



Academy for Integrated Arts

# Student Handbook 2020 – 2021

*Using the Arts to Enhance Learning*

Academy for Integrated Arts  
2020 - 2021

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**Mission**

The mission of the Academy for Integrated Arts is to use the arts to prepare students for an admissions-based college preparatory secondary school.

**Vision**

The vision for the Academy for Integrated Arts is to integrate arts with rigorous academics. Through the use of drawing, painting, movement, dramatization and music, learning is enhanced.

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Students are able to create and actively express the deeper meaning of subject matter content. Learning through, and with, the arts enlivens instruction, increases student involvement and deepens both memory and meaning. Students are able to learn to play musical instruments and acquire presentation skills through various productions.

Students will consistently perform well on standardized measures of learning and do well at the admissions-based college preparatory secondary schools to which they are admitted.

**Board of Directors**

Lynne Brown - President  
David Disney - Secretary  
Cara Newell – Treasurer  
Emily Brown – Director  
Peter Brown - Director  
Linda Edwards - Director  
Brad Epsten - Director  
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Board policy supersedes the handbook. The Board of Directors reserves the right to change Board Policy, as well as this Handbook. The most current version of the Handbook is available at [www.afiakc.org](http://www.afiakc.org).

The rapidly evolving nature of the COVID-19 pandemic requires that AFIA quickly adapt school procedures and instructional programming, thus this handbook does not reflect on-going changes made in response to the pandemic. For the most recent updates and information related to COVID-19, visit <http://afiakc.org/covid-19-updates>.

### School Hours

7:15AM-8:00AM Before Care (Students must be enrolled in the extended day program to participate.)

8:00-8:15AM Breakfast

8:15AM-3:15PM Instructional Day

3:15PM-6:00PM After Care

### Academic Programs

The Academy for Integrated Arts is committed to providing a developmentally appropriate learning environment where the arts serves as a catalyst for learning, achievement, curiosity and self-esteem. We expect that children will be actively engaged in meaningful learning that engages multiple modalities and focuses on developing critical thinking strategies. Curriculum has been developed using the Missouri Learning Standards as the benchmark for what students will learn throughout the days, weeks, months and years at AFIA.

We believe, and research confirms, that the most important factor contributing to your child's success is the quality of teaching. Students are dismissed early each Wednesday in order to devote time for AFIA staff members to learn and problem-solve together. Additionally, professional development days are incorporated into our school calendar. The time your child's teacher spends learning and collaborating ensures that all AFIA students succeed.

### **Alternative Methods of Instruction**

Beginning in the 2020 – 2021 school year, [section 171.033, RSMo.](#), allows Missouri schools to implement an approved plan for Alternative Methods of Instruction (AMI) in lieu of requiring the agency to make up time lost due to exceptional or emergency circumstances (such as inclement weather). This AMI legislation was passed prior to the COVID-19 pandemic. The Alternative Method of Instruction option is designed to provide continuity of instruction when students cannot safely attend school, while also reducing need for days to be added to the calendar at the end of the school year.

On days when AMI will be implemented, families will be informed by text, email and social media notifications. Additional information regarding classroom assignments will be sent by classroom teachers via SeeSaw. Students are expected to engage in remote learning and complete assigned tasks on AMI days. Students are encouraged to contact their teachers if they need assistance with their learning tasks as teachers are available to work with students on AMI days.

### **Arts Integration**

Instructional staff integrates arts into the core subject areas (reading, writing, social studies, science and math) to give students a better understanding of concepts. Students participate in the arts to show their understanding and to express mastery of concepts.

### **Literacy**

Components of literacy, including reading, language and writing, are taught based on a balanced approach. Students learn and practice reading using a variety of reading materials. Students learn and practice writing skills by creating original works and engaging in the writing process. All literacy instruction is tailored to each individual student's instructional level.

### **Mathematics**

Mathematics instruction is inquiry-based and taught using hands-on methods that engage students in ways that bridge "school math" and the real world application of mathematical concepts. The students make extensive use of manipulatives to aid their learning of mathematical processes and skills.

### **Social Studies and Sciences through Project Learning**

Students learn social studies and sciences in the context of projects that incorporate all subject areas, including social studies, science, reading, writing, and integrated arts instruction. Teachers plan their instructional units and projects to support a cross curricular approach to the subject areas. Teaching in this manner strengthens students' learning of all content areas.

### **Field Experiences**

To achieve our goal of authentic learning, classes engage in learning opportunities off-site. "Field Work" experiences are coordinated by classroom teachers. For each field experience scheduled, the teacher will provide a permission slip requesting your permission and providing specific information about the trip.

### **Fine Arts and Physical Movement**

Students at AFIA are exposed to a wide variety of arts activities through purposeful integration of art in academic areas. Students experience guest presentations from practicing artists and field experiences to arts activities within the Kansas City metro area. Physical movement is incorporated into all aspects of the school day. All students participate in yoga each week with a certified yoga teacher.

### **Academic Grades**

The unique approach to teaching and learning at AFIA necessitates a unique system for measuring and reporting student progress. Students at AFIA are held to rigorous standards and extremely high expectations for their learning, but a student's progress is measured based on their mastery of critical skills, rather than the traditional system of grades on an A, B, C, D, F scale. All teachers use a variety of methods to determine student mastery of skills, and progress is reported to parents on a standards-based grading system. Through the use of standards-based grading, families can learn what students know and are able to do. Each semester parents receive a formal report from their student's teacher indicating which skills and processes the student has been working on, his or her progress towards mastery of those skills, and how those skills compare to the expectation of typical students of that student's assigned grade level.

### **Academic Assessments**

AFIA uses several different methods to measure students' academic progress throughout the school year. All students are expected to give their best efforts on these assessments to ensure that the staff has accurate information regarding what students know, what they have learned, and what else they need to learn so that they may be fully prepared to meet all challenges that they may face in life. Our teachers and staff use a variety of informal assessments, including observation and anecdotal record taking. In addition, we also give students more formal assessments to equip us to more effectively track progress over time. A brief summary of the primary formal assessments that AFIA uses to measure student achievement include:

#### **Evaluate -- Grades 2 - 6**

Evaluate is an online reading and math benchmark assessment given each month. Teachers utilize Evaluate assessment data to determine how each student is progressing toward mastery of state standards and establish individual learning goals for each student.

#### **Fountas and Pinnell Assessment System - Running Record**

Running records are used to identify students' reading levels, as well as their strengths as a reader and areas that need to be addressed in order to help the student grow as a reader. Formal running records will be given about four times a year.

#### **Math Pre and Post Unit Tests**

Students will be given math unit tests at the beginning and end of each unit. These assessments are used to guide instruction and evaluate the learning upon completion of a math unit.

#### **Missouri Assessment Program (MAP)**

All AFIA students in grades 3 through 6 take the Missouri Assessment Program (MAP) Grade-Level Assessments each year in Reading and Math. Students in 5<sup>th</sup> grade also take the Science content test. The MAP results are the state's means of determining every school's achievement of Annual Yearly Progress (AYP) under the Every Student



Succeeds Act (ESSA). The MAP test is administered annually in the Spring according to the state's timeline and regulations.

### **Northwest Evaluation Association – Measures of Academic Progress (Grades 1-6)**

MAP® for Primary Grades are diagnostic and computerized adaptive assessments in reading and mathematics, specifically tailored to the needs of early learners.

### **Phonological Awareness Literacy Screening (PALS) – Pre K – Grade 1**

The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy foundational skills. This assessment is given at the beginning of each school year to evaluate students' strengths and growth areas. It is also given at the end of the year to document growth and progress.

### **Writing Samples**

Teachers collect writing samples over the course of the school year to demonstrate growth in writing. The writing samples are assessed using rubrics to help teachers determine students' strengths and areas that need to be addressed in order for the student to grow as a writer.

### **English as a Second Language**

AFIA has established policies and procedures to identify students who may qualify for additional assistance as English Learners. To ensure that parents are properly notified of the EL program, all new and enrolling students are to be given the Student Home Language Survey. The form shall be completed and returned to the school if you feel your child may be in need of such services. Any student suspected of qualifying for services will be assessed using the ACCESS Test, the state-required language assessment. If a student qualifies for EL services he/she will receive supplemental instructional support in the general education with support using the Structured Instructional Observation Protocol (SIOP), a scientifically-supported and state-approved instructional delivery model for English Learners.

Parents will be notified within 30 days of enrollment if their student qualifies for additional supports consistent with regulations, and a written plan describing the services will be provided to the parent. Parents have the right to deny additional EL services.

### **Migrant Education**

AFIA will make every reasonable attempt to identify students who may qualify for services for students who are considered migrant based on the occupation of their parents or legal guardians. Parents are asked to provide information on the enrollment form to determine whether a student may qualify for services. If it is indicated that a potentially migrant student is enrolling, the Regional Migrant Center or the State Director for Migrant Education will be notified. The Regional Migrant Center will conduct a parent survey/family interview to determine if the child is Migrant status.

AFIA has established policies and procedures to identify students who may qualify for additional assistance through supplemental Migrant education funds. Copies of board policies pertaining to the education of Migrant students can be obtained through the front office. For students who do

qualify, the school will provide additional supports consistent with regulations. Migrant students will be provided the full range of education and related services provided to other AFIA students, as well as supplemental support in the general education and/or before school. The educational plan may consist of the following:

- Assess the educational ability of the student and determine an accurate grade placement, course assignments and any special education services that may be needed.
- Identify any health and social needs and contact the appropriate public agencies for extended services.
- Provide professional development activities for the teachers and support staff as related to migrant students.
- Involve the parents in the educational program.

### **Special Education**

AFIA will make every reasonable attempt to provide services for students with identified educational disabilities under the Individuals with Disabilities Education Act (IDEA) according to the provisions outlined in that student's Individualized Education Plan (IEP).

#### **Assessment and Identification of Students with Special Needs**

All students suspected of having an educational disability will be addressed through the Student Success Team Process. Any student suspected of having an educational disability will be reviewed by the Student Success Team and be referred for additional educational assessment through the Special Education Referral process in accordance with all local, state and federal regulations. In most cases, AFIA will contract with a qualified, professional educational examiner to administer the assessments and develop an educational diagnosis.

All students who are assessed to determine if they qualify for Special Education services will have the assessment results and subsequent diagnostic determination reviewed with a Student Success Team that will include, at a minimum, the student's parent, the general education teacher, an administrator or representative of the LEA, an individual who is qualified to interpret assessment results and any other person the team determines has unique insight to the student or has an educationally-relevant reason to participate. All students who have been determined to qualify for Special Education services will have their initial evaluations reviewed and/or revised at least once every three years in accordance with all relevant local, state and federal laws and regulations.

#### **Special Education Program Delivery and Instructional Services**

All students identified as qualifying for special education services will be provided adequate services according to that student's IEP. It is the philosophy of the staff of AFIA that with adequate academic supports from a highly qualified teacher and differentiated instruction, nearly all students can be successful if they receive the majority of their special education services and supports within the Least Restrictive Environment (LRE) with their non-disabled peers in the general education classroom. This is widely referred to as a full-inclusive model of instructional delivery.

All Individualized Educational Plans (IEP's) will be developed with the student's IEP

Team that will include, at a minimum, the student's parent, the general education teacher, an administrator or representative of the LEA, an individual who is qualified to interpret assessment results and any other person the team determines has unique insight to the student or has an educationally-relevant reason to participate. All IEP's will be evaluated and revised at least annually in accordance with all relevant local, state and federal laws and regulations.

### **Related Services**

Students who qualify for Related Services (such as Speech & Language Therapy, Physical Therapy, Occupational Therapy, etc.) will receive services from a qualified professional according to the IEP.

### **Section 504 Educational Accommodation Plans**

Students with a diagnosed disability (excluding educational disabilities covered by IDEA) may receive services, supports and/or accommodations under Section 504 of the Americans with Disabilities Act (ADA). These services are generally referred to as "504 Plans" and can incorporate accommodations that allow a person with a disability full and unimpeded access to the educational programming of the school. Conditions that may qualify a student for a 504 Plan may include, but are not limited to physical needs, medical needs requiring health plans (toileting plans, medication plans, breathing treatments, emergency response plans, etc.), emotional or psychological needs (such that may need intensive out-of-school private counseling, etc.), etc.

All 504 Plans will be developed with a 504 Team that will include, at a minimum, the student's parent, the general education teacher, an administrator or representative of the LEA, a counselor and any other person the team determines has unique insight to the student or has an educationally-relevant reason to participate. All 504 Plans will be evaluated and revised at least annually in accordance with all relevant local, state and federal laws and regulations.

### **Student Success Team (SST)**

AFIA's Student Success Team provides support to students, families and teachers. Students having behavioral and/or academic concerns should be referred to the SST after strategies have been implemented to address the concern(s). Once strategies have been implemented and there is minimal or no progress observed, a referral should be made to the SST.

The SST is a team of staff members that work together to provide teachers, families and students with support when concerns arise. The SST typically meets when the initial referral is made and subsequently, on a monthly basis to monitor progress, goals, and identify strategies to help students to be successful. Some of the things that the SST can help with include:

- Providing research-based strategies to address concerns
- Behavior Intervention Plans or Individual Success Plans
- Assisting in collecting data to monitor progress
- Working to increase parent contact and involvement
- Referrals for evaluation through the special education team if appropriate
- Referrals to school and/or community resource

### **Instructional Grade Level Assignment**

All students will be initially placed in a grade level based on their birth date and their prior academic experiences. A student must be five years old by August 1 to enroll in kindergarten.

Students who are five before October 1 are eligible to enroll in transitional kindergarten. (Transitional kindergarten is the first year of a two-year program. Any student enrolled in transitional kindergarten must attend kindergarten the following year.) A student must be four years old by August 1 to enter pre-kindergarten. In general, students who have not previously attended school will be placed in the grade level according to when they would have qualified to enter kindergarten.

#### **Grade Level Promotion**

At the conclusion of each academic year all students will be promoted to the following grade level, unless otherwise discussed with and agreed upon by the parents. Grade level promotion will be noted on each student's final academic report card.

#### **Grade Level Retention**

In very rare circumstances, despite every reasonable effort to ensure a student's success, he or she may make insufficient academic gains such that the school staff feels the student would benefit from repeating the same grade. In these rare circumstances the Student Success Team (SST) will develop comprehensive academic intervention plans for the student prior to recommending retention. The team will use a multi-disciplinary approach to determine whether the student would benefit from retention and will consider the student's birth date, physical maturity, emotional maturity, academic progress, parental and teacher recommendations and other factors. Prior to final determination for a student's retention, the SST will consider the student's score on the Light's Retention Scale. All grade level retention recommendations will be made prior to May of the academic year.

In very rare circumstances the school may recommend that a student be retained as a result of too many unexcused absences. See AFIA's Attendance Policy for more information.

#### **Academic Intervention**

Students having difficulty mastering required skills and competencies may be offered academic interventions and additional support as part of the general education curriculum, through the use of additional educational staff, as special intervention supports or programs, or through different before or after school tutoring programs as designed and implemented by the school. The student's teacher will work closely with the student and his/her parent to determine what interventions will be most effective.

#### **Academic Extension**

Students who are demonstrating exceptional mastery of skills and competencies may be offered specialized instruction and additional supports to extend their learning beyond that of the general education curriculum. Such extension activities may be supported through the general education curriculum, or may include the assignment of special work and projects, opportunities to work with volunteers and/or university-student tutors, specialized intervention supports or programs, or through different before or after school tutoring programs as designed and implemented by the school. The student's teacher will work closely with the student and his/her parent to determine what interventions will be most effective.

## **Library and Resources**

AFIA's unique mission and goals lead us to approach education in a different way. It is the expectation that literacy is best supported by ensuring our students participate in copious amounts of reading throughout the day. Therefore, students will have ample access to books and literature.

### **School Library & Resources**

All classrooms have libraries that students may access for reading materials. Additionally, as a result of the Charter School Grant awarded in early 2014, AFIA has a lending library and we are a member of the Kansas City - Library Service Program, KC-LSP. Procedures for student use of library materials will be explained to students during the library orientation held during their first library session. A library contract outlining the student's responsibilities as a library borrower will be sent home to be signed by the child and family.

### **School Media Center & Technology Resources**

AFIA students and teachers have access to the following technological resources:

- Tablets
- TEAM boards
- Chrome books

Some of these items were purchased with the Charter School Grant awarded in early 2014 as well as donated funds from local foundations. These resources are used to support teaching and student learning.

## **Student Health and Welfare**

The Academy for Integrated Arts is dedicated to providing a safe learning environment. However, there may be an instance when a student requires medical care, including monitoring of health status and/or administration of medications; or becomes ill or injured while at school, necessitating professional medical intervention. The following section describes the school's policies, procedures and expectations regarding student health and welfare.

### **Student Immunizations**

AFIA follows DESE and the Missouri Health Department expectations regarding student immunizations. All students must stay current with all required immunizations, unless the parent has documented legitimate religious objections to such immunizations. The school administration may not allow students who are not current with immunizations to attend school until immunizations are brought current.

### **Criteria for Students Staying Home or Being Sent Home Due to Illness**

In the event a student contracts an illness or exhibits symptoms of being sick, AFIA requires that parents keep students home who are exhibiting the following conditions:

- Temperature of 99.6° F or greater
- Vomiting or diarrhea
- Suspicion of a Communicable Illness or Disease (i.e. Chicken Pox, Strep Throat, Flu or Flu-like symptoms, Pink Eye, etc.)
- Severe coughing
- Inability to participate in normal classroom activity

A student may not return to school until he/she is symptom-free for 24 hours without medication and/or receives clearance to return to school from a qualified medical professional. A parent or guardian must notify the school if your child will not be in attendance due to illness.

### **Communicable Illnesses and Diseases**

AFIA strives to ensure that all students stay healthy at school. In the event any student contracts a communicable illness or disease, the parent or legal guardian must notify the school as soon as possible so that we may take actions to prevent the spread of the disease or illness. Pursuant to RSMo 167.191, students with diagnosed or suspected communicable illnesses or disease must stay home from school until the student is symptom-free for at least 24 hours, or cleared by a physician to return to school. When in doubt, AFIA will refer to health standards established by the Department of Health to inform decisions as to what is considered a communicable illness or disease, and subsequent treatment and response recommendations.

### **Accidents**

AFIA works to prevent accidents that result in injury. However, in the event that any accident happens staff will respond immediately and determine the most appropriate course of action. In the event of a medical emergency when the parents or guardian cannot be immediately reached, the staff of AFIA will make reasonable medical decisions for the student until a parent or guardian is available.

If an accident occurs an administrator will immediately be notified and a detailed incident report will be completed. The student's parent will be notified as soon as possible.

### **Student Medication**

To ensure the safety of all students and prevent accidental or misuse of medication, students may not bring or possess at school, on the school bus or during any school-related function, any medication, whether prescribed by a physician or and over-the-counter medication. No student will be permitted to take any over-the-counter medication at school without authorization from the parent or legal guardian. In the event that a student requires administration of medication during the school day, AFIA will appoint and train a staff member to monitor the student's medication according to the following guidelines:

- All medication administered at school must be prescribed by a doctor
- All medication must be brought in the pharmacy-labeled container with the student's name, current date, doctor's name, medication name, quantity, frequency, dosage and administration directions.
- Medication must be delivered to school staff by an adult and should not be transported by students
- Any physician-directed changes in the administration of medications must be submitted to the school in writing
- The staff of AFIA will not administer to students any physician-prescribed medication without written permission from the parent or legal guardian.

### **Allergies**

AFIA will attempt to reasonably control the school environment to minimize students' exposure to controllable allergens. However, we cannot guarantee that all allergens will be removed from the environment. If your child has specific allergies please be sure to include that information on the Student Health History Form (included in the Enrollment Packet, or available from the Front

Office) and inform school staff of any potentially serious allergic reactions.

### **Specified Disabilities**

AFIA does not discriminate based on any identified or suspected disabilities and will make all reasonable accommodations in accordance with all federal, state and local laws and regulations. If your student has an identified or suspected disability, please inform school staff immediately so appropriate accommodations can be made to ensure his/her success at school.

### **Section 504 Accommodation Plans**

Students with a diagnosed disability (excluding educational disabilities covered by IDEA) may receive services, supports and/or accommodations under Section 504 of the Americans with Disabilities Act (ADA). These services are generally referred to as “504 Plans” and can incorporate accommodations that allow a person with a disability full and unimpeded access to the educational programming of the school. Conditions that may qualify a student for a 504 Plan may include, but are not limited to physical needs, medical needs requiring health plans (toileting plans, medication plans, breathing treatments, emergency response plans, etc.), emotional or psychological needs (such that may need intensive out-of-school private counseling, etc.), etc.

All 504 Plans will be developed with a 504 Team that will include, at a minimum, the student’s parent, the general education teacher, an administrator or representative of the LEA, a counselor and any other person the team determines has unique insight to the student or has an educationally-relevant reason to participate. All 504 Plans will be evaluated and revised at least annually in accordance with all relevant local, state and federal laws and regulations.

### **Student Support**

AFIA has a full time Dean of Students and Social Worker to consult with students as needed. If students receive professional counseling support, the school’s staff is eager to work in partnership with the family and therapist to provide support for the student. If a student suffers a traumatic situation, please inform the child’s teacher or school administrator so we can best meet the child’s needs while he/she is at school.

### **Emergency Procedures**

AFIA will maintain an environment that minimizes risk for emergencies and natural disasters to the greatest extent possible. However, in the event of an emergency, the school will respond accordingly. In all emergency situations, appropriate emergency responders will be immediately notified. To preserve the safety of all students, the school administrator will not permit any student to be dismissed for any reason until the emergency situation has been cleared.

#### **Fire**

The school will regularly practice and review fire safety procedures, including fire prevention and response and classroom and building evacuation.

#### **Tornado**

The school will regularly practice and review tornado safety procedures, including classroom evacuation.

### **School Security and Emergency Lockdown**

Student safety and security is a top concern for the staff of AFIA. In the event of a security concern the school buildings will be under “lockdown” procedures, which means no individuals other than uniformed law enforcement officers will be permitted to access the buildings or any student until the security concern is lifted. Parents will be notified of any emergency concern as soon as possible. AFIA understands that parents will be extremely concerned if a situation arises that requires “lockdown” procedures, however, for the safety of everyone involved, no parent will be permitted to contact their child until the emergency responders and/or the building administrator declares the situation is all clear.

### **Security Cameras**

Academy for Integrated Arts utilizes video security cameras in the buildings and grounds to promote a safe school environment for students, staff and visitors. Appropriate signs will be posted in building entrances and at other locations throughout the school to inform visitors, staff, students and parents/guardians that video recordings may occur on school property. AFIA administrators may rely on the images obtained by the video security cameras in connection with the enforcement of school policy, administrative regulations, building rules and other law.

### **Inclement Weather**

In the event of poor weather or unsafe conditions school will be cancelled. Determinations about school cancelation will be made prior to 6:00 AM. Notification of closing will be made through local news outlets and through our text/email/call blast system. You can also check our school Facebook page and twitter account. Please make sure you always have updated contact information on file. Contact Phoebe DeVorce-Bassue at 816.444.1720 or [phoebe.devorce@afiakc.org](mailto:phoebe.devorce@afiakc.org) to update your contact information.

### **Transportation**

AFIA contracts with Student Transportation of America bus company to provide transportation for all AFIA students. Student Transportation of America develops routes based on residency information provided during the enrollment process. First Student provided door-to-door service to Pre-Kindergarten and Kindergarten students. Students in grades 1-6 will be assigned a bus stop location and pick-up time by the bus company.

Safety is our top priority for students riding the bus. Students are expected to adhere to the following expectations while on the bus:

#### **I will do the right thing by:**

- being at my assigned bus stop on time.
- sitting on my pockets, with my back against the seat, until I arrive to my final destination.
- talking in a soft quiet voice to the person next to me.

#### **I will treat people right by:**

- obeying my bus driver.
- keeping the bus free from trash.



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- keeping my hands and feet to myself.
- respecting other passengers and using kind words at all times.

School expectations extend to behavior on the school bus, therefore bus behavior in violation of our Code of Conduct will be handled as if it occurred on school property. To ensure the safety of all students and to ensure that the bus drivers are able to adhere to their schedules, parents and guardians may not board the bus.

### **Mandated Reporting of Suspected Abuse or Neglect**

All school employees are committed to ensuring the safety and security of all students. If a school employee sees, hears, or learns of any action or evidence that MAY BE considered or caused by abuse or neglect he or she are mandated by law to file a formal report with the Missouri Children's Division. The staff of AFIA has been trained in understanding the Mandated Reporting laws and regulations, and understands the policies and procedures for making such reports. Under the law, school staff may not inform parents or guardians of a report made. In addition, if the Missouri Children's Division sends an investigator to the school to speak with a student, the school must provide access to the student and is prevented from contacting parents prior to the student speaking with the investigator.

If a parent or community member sees, hears, or learns of any action or evidence that MAY BE considered or caused by abuse or neglect they can immediately contact a school employee or make an anonymous report directly to the Missouri Children's Division at 1-800-392-3738.

### **School Policies and Procedures**

Academy for Integrated Arts is committed to providing a developmentally appropriate learning environment where the arts will serve as a catalyst for learning, achievement, curiosity and self-esteem. Students will be able to create and actively express deeper meaning of subject matter by using visual arts, music, dance and dramatization. The school has established and will continually refine operational policies, procedures and expectations to support the mission, vision and goals of the school. The policies, procedures and expectations in the following section are guidelines by which all community members are expected to abide by. As the school year progresses they may be refined, revised, added to or deleted as the Board of Directors and school administrators may see fit.

### **Admissions and Enrollment**

All children who reside in the Kansas City Missouri Public Schools boundaries are eligible to enroll at AFIA. AFIA does not limit admission based on race, ethnicity, national origin, sexual orientation, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

Priority for enrollment will be given in the following order:

1. CURRENTLY ENROLLED STUDENTS
2. FACULTY, STAFF AND BOARD MEMBER CHILDREN: Children of full time faculty and full time instructional staff. Full time instructional staff hired after the lottery date for the following school year will be given priority over Governing Board children.

3. SIBLINGS: Siblings of students currently enrolled

4. OTHERS: All other eligible students

If capacity of AFIA is insufficient to enroll all students who submit an application before the deadline, the School will use a lottery admissions process in order to assure all applicants an equal chance of gaining admission.

### **Non-Discrimination Policy**

The Academy for Integrated Arts is committed to provide a positive, productive learning environment for all students, parents, community members and staff. All efforts will be made to ensure that the school is an environment free from discrimination and harassment on the basis of race, color, sex, religion, age, national origin, disability, genetic information, ancestry, sexual orientation, or any other consideration declared unlawful. If you believe you have been subjected to or witnessed others subjected to any form of discrimination or harassment, report it immediately to an administrator or any staff member.

### **Confidentiality**

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

### **Complaint Process**

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

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

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

Board President  
Academy for the Integrated Arts  
7910 Troost Avenue  
Kansas City, MO 64131  
[BoardofDirectors@afiakc.org](mailto:BoardofDirectors@afiakc.org)

### **Arrival & Dismissal**

Breakfast is served from 8:00AM – 8:15AM and school begins at 8:15AM. **Students are considered tardy if they arrive at school after 8:15AM. We encourage all students to arrive at school at 8:00AM so they may eat breakfast.** It is crucial that students arrive to school on

time every day. School officially dismisses at 3:15PM each day.

**It is crucial that students arrive on time to school and remain in school for the duration of the day. Arriving to school late or leaving early affects your child's learning and is disruptive to the rest of the classroom community.**

#### **Arrival Procedures**

Due to the school being located on a busy street, parents may only drop students off at the front entrance of the school. After 8:15AM, students must be escorted inside by a parent or guardian and should sign-in in the front office.

#### **Dismissal Procedures**

Due to the school being located on a busy street, parents may only pick up students in the designed pick-up lane. Because AFIA is located in close proximity to several busy streets, families must communicate with administrator prior to their child walking to and from school.

Parents picking up students should remain in their cars and must stay in the car rider line. A staff member will escort each student to his/her vehicle. Any change to a student's regular dismissal routine must be reported to the front office by 2PM.

#### **Early Dismissal Procedures**

It is important that students are not picked up from school prior to the end of the school day. In very rare circumstances a student will be excused from school early if approved by an administrator. Parents should make every effort to prevent this from happening. In the event that a student must leave school prior to the end of the day, the parent/guardian or an authorized emergency contact must sign the student out from the front office. No student will be dismissed to an adult who parents have not authorized in writing.

#### **School Attendance**

The staff of AFIA has developed and implemented a rigorous instructional plan that maximizes every minute for learning. Therefore, it is imperative that all students arrive to school on time every day and remain at school throughout the entire school day. Parents should make every effort to ensure their student does not miss school except for very rare medical appointments, or due to illnesses. It is expected that students attend school on time every day unless they are sick. In the event a student is sick and may not attend school the parent must inform the school that morning. Students who have excessive absences will be notified by school staff and may be placed on an attendance contract.

You should contact the school office if your child will be absent. If your child is not at school, and we have not heard from you, a staff member will call to ensure that your child is safe. Please let the school know about anything that might be impacting your child's attendance. Our goal is to support children and families and we will work together to support your child's success.

#### **Tardy**

A student is considered tardy if they arrive at school after 8:15AM. Any student who arrives at school after 8:15AM must immediately report to the front office to receive a tardy pass. Students are required to be signed in by a parent or guardian if they are tardy.

A tardy may be considered excused if the student has a written note documenting a legitimate reason (such as for a doctor's appointment) for being late. A tardy may be considered unexcused if the student does not have a written note documenting a legitimate reason.

### **Excessive Unexcused Tardiness**

If a student has more than five unexcused tardies during a school year, the parent will be notified and the student may be placed on an attendance contract. In the event of excessive tardies, three unexcused tardies will be considered the equivalent of one unexcused absence.

### **Absences**

A student is considered absent if they do not come to school. The parent of any student who misses school for any reason must contact the school on the day of the absence. If the student has an illness, doctor's appointment, or other legitimate reason for being absent from school, the parent must provide a written note documenting the reason for the absence to be considered excused. An absence is considered unexcused if the parent does not provide a written note, or if the administrator deems the reason for the absence not legitimate.

### **Excessive Unexcused Absences**

If a student accumulates more than five unexcused absences during a school year, the parent will be notified and the student may be placed on an attendance contract. If a student is placed on an attendance contract the school administrator will meet with the student's parent and a detailed plan to improve the student's attendance will be developed. If the student continues to have unexcused absences or excessive unexcused tardies, additional measures may be taken, including but not limited to Report of Educational Neglect to the Missouri Children's Division, the student's retention in his/her current grade, and or withdrawal from the school.

### **Five Consecutive Unexcused Absences**

In the event a student is absent for five consecutive days without legitimate excuse and/or contact with the school, the student will be withdrawn from the school retroactive to the student's last date of attendance, a report of educational neglect will be placed with the Missouri Children's Division. If the parent wishes the student to reenroll at AFIA, he or she must re-enroll the student according to established school policies.

### **Extended Activities Program**

AFIA provides a before and after school programming for enrolled students. every other day according to the published calendar. Students must be enrolled in the Before and After Care Program and adhere to the printed program policies and procedures. If children do not adhere to the policies and procedures, they will not be allowed to participate in extended day. Information on fees can be located on the Before and After School Program Enrollment form. Enrollment forms can be obtained from Ms. Phoebe or Ms. Tasha. A parent/guardian must participate in a mandatory orientation for a student to participate in extended day programming.

*\*Due to COVID-19, AFIA plans to offer extended day programming for a limited number of families with a significant need for childcare, however this is subject to change based on*

*community transmission data.*

### **Student Meals**

AFIA will serve breakfast and lunch every day. All school-provided meals will be well balanced and will fully comply with the nutritional guidelines set forth by the USDA. AFIA provides free breakfast and lunch to all students through participation in the Community Eligibility Provision (CEP). CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies (LEAs) with high poverty rates to provide free breakfast and lunch to all students. Adults can purchase breakfast and lunch for a nominal fee.

Breakfast is served in classrooms daily from 8:00AM - 8:15AM. Lunch will also be served in classrooms this year to minimize large gatherings of students in the gym. If a student chooses to bring their lunch to school, parents should be aware that the student may not be provided assistance with meal preparation and microwaves are not available for the student to use. Additionally, lunches may not require refrigeration, as we cannot put students' lunches in the school refrigerator. The AFIA staff would ask that parents who choose to send meals from home do their best to ensure meals are well balanced and nutritious. **Children are not allowed to bring sugary and/or carbonated soft drinks or junk food.** Children who are eating school lunch may not bring extra food unless they have discussed this with the school administration and have a plan in place.

### **Student Cell Phones & Personal Electronics**

Cell phones and other electronic devices are best left at home. Academy for Integrated Arts prohibits student use of cell phones, digital cameras, and similar electronic devices during instructional time, extended day programming and while utilizing school-provided transportation. Students who carry a cell phone to and from school must: 1) Provide a written statement from a parent/guardian authorizing the student to transport the phone to and from school; 2) Allow the teacher to collect and store the phones during the school day; and 3) Follow all school policies and procedures related to personal electronics.

Any personal electronic device seen, used or heard during the school day will be confiscated by administration and/or staff and returned only to a parent or guardian. The school in no way assumes any responsibility for damaged, lost, or stolen electronic devices.

### **Media – Print, Photographs, Video, Promotions, Internet, etc.**

Due to the unique mission and vision of AFIA students and their work products may be photographed, video recorded, or otherwise offered for public display. Under no circumstances will AFIA or any other entity attempt to use a student's image or work for personal or financial gain. Rather, images or student work products may be used for legitimate promotion of and/or information about the school and/or for educational purposes included but not limited to news media, documentary purposes, professional training, celebration of student or school accomplishments, etc. To the greatest extent possible, no identifiable information about the student will be used or included with his/her images, and full confidentiality will be maintained as necessary. Parents/Guardians who do not wish to have their student's image used for these purposes must file a Media Release Opt-Out form with the school.

### **Solicitation**

AFIA does not allow unauthorized solicitation during school hours or on school grounds by

students, parents, staff or community members. All requests for solicitation permission must be made in writing to the school administrator.

### **Technology Acceptable Use Policy**

Students are required to have a signed Technology Acceptable Use Policy on file in order to utilize school provided technology. The complete Technology Acceptable Use Policy (AUP) can be obtained from the front office, or be found on the AFIA website. All use of AFIA technology is intended for legitimate educational purposes only. An abbreviated summary of the AUP is explained below:

- AFIA technology and networks may only be used for approved, legitimate educational purposes.
- Use of AFIA technology must comply with all local, state and federal laws and regulations.
- Users will be accountable for the appropriateness of all content created, produced, or accessed on school networks or equipment.
- Only authorized personnel may publish information regarding AFIA on publicly accessible internet sites.
- AFIA will employ internet filtering and firewall security measures, however no security measure is 100% effective. No individuals may access material deemed to be inappropriate or non-relevant to educational purposes.
- AFIA reserve all rights to examine all data stored on AFIA equipment and accounts. Users of AFIA networks and/or technology equipment shall have no expectation of privacy in regards to technology.
- Violation of the AUP may result in disciplinary action, including a suspension of computer privileges. User of AFIA networks are accessing a district provided information system; usage of the system may be monitored, recorded, and subject to audit; unauthorized use of the system is prohibited and may be subject to criminal and civil penalties; use of the system constitutes agreement with the terms.

### **Securly**

AFIA uses a program called Securly to ensure that students are using school internet in a safe and responsible way. Parents and guardians can also use this program to review your child(ren)'s weekly online activity report via email. Additionally, if parents download the SecurlyHome app, they can monitor student's real-time internet usage on school-issued devices.

### **School Uniforms**

AFIA seeks to develop a sense of camaraderie and a unified presence within the community. To aid in our sense of community, all students will wear a school-approved uniform unless it is a designated dress-down day. Should a student need a change of clothing during the school day, the school will contact a parent or guardian.

The AFIA uniform policy is as follows:

- Shirts/Tops: Solid color Polo-style shirt – collar & buttons; no prominent logos or designs
- Pants/Bottoms: Khaki/Tan or Navy bottoms (shorts, pants, skirts, dresses, etc.)
- Shoes: Closed-toed loafers or athletic shoes

Student may not wear flip-flops, sandals, house shoes, hats, or any apparel that the school

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administrators deem inappropriate or may be considered a disruption to the learning environment. Students should always dress appropriate for the weather conditions, including jackets, gloves and hats as appropriate.

### **Dress Down Days for Attendance**

Attendance is very important. Students should be at school every day. Dress down days are on the last day of the week for students who have attended school all week without being late or leaving early. Uniforms should be worn all other school days. Clothing should not be a distraction to the learning environment.

Please follow these guidelines for choosing appropriate attire for dress down days:

- All shirts must have sleeves and not reveal any areas of the waist or upper body.
- Clothing should not be torn
- Shorts and skirts must be at least fingertip length
- Closed toe shoes must be worn
- No excessive jewelry or accessories

### **Solicitation**

AFIA does not allow unauthorized solicitation during school hours or on school grounds by students, parents, staff or community members. All requests for solicitation permission must be made in writing to the school administrator.

### **Volunteers**

AFIA encourages participation of parents and citizens of the community to volunteer in the school in order to serve as additional resources to the teachers and students. In accordance with state regulations, prior to serving as a volunteer, each individual must complete an application for the position, have a satisfactory criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services.

### **Federal Programs Compliance**

Academy for Integrated Arts is a free, public charter school sponsored by the Missouri Public Charter School Commission and is considered by the Missouri Department of Elementary and Secondary Education (DESE) as a Local Education Agency (LEA). As such, AFIA receives regular funding from local, state and federal sources administered by DESE. The school is committed to maintaining full compliance with all appropriate local, state and federal regulations as required under the federal Every Student Succeeds Act (ESSA), formerly referred to as the Elementary and Secondary Education Act (ESEA), and the No Child Left Behind Act (NCLB) and any other requirements set forth by Missouri law, DESE regulations, and requirements set forth by the Missouri Public Charter School Commission.

### **ESSA Title I Programs Compliance**

AFIA receives Title I federal funds to operate a school-wide Title 1 program to enhance the school's instructional program. As a school that receives Title I funds, the parents of AFIA have several rights as described below.

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.

### **Student Achievement Results**

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

### **English Language Learners**

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

### **Safe Schools**

Parents have the right to know the safety record of their child's school. If the Department of Elementary and Secondary Education determines a school is "persistently dangerous" or if a student becomes the victim of violent crime while on school property, the parents have the right to transfer their student to a school not designated as "persistently dangerous".

### **Annual Review of Title I Programs**

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

### **Complaint Procedures**

All schools receiving federal funds are required to disseminate, free of charge, information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives. A full guide can be accessed online via this link:

<https://dese.mo.gov/sites/default/files/qs-fedcomp-Complaint-Procedures-ESSA.pdf>.



The following outlines how to file a complaint about any of the programs that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA). Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, and Title V.

<b>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents</b>	
<b>General Information</b> 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
<b>Complaints filed with LEA</b> 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	<b>Complaints filed with the Department</b> 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?
<b>Appeals</b> 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

1. What is a complaint?

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

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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6. How can a complaint be filed with the Department? A complaint filed with the Department must be a written, signed statement that includes:

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

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

The following activities will occur in the investigation:

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

8. How 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.

### **McKinney-Vento Homeless Act**

AFIA is committed to providing equal access for all eligible homeless students. The board has developed policies and procedures to fully comply with the McKinney-Vento Homeless Act. Copies of board policies pertaining to the McKinney-Vento Homeless Act can be obtained through the front office.

#### **Identification**

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

- (i) sharing the housing of another person due to loss of housing, economic hardship, or a similar reason; (ii) living in a motel, hotel trailer park, or campground due to economic hardship and lack of adequate alternative accommodations; (iii) living in emergency or transitional shelters; (iv) abandoned in a hospital or awaiting foster care placement;
- have a primary residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting;
- is determined to qualify for migratory services as defined by Section 1309 of the Elementary and Secondary Education Act of 1965, and who may qualify as a Youth in Transition because the child is living in a circumstance as identified above

#### **Services**

AFIA Board has appointed Arica Miller, Family School Liaison, as the Coordinator of Programs for Youth in Transition. The Coordinator will:

- Establishes practices designed to ensure the school enrollment and success of Youth in Transition

#### **Complaint Procedures**

Any Youth in Transition or their parent/guardian may file a complaint regarding placement or access to educational programs by submitting a written complaint to the Youth in Transition Coordinator. If the Coordinator is unable to resolve the complaint within five (5) school days of receipt of such complaint, unresolved complaints will be forwarded to the Principal who will contact the complainant to discuss the complaint. If the complainant requests to meet with the Principal in person, the Principal will, at the Principal's reasonable discretion, (i) meet with the complainant at an agreed upon time at the Academy for Integrated Arts; or (ii) decline to meet with the complainant. Within five (5) school days of the Principal's receipt of the complainant's request for a meeting or within five (5) school days of the Principal declining such a request for a meeting, the Principal will prepare and forward a written decision to the complainant. Thereafter, the complainant may appeal to the Board within five (5) school days of receipt of the Principal's written decision by submitting a written description of the complaint to:

Board President  
Academy for the Integrated Arts  
7910 Troost Avenue  
Kansas City, MO 64131  
BoardofDirectors@afiakc.org

The Board of Directors will review the complaint during their next regularly scheduled Board Meeting and follow up with the parent within ten days of that meeting.

Thereafter, the complainant may forward the complaint to Department of Elementary and Secondary Education's Director of Federal Grants.

### **Parental Involvement**

AFIA understands that a child's first and best teachers are the adult role models at home. The school's staff is committed to bridging the gap between the school and home. To increase communication and coordination between the school and home AFIA commits to:

- Providing frequent updates on each student's academic progress to parents
- Providing appropriate homework that involves parents in the education of their children
- Be available to discuss any parental concerns

### **Communication**

AFIA values on-going communication and collaboration with students and families, however, we are committed to being fully present to students during instructional time. Calls made during school hours will not be transferred to classrooms during instruction, however, the office staff will take a message and your child's teacher will return your call as soon as possible.

Our school utilizes many methods of communication to share information and updates with families including the a weekly school-wide memo. Classroom teachers use SeeSaw to communicate regular updates about classroom instruction and also communicate directly with families. Parents/guardians must opt in to receiving text blasts/email messages from AFIA on your SchoolMint account and must also activate SeeSaw accoutns. To update your contact preference in SchoolMint:

1. Login to School Mint
2. Click Parent/Guardian Information Tab
3. Click the pencil icon
4. Click the drop down box under Contact Preference

Families will receive directions for activating SeeSaw accounts directly from the classroom teacher. Parents/guardians should notify the front office of any updates to contact information..

### **SeeSaw**

AFIA uses an online platform called SeeSaw for communicating with families and documenting student learning. SeeSaw is the preferred platform for classroom-level communication as it allows teachers to share information with the entire classroom community or directly with individual families. SeeSaw also allows students to share evidence of learning by uploading work samples. During remote learning, teachers will use SeeSaw to share classroom assignments.

### **Civility Statement**

AFIA is committed to maintaining a safe, civil, and respectful environment. Uncivil conduct is defined as any behavior that may appear rude, uncaring, abrupt, or insensitive, volatile, hostile or

aggressive actions or loud, obscene, and/or offensive language. Uncivil conduct interferes with students' ability to learn, a school's ability to educate its students and administrators' ability to manage and lead the school community.

Through participation in school activities and/or school sponsored activities, students, staff, parents, community members, and administrators shall be accountable for expecting and modeling civil conduct, communication, and problem-solving. AFIA will not condone or accept uncivil conduct on school grounds, at school-sponsored activities, or in verbal, written or electronic communications whether by students, staff, parents, community members, or administrators. Any person exhibiting uncivil conduct will be asked to leave school grounds immediately and may be restricted from returning.

### **Parental Involvement Policy**

AFIA involves parents in regular, two-way meaningful communication addressing student achievement and ensuring:

- that parents play an integral role in assisting their child's learning
- that parents are encouraged to be actively involved in their child's education
- that parents are full parents 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.

AFIA works to 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 AFIA's plan developed under section 1112 (Title I.A LEA plan), establish 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

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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.

AFIA parents participate in an Annual Local Review of the Title 1 Program and use the results of the Annual Review to address any identified barriers to parental participation. The Annual Review will be conducted each spring and will include an analysis of state and local assessment data, a review of grade level needs and services provided, parent/teacher and/or student survey data, and a summary analysis of the effectiveness of Title 1 Services.

AFIA will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format, and including alternative formats upon request, and to the extent practicable, in a language parents understand.

Academy for Integrated Arts will involve parents in the planning and development of effective parent involvement activities through representation the building's Title 1 Needs Assessment/Evaluation Committee or School-wide Committee. Committee meetings will be scheduled flexibly with the scheduling needs of parents in mind.

Academy for Integrated Arts will build the schools' and parents' capacity for parent involvement by:

- providing parents with information on state standards, assessments, requirements of Title 1, monitoring their child's progress, and working with educators. Information will be provided during an annual fall meeting, through quarterly progress notices, at parents-teachers conferences, in the school newsletter, and on the website.
- providing materials, resources, and training to help parents work with their children to improve academic achievement. Resources will be provided in classroom newsletters and communications, and the School Counselor. Parent trainings and family education nights will be planned each year based on the school needs assessment and may include a Family Literacy Night, Math Night, etc. A Book Bag program will be implemented in grades K-3.
- communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer

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opportunities, quarterly Title 1 meetings, receive updates via schoolnewsletters and SeeSaw, an annual parent survey, parent-school compacts, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time if requested by parents.

- coordinating parent involvement activities with other initiatives including Head Start, after school programs, etc.

This policy has been development jointly with, and agreed on with, parents of children participating in Title 1 programs as evidenced by meeting minutes. AFIA's Parent Involvement Policy was adopted on September 9, 2014.

### **Parental Involvement Plan**

AFIA has developed a comprehensive Parent Involvement Plan, which is centered on the following standards:

- Communication
- Parenting Skills
- Student Learning
- Volunteering
- School Decision Making and Advocacy

Our 2020-2021 Parent Involvement Plan will be distributed during the first few months of the school year. A copy may also be obtained through the front office.

### **School-Parent Compact**

AFIA involves parents in the implementation and review of a Parent-School Compact on an annual basis. Section 1116 (d) of the Every Student Succeeds (ESSA) of 2015 requires that schools work in partnership with families to define stakeholder roles and responsibilities for high student academic achievement. The compact is reviewed and revised at annually at a Parent Advisory Committee. All families will review and sign the Parent-School Compact during fall conferences, and revisit the compact again during winter conferences. A copy of the compact is kept on file in the front office.

### **Parental Involvement Surveys**

AFIA always welcomes parental input to improve the school and educational programming. The school has developed a survey of parent and student satisfaction that will be administered at least annually. The results of the surveys will be shared with parents during a scheduled parent meeting.

## **ESEA Section 1116 – Parent and Family Engagement**

### **(a) Local Educational Agency Policy**

A local educational agency (LEA) may receive funds under Title I only if they conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

WRITTEN POLICY. —Each LEA that receives Title I funds shall develop jointly with, agree on

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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 Title I.A LEA Plan, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- involve parents and family members in jointly developing the Title I.A LEA Plan
- provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA 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;
- coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- 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;
- use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies
- involve parents in the activities of the schools served under Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy.

(b) School Parent and Family Engagement Policy

Each school served under Title I shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Title I parent involvement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. If the LEA has a LEA-level parent and family engagement plan that applies to all parents and family members in all schools served by the LEA, they may amend that plan to meet the requirements of this subsection.

(c) POLICY INVOLVEMENT. —Each school served under Title I shall—

(1) convene an annual meeting, at a convenient time, to which all parents of participating



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children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan;

(4) provide parents of participating children—

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

(d) Shared Responsibility for High Student Academic Achievement – (School-Parent Compact)

As a component of the school-level parent involvement plan, each school served under Title I shall jointly develop with parents a school-parent compact. The school-parent compact should outline 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—

- 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;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- 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.

(e) BUILDING CAPACITY FOR INVOLVEMENT. —To ensure effective involvement of parents

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and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

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

(f) ACCESSIBILITY.—In carrying out the parent and family engagement requirements of Title I, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under the State Title I Plan in a format and, to the extent practicable, in a language such parents

understand.

**ESEA Section 1112(e)(1)**

At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

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

A school that receives Title I funds shall provide to each individual parent of a child who is a student in such school, with respect to such student—

- information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
- timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

**ESEA Section 1112(e)(2)**

TESTING TRANSPARENCY. —

At the beginning of each school year, a LEA that receives Title I funds shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding any State or LEA policy regarding student participation in any assessments mandated by the Title I State Plan and by the State or LEA, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

**ESEA Section 1112(e)(1)**

LANGUAGE INSTRUCTION. —

Each LEA using funds under Title I or Title III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—

- the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

- how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

### **Student Code of Conduct**

#### **Student Behavioral Support**

Academy for Integrated Arts is committed to providing a safe, positive and productive learning environment for all students. The unique mission and vision of the school requires that all members of the learning community behave in ways that honor and celebrate the diverse nature of all community members and respects the rights of one another to work and learn together. As a community, there is an expectation that all members work cooperatively to achieve the goals and objectives of each student.

Educators will facilitate class compacts (expectations) that encourage and hold students accountable for their behavior each day. An emphasis will be placed on the PREVENTION of inappropriate behaviors through the development of strong relationships of mutual respect between teachers and students. In the event that challenging behaviors still occur, strategies for processing the behavior with the student will be in place, along with the exploration of more positive alternatives, either before or after consequences have been administered. Within the first week of class, teachers and students will jointly discuss and list what behaviors they want to see exhibited within their class. The staff will also use this process to develop a compact for a positive school culture.

At AFIA, we strive to help support students in making good choices that are conducive to the learning environment. We recognize that children develop positive dispositions from the adults that they interact with daily, therefore teachers model and encourage a calm, clear and consistent approach with every child in every situation with a focus on helping children become self-regulators of their own behavior.

Strategies include:

- Setting clear limits for unacceptable behavior
- Enforcing the limits with a short, age appropriate explanation
- Creating a classroom climate that demonstrates a mutual respect and caring
- Listening to children, not just when they have made a mistake
- Accepting that children make mistakes rather than misbehave
- Conducting regular class meetings to talk about the needs of the classroom community
- Understanding that the range of development in each classroom varies widely and that the development of self-control among this stage of development is equally wide
- Making modifications to activities to give each children the necessary support they require
- Avoiding isolation of children as it is not an acceptable practice to help children work on their ability to interact acceptably with others
- Teaching children to communicate with other students to resolve conflict

**School Visits**

AFIA is committed to providing engaged, meaningful instruction and minimizing disruption to teaching and learning. We value our partnerships with families and community organizations and welcome visits from parents/guardians and community members. Requests for classroom visits or school tours must be made through the Main Office and approved by the principal at least 24 hours prior to the proposed visitation time.

Upon entering the building, all visitors must report to the Main Office, sign in, wear the provided visitor pass while in the building, and sign out upon departure. Visitors may not possess weapons, including concealed weapons, on school property, on school transportation, or at any school function or activity sponsored or sanctioned by the school unless the visitor is an authorized law enforcement official or is otherwise authorized by school policy. In accordance with The Family Educational Rights and Privacy Act (FERPA), visitors may not record video/audio or take pictures during instructional time without prior authorization from an administrator. Classroom performances and celebrations are exempt from this policy.

**Prohibited Behaviors**

The following list of behaviors, definitions/explanations, and/or potential range of consequences is not fully inclusive. At any time, the Board of Directors and/or administrators may amend the contents of this Student Code of Conduct. All parents should review these expectations with their student. Any questions about the Student Code of Conduct can be addressed to administration.

<b>Behavior</b>	<b>Definition and/or Explanation</b>
Arson	Starting or attempting start a fire or explosion
Assault*	A disruptive physical or verbal attack on another person that may lead to physical injury
Battery*	A physical attack on another person resulting in injury
Bullying	Intimidation or harassment that causes a reasonable student to fear for his or her physical safety or property. Bullying may consist of physical actions, including gestures, or oral, cyber-bullying, electronic, or written communication, and any threat of retaliation for reporting of such acts.
Cheating	Illicit sharing or copying information from another person, either on an assignment or a test; Illicitly presenting another's work as one's own
Defiance	Open disregard to the directive of an authority
Destruction of Property	Purposeful damage of another's property, including vandalism
Disorderly Conduct	Purposeful actions that cause a disturbance to the learning environment
Displays of Gang Affiliation	Display of apparel, paraphernalia, gestures, signs, recruitment, body language or any other actions associated with gangs
Endangerment of Self or Others	Acts which may lead to the injury of oneself or another person, or the damage or destruction of another's property
Extortion*	Obtaining or attempting to obtain money, property or services by force or threats of force; or forcing someone to do something against his or her will by force or threat of force
False Alarms	Making a false report of danger for the purpose of causing fear or distress, disrupting the learning environment, or causing the evacuation or closure of the school; tampering with emergency equipment to make

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	such false alarms (i.e. pulling a fire alarm, calling 911, etc.)
Felony Act*	Any criminal act that constitutes a felony under applicable law
Fighting	A physical or verbal struggle between two or more people
Gambling	Playing a game in an attempt to earn money or possessions
Harassment	Persistently or repeatedly disturbing another person; verbal, physical or written comments, gestures or images that may cause a person to feel uncomfortable or threatened; use of slurs, comments, or actions based on race, ethnicity, national origin, religion, gender, sexual orientation, disability, or any other protected or unprotected class
Improper Use of Technology	Using technology in violation of the school's Acceptable Use Policy, including improper use of personal technology at school
Incitement	Encouraging or coercing another person to engage in prohibited activities
Leaving Setting without Permission	Leaving an assigned location without permission; leaving the school building without permission
Misconduct on the Bus	Any conduct on the bus that may impair the driver's ability to maintain the safe and orderly transportation of students
Possession of a Dangerous Object*	Possessing (on a person's body or in his/her property, including book bags, clothing, etc.) an object that may be considered dangerous and/or could cause harm or physical injury to a person.
Possession of a Firearm*	Possessing (on a person's body or in his/her property, including book bags, clothing, etc.) any firearm as defined in 18 U.S.C. § 921.
Possession of a Weapon*	Possessing (on a person's body or in his/her property, including book bags, clothing, etc.) any object, implement, or device which is capable of firing a projectile using a propellant such as pressurized gas or explosive (such as a gun, pellet gun, or BB gun); or any object, implement or device that is a facsimile or resembles a weapon (i.e. toys such as guns, knives, handcuffs, etc.)
Possession, Distribution, or Posting of Prohibited Material	Possessing (on a person's body or in his/her property, including book bags, clothing, electronic media, etc.), distributing or posting any material that may be deemed offensive, obscene, libelous, defamatory, contains threats of violence, or causes significant disruption to the learning environment
Possession, Distribution or Sale of Prohibited Controlled Substances*	Possessing (on a person's body or in his/her property, including book bags, clothing, electronic media, etc.), distributing or offering for sale any material that may be considered a controlled substance including but not limited to alcohol, tobacco, prescription drugs, illegal drugs, facsimiles of drugs, and/or any item deemed to be drug paraphernalia.
Sexual Harassment	Inappropriate or unwelcome sexual advances, requests for sexual favors, or other inappropriate or unwelcome verbal or physical comments or gestures of a sexual nature
Sexual Misconduct	Inappropriate physical contact of a sexual nature such as touching, patting, groping, pinching, etc.
Tampering with School Records	Altering or destroying any official school document or record
Theft	Taking or helping take another person's property without their permission, or receiving property knowingly taken from someone

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	without their permission
Threats of Violence	Making a report or claim, either verbal or written, to cause damage or harm to a person or property through violence, including reports and false reports made to other students, staff members, community members, law enforcement agencies, or using electronic media and/or social networking.
Truancy	Unauthorized absence from school, including excessive unexcused absences
Under the Influence or Use of Prohibited Controlled Substances*	Using or being under the influence of a controlled substance such as alcohol, tobacco, prescription drugs not specifically prescribed to the individual, over the counter medication used without proper authorization and/or not according to recommended usage, illegal drugs, and/or facsimiles of drugs or other items or materials that may impair a person's sobriety.
Use of Profane or Obscene Language	The verbal, physical or written use of words, gestures or images deemed to be offensive or obscene

*Any prohibited behavior designated with an asterisk (\*) is a violation of the Missouri Safe Schools Act, under which the school may be obligated to report to local law enforcement authorities for further action.*

**Consequences for Violations of the Student Code of Conduct**

AFIA staff is committed to providing a safe, cooperative learning environment. It is the staff's philosophy that we must teach behavior expectations and that with adequate support every student can make positive contributions to the learning environment. It is our goal for students to remain in their classrooms, where they can learn. However, if an incident occurs where a student causes serious disruptions to the learning environment or endangers him/herself or others by violating the Student Code of Conduct consequences may be necessary. All consequences listed below will be administered by the school administration or lead teacher, and will be reflective of the severity of the infraction and the discipline history of the student. Any disputes with the decision of the resolution of any discipline issue will be resolved according to the Dispute Resolution procedures listed in the subsequent section.

**Potential Consequences**

Administrative Conference	Student will confer with an administrator or school representative
Parent Conference	Student and parent will confer with an administrator, teacher or school representative
Detention detention	Student will serve an after school detention or Saturday School
Bus Suspension	Suspension or revocation of bus riding privileges
In-School Suspension	Student will complete work in the Student Success Center
Short-Term Suspension	Student will not be permitted to attend school during the suspension, which may extend from 1-10 consecutive days. AFIA

believes it is important for students to be at school and is committed to partnering with parents to help students develop effective social and emotional skills. We work to avoid out of school suspension, however in some incidents state or federal statutes require this disciplinary action. If a student is suspended from school, a parent or guardian is required to participate in an administrative conference.

Long-Term Suspension	Student will not be permitted to attend school during the suspension, which may extend from 11-180 consecutive days; the administrator may recommend a Disciplinary Hearing before the Hearing Officer.
Expulsion	Student will not be permitted to attend school for at least 180 school days; the Board of Directors will administer Expulsions only after a Disciplinary Hearing and final determination.

### **Due Process for Disciplinary Issues**

All students will be afforded Due Process under the law. If a student is suspected or accused of violating the Student Code of Conduct, he or she will be afforded the following rights:

- To be given written or verbal notice of the allegations and supporting facts against him/her
- To be provided an opportunity to give a written or verbal explanation of his/her version of the incident before any consequences are imposed
- To be provided an opportunity to bring forth witnesses on his/her behalf
- Parents will be provided prompt notification of the allegations and administrative decisions

### **Disciplinary Hearing**

Certain major violations of the Student Code of Conduct may require a Disciplinary Hearing. Disciplinary Hearings will be conducted by a Hearing Officer. The Hearing Officer will hear both sides of the issue and make a determination or recommendation to the Board of Directors. Parents will be notified of Hearings in writing and will be provided a notice of their Procedural Safeguards. The student and parents will be permitted to present evidence and share their perspective on the issue. After considering all aspects of the issue, the Hearing Officer will make a determination and/or recommendation to the Board of Directors. If the parents disagree with the Hearing Officer's determination, they may file a formal appeal.

### **Right to Appeal Disciplinary Decisions**

Parents/guardians who wish to appeal any disciplinary decisions resulting in a Long Term Suspension or Expulsion, may do so in writing to the Board of Directors within seven (7) calendar days of notice of the suspension. Failure to file a written notice of appeal within the specified time will waive the right to appeal. Appeals should be sent to:

Board President  
Academy for the Integrated Arts  
7910 Troost Avenue



### **Suspension Requirements**

When students are suspended from school for any length of time, they may not be present on school property without the expressed permission of an administrator. Students may not return to school from a suspension without a parent conference with the student's teacher and an administrator.

Any student whose parents choose to withdraw their student who is currently serving a suspension or expulsion from AFIA must report to the student's new school that the student is currently suspended. Any student who enrolls at AFIA must declare if they are currently serving a suspension or expulsion at any other school. Failure to declare current suspensions or expulsions is a Class C Misdemeanor and the student may be immediately withdrawn from the school or refused enrollment until the suspension or expulsion has been fully served.

### **Discipline of Students with Individualized Education Plans (IEP's)**

Students with identified special needs and served under the Individuals with Disabilities Education Act with an IEP shall be subject to the provisions of the Student Code of Conduct. The student's parent/guardian and the special education staff shall be involved in all disciplinary decisions.

Due Process – Due Process procedures applicable to suspension, removal, or expulsion of students with disabilities will be afforded to students with identified special needs and served with a current IEP in accordance with applicable laws, regulations and Board Policies.

Behavior Intervention Plans – If a student with a current IEP exhibits behaviors that impede his/her learning or the learning of others the IEP Team will conduct a Functional Behavior Assessment and develop a Behavior Intervention Plan to address the behavioral concerns.

Manifestation Determination – If a student with a current IEP exhibits behaviors resulting in suspensions to exceed 10 cumulative days or a Change of Placement, the IEP shall conduct a Manifestation Determination meeting to determine whether the student's disability contributed to the behaviors or impaired his/her ability to control or understand the impact of the behaviors.

Suspensions – A student with a current IEP may receive no more than ten cumulative days of suspension during an academic year. An 11<sup>th</sup> Day Plan must be developed for any suspensions beyond the tenth day detailing the procedures to ensure that the student receives his/her requisite special education services.

Change of Placement – The IEP Team may consider a Change of Placement for students who exhibit behaviors that cause significant disruptions to the learning environment, or who present a danger to themselves or others.

Discipline Options for Behaviors Unrelated to the Disability – Any student with a current IEP whose behaviors are deemed to be unrelated to his/her IEP will be subject to the same discipline considerations as their non-disabled peers.

Discipline Options for Behaviors Related to the Disability – If a student with a current IEP exhibits behaviors that are determined to be a manifestation of his/her disability, the IEP Team must consider disciplinary options other than a long-term suspension or expulsion, which cannot be administered.

Weapons and/or Controlled Substances – If a student with a current IEP is determined to have been involved in a violation of the Student Code of Conduct regarding weapons or controlled substances, the student may be placed in an alternative educational setting for no more than forty-five calendar days.

Criminal Acts – Any criminal acts committed by a student with a disability will be referred to local law enforcement regardless of the relationship to the student's disability.

### **Discipline of Students Not Yet Eligible for Special Education Services**

If there is no prior knowledge of a disability or suspicion of a disability the student will be subject to the same disciplinary measures as those applied to their non-disabled peers. Students who are suspected of having an educational disability may receive the same rights and Due Processes as a student with an identified educational disability if, prior to the incident:

- The parent has expressed concerns in writing that the student may be in need of special education
- The behavior or performance of the student has demonstrated a need for the services
- The school has initiated the Special Education referral or evaluation process

### **Discipline of Students with a Section 504 Accommodation Plan**

Students who have a current Section 504 Accommodation Plan, or who may be in the process of receiving a Section 504 Accommodation Plan, may be subject to the same disciplinary measures as those of their non-disabled peers unless the disciplinary infraction is determined to directly correlate to the student's identified disability.

### **Corporal Punishment**

Under no circumstances may any person use corporal punishment on the school premises.