this request will result in your child being placed on the daycare van. We cannot accommodate daily changes to the dismissal process; it is too confusing for the secretaries, teachers and children.

Parent Pick Up- Parents may choose to pick up their children from CLA's front entrance. Parents gather at the front door and must give the dismissal number. Staff members will call for the number and students are sent out to the parent/guardian. Parents may not congregate in the building due to safety issues in our hallways. **Students will not be dismissed from 2:30 to 3:30.**

Bi-State Transportation- Occasionally students use public transportation. It is the responsibility of the parent to ensure that their children have the appropriate fee and that the child understands the proper way to conduct themselves. Students will not be dismissed early to catch the bus, as this can adversely affect their attendance.

Parents/Guardians must pick up their children on time. Students left after 4:00 will be reported to the local police department and/or DFS and may be placed in their care while the parents/guardians are reached.

TECHNOLOGY ACCEPTABLE USE POLICY

Electronic communication of any kind (email, chat rooms, social networking, etc.) will only be utilized by students with authorization and under the supervision of teachers and staff.

Purpose of Use

Through technology, CLA provide access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of the classroom, and provide tremendous opportunities for enhancing, extending, and rethinking the learning process. This new capability, however, requires guidance for students and staff use.

The Opportunities and Risks of Technology Use

CLA believes that the value of information and the opportunity for interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that could be considered controversial or inappropriate. Because information on networks is ever-changing and diverse, the school cannot completely predict or control what users may or may not locate when on-line. Technology provides a conduit to information: the users must be wary of the sources and content and be responsible in choosing information to be accessed.

No technology is guaranteed to be error free or totally dependable, nor is it safe when used irresponsibly. Among other matters, CLA is not liable or responsible for:

1. Any information that may be lost, damaged, or unavailable due to technical, or other difficulties;
2. The accuracy or suitability of any information that is retrieved through technology
3. Breaches of confidentiality;
4. Defamatory material; or
5. The consequences that may come from failure to follow CLA policy and procedures governing the use of technology.

Privileges of User

Users may access technology for educational purposes only. Exercising this privilege requires that users accept the responsibility for all material viewed, downloaded, and/or produced. Users will need to evaluate the validity of materials accessed through technology and cite their resources when appropriate.

The actions of users accessing networks through CLA reflect on our organization. Users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines.

Definition of Acceptable Use

Users will:

- Adhere to the rules of copyright and assume that any software that they did not create is copyrighted (unless it is labeled "freeware" or "public domain");
- Adhere to the licensing agreements governing the use of shareware; note that e-mail is not guaranteed to be private;
- Be responsible at all times for the proper use of their access privileges and for complying with all required system security identification codes, including not sharing such codes;
- Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or computer viruses;
- Respect the rights of others to use equipment and therefore use it only for school-related activities;
- Treat all computers, printers, cameras, and other electronic hardware and software with great care;
- Abide by the policies and procedures of networks and systems linked by technology; and protect the privacy of other users and the integrity of the system by avoiding misuse of others' files, equipment, and programs.

Users will not:

- Use offensive, obscene, inflammatory or defamatory language;
- Harass other users;
- Misrepresent themselves or others;
- Violate the rights of others, including their privacy;
- Access, download, and/or create pornographic or obscene material;
- Use the network for personal business or financial gain;
- Vandalize data, programs, and/or networks;
- Degrade or disrupt systems and/or equipment;
- Damage technology hardware and/or software;
- Spread computer viruses;
- Gain unauthorized access to resources or entities;
- Violate copyright laws;
- Damage computers, printers, cameras, or other hardware;
- Use technology for illegal activities; and
- Reveal their name, personal address or phone number, or those of other users without parental permission.

Right to Monitor

CLA as the provider of the technology, email, and Internet access, have the right to monitor any and all use of the system. Any individual right of privacy is superseded by the school's need to maintain its system.

Penalties for Improper Use

If users of the technology do not follow the rules of Acceptable Use, their privileges may be taken away according to the following guidelines:

Level 1: Loss of use of computer privileges for five school days

Student does not follow the directions of supervisor regarding Internet, programs, or use of hardware.

Level 2: Loss of use of computer privileges for one month.

Student consistently does not follow directions of supervisor regarding Internet, programs, or use of hardware, OR

Student damages hardware due to carelessness.

Level 3: Loss of computer privileges for 3 months to entire academic year.

Student destroys files, any form of another person's work, OR

Student views or prints a sexually explicit, offensive site OR

Student views or prints other inappropriate material, OR

Student destroys hardware intentionally, OR

Student destroys hardware beyond repair.

Level 4: Incurs the cost of repair or replacement of computer, iPad or any other device Student breaks the computer intentionally or unintentionally.

Please read and sign with your child the "Student Technology Rules Contract" at the end of this handbook. The signed contract MUST be brought in and given to your child's teacher the 1st week of school. If the contract is not returned to school the 1st week your child will not be able to use any technological equipment in the school.

UNIFORM DRESS CODE

It is our belief that good dress and work habits reflect a proper school attitude. Students are required to be in proper dress code during school hours and on field trips unless otherwise notified. Students who do not comply with the dress code will face consequences set by our school discipline policy.

Girls:

- Khaki in color jumper (grades K-3)
- Khaki in color skirt/skorts (grades K-8)
- Jumper or skirt/skort should be KNEE LENGTH or fall just below the knees
- Khaki Docker style dress pant worn with a plain black or brown belt
- Pants must be properly hemmed at shoe level and not dragging the floor
- Hunter green collared polo with school logo (short or long sleeved). NO T-shirts
- Hunter green, black or white cardigan sweater or vest without a hood
- Khaki, knee length, uniform shorts may be worn from August – September 30; May 1 – End of school year
- Solid color, white or hunter green tights, stockings or socks or leggings
- White or hunter green turtleneck may be worn under the school polo in the winter
- Tennis / Athletic Shoes must be worn at all times, they may not be platform, wedge, or any shoe with a heel due to safety concern

Boys:

- Khaki in color Docker style pants worn with a plain belt
- Pants must be properly hemmed at shoe level and not dragging the floor
- Hunter Green collared polo (short or long sleeved with logo). NO T-shirts
- Shirts MUST be properly buttoned and tucked into pants
- Hunter Green, Black or White cardigan sweater or vest without a hood
- Solid khaki, knee length, uniform shorts may be worn from August – September 30 - May 1 – End of school year
- Solid color socks
- White or Hunter Green turtleneck may be worn under the school polo in the winter
- Tennis / Athletic Shoes must be worn at all times

Exceptions to wearing uniforms are permitted when:

- Friday Dress Code – Students may wear official CLA T-shirts on Fridays only. There will be occasions where certain clubs or school organizations are permitted to wear their “group” shirt. Those will be individually based. The rest of the uniform dress code remains the same for those days.

Violations of the dress code will fall under the school wide discipline policy.

Students are expected to be dressed and groomed in a manner which will not be disruptive to the educational process, constitute a health or safety hazard or violate civil law.

Any student who fails to meet the dress code guidelines may be sent home to retrieve their appropriate uniform.

**Final determination of appropriateness of student appearance will be made by Administration.

DISCIPLINE

INFRACTIONS AND CONSEQUENCES – The punishments listed after each violation are guidelines for the 1st, 2nd, and 3rd offenses. Students readily admitting guilt may receive lesser punishments than those listed and certain infractions may receive consequences more or less severe than those listed, depending on individual circumstances. Habitual offenders may also receive harsher consequences than those listed. These examples may not be the only acts for which suspensions or expulsions are warranted. As conditions warrant, the administration may add other infractions and consequences for the protection and welfare of students and staff. These conditions may or may not be explicitly stated below.

DISCIPLINE TYPES

WARNINGS – Every attempt will be made by the staff to help students avoid breaking school rules.

OFFICE REFERRAL – The situation is written down by the witnessing staff, including what happened and who was involved, and the appropriate administrator is involved.

OVER-NIGHT SUSPENSION – Parent will be notified and the student will remain at school for the remainder of the school day but cannot return until a mandatory parent conference is held with an administrator.

SHORT TERM SUSPENSION – The student is assigned to the parent. Students who are on out-of-school suspension status are not permitted on school grounds for class or any school sponsored events. All credit for work missed will be given ½ credit if completed correctly. Parents will be notified.

LONG TERM SUSPENSION – Action taken by the Administration by prohibiting the student from attending school for a time period exceeding ten (10) days and not more than 180 days; loss of all academic credit.

ASSEMBLY DISRUPTION – Unacceptable conduct which may embarrass the participants or detract from the performance, such as inappropriate comments, throwing coins, whistling, rowdiness, and uncalled for clapping will result in a warning and may not attend future assemblies.

BULLYING Guidelines in Accordance with HB 1583 –

- The school counselor will serve as the contact for all bullying related issues at Carondelet Leadership Academy
- Student must report occurrence to staff member of Carondelet Leadership Academy
- Staff must report incident to School Counselor within 2 days of an event
- Within 2 days or receipt of the notice of the incident, the principal must assign an investigator
- The investigation must be completed within 10 school days
- Appropriate consequences will be determined

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

CAFETERIA CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

Any activity that creates a disturbance in the cafeteria, such as throwing food, leaving trays, cutting in line, or inappropriate table manners will result in community service.

CELL PHONES

Cell phones and personal devices (tablets, video games, etc.) are not to be used for any reason during the school day by students. Any student found to be in use of their cell phone or other electronic device for any reason without prior approval from school staff may be held to disciplinary consequences as determined by administration. Cell phones in grades 4 and 5 will be collected on a daily basis by staff to ensure the academic success of all students. Students will then receive their phones as they leave the classroom. Students in 4th and 5 will retrieve their phones at dismissal

Middle School students are **banned** from possessing any type of phone or personal communication device that is turned on or in visible/audible use at any time during the regular school day. For the purpose of this policy, possession means being found in any article of clothing, purse, book bag, carry bag, or in any location on school property other than the approved storage location as written and approved by school officials. Students who wish to carry a cell phone with them to and from school must keep the device turned off and stored in the student's assigned locker unless otherwise determined by school administration. The school **is not responsible** for any loss or theft of the device while on school property.

Failure to comply with the cellular device policy will result in the following:

- 1st Offense: Administrative Warning - Parent will be notified and the device will be confiscated and returned at the end of the school day to the parent after dismissal.
- 2nd Offense: Parent will be notified and the student's device will be confiscated and returned at the end of the school day to the parent/guardian after dismissal; student will turn in device in the morning until the end of the school day to an administrator the following **5 school days**.
- 3rd Offense: Parent will be notified and the student's device will be confiscated and returned at the end of the school day to the parent/guardian after dismissal; student will turn in device in the morning until the end of the school day to an administrator the following **10 school days**.
- 4th Offense: Parent will be notified and the student's device will be confiscated and returned at the end of the school day to the parent/guardian after dismissal; student will turn in device in the morning until the end of the school day to an administrator **indefinitely**.

The school does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of school personnel or on school property.

CHEATING – Academic misconduct including the use of unauthorized material, plagiarism or assistance on tests or assignments is considered cheating. Student can receive up to 80% if the assignment is re-done.

CHRONIC MISSING HOMEWORK

Each grade level will create a set of guidelines and consequences in regards to missing homework assignments. We are striving to promote accountability and responsibility in all of our students.

DRUG, ALCOHOL AND TOBACCO POLICY

Federal law dictates tobacco, drugs, or alcohol may not be possessed or used by anyone on School District grounds. The following guidelines will be employed when there is evidence of tobacco, drugs/paraphernalia, and/or alcohol presence or use at Carondelet Leadership Academy.

Student Use, Possession of, Distribution of, or Under the Influence of Alcohol and/or Drugs First Offense

- Administrator will be notified.
- Medical attention obtained if necessary.
- Report will be filed.
- Student, locker, and possessions searched.
- All substances will be confiscated.
- Parents will be notified immediately.
- Student will be sent home if under the influence.
- Parent conference will be held.
- Formal notification of suspension will be delivered.
- Suspension is assigned.
- Appropriate educational assignment given.
- Police will analyze substance.
- Penalty may be reduced if parents elect to have an assessment made by a licensed drug and alcohol agency, and then agree to comply with that agency's recommendations.

Subsequent Offenses

- Same procedures as above.
- Suspension
- Possible expulsion.
- Penalty may be reduced if parents elect to have an assessment made by a licensed drug and alcohol agency, and then agree to comply with that agency's recommendations.

PLAYGROUND CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

1. Stand by wall/fence/building
2. Loss of recess
3. Office Referral

SCHOOL PROPERTY

All school property, including desks, books, boards, and restrooms should be treated with the proper respect. It is the responsibility of all students to keep all property in good condition. Any destruction to school property will be considered a serious disciplinary act and will be dealt with as such.

Returning School Property – If a child transfers schools or at the conclusion of the school year, all school property must be returned to the school or paid for (amount varies based on item – i.e.: library books, textbooks, lab supplies) in order for the child to have final report cards issued.

PROGRESSIVE LADDER OF SUPPORT AND DISCIPLINARY CONSEQUENCES

The ladder of supports and disciplinary consequences below illustrates a progressive response to inappropriate behavior. Student misbehavior must be handled on a case-by-case basis. In all cases, implementation of appropriate interventions and disciplinary responses must take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of in-school disciplinary response and/or the use of supports and interventions may be most suitable. In other cases, a student's misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with supports and interventions. In all cases, it may be most suitable for supports and interventions to take place outside of the classroom.

Concurrent Support and Disciplinary Response to Misconduct		
When a student engages in misconduct, support services are provided to address the student's inappropriate behavior and/or underlying needs in conjunction with disciplinary action. The goal is to foster social-emotional growth and pro-social behavior and prevent future misbehavior.		
	Supports and Intervention Options	Disciplinary Response Options
	Range of Supports and Intervention Options <ul style="list-style-type: none">• Teacher conference/classroom observation• Peer mediation; conflict resolution• Restorative practices (e.g., circle or formal restorative conference)• Assignment of a mentor/coach• Guidance lessons in classrooms• Social-emotional learning• Individual behavioral contract or progress reports• Collaborative problem solving• Referral to Care Team• Parent and/or Guardian Contact• Guidance conference• Individual and/or small group counseling• Referral to school nurse or school-based health clinic or external health care provider• Referral for academic support services• Referral to external mental health counseling provider or community based organization• Referral to counseling for bullying, intimidation or harassment• Referral to counseling for youth relationship abuse, or sexual violence• Referral to appropriate substance abuse counseling• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)• School counselor and/or other support staff and/or administrator/student conference	Superintendent's Suspension <ul style="list-style-type: none">• One school year without review for early reinstatement
		Administrative Suspension <ul style="list-style-type: none">• Removal from classroom by teacher• Principal's suspension (up to 5 school days)
		Range of In-School Disciplinary Response(s) <ul style="list-style-type: none">• Formal restorative conference• Individual behavior contract• Short-term progress reports• Referral to Pupil Personnel Team• Supervisor's conference with student• In-school disciplinary action (e.g., detention)• Parent conference• Student/teacher conference• Administrator/parent and/or dean/student conference• Administrator meeting with student to address wrongdoing and its consequences
	Initial Response(s) <p>When a student experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent and, depending on the nature and severity of the behavior and the age and maturity level of the student, takes one or more of the following steps: has a conference with the student; refers the student to a school counselor and/or to the c, and/or administration. One or more interventions and/or options for primary disciplinary consequences are used to address the student's behavior.</p>	
	Universal Prevention for All Students <p>The school takes a whole school approach to promoting positive student behavior. Social-emotional learning is infused into the curriculum. Staff meets regularly to ensure that there is a comprehensive student support program in place that includes counseling services, guidance, opportunities for social-emotional learning, student engagement opportunities, and prevention and intervention behavioral supports to encourage and foster pro-social student behavior, foster resiliency, and built students' positive connection to the school community. The school has a system in place for early identification of students in need of prevention, intervention and/or support services</p>	
Student Events (i.e. promotion ceremonies, sporting activities) <p>Students may not attend after school or weekend events if they are suspended. On a case by case basis, student may be asked by administration not to attend after school or weekend events including promotion ceremonies, even if they are not suspended.</p>		
Search and Seizure <p>Desks, lockers, and storage spaces provided to students without charge are the property of the school. The Principal or designee may conduct general inspections on a periodic basis and may open desks, lockers, and storage spaces in the presence of a witness and examine the contents, including personal belongings of students.</p>		

if there are reasonable grounds to believe that they contain illegal drugs, contraband, weapons, or stolen property, or the student has violated or is violating state or federal law, city codes or Board of Directors' policies and regulations provided the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. Reasonable efforts to locate the student shall be made prior to seizure of the objects that the official believes the search may disclose. If the student is not present, he/she will be informed of the search. Stolen items and items that are specifically prohibited by law, city codes or school regulations will be impounded. The student will be given a receipt for any items confiscated by school authorities, and parents shall be notified of the confiscated items.

Re-entry Plan

The purpose of a reentry plan is for students to reenter the learning community with minimal disruption after having to leave class to cool off or be suspended altogether for misbehaving. Regardless of the amount of time students have missed, they will find themselves having to reintegrate into the instructional flow of the classroom. Here are a few ways that we can go about creating a smooth transition from recovery or suspension back into the classroom environment:

- Have a brief conference with the student discussing what happened, how they will make better decisions moving forward, and how they might respond to different scenarios upon returning to the learning environment.
- Discuss with students who would be another adult or student advocate that they could turn to at times to help them make positive choices.
- Check with students once or twice a day after their return to make sure they are doing okay and offer any supports if needed.
- Discuss with counselors the events of recovery and the students' state of mind and plan to do better in class when the counselor walks them back to class.
- Have an end-of-the-day check-in with students to make sure they are okay and prepared for transitioning out of the school.
- If necessary implement a follow-up plan where the teacher checks in with students throughout the week to make sure they stay on track.



CARONDELET

LEADERSHIP ACADEMY

Behavior Matrix

	Cooperation	Assertiveness	Responsibility	Empathy	Self-Control
Recess/ Outdoor Classroom	<ul style="list-style-type: none"> -play fairly -include everyone -help keep outside areas clean -socialize appropriately 	<ul style="list-style-type: none"> -use words to solve problems -get help from adults when you need it -ask to join games or conversations 	<ul style="list-style-type: none"> -be pleasant to staff -use equipment properly and return it to its proper place -use the restroom during recess -keep your snack in snack area 	<ul style="list-style-type: none"> -celebrate all game players - help students if you think they are hurt 	<ul style="list-style-type: none"> -line up directly when you hear the whistle -use positive language at all times -follow the rules -use your body safely
Cafeteria	<ul style="list-style-type: none"> -sit in your assigned seat -help others with their garbage 	<ul style="list-style-type: none"> -raise your hand when you need something 	<ul style="list-style-type: none"> -follow the directions of adults 	<ul style="list-style-type: none"> -say excuse me, please, and thank you with each request 	<ul style="list-style-type: none"> -wait in line patiently -walk at all times -use a quiet voice when speaking
Hallway/ Stairway/ Sidewalk	<ul style="list-style-type: none"> -pay attention to the person in front of you -keep up the pace of the line 	<ul style="list-style-type: none"> -worry about yourself only -talk to a teacher when you arrive at your destination if you have a problem 	<ul style="list-style-type: none"> -follow direction of all adults -walk with purpose (go quickly and safely to and from your destination) -use your designated stairway 	<ul style="list-style-type: none"> -let others pass when needed (especially younger students) -keep personal space between you and the person behind/in front of you 	<ul style="list-style-type: none"> -keep your hands to yourself -walk appropriately at all times and respect your environment -keep your eyes in front of you
Bathrooms	<ul style="list-style-type: none"> -give people privacy -take turns at the sink, with the soap and with the towels 	<ul style="list-style-type: none"> -tell an adult if you see a problem -tell an adult if you see graffiti or inappropriate activity 	<ul style="list-style-type: none"> -flush the toilet -wash your hands after using the bathroom -throw away your trash in the trash can - leave after you are done 	<ul style="list-style-type: none"> -help others solve problems if they arise -patiently wait your turn 	<ul style="list-style-type: none"> -use only what you need (paper towels and toilet paper) -be silent with your mouths and bodies -keep your bodies to yourselves
Morning Greeting, Town Hall, Assemblies	<ul style="list-style-type: none"> -actively participate in chants and activities -stay in your spot -be punctual 	<ul style="list-style-type: none"> -worry about yourself only -talk to your teacher when you arrive at your destination if you have a problem 	<ul style="list-style-type: none"> -follow directions of all adults -walk with purpose to and from the event -listen to and follow teacher entry and dismissal direction 	<ul style="list-style-type: none"> -celebrate others' successes 	<ul style="list-style-type: none"> -keep your hands to your -pay attention to your teacher -participate when it is your turn -use SLANT at all times

TAKING DISCIPLINARY ACTION

When a student engages in inappropriate behavior, the school is expected to couple supports and interventions with disciplinary action with the express purpose of holding students accountable and simultaneously helping students learn from their mistakes. The disciplinary responses which follow provide a range of options to be used to best meet each student's individual needs. While student misbehavior must be handled on a case-by-case basis, we are expected first to implement primary (non-removal) disciplinary consequences to address student misconduct whenever possible and appropriate before imposing a more stringent disciplinary response.

Student Intervention and Discipline Code

Level 1

Infractions – Uncooperative/Noncompliant Behavior

- Failing to wear the required school uniform
- Cutting classes (reporting to school and failing to attend one or more programmed classes)
- Being late for school or class
- Failing to be in one's assigned place on school premises
- Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)
- Engaging in verbally rude or disrespectful behavior
- Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process NOTE: If there is a question regarding whether clothing or headgear is representative of religious expression.
- Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules
- Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission
- Selling items at school
- Public displays of affection (PDA) at school and/ extra-curricular activities toward another individual is not acceptable behavior.

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Development of individual behavior contract • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) 	<ul style="list-style-type: none"> A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal meeting with student by appropriate supervisor (e.g., assistant principal, dean, or principal) to address the misbehavior and understand its consequences D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) F. Removal from classroom

Student Intervention and Discipline Code

Level 2

Infractions – Disorderly Behavior

- Gambling
- Using profane, obscene, vulgar, or lewd language, gestures, or behavior
- Lying to, giving false information to, and/or misleading school personnel
- Misusing property belonging to others
- Engaging in or causing disruptive behavior on the school provided transportation
- Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)
- Leaving class or school premises without permission of supervising school personnel
- Possession of unauthorized items: noisemakers, toys, cigarette lighters, laser pointers or any other items that divert attention from the education process are not to be on school property.

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none">• Parent outreach• Intervention by counseling staff• Guidance conference(s)• Restorative practices• Social-Emotional Learning• Positive Behavioral Interventions and Supports (PBIS)• Individual/group counseling• Collaborative problem solving• Conflict resolution• Peer mediation• Mentoring program• Development of individual behavior contract• Short-term behavioral progress reports• Referral to Care Team• Community service (with parental consent)• Referral to a community based organization (CBO)• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	<ul style="list-style-type: none">A. Pedagogical school staff meeting with student to address the misbehavior and its consequencesB. Student/teacher conferenceC. These items will be confiscated and parents must pick up the item from the administrator's office.D. Formal meeting with student by appropriate supervisor (e.g., assistant principal, dean, or principal) to address the misbehavior and understand its consequencesE. Parent conferenceF. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)G. Removal from classroom by teacher

Student Intervention and Discipline Code

Level 3

Infractions – Disruptive Behavior

- Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community (this behavior does not include Level 1 or 2, uncooperative/noncompliant or disorderly behavior, such as using profane language; or wearing prohibited clothing; or bringing prohibited items to school)
- Entering or attempting to enter a school building without authorization or through an unauthorized entrance
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
- Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person
- Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none">• Parent outreach• Intervention by counseling staff• Guidance conference(s)• Restorative practices• Social-Emotional Learning• Positive Behavioral Interventions and Supports (PBIS)• Individual/group counseling• Collaborative problem solving• Conflict resolution• Peer mediation• Mentoring program• Development of individual behavior contract• Short-term behavioral progress reports• Referral to CARE Team• Community service (with parental consent)• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)• Referral to counseling services for youth relationship abuse or sexual violence• Referral to counseling services for bullying, intimidation or harassment	<ul style="list-style-type: none">A. Pedagogical school staff meeting with student to address the misbehavior and its consequencesB. Student/teacher conferenceC. Formal meeting with student by appropriate supervisor (e.g., assistant principal, dean, or principal) to address the misbehavior and understand its consequencesD. Parent conferenceE. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)F. Removal from classroom

Student Intervention and Discipline Code

Level 3

Infractions – Disruptive Behavior

- Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs)
- Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- Knowingly possessing property belonging to another without authorization
- Violating the school's Internet Use policy

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Discipline Actions*
<ul style="list-style-type: none">• Parent outreach• Intervention by counseling staff• Guidance conference(s)• Restorative practices• Social-Emotional Learning• Positive Behavioral Interventions and Supports (PBIS)• Individual/group counseling• Collaborative problem solving• Conflict resolution• Peer mediation• Mentoring program• Development of individual behavior contract• Short-term behavioral progress reports• Referral to Care Team• Community service (with parental consent)• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)• Referral to counseling services for bullying, intimidation nor harassment	<ul style="list-style-type: none">A. Pedagogical school staff meeting with student to address the misbehavior and its consequencesB. Student/teacher conferenceC. Formal meeting with student by appropriate supervisor (e.g., assistant principal, dean, or principal) to address the misbehavior and understand its consequencesD. Parent conferenceE. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)F. Removal from classroom

Student Intervention and Discipline Code

Level 3

Infractions – Disruptive Behavior

Engaging in scholastic dishonesty, which includes but is not limited to:

- a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

Posting or distributing libelous material or literature (including posting such material on the Internet)

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none">• Parent outreach• Intervention by counseling staff• Guidance conference(s)• Restorative practices• Social-Emotional Learning• Positive Behavioral Interventions and Supports (PBIS)• Individual/group counseling• Collaborative problem solving• Conflict resolution• Peer mediation• Mentoring program• Formal restorative conference• Development of individual behavior contract• Short-term behavioral progress reports• Referral to Care Team• Community service (with parental consent)• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	<ol style="list-style-type: none">A. Pedagogical school staff meeting with student to address the misbehavior and its consequencesB. Student/teacher conferenceC. Formal meeting with student by appropriate supervisor (e.g., assistant principal, dean, or principal) to address the misbehavior and understand its consequencesD. Parent conferenceE. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)F. Removal from classroom

Student Intervention and Discipline Code

Addressing Level 4 and Level 5 Behaviors

This progressive code of conduct is predicated upon concurrent supports/interventions with a discipline response to address student misconduct so that students learn from their misbehavior. The Progressive Ladder of Support and Disciplinary Consequences calls for universal prevention for all students and the early identification of students who are in need of additional and/or specific support services.

Schools must address Level 4 and 5 behavior in accordance with the Progressive Ladder of Support and Disciplinary Consequences and the progressive approach to discipline set forth in this Code. The code provides a range of disciplinary responses for these types of behaviors in order to ensure that all relevant factors are considered in determining the appropriate response. Federal and state law, however, require that for some incidents of student misconduct a suspension must be imposed. These suspensions are subject to review and modification on a case by case basis in accordance with law and DOE policy.

Student Intervention and Discipline Code

Level 4

Infractions – Aggressive or Injurious/Harmful Behavior

- Engaging in sexual conduct on school premises or at school-related functions
- Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)
- Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including but not limited to posting such material on the Internet
- Engaging in physically aggressive behavior

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none">• Parent outreach• Intervention by counseling staff• Guidance conference(s)• Restorative practices• Social-Emotional Learning• Positive Behavioral Interventions and Supports (PBIS)• Individual/group counseling• Collaborative problem solving• Conflict resolution• Peer mediation• Mentoring program• Formal restorative conference• Development of individual behavior contract• Short-term behavioral progress reports• Referral to Care Team• Community service (with parental consent)• Referral for mental health support services• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)• Referral to counseling services for youth relationship abuse or sexual violence• Referral to counseling services for bullying, intimidation or harassment	<ul style="list-style-type: none">D. Parent conferenceE. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)F. Removal from classroomG. Out of School suspension for 1-5 daysH. Superintendent's suspension

Student Intervention and Discipline Code

Level 4

Infractions – Aggressive or Injurious/Harmful Behavior

- Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others
- Engaging in harassing or intimidating behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
- Falsely activating a fire alarm or other disaster alarm

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none">• Parent outreach• Intervention by counseling staff• Guidance conference(s)• Restorative practices• Social-Emotional Learning• Positive Behavioral Interventions and Supports (PBIS)• Individual/group counseling• Collaborative problem solving• Conflict resolution• Peer mediation• Mentoring program• Formal restorative conference• Development of individual behavior contract• Short-term behavioral progress reports• Referral to Care Team• Community service (with parental consent)• Referral to a community-based organization (CBO)• Referral for mental health support services• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)• Referral to counseling services for youth relationship abuse or sexual violence• Referral to counseling services for bullying, intimidation or harassment	<ul style="list-style-type: none">D. Parent conferenceE. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)F. Removal from classroomG. Out of School suspension for 1-5 daysH. Superintendent's suspension

Student Intervention and Discipline Code

Level 4

Infractions – Aggressive or Injurious/Harmful Behavior

- Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior.
- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laserpointer)
- Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
- Inciting/causing a riot

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Formal restorative conference • Development of individual behavior contract • Short-term behavioral progress reports • Referral to Care Team • Community service (with parental consent) • Referral to a community-based organization (CBO) • Referral for mental health support services • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bullying, intimidation or harassment • Referral to appropriate substance abuse counseling service 	<ul style="list-style-type: none"> D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) F. Removal from classroom G. Out of School suspension for 1-5 days H. Superintendent's suspension

Student Intervention and Discipline Code

Grades 3-8 Level 5

Infractions – Seriously Dangerous or Violent Behavior

- Starting a fire
- Threatening to use or using force to take or attempt to take property belonging to another
- Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others
- Planning, instigating, or participating with another or others, in an incident of group violence
- Engaging in threatening, dangerous or violent behavior that is gang-related
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- Selling or distributing illegal drugs or controlled substances and/or alcohol
- Possessing or selling any weapon, other than a firearm, bomb or other explosive, as defined in Category I

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none">• Parent outreach• Intervention by counseling staff• Guidance conference(s)• Restorative practices• Social-Emotional Learning• Positive Behavioral Interventions and Supports (PBIS)• Individual/group counseling• Collaborative problem solving• Conflict resolution• Peer mediation• Mentoring program• Formal restorative conference• Development of individual behavior contract• Short-term behavioral progress reports• Referral to Care Team• Community service (with parental consent)• Referral to a community based organization (CBO)• Referral for mental health support services• Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)• Referral to counseling services for youth relationship abuse or sexual violence• Referral to counseling services for bullying, intimidation or harassment• Referral to appropriate substance abuse counseling service	<ul style="list-style-type: none">D. Parent conferenceE. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)F. Removal from classroomG. Out of School suspension for 1-5 daysH. Superintendent's suspension

Student Intervention and Discipline Code

Grades 3-8 Level 5

Infractions – Seriously Dangerous or Violent Behavior

- Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others
- Using any weapon, other than a firearm, bomb or other explosive, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others
- Using any weapon, other than a firearm, bomb or other explosive, as defined in Category I or II, to inflict injury upon school personnel, students, or others
- Possessing or using a firearm, or bomb or other explosive, as defined in Category I
- Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol
- Making a bomb threat

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions*	Range of Possible Disciplinary Actions*
<ul style="list-style-type: none">• Parent outreach• Intervention by counseling staff• Guidance conference(s)• Restorative practices• Social-Emotional Learning• Positive Behavioral Interventions and Supports (PBIS)• Individual/group counseling• Collaborative problem solving• Conflict resolution• Peer mediation• Mentoring program• Formal restorative conference• Development of individual behavior contract• Short-term behavioral progress reports• Referral to Care Team• Community service (with parental consent)• Referral to a community-based organization (CBO)• Referral for mental health support services• Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)• Referral to counseling services for youth relationship abuse or sexual violence• Referral to counseling services for bullying, intimidation or harassment• Referral to appropriate substance abuse counseling service	<ul style="list-style-type: none">D. Parent conferenceE. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)F. Removal from classroomG. Out of School suspension for 1-5 daysH. Superintendent's suspension

WEAPONS	
Category I	Category II
<ul style="list-style-type: none"> • Firearm, including pistol, starter gun, and handgun, silencers, electronic dart, shotgun, rifle, machine gun, or any weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosive • Stun gun/weapon • Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun) • Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword) • Dagger, stiletto, dirk, razorblade, box cutter, case cutter, utility knife and all other knives • Billy club, blackjack, bludgeon, chukka stick, and metal knuckles • Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot • Martial arts objects including kung fu stars, nun chucks and shirkens • Explosives, including bombs, fire crackers and bombshells 	<ul style="list-style-type: none"> • Acid or dangerous chemicals (such as pepper spray, mace) • *Imitation gun or other imitation weapon • Loaded or blank cartridges and other ammunition • *Any deadly, dangerous, or sharp pointed instruments which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

POLICY ENFORCEMENT

Discipline Reporting and Records

In compliance with state law, the CLA Board of Education establishes explicit channels of communication between teachers, administrators, law enforcement officials, and other schools concerning acts of violence and other behaviors that endanger the welfare or safety of students, staff, and patrons of the school. The purpose of this policy is to designate specific actions committed by students that must be reported to teachers, administrators and/ or law enforcement officials as well as those actions that must be documented in a student's discipline record.

Reporting to School Staff

School administrators shall report acts of school violence to teachers and other school employees with a need to know. In addition, any portion of a student's Individualized Education Program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to any teacher and other school employees with a need to know. Teachers and other school employees who have a need to know will also be informed by the principal or designee of any act committed or allegedly committed by a student in the school that is reported to the school by a juvenile officer or an employee of the Division of Family Services (DFS), sheriff, chief of police, or other appropriate law enforcement authority in accordance with state law. Such reports shall not be used as the sole basis for denying educational services to a student. Any teacher who is aware of an incident in which a person is believed to have committed an act that if committed by an adult would be first, second or third degree assault, sexual assault or deviated sexual assault against a student or school employee, while on school property, buses or at school activities shall immediately report such incident to the principal. The teacher shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the school's policy.

Reporting to Law Enforcement Officials

Any felony listed in this section, or any act that if committed by an adult would be a felony listed in this section, that is committed on school property, on any school bus or at any school activity must be reported by the appropriate school administrator to the appropriate law enforcement agency as soon as reasonably practical. The following acts are subject to the reporting requirement under the Missouri Safe Schools Act: Safe Schools Act 1996, 2000 Offenses:

- | | |
|--|---|
| 1. First degree murder under section 565.020, RSMo | Arson in the first degree under section 569.040, RSMo |
| 2. Second degree murder under section 565.021, RSMo | 12. Voluntary manslaughter under section 565.023, RSMo |
| 3. Kidnapping under section 565.110, RSMo | 13. Involuntary manslaughter under section 565.024, RSMo |
| 4. First degree assault under section 565.050, RSMo | 14. Second degree assault under section 565.060, RSMo |
| 5. Forcible rape under section 566.030, RSMo | 15. Sexual assault under section 566.040, RSMo |
| 6. Forcible sodomy under section 566.060, RSMo | 16. Felonious restraint under section 565.120, RSMo |
| 7. Burglary in the first degree under section 569.160, RSMo | 17. Property damage in the first degree under section 569.100, RSMo |
| 8. Burglary in the second degree under section 569.170, RSMo | 18. The possession of a weapon under chapter 571, RSMo |
| 9. Robbery in the first degree under section 569.020, RSMo | 19. Child molestation in the first degree pursuant to section 566.067, RSMo |
| 10. Distribution of drugs under section 195.211, RSMo | 20. Deviate sexual assault pursuant to section 566.070, RSMo |
| 11. Distribution of drugs to a minor under section 195.212, RSMo | |

The provisions of the Safe Schools Act, 1996, 2000, require the Carondelet Leadership Academy and other school districts in the state of Missouri to share discipline records when a student transfers to another district and to make that information available to law enforcement agencies when required. School districts also have the authority to uphold suspensions and expulsions invoked by other districts when a student moves or transfers.

Reference: House Bill 1301 and 1298 (1996) and SB 944 (2000)

Student Discipline Records

The Board of Education directs the Principal to compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the school. Such records shall be made available to teachers and other school employees with a need to know, and shall be provided in accordance with state law to any district in which the student subsequently attempts to enroll within five (5) business days of receiving the request. Personally, identifiable student records will only be released or destroyed in accordance with state and federal law.

Youth Suicide Prevention and Awareness

Pursuant to Section 170 . 48 , RSMo, the Missouri Department of Elementary and Secondary Education (DESE) developed a model policy regarding youth suicide awareness and prevention. This model policy may be adopted by Missouri School Districts to meet the requirements of Section 170 . 048 , RSMo which provides as follows:

1. By July 1 , 2018 , each district shall adopt a policy for youth suicide awareness and prevention, including plans for how the district will provide for the training and education of its district employees.
2. Each district's policy shall address, but not be limited to, the following:
3. Strategies that can help identify students who are possible risk of suicide;
4. Strategies and protocols for helping students at possible risk of suicide; and
5. Protocols for responding to a suicide death.

Hotline/ Helpline - telephone/ text Access Crisis Intervention: ACI

Regional telephone hotlines staffed by mental health professional who can respond to your crisis 24 hours per day, 7 days per week. They will talk with you about your crisis and help you determine what further help is needed, for example, a telephone conversation to provide understanding and support, a face- to- face intervention, an appointment the next day with a mental health professional, or perhaps an alternative service that best meets your needs. They may give you other resources or services within your community to provide you with ongoing care following your crisis. All calls are strictly confidential.

[http:// dmh.mo.gov/ mental illness/progs/acimap.html](http://dmh.mo.gov/mental_illness/progs/acimap.html)

National Suicide Prevention Lifeline

1.800.273.8255(TALK)

TTY: 1 - 800- 799- 4889 (hearing impaired)

The national network of local crisis center that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http:// suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

The Trevor Project

(specifically geared to Lesbian, Gay, Bisexual, Transgender and Questioning LGBTQ) 1 - 866- 488- 7386

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13- 24.

[http:// www. thetrevorproject. org/pages/ get- help- now](http://www.thetrevorproject.org/pages/get-help-now)

Kids Under Twenty One: KUTO

1 - 888- 644- 5886 (youth, peer helpline)

The helpline is a safe resource for youth where they are free to express their concerns, explore feelings, identify stressors and realize effective coping

mechanisms. The helpline is available to help young people find the hope and strength to cope positively with the pressures and stress in their lives and to

encourage using positive skills to manage stress, mediate conflict and work through feelings.

[www.kuto. org](http://www.kuto.org)

Trans Lifeline (877)565 - 8860

Trans Lifeline is a volunteer organization dedicated to the well- being of transgender people. The hotline staffed

by transgender people for transgender people. Trans

Lifeline volunteers are ready to respond to whatever support needs members of our community might have.

Texting & Online Support

Crisis Text Line, the national not-for-profit that provides free, 24/7 crisis support via SMS Text "HELLO" to 741 – 741 [http:// www. crisistextline.org](http://www.crisistextline.org)

Lifeline Crisis Chat

A program of National Suicide Prevention Lifeline Crisis centers across the United States have joined together to form one national chat network that can provide online emotional support, crisis intervention and suicide prevention services. [http:// chat.suicidepreventionlifeline.org](http://chat.suicidepreventionlifeline.org)

Trevor Chat

Online instant messaging with a Trevor Chat counselor. Available seven days a week between 3:00 p.m. - 9:00 p.m. EST/12:00 p.m. - 6:00 p.m. EST/12:00 p.m. - 6:00 p.m. [http:// www.thetrevorproject. org/pages/ get- help- now](http://www.thetrevorproject.org/pages/get-help-now)

Trevor Text

Text "Trevor" to 1-202-304-1200. Standard text messaging rates apply. Available on Wednesdays- Fridays between 3:00 p. m. - 9:00 p.m. EST/12:00 p.m. - 6:00 p.m. [http://www.thetrevorproject.org/pages/ get-help-no](http://www.thetrevorproject.org/pages/get-help-no)

PROCEDURAL DISCIPLINE GUIDE FOR STUDENTS WITH DISABILITIES

The school principal may suspend students with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

1. CLA staff must provide written notice to the parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) manifestation meeting, which must be held within 10 days of the date of misconduct.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:
 - 1) The student was given appropriate special education supplementary aids and intervention strategies, and
 - 2) The disability does not impair the ability to control behavior.
 - B. Review and revise, if necessary, the behavior intervention plan or, as necessary develop a functional behavior assessment and intervention plan to address the misconduct.
 - C. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.
 - D. Determine the appropriateness of an interim educational setting.

If the student's behavior is not a manifestation of the disability, school staff may apply the CLA discipline code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation will be conducted by CLA staff.

RIGHTS AND RESPONSIBILITIES OF STUDENTS, PARENTS AND SCHOOL STAFF

Students' Rights and Responsibilities

Students have the right:	Students have the responsibility:
To a quality education	To come to school ready to learn with books, materials, homework, and the desire to achieve.
To an environment conducive to learning.	To abide by the laws of the United States of America, the State of Missouri, and the policies of Carondelet Leadership Academy.
To be treated as individuals with special needs and wants.	To adhere to administrative requests and procedures.
To inspect their educational records and to have these records kept confidential.	To exhibit appropriate behavior that enables all students to learn in a safe and productive environment.
To be treated fairly in classes and in disciplinary matters.	To complete class assignments to the best of their abilities.
	To be courteous and respectful of their teachers, others in authority, and their peers.

Parents' Rights and Responsibilities

Parents have the right:	Parents have the responsibility:
To expect a quality education for their child(ren).	To make sure that their child(ren) come(s) to school ready to learn with books, materials, homework, and the desire to achieve.
To expect that their child(ren) will be taught properly and appropriately.	To support school rules and help their child(ren) understand these rules.
To receive information regarding the progress of their child(ren).	To assist in making the educational experience as meaningful as possible.
To hear an appeal decision made in regard to their child(ren).	To communicate with the school staff regarding their child(ren)'s progress.
To work with staff in a confidential manner to correct disruptive and inappropriate behaviors.	To participate in school-sponsored activities.
	To inspire in their child(ren) the desire to achieve to their full potential.

School Staff Rights and Responsibilities

School Staff have the right:	School Staff have the responsibility:
To teach and conduct school business in an atmosphere conducive to learning.	To abide by the laws of the United States of America and the State of Missouri, and the policies of Carondelet Leadership Academy.
To expect cooperation from parents.	To inspire in all of their students the desire to achieve their full potentials.
To expect that the students will follow the rules and regulations of the school.	To open lines of communication with students and parents, regarding the students' progress.
To expect that students will arrive in class on time with books, materials and homework, ready to learn.	To correct disruptive behavior and maintain a positive learning environment for all students.
To be treated with respect and professionalism.	To provide a quality education for students.
	To be fair, firm, and consistent with all students.
	To be respectful of student needs and individual differences.

Administrators have the additional responsibility to:

- assist staff members in the practice of effective management techniques.
- plan and promote practices that will maintain a safe and orderly environment.
- support the efforts of staff in maintaining appropriate classroom student behavior.
- plan and maintain adequate supervision of students.
- communicate to appropriate staff the consequences of reported student inappropriate behavior.
- be visible during the school day.
- maintain accurate records of disciplinary

Parent's Right to Know

Our district is required to inform you of 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 district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

ESSA Required Additions

Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112 (Title I.A LEA plan), establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). (Section 1111 is the State Plan.)

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) 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—

- (i) 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);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph

(D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

CONFLICT RESOLUTION POLICY

At Carondelet Leadership Academy, we work with parents as partners to provide a quality educational environment. We feel strongly that the individuals who are best equipped to address problems are the individuals most closely linked to the situation. In the event that a conflict arises between Carondelet Leadership Academy families and Carondelet Leadership Academy staff, Administration or Board, the following protocol shall be followed:

Level I: Staff Review

Nature of Concern

- Disagreement at the classroom level (i.e. homework assignments, missing assignments, classroom level discipline actions, grades, etc.).

Review Procedure

- Parent/Guardian shall contact the teacher to discuss concerns and attempt to resolve the issue.

Level II: School Administrative Review

Nature of Concern

- Unresolved Level I Disagreement.
- Allegations of unlawful or imprudent acts of a school employee or volunteer.
- Any concerns about school procedure, execution of policy or implementation of the mission that applies to specific students.

Review Procedure

- Parent/Guardian shall submit a request for review in writing (email preferred) to the Principal. A meeting will be held in person or via phone within 3 business days to discuss the issue.

Level III Executive Director's Review

Nature of Concern

- Unresolved Level II Disagreement.
- Issues with school policy as written in the student handbook. Concerns about school procedure or execution of policy that applies to the entire student population.

Review Procedure

- Parent/Guardian shall submit in writing a request to meet with the Executive Director.

Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
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 Every Student Succeeds Act of 2015 (ESSA)².

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:

- a) **Record.** A written record of the investigation will be kept.
- b) **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
- c) **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
- d) **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 public record and may be made available to parents,

teachers, and other members of the general public.

- e) **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).
- f) **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 nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services 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 Department's 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. 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.

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.

School – Parent Compact

The Carondelet Leadership Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

Required School-Parent Compact Provisions

School Responsibility

The Carondelet Leadership Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children meet the State's student academic achievement standards.
2. Hold parent-teacher conferences annually during which the compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during parent-teacher conferences, and/or by appointment as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring the amount of television their children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on the policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Parent Advisory

As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part **a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.** Such compact shall—

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Parent and Family Engagement Policy

What is Parent and Family Engagement?

Parent and Family Engagement is a school-wide, ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure:

- (A) That parents play an integral role in assisting their child's learning, achievement, and success.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the ESSA.

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, CLA has developed this Parent and Family Engagement Policy that establishes the district's expectations for parent/family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe CLA's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I provides for substantive parental involvement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I requirements for schools and school systems to involve parents in their children's education. Consistent with Section 1116, CLA will work with its Title I team to ensure that the required school-level parental involvement policies meet the requirements of Section 1116 and each include, as a component, a school-parent compact consistent with Section 1116 of the ESSA.

Opportunities for Parent Involvement

Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meetings during the school year described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals. The first is the Title 1 Night held each year during August or September. The second is the Annual Review of Title 1 Services held at the end of the school year in April or May.

Title I schools will host annual meetings for parents to participate in roundtable discussions to review the school-wide plan, the school's parent and family engagement plan as well as provide input on the Title 1 service strengths and weaknesses.

Parent input on the use of Title I funds to support parent and family engagement programs may also be provided through the annual district survey and school-based surveys. The survey will contain questions related to the parent engagement budget as well as a section for parents to provide their comments.

Parental Involvement Evaluation

Each year, CLA will conduct an evaluation of the effectiveness of the Parent and Family Engagement Plan and related initiatives to improve the academic quality of the Title I schools through parent surveys and connection forums.

CLA will use the findings from the school forums and the survey results to design strategies to improve effective parent engagement, to remove possible barriers to parent participation, and to revise the Parent and Family Engagement Plan.

Communication and Instruction

The district determines eligibility for Title 1 services by administering the NWEA assessment to all students.

The i-Ready assessment is given in the fall, winter, and spring sessions. The Title 1 Coordinator will send home a letter notifying parents/families of students that qualify to receive services based on the districts assessment results. You will be notified by a letter sent home with your student if your child qualifies to receive services for reading, math, or both. The letter will also include which Title 1 teacher will be assigned to your child. If you wish to decline services, you will have the opportunity to fill out a section on the letter and return it to your child's teacher. You can contact the Title 1 staff at any time by calling the school. The Title 1 staff and classroom teachers will use the i-Ready data to target and teach specific skills that your child struggled with according to the data.

Accessibility

In alignment with the parent engagement requirements established by Section 1116 of the ESSA, the district Title I Coordinator will collaborate with other district departments to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

-Revised July 2019

Notification of Rights Under FERPA Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

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

- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901**



Parent/Guardian School Agreement Form

Please sign your initials on the lines following each section title from the Parent-Student Handbook. We have read and understand the information contained in the section titled:

PARENT/GUARDIAN INITIALS

Parent/Guardian Letter	_____
School Hours	_____
Enrollment	_____
Health Service Information	_____
Attendance	_____
Assessment and Promotion	_____
Student Enrichment	_____
Uniform Policy	_____
Technology Acceptable Use Policy	_____
Policy Enforcement	_____
CLA Discipline Code	_____
Conflict Resolution Policy	_____
FERPA	_____
School Parent Compact	_____

We have read the Parent-Student Handbook and agree that we will abide by all rules, regulations and policies of Carondelet Leadership Academy. We fully understand that non-adherence to these rules, regulations and policies by children enrolled in the schools or by their parent(s) or guardian(s) may result a child's expulsion from the school.

Signature of Parent/Guardian: _____ Date: _____

Name of Student: _____ Date: _____



CLA Student Technology Rules Contract

Rules for using the Internet and E-mail help everyone. By following the rules, everyone can use the Internet, computers and other related hardware to learn more about the world and communicate with others. Only students who follow these rules may use the Internet, computers and other related hardware and telecommunication tools. Using the above listed tools are a responsibility and a privilege, not a right.

Teachers may view any student communication at any time in order to support the student's development as a responsible citizen.

Students are responsible for thoughtful, considerate behavior on computers as they are for their general classroom behavior.

Do	Do Not
Access educational material with teacher permission.	Access non-educational material or use the network for personal purposes
Send appropriate messages and pictures with teacher permission.	Send or display offensive messages or pictures.
Use polite language on-line and be kind to others.	Use obscene or inappropriate language. Harass, insult, or attack others.
Protect computers, computer systems or computer networks.	Damage computers, computer systems, or computer networks.
Follow copyright laws.	Break copyright laws.
Treat all hardware with great care.	Treat hardware carelessly or roughly.
Use your own identity, work, mail, files and folders with teacher permission.	Misrepresent yourself or trespass in and/or modify user's folders, mail, work, or other files.
Protect limited technology-related resources.	Waste limited resources.
Keep personal information private.	Give out personal information.

Teachers and Administration will decide on the educational value of any electronic material. They will determine the proper action to take with students who do not follow these rules.

I agree to follow these rules and to use the Internet, computers and other related hardware in a responsible way to further my education.

Student Signature _____ Date _____

Print Name _____

Parent Signature _____ Date _____

Print Name _____

Note: Students in grades 1-8 will be asked to sign the technology contract. Only students with signed contracts on file will be permitted to use the school computers/iPads.



Media Release Form

**Please note: Each child needs to have a form. If you have more than 1 child, fill out a separate form. Additional forms can be obtained from the school office. **

Student's Name: _____ Date of Birth: _____

Teacher's Name: _____

I, _____, the undersigned, hereby (q grant/ q do not grant) permission to have photographs or other images taken of my child. I authorize the use of these photographs for the general purposes as determined by Carondelet Leadership Academy without time restriction of such pictures or any portion thereof. I further waiver any claim for compensation, financial or otherwise, in connection with the aforementioned pictures.

Parent's/Guardian's Name (Please Print): _____

Signature: _____ Date: _____

Relationship to Student: _____

Address: _____

City: _____ State: _____ Zip Code: _____