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# 2021-2022

# Scholar Handbook



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**Table of Contents**

**The DeLaSalle Way 3 Values**

**Bell Schedule 4jr**

**Academic Calendar 5**

**Self Directed Learning 6**

**Real World Learning and Relentless Supports 7**

**Academics at DeLaSalle 8**

Graduation Requirements

Transfer of Credits from Previous Schools

Promotion Policy

Assessment Plan: Ways to Measure and Demonstrate Learning

Progress Reports and Report Cards

Cognitive and Social Emotional Skills

**Relentless Support for DeLaSalle Scholars 12**

Social, Emotional, and Behavioral Supports

Academic Supports

Cultural Supports

Family Involvement Opportunities at DeLaSalle

**Scholar Attendance 14**

Attendance Policy

Out-of-Class Policy

Punctuality Policy

**Celebrating Scholar Attendance 16**

**Scholar Involvement: Extracurricular Activities 17**

20/20 Leadership

ACES Big Brothers Big Sisters

Amateur Athletic Union (AAU) and Physical Fitness Organizations

Baseball

Basketball

Football

Martial Arts

Track & Field

Volleyball

Wrestling

BlackStudent Union (BSU)

Board Game Club

Movie Club

Debate

Drama/Theatre

Exploring Kansas City

Federal Reserve Student Board of Directors

Student Ambassadors

UMKC Saturday Academy

UMKC Summer Scholars

Young Men of Excellence

Young Women of Excellence

**DeLaSalle Charter High School Parent Involvement Plan 23**

**DeLaSalle Policies 23**

Expulsion Policy

Continual Education Services Policy

Technology Policy

Bullying Prevention and Intervention Policy

Anti-Discrimination

Grievance Policy

Substance Abuse Policy

Missouri Safe Schools Law

Restraint Policy and Procedures

Homeless Students: Enrollment Rights and Services Policy

**Appendix A: Staff Contacts and Organization Chart**

**Appendix B: Advisory**

**Appendix C: Scholarship List (most current version found online)**

**Appendix D: Job/Internship List (most current version found online)**

**Appendix E: College/University Outreach Lesson Plan- A go-to lesson for any day of the year.**

**Appendix F: Technology Use Policy and Form**

**Scholar Handbook Acknowledgement Form**

**The DeLaSalle Way**



# **Mission**: To engage its students in education that prepares them for learning, work, and life after high school.

**Vision**: De La Salle Charter High School sees a bright future for all students.This future is connected to successful completion of high school plus a path for success after high school. Every student will graduate with more than a high school diploma. They will graduate with a plan for the future rooted in academics and careers. We will show success through our core values.

**Values**

# Together we are:

* Curious
* Professional
* Proactive
* Kind
* Leaders

# 

# **We are DeLaSalle.**

# Be curious: *We value curiosity and understand that learning is a life-long process.*

* Identifying problems
* Analyzing situations
* Solving problems
* Evaluating
* Reflecting
* Having a growth mindset

# Be proactive: *We value reflecting on our strengths and speaking our authentic truth.*

* Identifying emotions
* Accurate self-perception
* Recognizing strengths
* Developing self-confidence
* Practicing self-efficacy

# Be professional: *We value and seek excellence through practice.*

* Impulse control
* Stress management
* Self-motivation
* Goal setting
* Organizational skills
* Ethical responsibility

# Be kind: *We value individual perspectives and know that diverse teams are strong teams.*

* Perspective taking
* Empathy
* Appreciating diversity

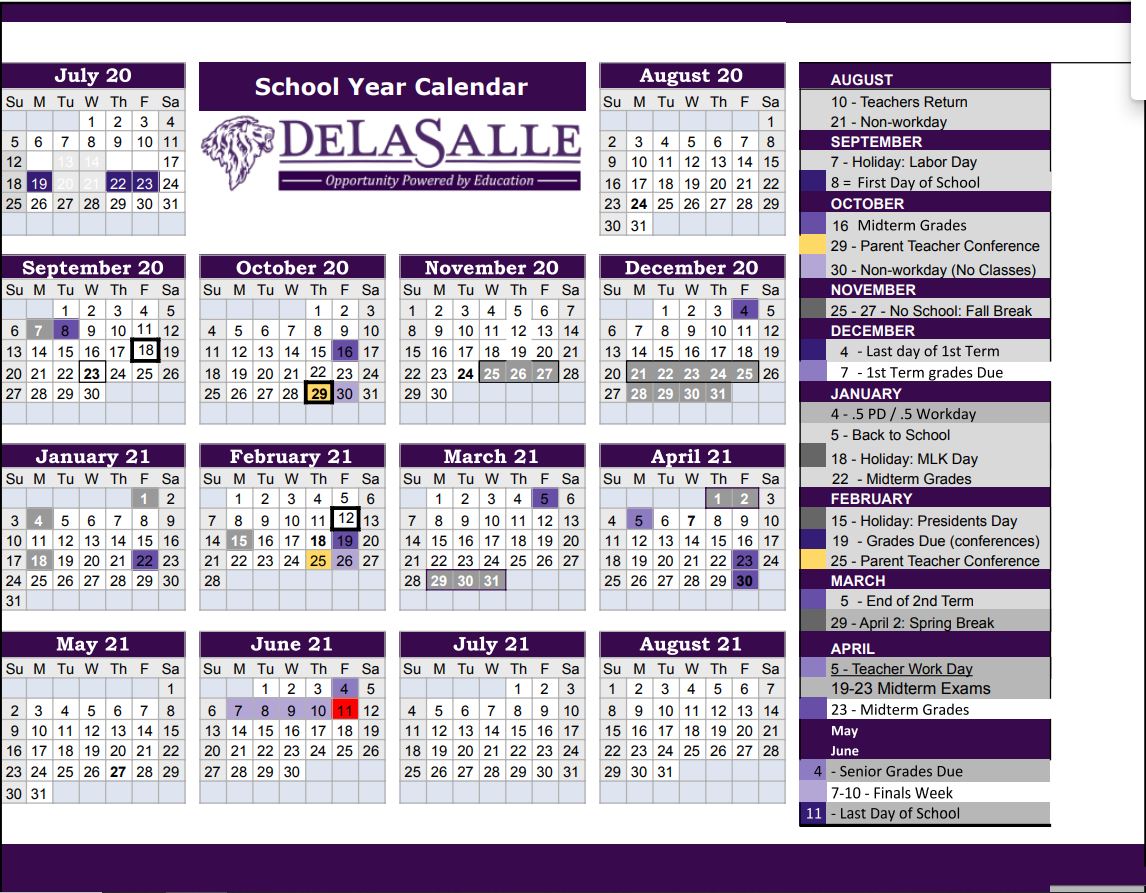
# Be leaders: *We value holding each other accountable and commit to leaving no community member behind.*

* Communication skills
* Social engagement
* Relationship-building
* Teamwork
* Conflict resolution

**Bell Schedules**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week A**  **M/T/W/R/F** | | **Week B- Wednesdays**  **(M/T/R/F: Same as Week A)** | | **Service Thursdays-**  **(One Thursday Per Month)** | |
| **Period 1**  8:30-9:20 | Class | **Period 1**  8:30- | Class | **Period 1** |  |
| **Period 2**  9:24-10:14 | Class | **Period 2** | Class | **Period 2** |  |
| **Advisory/ Mentoring**  10:18-10:48 | Advisory-  30 Minutes | **Advisory/ Mentoring** | Advisory-  50 Minutes  CONFIRMING | **Advisory/ Mentoring** | CONFIRMING |
| **Period 3**  10:52-11:42 | Class | **Period 3** | Class | **Period 3** |  |
|  | Lunch 1  **11:46-12:06** |  | Lunch 1 |  |  |
|  | Lunch 2  **12:10-12:30** |  | Lunch 2 |  |  |
| **Period 4**  11:46-12:56 | Class/Lunch | **Period 4** | Class/Lunch | **Period 4** |  |
| **Period 5**  1:00-1:50 | Class | **Period 5** | Class | **Period 5** |  |
| **Period 6**  1:54-2:44 | Class | **Period 6** | Class | **Period 6** |  |
| **Period 7**  2:48-3:38 | Class | **Period 7** | Class | **Period 7** |  |
| **3:40-4:00** | ***After School Activities*** | | | | |

**Academic Calendar**



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**Self Directed Learning (SDL)**

DeLaSalle scholars are constantly setting and achieving goals -- both short-term (daily or weekly) goals and longer-term (college and career) goals. To achieve these goals, students develop a set of strategies they can use in any context, and teachers learn how to coach and offer targeted support to students as they set up the cycle and move through it. Students set goals, select strategies that will allow them to meet those goals, and practice and show those strategies to eventually see if their plan worked. This cycle of learning can be applied to any task in the adult world and is developed across all aspects of learning. Depending on their fluency with the self-directed learning cycle and/or the challenge of the materials they’re seeking to learn, students need various levels of support.

*Self Direction has the following key characteristics:*

* **Set Goal**: Set a goal.
* **Plan**: Develop a plan to achieve that goal.
* **Learn**: Learn what you need to know.
* **Show**: Show evidence of what you have learned.
* **Reflect**: Reflect on the process.

***Students***

During Self Directed Learning, students commit to setting goals and developing strategies for self-directing their own learning. They understand that they can apply the self-directed learning cycle to the topics that are interesting to them now and in the future. They also learn the pitfalls of self-direction when no one sets a goal for them or tells them exactly what strategy to apply to move their learning forward. Students are ready to show their learning so they can reflect with themselves and others on the efficacy of their plans and strategies.

***Teachers***

Teachers learn the self directed learning cycle and provide the fewest supports needed for students to work through it. This requires sometimes allowing students to proceed down a path the teacher doesn’t see as the most efficient but requires that the teacher be available to rigorously reflect with students about the decisions they made and the impacts of those decisions. Teachers adjust supports based on data and personalize these supports whenever possible so that students don’t use supports that they could build for themselves just because another classmate would benefit from them.

***SMART Goals***

Effective goals are SMART — specific, measurable, achievable, relevant, and time-based. The more specific a goal, the better. SMART goals help our scholars to stay motivated and feel like their goal is easily obtainable.We help scholars set SMART goals by talking with them about their lifelong goals. Connect those goals to actions they can take right now to put them on a path toward reaching them.

Mentors provide guidance throughout the process, like giving advice on what their goal should look like. They also might help to turn their big, long-term goals into smaller actions they can complete this school year. Setting goals is a lifelong skill. We see how important it is for scholars to not only set them, but reach them every day. It gives them a sense of ownership and pride in their learning.

**Real World Learning and Support**

We are excited to welcome students into our new and developing career and entrepreneurial innovation spaces. With these spaces, students will have the opportunity to earn industry-recognized credentials, some on-the job experience, a certificate, or a degree- graduating with a diploma plus market value assets. To kick off this heightened career focus, we are teaming up with community and industry partners to connect students with real world learning opportunities. Some of these opportunities will be provided at school, while others will be out on community work sites. All experiences will be driven by student interest and, where possible, offer academic credit. Not only will students be able to explore high pay and high demand jobs in the Kansas City Area, they will also have the chance to learn what it will take to become an entrepreneur.

**DLS Entrepreneurial Innovation Space**

The Entrepreneurial Innovation Space is a joint venture among the DeLaSalle Education Center, the Kauffman Foundation, and Entrepreneurship KC. The goal of our education and innovation lab is to teach high school students how to develop products that create market value while serving real societal needs.

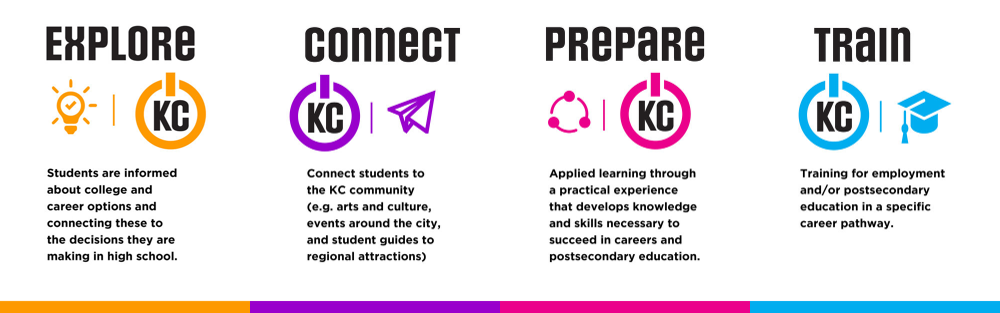
Opening in November of 2019, the Innovation Space will provide local Kansas City entrepreneurs from within and surrounding the Troost Corridor with a platform to reach customers. The DLS Innovation Space aims to provide exposure and access for entrepreneurs of all ages in the greater metro area, with a focus on growing the pool of young entrepreneurs in Kansas City. The DeLaSalle Innovation Space will support these up and coming ventures through partnerships, relationships, and resources.

**Internships with Entrepreneurship KC**

Entrepreneurship KC is developing programming and internship experiences to increase interest and participation in entrepreneurial enterprise, particularly for minority students. The program will provide skills training as well as actual experiential learning opportunities with entrepreneurs in order to educate students about entrepreneurism and encourage them to consider entrepreneurship as a life goal. These internships with startups will provide students the opportunity to test entrepreneurship and learn first hand about the relevant tools and experiences necessary to develop as entrepreneurs and ultimately launch their own company.

**Collaborative Partners:**

* + Mecca Challenge
  + Junior Achievement
  + KC Scholars
  + COMBAT
  + All Major School Districts
  + Scale Up KC
  + Goldman Sachs
  + Allen Village
  + Big Brothers/Big Sisters
  + Federal Reserve Bank
  + UMB Enterprises
  + University of Missouri- Kansas City
  + KC SourceLink
  + Launch KC
  + Think Big Partners
  + And many more



**Academics at DeLaSalle**

DeLaSalle offers a rigorous academic program that is designed to meet the needs of all students, including many students who have not found success in traditional school environments. We offer relentless support that scaffold the academic program. DLS' school design and instructional methods include a number of proven, research-based, best practices

**Graduation Requirements**

Graduation requirements at DeLaSalle reflect a greater focus on academic skills, rather than a simple accumulation of credits. A scholar’s progress toward achieving mastery on the critical standards and competencies for each course will determine their placement and progress toward graduation. High attenders who invest effort and focus during daily lessons typically progress to graduation more rapidly because they can show mastery of the required skills and competencies as a direct result of this effort and focus.

DLS offers a college-style system in which scholars take independent term long courses, and enroll in new courses at the end of each semester. Scholars receive graduation credit for the semesters they complete with a C- (70) or above. Scholars can retake courses or continue to work toward mastery until they finally achieve mastery on major assessments. Our goal is to hold scholars to high standards, while also giving them more opportunities to achieve academic success. The more scholars attend and engage their focus and energy in the learning of daily lessons, the faster they can progress to mastery and to graduation.

Scholars will earn credit towards graduation in courses each term by showing mastery on major assessments that are aligned with the DeLaSalle Competencies, the Missouri Standards for English Language Arts, Math and Science Standards, or the Standards for English Language Learners.

**Transfer of Credits from Previous Schools**

DeLaSalle scholars can transfer credits for any previous high school courses in which they earned a C- (70) or above. New scholars should be aware that since DeLaSalle is a mastery based academic program, their level of mastery of the standards and competencies will determine which courses they are enrolled in and how rapidly they progress to graduation. High attenders who invest effort and focus during daily lessons typically progress to graduation more rapidly because they master critical skills and competencies faster.

**Special Education Referrals and Academic Support**

Upon enrollment at DeLaSalle, all scholars will receive the appropriate outreach and monitoring necessary to determine their eligibility for special education services. Teachers communicate with one another and the Chief Academic Officer regularly regarding individual scholar needs. The teaching staff provides scholars with necessary interventions when appropriate. Scholars may also be referred for special education testing by DeLaSalle staff, a parent, self-referral, or another adult supporter. If a parent or adult supporter is concerned about a scholar’s progress in the general curriculum and would like to make a referral for a special education evaluation, or for additional interventions within the general education classroom, they may do so by contacting the Chief Academic Officer, the Executive Director, or the scholar’s mentor.

**Credit Audit**

**All courses listed in boldface are specifically required for graduation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **English (4 Credits)** | **Sem 1** | **Sem 2** |  | **Social Studies (3 Credits)** | **Sem 1** | **Sem 2** |
| **1st English (1.0)** |  |  |  | World History (1.0) |  |  |
| **2nd English (1.0)** |  |  |  | **American History** (1.0) |  |  |
| **3rd English (1.0)** |  |  |  | **American Government (0.5)** |  |  |
| **4th English (1.0)** |  |  |  | Economics (0.5) |  |  |
| **Speech/Debate/Forensics (0.5)** |  |  |  |  |  |  |
| **Science (3 Credits)** | **Sem 1** | **Sem 2** |  | **Math (3 Credits)** | **Sem 1** | **Sem 2** |
| Biology (1.0) |  |  |  | Alg/Geom 1 or Alg 1 (1.0) |  |  |
| PhysSci, Chem or Physics (1.0) |  |  |  | Alg/Geom 2 or GeoStats (1.0) |  |  |
| Chemistry or Chemistry 2 (1.0) |  |  |  | Alg/Geom 3 or Alg 2 (1.0) |  |  |
| Human Anatomy or Biology 2 (1.0) |  |  |  | Inter. College Alg (1.0) |  |  |
| Physics or Physics KCKCC (1.0) |  |  |  | Trig & Analysis (1.0) |  |  |
| Env Sci, or Earth/Sp Sci (1.0) |  |  |  | College Algebra (1.0) |  |  |
| ANY KCKCC Science Course |  |  |  | Pre-Calculus or Calculus (1.0) |  |  |
| **Physical Education (1.5 Credit)** | **Sem 1** | **Sem 2** |  | **Fine Arts (1 Credit)** | **Sem 1** | **Sem 2** |
| **Principles of PE** (1.0) |  |  |  | Art, Music, Thtr, Digital (0.5) |  |  |
| **Health Education (0.5)** |  |  |  | Art, Music, Thtr, Digital (0.5) |  |  |
| **Career (.5 Credit)** | **Sem 1** | **Sem 2** |  | **Practical Arts (1 Credit)** | **Sem 1** | **Sem 2** |
| Post Secondary Exploration (0.5) |  |  |  | **Personal Finance (0.5)** |  |  |
|  |  |  |  |  |  |  |

**Other elective classes- 7 credits (minimum of 24 total credits needed)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | 6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | 8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | 9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Students planning to enter a four year university are encouraged to take 2 years of foreign language and advanced math and science.

\_\_\_\_\_\_\_\_\_\_\_Foreign Language (2.0) \_\_\_\_\_\_\_\_\_\_\_\_Adv. Math (1.0) \_\_\_\_\_\_\_\_\_\_\_Physics (1.0)

Scholars who are pursuing admission to four year colleges are also strongly encouraged to take advantage of AP courses, online electives and dual enrollment courses at local partner colleges to ensure that their academic record is as competitive as possible for admissions and potential financial aid opportunities.

**Progress Reports and Report Cards**

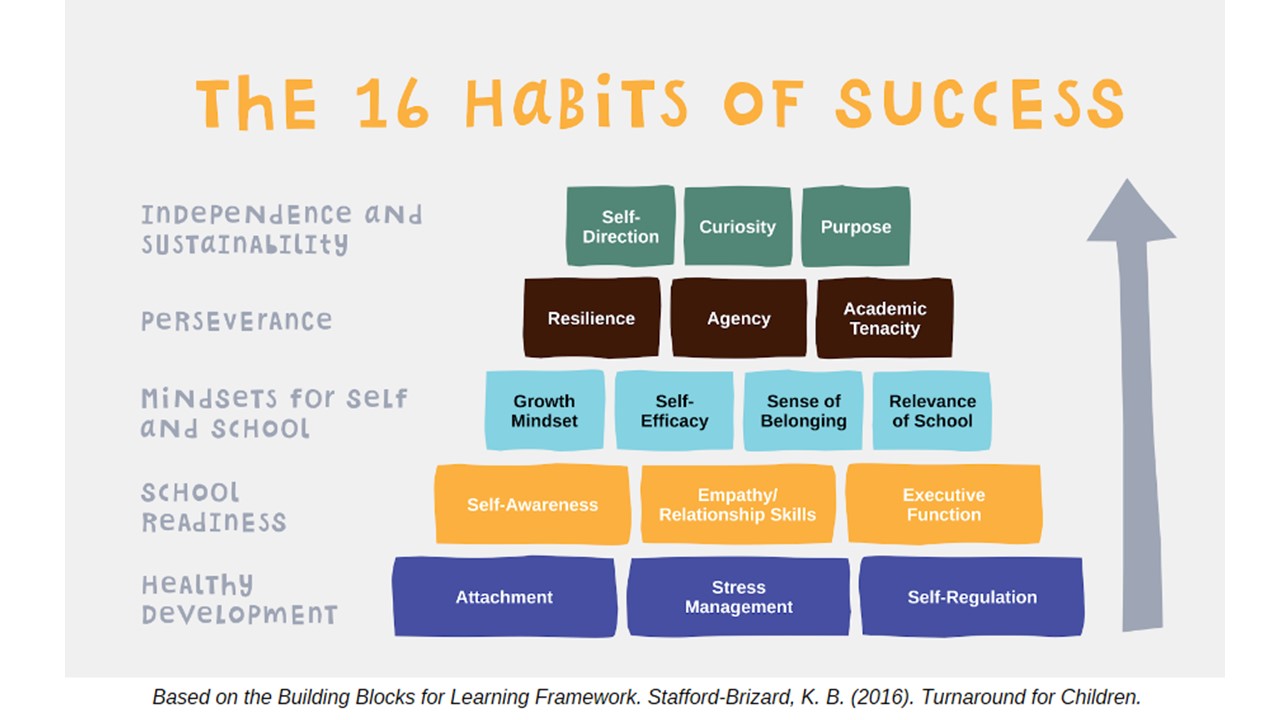
Scholars will receive progress reports and report cards each academic quarter. Progress reports and report cards are mailed home and shared with scholars in Advisory within one week after the end of the academic quarter. This ensures that scholars can update their Path to Graduation swiftly and adjust where needed to accelerate to graduation. Scholars will conference and review goals and graduation plans with Advisors each time these are published. Adult supporters are encouraged to call and/or meet with Advisors at individual conferences during the year to review progress and develop support plans for scholars.

**Cognitive and Social Emotional Skills**

We believe students develop cognitive and social emotional skills, called Habits of Success, within the communal, relational context of a classroom. The Habits of Success framework was designed with an understanding that foundational skills are prerequisites for higher-order skills; skill development happens on a developmental pathway that integrates cognitive, social, and emotional skills. Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits.

The 16 skills were chosen based on three criteria:

1. They align to the development of the child as a “learner” in an educational setting;
2. They are measurable skills, behaviors, or mindsets that students can develop over time;
3. There is a strong research base demonstrating impact of the skill, behavior, or mindset on college and career success.



**Academic Tenacity:** The beliefs and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and withstand challenges and setbacks to persevere toward these goals.

**Agency:** A student’s individual decision-making and autonomous actions.

**Attachment:** A deep and enduring emotional bond that connects one person to another across time and space.

**Curiosity:** The desire to engage and understand the world, interest in a wide variety of things and preference for a complete understanding of a complex topic or problem.

**Empathy:** The ability to take the perspective of, and empathize with, others from diverse backgrounds and cultures, to understand the social and ethical norms for behavior, and to recognize family, school and community resources and supports.

**Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking and offering help when needed.

**Executive Functions:** The cognitive control functions needed when one has to concentrate and think, when acting on one’s initial impulse would be ill-advised. Core executive functions include cognitive flexibility, inhibition (self-control, self-regulation) and working memory. More complex executive functions include problem-solving, reasoning and planning.

**Growth Mindset:** Wherein students ascribe to the belief: my ability and competence grow with my effort.

**Purpose:** A student’s understanding of their interests, values, and skills, and the articulation of a credible path after high school for translating those interests, values, and skills into fulfilled lives.

**Relevance of School:** A student’s sense that the subject matter he or she is studying is interesting and holds value.

**Resilience:** Positive adaptation during or following exposure to adversities that have the potential to harm development: (a) developing well in the context of high cumulative risk for developmental problems (beating the odds, better than predicted development), (b) functioning well under currently-adverse conditions (stress-resistance, coping) and (c) recovery to normal functioning after catastrophic adversity (bouncing back, self-righting) or severe deprivation (normalization).

**Self-Regulation:** Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.

**Self-Awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Stress Management:** Constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.

**Self-Direction:** A process in which learners take the initiative in planning, implementing and evaluating their own learning needs and outcomes, with or without the help of others.

**Self-Efficacy:** The perception that one can do something successfully.

**Sense of Belonging:** A sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community.

**Relentless Support for DeLaSalle Scholars**

**Mentoring The DeLaSalle Way**

Students can have more than one mentor in life. At DeLaSalle, mentoring is defined as the weekly, one-to-one connection between a student and an assigned adult in the school. The pair uses a rigorous and customized set of tools to set goals, determine strategies, reflect on successes and setbacks. The content of these mentoring conversations is generalized so that students can see how habits are supporting and hindering academic, extracurricular and personal success and any places where support is needed.

Mentors build rigorous check-in agendas for their mentees which they are able to share with them in the Summit Learning Platform. Mentees receive these agendas and prepare for their check-ins. Over time, the onus of planning shifts from the mentor to the mentee as the mentee develops the practices and routines to reflect on progress and consider alternative strategies in advance of the check-in and uses the check-in as a consultation. Mentors are equipped with sample agendas and many strategies for ensuring that the check-in stays focused and also that it is responsive to the unique learning needs of the individual mentee.

As a mentor, DeLaSalle staff become the point-person for the student and the family. Students know they can go to the mentor as a central point of contact at the school and, over time, families build a connection with the mentors that allows them to always know that they can reach out to find out about their child’s progress or school experience. As such, mentors are typically a liaison between the school community and the student and family. Mentors are also accountability partners for students. With deep understanding of our learning outcomes and school expectations, the mentor stays up-to-date with a student’s progress across all classes and supports the student to build systems that allow for on-track grades. The mentor is also a coach for Habits of Success as check-ins often highlight habit goal areas. Mentors might help students who get stressed by upcoming deadlines consider ways of positively directing that stress. They may support students who are struggling to find a sense of belonging in the school community to consider strategies to engage. Finally, in many Summit Learning schools, the mentor is the point person for the student when considering what is next. In high schools, this looks like being a formal or informal advisor as the student considers post-secondary options.

*At DeLaSalle, mentoring conversations are rigorous and personalized.* Mentors build rigorous check-in agendas for their mentees. Over time, the onus of planning shifts from the mentor to the mentee as the mentee develops the practices and routines to reflect on progress and consider alternative strategies in advance of the check-in and uses the check-in as a consultation. Mentors are equipped with sample agendas and many strategies for ensuring that the check-in stays focused and also that it is responsive to the unique learning needs of the individual mentee.

Each week, students prepare for their check-ins by responding to the prompts their mentors share and by reflecting on how they met or struggled to meet their goals. Students come to the check-in ready to connect with their mentor so that they are comfortable sharing what is supporting their success and what is causing any gaps. Students are open to and ready to accept feedback and challenges that are presented to them by their mentor and, over time, by themselves as they internalize the structures of mentoring and build those into their own systems.

**Social, Emotional, and Behavioral Supports**

*Counseling*

Scholars at DeLaSalle may need intermittent or long-term counseling. While much of this counseling may not be offered directly by a DeLaSalle staff member at school, we do refer scholars to the appropriate counseling services. We believe that dealing with crisis through active talk-therapy is important in order to continue growing as an individual.

*Case Management, Crisis Intervention and Outside Referral*

DeLaSalle partners with many social service organizations in the local community to help provide

support for the diverse range of issues our scholars are facing. DeLaSalle has developed lasting relationships with local courts, health centers, probation offices, and other appropriate organizations, in order to better serve our scholars. It is the goal of the Student Services Team to ensure that scholars receive the appropriate help from these outside organizations when needed.

*Advocacy*

Scholars at DeLaSalle often need help navigating the systems of local and state agencies that are in place to provide services. DeLaSalle is continually building its capacity to provide help through the legal and social advocacy of our scholars.

*Behavioral Growth*

Scholars will have frequent opportunities to develop, practice, and reflect on the development of the core habits of mind and behaviors. DeLaSalle believes these core habits are critical for success in classes, college, and post college career pathways in the 21st century.

*Targeted Attendance and Retention Supports*

DeLaSalle scholars may face multiple barriers and/or have a history of attendance challenges. DeLaSalle takes an active approach to helping students learn the skills of showing up and being on time through clear expectations, incentives, and structured programming. DeLaSalle will use multiple strategies to work with students to maintain positive attendance. DeLaSalle conducts weekly attendance progress checks in Advisory, and staff members do phone outreach regularly to encourage students to come to school and stay in class. For students that are demonstrating patterns of missing school we will create attendance support networks and individual success plans that will include incentives, outreach calls, and home visits.

*Onsite Childcare*

DeLaSalle has the unique ability to meet the needs of parenting teens through our on-site childcare partnership with Operation Breakthrough. This program allows parenting scholars to arrive at school, drop their children off at the onsite daycare, and attend class, while their children can begin their own education under the care of experienced early childcare teachers. Parenting scholars may also take parenting classes with support and daycare staff.

**Cultural Supports**

*New Scholar Orientation*

Scholars who are new to DeLaSalle will be part of a multi-day process of orientation. During orientation, there are 3 major goals:

* + 1. Help scholars new to DeLaSalle get to know how the school operates and the core expectations.
    2. Help DeLaSalle staff get to know important things about the new scholar including his/her academic profile, strengths, challenges, interests and future goals.
    3. Help create lasting relationships between the new scholar and staff and peers.

***Advisory***

Advisory is a small group time that was created with the purpose of building positive relationships and a supportive community. Each scholar is assigned to an Advisory when they enroll at DeLaSalle, with a staff member serving in the role of Advisor. Advisory activities are meant to help students have a sense of personal agency and ownership over their time at DeLaSalle, create opportunities for community and belonging, and concrete skill building on the core meta cognitive/social emotional skills - such as communication - that are essential to future success in life. Advisory is a credit course and scholars are required to be present every day. Advisors and advisory may change over the course of a student’s time at DeLaSalle based on student needs and interests.

**Scholar Attendance**

**Showing up, on time, and ready to participate is one of the most critical skills for succeeding in life.** You will hear this from DeLaSalle staff all of the time. We know that many DeLaSalle scholars show up in other areas of their life even if they struggle to show up at school. We want to help scholars to build the skills to come to school so that this will not be an issue in their future school and profession. According to education research, a student’s attendance directly correlates to his/her success in high school. At DeLaSalle, we will encourage – at every opportunity - scholars to come to school, to come on time and stay in class. We know that many scholars that come to DeLaSalle have struggled with attendance at other schools. One of our deepest commitments is to help scholars develop the skills and remove barriers to show up for school and for themselves.

**Attendance Policy**

**Scholars at DeLaSalle are expected to attend school every day**. The more time a scholar is in school and in class, the faster he/she will demonstrate mastery in required content areas and graduate. Attending school and staying in class to learn, is the **foundation** for making progress as a scholar at DeLaSalle.

8 total absences a quarter is the magic number for DeLaSalle. DeLaSalle has selected this number to help scholars understand when the impact of not showing up to school may interfere with the ability to master content and progress. The consequence for missing school is: the less school you attend, the less time you are learning and the longer it may take to graduate.

DeLaSalle will use multiple strategies to work with students to maintain positive attendance. DeLaSalle conducts weekly attendance progress checks in Advisory, and staff members do phone outreach regularly to encourage students to come to school and stay in class. For students that are demonstrating patterns of missing school we will create attendance cohorts/support networks and individual success plans that will include incentives, outreach calls and home visits. This is how much we believe that showing up to school and to class is absolutely critical to learning and graduating.

Here is a list of the supports and interventions that DeLaSalle will use to promote positive attendance habits:

Within each school semester or term you can expect the following intervention to take place:

* An automated phone call stating your student is absent from the building on that specific day
* A phone call home from an Advisor, the Services Team, or other staff for excessive absences
* Scholar is assigned to an attendance support group, managed by a DeLaSalle staff member and focused on building a smaller community of support and incentives to stay in school
* Scholar receives a home visit
* Scholar receives a letter home and request for a meeting with scholar’s adult supporter to develop an additional plan in place for school attendance
* Scholar is asked to meet with a member of the school leadership team to review progress, path to graduation and the impact of attendance
* Scholar receives a home visit and will be part of attendance supports for the upcoming semester.

For the purposes of this handbook, DeLaSalle makes no differentiation between “excused” and “unexcused” absences. But, we do work with students to map out and anticipate life challenges – health, court, work, parenting responsibilities – that could impact attendance and develop strategies to help scholars get to school.

**It is possible to lose a slot at DeLaSalle because of chronic absences.** When a scholar stops attending school for 10 consecutive days, he/she may lose their seat at the school to a student on the waitlist, subject to the notification and exit interview requirements under the law (outlined below).

**Legal notification process is as follows:** Parents/guardians of all of our scholars must notify DeLaSalle of any absences within 3 days of the absence. All letters should be turned in to the Student Services Office. If this notification is not received, administrators will notify the parents or guardians of the absence. Additionally, DeLaSalle will notify the parents/guardians of any scholar who has missed 2 or more periods unexcused over the course of 5 days (consecutively or cumulatively), or who has missed 5 days unexcused within a school year. DeLaSalle will offer the parent/guardian a meeting focused on developing an action plan for increased scholar attendance. The action plan will be developed jointly, and may include input from the parent/guardian, school personnel, and other agency officials who are involved with the scholar or family.

No scholar will be considered permanently unenrolled unless and until the following has occurred: (1) scholar has been absent from school for 10 consecutive days; and (2) the administrator has sent written notice to the scholar and parent/guardian, within 5 days of the 10th consecutive absence, of a meeting and exit interview with the scholar.

Written Notice

* The notice shall be written in the primary language of the parent/guardian and in English.
* The notice shall provide 2 possible dates and times for the exit interview, but shall indicate that the parties should agree on a date and time. It should include the contact information for arranging the exit interview.
* The notice shall provide a 10-day window for scheduling the interview, but may be extended, upon parent/guardian request, by not more than 14 days.

Exit Interview

* The Head of School or designee shall oversee the exit interview process. The process may proceed without the parent/guardian, so long as there was a good faith effort to include the parent/guardian in the process.
* The interview shall include discussing the reasons for the absences and/or desire to leave school permanently, and to discuss and consider alternative education and alternative placements.
* The exit interview will include other appropriate personnel from the school, e.g. teachers, guidance staff, social workers, administrators.

This process will not apply to a scholar who presents DeLaSalle with a notice of withdrawal from the charter school and verification of a transfer to another public, charter, or private school in which he/she is enrolling. A scholar who transfers out of DeLaSalle will be immediately withdrawn and they forfeits his/her spot.(Should this be “They Forfeit” or he/she forfeits they’re spot?”)

**Out-of-Class Policy**

**Every minute of class time matters. Scholars need to be in class to learn and make progress towards graduation.** Many DeLaSalle scholars come to DeLaSalle behind in one or more subjects and this makes time in class and learning even more critical to a speedy graduation.

**Like attendance, the most important consequence for missing class time is missing learning time and slowing down progress to graduation.** Like most schools, DeLaSalle will use a system of break passes to represent agreements between scholars and teachers. Scholars will be expected to manage their own timeliness with passes and may be supported to go back to class if they have lost track of time.

**Hallways disruptions can happen when too many scholars are out of class.** If this becomes a scholar or school pattern, DeLaSalle will work individually with scholars and collectively with school culture and rules to ensure that hallways are free of noise so that scholars can learn.

**What if skipping class becomes a problem?** DeLaSalle will always try to work with scholars to understand if there are issues interfering with the ability to be in class. The first step will be to discuss what is going on and figure out actions to address the issue. If a scholar shows repeat patterns of class cutting – which include excessive lateness, abusing bathroom or other pass privileges, walking out of class without teacher agreement, the following steps will be followed to support scholar success:

* First incident – One-on-one meeting with the classroom teacher
* Second incident – Letter and call to adult supporter
* Third incident - Meeting with member of the Leadership Team and student success plan to help students increase class time
* Multiple, repeat incidents - Loss of key privileges such as ability to use passes during that class, the ability to work independently in a designated setting.

**Punctuality Policy**

Being on time is a critical aspect of attending school and making academic progress. DeLaSalle invests time and resources to support scholars in getting to school on time and maintains high expectations of scholars’ ability to meet this critical expectation.

**Scholars are expected to arrive at school between 8:00 and 8:30 am**. We encourage scholars to come to school early because the pre- class morning time can be spent having breakfast or working independently on school work in assigned areas with a designated teacher.

**Anytime after 8:30am will be considered late** because it has a high likelihood of resulting in the scholar arriving late to the first school activity of the day. Scholars that arrive after 8:30 will need to check in with a member of the Student Services team to get a pass, be marked present and track patterns of lateness prior to entering community meeting or advisory or class. Students that arrive after 9:15am will have entrance times at the beginning of the next period to minimize interruptions to the classroom.

**Patterns of lateness to school** will be addressed through one on one meetings or small groupings to create support strategies and structures with student support member in collaboration with the student’s advisor. A sustained pattern of lateness to school may result in the scholar being asked to create individual plans in collaboration with the adult supporter.

**Incentives for being on time-** Because being on time is an essential part of school and life success, DeLaSalle has developed a special set of incentives to encourage and support scholars to master this skill and persevere in the face of life challenges.

**Celebrating Scholar Excellence**

Scholars who demonstrate excellence will be recognized through school-wide incentives, including school store bucks, earning gift cards, special swag, and other forms of incentives and celebrations.

Our successes will be celebrated in community meetings through the **monthly** recognition of:

● Perfect Attendance

● Most improved attendance

● And the creation of advisory based attendance competitions.

**Scholar Involvement: Extracurricular Activities**

**20/20 Leadership (Pending MOU)**

20/20 Leadership is a bi-state youth educational leadership development program providing a continuum for:

* [Freshman Leaders](https://2020leadership.org/#freshmanleaders): 5-month program for high school freshmen
* [Sophomore Leaders](https://2020leadership.org/#freshmanleaders): 5-month program for high school sophomores
* [Junior Leaders](https://2020leadership.org/#junior): 10-month program for high school juniors
* [Senior Leaders](https://2020leadership.org/#seniorleaders): 8-month program for high school seniors
* [Alumni Leaders](https://2020leadership.org/#alumni): Graduates return to program as trainers, mentors, board/advisory board members and selection committee members

*What is the Junior Leaders Program?*

The 10-month program blends academically, socially, economically, racially and geographically diverse students in learning the importance of earning an education and taking personal and social responsibility. The program offers each student an opportunity to succeed. Program content includes: college and career exploration, local and state government, Truman White House Decision Making Center, media, law, entrepreneurship, finance, personal and leadership development, the arts and social service.

*What is the Senior Leaders Program?*

The 8-month program is designed for Junior Leaders who have successfully completed the 10-month program and enter their senior year of high school. Program topics include: Finances, Government, Media, Economics, Entrepreneurship and Community Awareness.

*Who are the Alumni Leaders?*

They represent program graduates returning to their home community or community of their choice and want to reconnect with the program. They mentor students participating in the 20/20 Leadership Program and provide volunteer service or pro-bono hours to organizations of their choice. (21+ year old)

*[http://2020leadership.org](http://2020leadership.org/)*

**ACES Big Brothers Big Sisters**

*What is ACES?*

Adults Committed to Educating Student (ACES) is an on-going partnership between Students, Mentors, Parents, BBBS, Schools, Businesses, and the Kansas City Community.

This program encourages students to pursue the path to college and career success and provides student-centered programming focused on career education, career planning, and career development. Through creating a pipeline of access to resources through our mentors, corporate sponsors and community partners, the ACES program is committed to equipping Littles with the necessary tools to become competent for the 21st Century workplace.

Students will receive career education and assistance through monthly workshops including topics on career readiness, academic preparation, and post-secondary education. Students will also have access to career exploration workshops, individual and group job shadowing sessions, internship placement, and employment assistance through partnerships with local business and organizations.

For more information, connect with a DLS staff person or visit [www.bbbskc.org.](http://www.bbbskc.org/)

**Athletics**

DeLaSalle belongs to the Great Plains Conference (GPC), which is comprised of area schools located in the Greater Metropolitan Area. We also compete against teams from other leagues, and these are referred to as “non-league” opponents.

All student-athletes will be required to maintain a 2.5 GPA, have a specific attendance rate and there will also be a $20.00 participation fee for all participants.

DeLaSalle staff will also support students in connecting with the following categories of [Amateur Athletic Union (AAU)](https://www.playaaubaseball.com/find-a-team) and sporting league organizations:

Baseball

Basketball

Football

Martial Arts

Track & Field

Volleyball

**BlackStudent Union (BSU)**

The DeLaSalle Black Student Union (BSU), in partnership with the KSU Black Student Union::

* Seeks to promote mentally healthy future leaders;
* Provides constituents with an Afrikan centered worldview;
* Provides a forum to discuss and advocate for issues that matter most to students; and
* Instructs students on how to become self-sufficient scholars.

Our members will go on college campus visits and apply for scholarships, including:

* [Black Achievers Society of Kansas City Scholarship](http://www.facebook.com/BASGKC/)
* [SCLC of Greater Kansas City Martin Luther King Jr. Scholarship](https://www.sclcgkc.org/scholarships)
* [United Negro College Fund (UNCF)](https://scholarships.uncf.org/)
* [NAACP Scholarships](https://www.naacp.org/naacp-scholarships/)
* And more!

**Board Game Club**

Board game lovers will have the opportunity to connect with DLS students while eating snacks and playing board games after school. We meet at least once per month. Typical game days are at school. The club may decide to go out to an arcade on special occasions. To connect, visit with a DLS staff person anytime.

**Movie Club**

Movie lovers will have the opportunity to connect with DLS students while eating popcorn and watching movies after school. We meet at least once per month. Typical movie days are at school. The club may decide to go out to a movie on special occasions. To connect, visit with a DLS staff person anytime.

**Debate**

Debate lovers will have the opportunity to connect with DLS students while honing their craft at school. We meet at least once per month. Typical meetings are at school. The club may decide to go out to an outside experiences. To connect, visit with a DLS staff person anytime.

**Drama/Theatre**

Drama/Theatre lovers will have the opportunity to connect with DLS students while honing their craft at school. We meet at least once per month. Typical meetings are at school. The club may decide to go out to an outside experiences. To connect, visit with a DLS staff person anytime.

**Exploring Kansas City**

Exploring is Learning for Life’s career education program for young men and women who are at least 14 and who are not yet 21 years old. Our programs help match your career ambitions with the community, corporate and business resources of the greater Kansas City area. Exploring has delivered real-world career experiences to more than two million youth nation-wide since 1998.

*Annually, roughly 2000 Explorers receive real-world career experiences in more than 40 Exploring Posts in Kansas City. Imagine getting a head start on your future!*

Learning for Life is a subsidiary of the Boy Scouts of America. The mission of Learning for Life is to develop and deliver engaging, research based academic, character, leadership, and career-focused programs aligned to state and national standards that guide and enable all students to achieve their full potential. The vision of Exploring is to provide positive and meaningful real-world career experiences and leadership development opportunities for all teenagers and young adults in their chosen field of interest.

To connect, visit with a DLS staff person or visit: <http://www.exploringkc.org/registration>

**Federal Reserve Student Board of Directors**

## *Program Information*

The Kansas City Fed believes diversity strengthens our organization and enriches our community. The Bank is committed to ensuring that our programs reach underserved populations in the education realm, especially majority-minority high schools, inner city high schools and all girls’ high schools.

As part of this commitment, we conduct a Student Board of Directors program in five cities within our District and accept applications from students at the schools noted above. We strive to have the composition of our Student Boards of Directors reflect the diverse demographic makeup of those schools and communities.

## *Program Overview*

The Student Board of Directors program will prepare you to become knowledgeable citizens by increasing your understanding of economic, financial and occupational topics through collaboration with peers and business leaders.

## For more information, connect with a DLS staff person or visit the [Federal Reserve Student Board of Directors](https://www.kansascityfed.org/education/foreducators/student-board) at <https://www.kansascityfed.org/education/foreducators/student-board>.

Applications are accepted each January. Students apply during their junior (11th grade) year and serve throughout the senior (12th grade) year.

**Latinos Of Tomorrow (LOTs)**

The DeLaSalle Latinos of Tomorrow:

* Promotes pride in each individual’s culture.
* Provides information and activities to increase awareness of Hispanic culture.
* Offers activities to keep Hispanic students involved in secondary and post-secondary programs.
* Provides opportunities to develop leadership skills.

Students may join at any time.

*In partnership with Latinos Of Tomorrow of Greater Kansas City.*

Our members will participate in college campus visits and apply for these scholarships:

* [KC Biz Fest (Event connected to scholarships)](http://www.gkchc.com/kc-bizfest/)
* [Greater Kansas City Hispanic Development Fund Scholarship Program](https://www.growyourgiving.org/scholarships/hispanic-development-fund-scholarship-program)
* [League of United Latin American Citizens (LULAC) National Scholarship Fund](https://lulac.org/programs/education/scholarships/)
* [Hispanic Scholarship Fund General College Scholarships](https://www.hsf.net/scholarship)
* And more!

**Student Ambassadors**

We always need DeLaSalle students to assist with school tours and other events. If you are interested in connecting, simply let a DLS staff person know. We would love to have you on our Student Ambassador team.

**UMKC Saturday Academy**

## *What is Saturday Academy?*

UMKC Medical Center’s Saturday Academy ([http://med.umkc.edu/saturdayacademy](http://med.umkc.edu/saturdayacademy/)) is designed to help students interested in health careers strengthen their math and science skills. Through this enrichment program, students will recognize and develop skills that enable them to excel in mathematics, science, reading and test taking. This free educational program is open to motivated middle and high school students in the Kansas City area.

### The curriculum includes the following subject areas:

* Chemistry
* Mathematics
* Biology
* Anatomy and Physiology
* Medical Terminology
* Test Taking Skills

Saturday Academy is offered concurrently with the school year, taking place on Saturdays from 10 a.m. to 12:30 p.m. Master-level high school teachers and/or college faculty will instruct the courses in sections, and breaks will occur around the Thanksgiving holiday and semester break in the winter.

### *Health Career Exploration*

Saturday Academy provides an outlet for students to interact with health care professionals from various specialties. Professionals from medicine, nursing, dentistry, pharmacy, allied health and mental health provide networking opportunities for students to gain resources that will assist them in preparing for a career in health care.

### *Tutoring*

Saturday Academy participants are provided free tutoring sessions in math and science every Saturday. This tutoring is provided by UMKC medical students.

### *Mentorship Opportunities*

Relationships with mentors are designed to build a support system in the field of health care and are an avenue for middle and high school students to gain a network of UMKC medical and nursing students. This affiliation will supply students with the tools necessary to accomplish their goals.

### *Parent Support Group*

Saturday Academy also offers a parent support group that will meet periodically throughout the year to discuss the progress of their students, their concerns and strategies for motivating their students for success. There is also a college coach who will assist parents on topics such as college readiness, academic resume building and how to apply for scholarships.

### *Eligibility and Application Process*

Students interested in Saturday Academy must meet the following requirements:

* Must be a student in grades 6 – 12
* Must be motivated with an interest in math, science or health care careers
* Must be able to provide own transportation to and from the UMKC School of Medicine

*Applications are typically accepted at the beginning of each school year. For learn more, touch base with a DLS staff person or contact the UMKC School of Medicine.*

**UMKC Summer Scholars**

## *What is the UMKC Medical School Summer Scholars Program?*

The Summer Scholars Program gives you the opportunity to learn more about a career in health care. From gaining additional knowledge in the basic sciences to experiencing clinical rotations, you will spend three weeks investigating health care as a profession. In Summer Scholars, high school students learn about the health professions in hospitals, clinics and other resources on Hospital Hill, including Truman Medical Center, the Kansas City Missouri Health Department, Children’s Mercy, and the University of Missouri-Kansas City Schools of Medicine and Dentistry.

Choosing a career in health care is a big investment and the Summer Scholars Program will assist you in determining whether or not it is the right choice for you.

As a Summer Scholar, your experiences will include:

* Enrichment in the basic sciences
* Experience in clinical laboratories
* The Physician Speaker Lecture Series
* Observation of emergency services, rehabilitation services and internal medicine and nursing services
* Hands-on experience in the medical simulation lab

By attending the Summer Scholars Program, you’ll learn what it takes to prepare for a career in health care and begin building the foundation for success in multiple areas including: interview skills, study and test-taking strategies, and interpersonal and communication skills. In addition, you will learn about various occupations from physicians and health care professionals through the Physician Speaker Lecture Series. You also will receive daily instruction in anatomy, physiology and chemistry which will help you academically prepare for education in the health sciences and a career in health care.

If you’re interested in research and further clinical exposure, you can return for a second year for the Advanced Summer Scholars Program, where high school seniors further develop research skills and gain more exposure to clinical work. Advanced Summer Scholars participate in additional clinical experiences and interact with health care professionals from their first year as a Summer Scholar.

Summer Scholars is open to all interested high school students who will be juniors and seniors in the fall semester. This program is designed to attract students who have been traditionally underrepresented in the healthcare profession, including disadvantaged, minority and rural students. Most of our students attend public and private high schools in the Kansas City area (Jackson, Platte, Clay and Cass counties in Missouri and Johnson and Wyandotte counties in Kansas).

Students are selected for participation in Summer Scholars based on:

* A completed application form
* Quality of a written essay in response to the statement, “I want to participate in the Summer Scholars program because …”
* Grades and grade patterns on high school transcripts
* Out-of-class activities and achievements
* Honors and awards
* Results of achievement and/or aptitude tests (ACT, PSAT, SAT, etc.)- (Optional)
* Written recommendations from a counselor and a science/mathematics instructor
* Written permission from a guardian(s) allowing the student to participate in the program

If selected, you must be available to attend all Summer Scholars sessions between mid July to the end of July, which will consist of daily sessions from 7:50 a.m. to 5:00 p.m. The program is free— no tuition is charged for program participation.

*Please note: The application typically opens annually in early May. Please call in advance for an application.*

*Note****:*** *Summer Scholars is not an academically accelerated program. It is most appropriate for highly motivated students who want to increase their exposure to health careers and improve their science skills through review and enrichment.*

**YMCA Young Achievers**

Middle and high school students gain the tools they need for success in college and beyond through the Young Achievers program. A variety of activities provide students an opportunity to gain life skills that will help them raise their academic standards, develop a positive sense of self, build character, explore diverse college and career options, and meet and interact with professionals who serve as role models and sources of inspiration. Students participate in culturally based programs that foster leadership, a diverse community, and promote lifelong learning.

Sessions are held two Saturdays each month and allows students to learn about college, careers, community services and even life skills such as building positive relationships and managing personal finances. Scholarships are available from the YMCA to cover membership fees.

For more information, touch base with a DLS staff person or visit <https://kansascityymca.org/programs/youth-enrichment-leadership/young-achievers>.

**Young Men of Excellence**

Young Men of Excellence teaches our young men the attitudes, behaviors, and skills necessary to lead a healthy life in every aspect. Its name symbolizes boys moving toward becoming men with healthy minds, bodies, and spirits focused on life’s amazing possibilities. For more information, connect with a DLS staff person.

**Young Women of Excellence**

Young Women of Excellence teaches our young women the attitudes, behaviors, and skills necessary to lead a healthy life in every aspect. Its name symbolizes girls moving toward becoming women with healthy minds, bodies, and spirits focused on life’s amazing possibilities. For more information, connect with a DLS staff person.

**DeLaSalle Charter High School Parent Involvement Plan**

DeLaSalle Charter High School will take the following actions to involve parents in the joint development of improvement of student academic achievement and school performance.

1. Parents are required to attend two Parent-Teacher conferences a year. One is scheduled during the fall and one is scheduled in the spring.
2. One Family Night is scheduled during the school year. Family night is termed “Together We’re Better.” The purpose of this event is to unite parents, students, and community.
3. Two Parent Surveys will be distributed throughout the school year during the Parent-Teacher Conferences.

**DeLaSalle Policies**

**Dress Code**

The DeLaSalle Charter High School administration, faculty and staff strive to maintain a safe and disciplined learning environment. The primary purpose of these dress guidelines is to ensure a school atmosphere where optimal student learning can take place. With frequent changes in clothing styles and fashion, the delineation of specific examples of inappropriate school clothing can only serve as a guideline. Extremes in wearing apparel or personal appearance that the administration feels disrupts the learning process or interferes with the intended function of the school will not be acceptable. Whenever student attire causes a disruption to the learning process or, in the reasonable opinion of the building administrator is inappropriate or is likely to be a threat to one’s safety or health, the student will be requested to change to more appropriate attire. The dress codes apply to the regular school day as well as extra-curricular events.

*Clothing Guidelines*

The following clothing is inappropriate for school and will not be allowed:

1. Headwear including but not limited to hats, bandannas, any type of scarves (styling head scarves are permitted however, not covering the whole head), hair picks, combs, curlers, shower caps, stocking caps, do-rags, hair nets, berets and hoods are **NOT PERMITTED.** Headwear for religious reasons is permitted.
2. No tank tops, halter tops, cut out tops, “wife beaters”, tube tops and spaghetti straps.
3. Clothing exposing navels, belly, cleavage, backs, midriffs.
4. “Sagging” pants (All pants must be worn at waist level.)
5. Any clothing with tears and holes (no skin showing)
6. Shorts, skirts and dresses are allowed. They all need to be at least knee length or longer. Dresses or skirts with high slits are not allowed. Dresses cannot be “form fitting” or skin tight.
7. **Pants such as leggings/jeggings/tights/leotards/yoga/exercise pants ARE allowed if worn with a top that covers the buttocks.**
8. No flip flops and no open heeled sandals. All sandals must have a back strap.
9. House shoes and pajamas
10. **Items making reference to profanity, sex, alcohol, tobacco, drugs, racism, obscene gestures or pictures, weapons, gangs and violence, and no shirts with RIP**.
11. Chains, as well as jewelry and/or accessories with spikes, points or sharp edges.
12. Sunglasses on face or head.
13. Sweatpants are allowed as long as they are not sagging. Sweatpants that are skin tight are NOT allowed. Sweatpants need to be loose fitting.
14. The expectation is for young men to have their pants pulled up at all times
15. The expectation for young men and women is also to wear a shirt everyday
16. Young ladies’ dresses/skirts/shorts must be fingertip length
17. All leggings and jeggings must be covered to the buttocks by a top
18. No crop tops, halter tops, sheer tops, wife-beater undershirts
19. No t-shirts with profane, offensive or obscene messages
20. No shirts with family members on them (Ex. R.I.P T-Shirts)

DeLaSalle Charter desires to keep schools free from the threats or harmful influence of any gang groups which advocate drug use, violence, disharmony or disruptive behavior. Wearing apparel and communicating activities related to gangs or groups which intimidate students, staff members or patrons and threaten their safety is prohibited.

**CONSEQUENCES FOR NON-COMPLIANCE OF DRESS CODE** All teachers and support staff are expected to report all Dress Code violations to the administration. Anyone dressing inappropriately will be asked to correct the problem, call parent for a change of clothes to be brought up to school. If the change is made at school the item will be turned in to the administration for the day. If no changes are made violators will spend the day in ReDiscovery

**MEDICAL/MATERNITY LEAVE POLICY**

Students who miss school due to excused medical reasons will have the following options:

1. Students may take a leave of absence during their education at DeLaSalle
2. Charter High School. During the leave of absence, the student will be un- enrolled, but may return when the leave of absence is complete.
3. Parents/guardians who request a medical/maternity leave for their child must have written documentation faxed from a physician. *(816) 561-0285*
4. The student may elect to make up work missed and receive full or partial
5. credit based on the amount of work completed during the leave of absence. An individual academic plan will be developed with the student, parent and counselor. The plan will outline the frequency, duration, and terms on completing work while on leave.
6. If the student elects not to make up missed work, the student may take a medical leave and an “incomplete” in all classes. An individual plan will be developed upon return to make up the incomplete work. This plan will be developed by the student, parent and counselor.
7. Students placed on medical leave must have a written release from a physician prior to returning to DeLaSalle Charter High School.

*Documentation from a physician must be faxed to the Admissions Office at the beginning and end of medical leave. (Fax all documents to the attention of Ms. Lori Peters @ 816-561-4445.*

**SAFETY POLICIES**

**WEAPONS** Possession or use of a weapon by a student on school premises or at any school sponsored activity (whether occurring on or off school premises) is prohibited at all times. Any student violating this prohibition shall be subject to disciplinary action including long term suspension or expulsion, and/or legal action.

**DRUG AND ALCOHOL POLICY** Drug or other substance use on campus or at any DeLaSalle function is strictly prohibited. Students are expected to be clean and sober on campus and exhibit no side-effects of previous intoxication or substance abuse. Students suspected of drug and/or substance abuse will be suspended from school and a parent contact made. A conference will be held to determine the nature and extent of the problem and the status of the student as a continuing student at DeLaSalle. In collaboration with parents, the staff at DeLaSalle may require the student to submit to drug testing, personal counseling, group counseling or other interventions to address the issue. The actions to be taken will depend on the commitment, attitude and desire of the student to address his/her substance issues. Students may be mandated to participate in the DeLaSalle Drug Prevention Program, staffed by Swope Park Mental Health Services.

**PROUD PROGRAM- (Pupils Recovering Over Use of Drugs)**

Outpatient Supported Recovery / Substance Abuse Treatment

Description of Services

* Individual counseling regarding their issues with substance abuse; which includes drugs, alcohol & tobacco.
* Group education which addresses a variety of topics such as: How Drugs Affect Today’s Students, Drug Use over the Years, Tobacco’s Effects, Tobacco, Disease & Death, Why People Use Tobacco, Decision Making Skills, and Alcohol Debate etc.
* Individual counseling regarding their issues with substance abuse, which includes drugs, alcohol & tobacco
* Mandated counseling on a case by case basis per administration
* Drug Screens are also conducted.
* The counselors make outside referrals on an as needed basis.
* The student’s parents or guardian may also be a part of the program

Along with substance abuse counseling, the counselors also incorporate the academic piece which is relevant to the student’s success over drugs/alcohol and their goal of a high school diploma.

A lack of commitment to deal with one’s substance issues will result in the student being dismissed from DeLaSalle.

**GANG POLICY**

The purpose of DeLaSalle Charter High School is to provide students with a "second chance" in a safe, nurturing environment. Any form of gang activity destroys this learning environment of DeLaSalle.

1. DeLaSalle will remain a safe zone by:

• Not permitting any gang related colors/symbols to be worn on campus

• Not permitting any form of intimidation of students on campus

• Not permitting any gang related signs or gestures on campus

2. If a student violates any part of this policy, his/her parents will be notified,

documentation will be gathered and a meeting will be conducted between the school administration and the parents to determine the extent of the student's gang related activity. The parent, student and school officials will determine the kind of action necessary for the student to remain in school and/or to get support for the student from various agencies/individuals in the community.

3. Any student who continues to violate this policy will be dropped from the

program based on DeLaSalle Board policies related to harassment and disruption of the learning process.

4. Any gang related activity which takes place in the community and can be

traced to an incident which happened on the DeLaSalle campus, may result in the student being dropped from DeLaSalle after due process and a meeting with his/her parent(s) or guardian.

5. A referral may be made to law enforcement agencies.

**CODE of CONDUCT VIOLATIONS and CONSEQUENCES**

DeLaSalle Charter High School and its administration work to create a safe environment for all students. DeLaSalle works with the students and their families to provide fair and meaningful consequences. Depending on the severity of the violation will affect the type of consequence given. As a Trauma-Informed School, we try our best to not use Out-of-School Suspension consequently. We have other consequences that may be used such as detention or in school suspension.

Any form of bullying or intimidation by students toward school personnel or students on school grounds, at school sponsored activities, or in a school context is strictly prohibited. Bullying is defined as intentional action by an individual or group to inflict physical, emotional or mental suffering on another individual or group.

Bullying occurs when a student:

* Communicates with another by any means including, but not limited to: face to face, telephone, writing, electronic communications, or internet postings with the intentions to intimidate or inflict physical, emotional, or mental harm without legitimate purpose, or
* Physically contacting another person with the intent to intimidate or to inflict physical, emotional, or mental harm.
* A referral may be made to law enforcement agencies.

**HARASSMENT and DISCRIMINATION POLICY**

All students and staff, regardless of ethnicity, race, culture, religion, national origin, gender, sexual orientation, gender identity and expression, or handicapping disability will be treated with respect and be protected from intimidation, discrimination, physical harm and/or harassment.

Harassment and discriminatory behavior that denies civil rights or access to equal educational opportunities will not be tolerated at DeLaSalle. This behavior includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that demeans the ethnicity, race, culture, religion, national origin, gender, gender identity and expression, sexual orientation or handicapping disability of the individual or individuals. Behavior creating an intimidating, hostile, or demeaning environment for education is also considered harassment. Individuals or groups in violation of this policy may be on school grounds, at school sanctioned activities or in vehicles dispatched by the school.

Some examples of harassment are:

1. Making demeaning remarks directly or indirectly, such as name-calling or racial slurs or jokes, or physically threatening to harm to an individual.
2. Displaying visual or written material or deface school property or materials, to demean individuals or groups.
3. Threatening to damage, deface, or destroy private property of any person because of their differences.

A referral may be made to law enforcement agencies.

Any student who violates this policy by engaging in conduct defined above that directly or indirectly causes intimidation, harassment, or physical harm to another student or staff member will be required to attend a meeting with his/her parent(s) or guardian, counselor and discipline coordinator. The student will be subjected to disciplinary action.

School support is an integral part of educational and personal success for young people. DeLaSalle remains committed to the safety of all its students, and all staff seeks to ensure that no student experiences an unsafe or unwelcome learning environment. DeLaSalle requires all staff to acknowledge and respect the gender identity that each student consistently and uniformly asserts. No medical or mental health diagnosis or treatment is required to have a student’s gender identity recognized and respected.

DeLaSalle staff is committed to using the name and pronouns preferred by a student, unless otherwise required by law. Staff must address the student by the name and pronoun that corresponds to their gender identity even in the absence of a court order legally changing their name or parent/guardian permission. Staff may only change a student’s name and gender marker on official records when the name of the student is changed by appropriate court action; however, to the extent the school is not legally required to use a student’s legal name or gender on school records or other documents, all staff must use the name and gender preferred by the student.

Students will be allowed to use the restroom or locker room facilities in which they feel most comfortable and safe. If other students report feeling uncomfortable sharing a restroom with a transgender student or if a student has a need or desire for increased privacy, the school must allow the student(s) access to a single stall restroom, a gender-neutral restroom, or the opportunity to visit the facility when other students are not present.

Transgender student athletes must have equal opportunity to participate in sports. Transgender students shall participate in physical education classes according to their gender identity asserted at school. In order to participate in extra-curricular athletic programs, transgender students must submit a written statement affirming the consistent gender identity and expression to which the student self-relates. Additionally, students must submit documentation from a medical doctor stating that they have been on hormone replacement therapy for at least one year.

**EXPECTATIONS AND KNOWABLES FOR THE STUDENTS AND PARENTS**

The DeLaSalle staff members are committed to establishing a cooperative relationship with all students. Working with the staff and other students in the following areas will improve chances for success.

**Academic Progress** At mid-term the progress of student’s grades that fall below a mastery level will have an opportunity to increase their grade. Parents/guardians will be notified of a student’s progress that falls below 70%. Every nine weeks a grade card will be generated of student progress. A copy is mailed to the parent/guardian. Currently, we are unable to provide electronic documents of grade cards, attendance or discipline records. However, these records will be available to be viewed through the school’s parent portal later in the school year. The school will notify parents/guardians once this web-based system is functional for the parents and students use.

**Allergies/Asthma** Parents/guardians are responsible for notifying the school of any known allergies pertaining to their child. If students have asthma they must carry an inhaler in case of an emergency. Students who have allergic reactions and have epinephrine (EpiPen auto injector) must also carry those items with them or have one located in the school in case of emergency situations.

**Behavior in the Classroom** Students are responsible for knowing the expectations of teachers. Students are expected to be in the classroom and in their seats on time. Attending Skills, along with the redirect policy, will be used to enforce classroom discipline. Students need to follow all classroom rules.

**Books and Homework** DeLaSalle provides most student materials except for paper and pencil. Meaningful homework will be assigned. Students are not permitted to take any books or workbooks out of the classroom without the teacher’s written permission. Library books will be checked out under the discretion of the librarian. If a textbook is needed for homework, a deposit for the cost of the book will be required. The deposit fee will be refunded when the book is returned in good condition.

**Change of Address/Contact Information** In an effort to keep all records and student information current and updated, any change in residency, telephone numbers, emergency contact information, medical status, etc., must be immediately reported to the admissions office. It is extremely important in cases of emergency that all student records are accurate.

Parent/Guardians must update records when there are any changes in address, home or work phones, guardianship, a student names change, medical records, etc. In the case of returned mailed documents, current address must be proven within 48 hours of notification by the school. The student will be unenrolled until which time the current address is verified by lease agreement or utility bill with current address.

**Children in School** We do not encourage any student to bring a child to school, unless they are enrolled in our daycare program (PACES). Those students who break this rule will be asked to leave and return without the child. This policy applies only to a student parent with children (not siblings, cousins, friends, etc.).

**Electronic Devices** Students may have their electronic devices and electronic paraphernalia (i.e. ear phones, cases) in their possession but they are not to be seen or heard. If these devices are visible/audible/ or in use, they will be confiscated and returned at the end of the school day. The **only** time students may have their phones out during the day will be when they are in the cafeteria during breakfast and lunch or during passing period(s). **No phone calls may be made outside of these times. Music is ONLY allowed with head phones.** Once the student leaves the cafeteria, the phone, music and headphones need to be put away. **1st offense**

* Student will turn in their phone to their primary counselor.
* The student’s cell phone will be returned at the end of the day. **2nd offense**
* Parent will be notified
* Student will be assigned to ReDISCOVERY for two days. **3rd offense**
* Parent meeting is required, and student will remain in ReDISCOVERY until the meeting takes place.
* Phone will not be returned until the parent comes to the meeting.

*DeLaSalle is not responsible for lost or stolen electronic devices.*

**Emergency Procedures** Detailed instructions for fire and tornado procedures are posted in every classroom and will be discussed with all students. There will be emergency drills to prepare students for disaster situations.

**Emergencies** All emergencies will be reported to the student’s counselor and/or the Attendance/Discipline coordinator immediately. After appropriate action has been taken (notification of parent/guardian or mentor), a written report will be given to the Education Administrator by the staff person(s) involved.

**Food and Drink Students will not be allowed to bring food or drinks into school**. Students may bring their own breakfast or lunch. All food must be non-perishable and keep in a temperature-controlled container. No refrigeration is available for student lunches. Breakfast and lunch will only be eaten during those assigned times.. Students are not allowed to take any items out of the cafeteria.

**Illness** Students becoming ill while at school will be referred to their counselor who will alert appropriate administrative personnel and notify the student's parent or guardian. Students living on their own may return home with the approval of the principal or attendance/discipline coordinator.

**Horseplay** Pushing, shoving and mock fighting are not tolerated. Verbal abuse and horseplay typically lead to fighting which may be cause for dismissal from the school.

**Lunch Students may not leave campus during the lunch period. No carryout food should be brought into the school by a third party (family, friends etc.).**

DeLaSalle is participating in a Free Breakfast and Lunch Program for the current school year 20I8-20191. This alternative is referred to as the Community Eligibility Provision (CEP). If your children attend DeLaSalle, breakfast and lunch will be available to them at no charge. Household applications for free and reduced-price meals will not be collected.

Studies have shown that children who are not hungry perform better in school. By providing school meals to all children at no charge, we are hoping to create a better learning environment for our students.

The school breakfast and lunch that we serve follow U.S. Department of Agriculture guidelines for healthy school meals. The School Breakfast and Lunch Programs cannot succeed without your support. Please encourage your children to participate in the school meal programs. Meals will be served to all students at no charge regardless of the eligibility status. If you have any questions about the program, please feel free to contact us at (8I6) 561-4445.

*Nondiscriminatory Statement*

In accordance with Federal civil rights law and U.S. Department of Agriculture (USD A) civil right to regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877- 8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http:/ (W\vw.ascr.usda.gov/complaint filing cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all the information requested in the form. To request a copy of the complaint form, call (8 66) 632- 9992. Submit your completed form or letter to USDA by:(1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 140 0 Independence Avenue, SW, Washington, D.C. 20250-9410;(2) fax: (202) 690-7 442; or (3) email: programintake@usda.gov. This institution is an equal opportunity provider.

**Leaving School Grounds** Students are not to leave the building once they have entered. Students may only leave the building during school hours with a PASS from the discipline team and/or counselor with authorization from the parent/guardian. Without approval from the parent/guardian a student may not leave school grounds. Students are to leave school grounds immediately upon dismissal unless given a pass by authorized staff allowing the student to remain on campus. Students leaving without proper authorization are subject to disciplinary action pending a parent conference and or suspensions.

**Loitering after School** Students are to exit the building after retrieving personal items. Student must exit the building within 10 minutes of the school day unless they are involved in a school organization, a sponsored activity, or under the supervision of a teacher or administrator. Students who remain on school grounds or in the building after the 10 minutes, without supervision, may be subject to disciplinary action. Students will be allowed to remain in the foyer area during inclement weather to wait on rides. Any remaining students will not be allowed into the main building.

**Medication** All medications must be in the original prescription bottle. Non-prescription medication must also be in the original purchased container. All medication which the student is scheduled to self-administer during school hours must be verified with a written document from a physician. DeLaSalle will only have Band-Aids and Cough Drops and other items for first aid. No other medication will be available for students.

**Parent/Mentor Conferences** Parent/Guardian conferences will be held at the direction of the Education Administrator, Attendance and Discipline Coordinator or Counselors. Parents/Guardians are encouraged to request a conference at any time. Conferences may be scheduled by calling the school at 816-561-4445 and speaking with the student's counselor.

**Parking** Students are not allowed to park in the DeLaSalle staff parking lot. Students will be able to park on the street in front of the parking lot on Troost Ave or behind the school on Forest Avenue.

**Passing Time** There is a 4-minute passing period between classes. Students are responsible for watching the time. The official time is on the teacher’s computer. Students are not allowed in the halls during class time. Students are not to be in the hallways without a pass. This is the time to use the bathroom or make appointments with counselors and/or teachers. Teachers will close their doors at class time; anyone late will be counted as tardy unless they have a pass. Students who accumulate 2 tardiest per week will result in an after-school detention. Occasionally, there will be a need for a hall freeze. Any student found in the hallway after the hall freeze horn will be collected by support staff in the hallway will receive a Rediscovery period.

**School Cancellation** In case of school cancellation due to inclement weather, students should watch the local televisions stations and look for DeLaSalle Charter High School for closure. In addition, DeLaSalle will send an automated notification to the parent’s/guardian’s number on file.

**Student Identification Cards** All students will be given a student ID. The ID must be worn throughout the school day. The first student ID will be provided for free. Replacement ID’s will cost $5.00 (cash only). Temporary paper ID’s will be $1.00. If a student can’t pay the cost at that time the fee will be added to their transcript. An invoice will be mailed home at the end of quarter if your student has fees added to their transcript.

**Student Possessions** Students are responsible for all their belongings and keeping them safe. Do not leave your items unattended. Students are advised not to bring valuable items to school. **The staff at DeLaSalle will not search other students or classrooms for lost, stolen or misplaced items**.

Students should check their own personal belongings before entering the school, the school bus, or any vehicle transporting them to and from school. Students are also responsible for any contraband found in their possession. Contraband includes drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Missouri federal law, or school policy. If the items are found in any of these places: student’s clothing, student’s purse/book bag or billfold, their desk, and/or their automobile located on the school’s property.

**Suspended Students** Suspended students are not allowed on the DeLaSalle Campus or with 1000 feet of the campus. This distance includes the metro bus stops anytime during intake or dismissal time while on suspension for any reason. If it is found that suspended students are in any of these prohibited areas they will be subject to additional discipline consequences.

**Tardies** Students are to be on time. Being on time is a valuable habit in the world of work. Tardies will be taken seriously and continued tardies may result in disciplinary action which may include after school detention or ReDiscovery.

**Telephone/Cell Phone Usage** Students are not permitted to make telephone calls except in an emergency. The counselors can authorize a student to use the telephone. Cell phones will not be permitted to be used during school. **Please do not call or text your child’s cellphone during school hours.** Counselors will handle emergencies, please call 816–561–4445 and ask for your child’s counselor, they will find your student and let you talk to him/her.

**Team of Care** Any student who has a history of mental illness or is suffering from high stress situations and/or crisis can be referred to one of our in-house counselors for support /counseling services. In some cases, if a student develops a pattern of behavior that cannot be counseled in-house, that student may be referred for outside assistance and may be unable to return to school until an assessment and/or treatment are done or a scheduled appointment with our in-house psychiatrist will be mandated.

**Use of Video Surveillance/Metal Detectors** Students and parents should be aware that as part of our overall security plan video security cameras have been placed in designated locations inside and outside of the building. Metal detectors are used at the front entrance of the school. All students, parents and guest are required to pass through the metal detectors successfully. All bags will be checked.

**Use of Tobacco** The use of any tobacco products is strictly prohibited in the building and on school grounds. Students who are found smoking will result in disciplinary action, including dismissal. **All tobacco products found during entry into the school building will be taken and disposed of. This also includes lighters and matches.**

**Visitors** Parents/Guardians and guests on official business are the only visitors received into the school. All visitors must sign in at the reception desk. Visitors will be escorted throughout the building. Former students must have an appointment with a staff member in the building. Those visits will be allowed only after school has been dismissed for the day.

*Failure to conform to these expectations may result in your dismissal.*

**DeLaSalle-Provided Transportation**

Students who live within (1) one mile of the school will be considered as "walkers." All other students will be issued a 31-day Metro bus pass that will be handed out at the beginning of each month.

Students are responsible for the care and possession of their KCATA/The Metro monthly bus passes. It is the student’s responsibility to produce their CATA/The Metro monthly bus pass when retrieving the upcoming month’s bus pass to display to the DLS Director of Operations that the card is being used and in the possession of the student. If a student loses their KCATA/The Metro monthly bus they are eligible to receive ONE replacement bus pass during the 2018-2019 school year. If the student loses additional bus passes after they have been issued their one replacement bus pass, the cost to replace the bus pass will be the responsibility of the parent or guardian. This cost varies between $25 to $50 depending on the age of the student. Issuance of student bus passes are monitored in the student data system (Tyler/SISK12.) The student will be eligible for their next KCATA/The Metro pass at the expiration date listed within the student data system (Tyler/SISK12.)

Youth Reduced Fare Card: Students 18 years of age or younger will receive a Youth Reduced Fare Card. DeLaSalle Charter High School incurs the initial cost of the card. If the student loses, misplaces, or the card is destroyed, the parent or guardian is responsible for replacing the card and incurring the card replacement fee of $5. Bus passes will be given out the first week at the beginning of the month.

**SCHOOL BUS DISCIPLINE**

Although DeLaSalle uses public transportation, we still expect for our students to display an elevated level of respect and dignity. Any issues that occur on public transportation and are reported to the school, will be handled by our Team of Care. Frequent issues on public transportation could result in your student losing their privilege to receive a bus pass.

If problems occur in a student with disabilities, the student's IEP will be reviewed and alternative transportation will be considered by the Team of Care. If the behavior is determined not to be related to the student's disability, student will run the risk of losing their privilege to receive a bus pass.

**Missouri Department of Elementary and Secondary Education**

**Every Student Succeeds Act of 2015 (ESSA) COMPLAINT PROCEDURES** This guide explains how to file a complaint about any of the programs21 that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)2.

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

**General Information**

1. What is a complaint under ESSA?

2. Who may file a complaint?

3. How can a complaint be filed?

**Complaints filed with LEA**

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

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

**Complaints filed with the Department**

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

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

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

**Appeals**

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.

*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 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.

**School Improvement Letter**

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.

**PUBLIC NOTICE**

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, highly mobile children, such as migrant and homeless children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. DeLaSalle Charter High School assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

DeLaSalle Charter High School assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement, or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act.

DeLaSalle Charter High School has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency’s policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency’s assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed in the Education Administrator’s Office between 9:00 A.M. and 4:00 P.M., Monday through Friday. This notice will be provided in native languages as appropriate.

**FERPA NOTICE PROVISION OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

DeLaSalle Charter High School is mandated to inform each parent/guardian of eligible student that “Directory Information” may be released by school officials, including print and electronic publications of the district. Such information is also considered a “public record,” which must be released upon demand to any person who requires it under the Missouri Sunshine Law. Directory Information is information designated by the district which, if disclosed, would not generally be considered harmful or an invasion of privacy. DeLaSalle Charter High School designates the following items as Directory Information.

High School Students

Student’s name: parent’s name; date of birth; grade level; bus assignment; enrollment status (e.g., full-time or part-time); participation in school-based activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; artwork or coursework displayed by the district; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

Federal law requires school districts that receive federal funds under the No Child Left Behind Act of 2001 to provide military recruiters upon request Directory Information unless parents have notified the District that they do not want the information disclosed without their prior consent.

STUDENT RECORDS (AS THEY APPLY TO MILITARY RECRUITERS)

DeLaSalle Charter High School may notify parents/guardian of secondary school’s students that is it required to release the student’s name, address and telephone listing to military recruiters and institutions of higher education upon request. Parents/guardians or eligible students may request that the District not release this information and the district shall comply with the request. **REPORTING CHILD ABUSE**

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

**Educational Rights of Homeless Students**

**Under the McKinney-Vento Act, children in homeless situations have the right to:**

* Go to school, no matter where they live or how long they have lived there
* Attend either their school of origin or their local school
* Receive associated transportation services
* Enroll in school immediately, even if missing documents normally required for enrollment, such as:
  + birth certificate,
  + proof of residence,
  + school records,
  + Immunization (shots) or medical records
  + proof of income
* Have immediate access to free lunch (without filling out forms)
* Engage in all the same programs and services that are available to all other students

*Who Qualifies for Services?*

Homeless children are those who lack a fixed, regular or adequate nighttime residence, and includes children and youth who are:

* Temporarily “doubled-up” with relatives or friends due to loss of housing, economic hardship, or similar issue
* Living in motels, hotels, or campgrounds
* Living in emergency or transitional shelters
* Awaiting foster care placement
* Runaway youth, as well as youth not residing with their legal guardian
* Living in housing without heat, lights, or water

**Services and Supports**

Homeless children may require the following:

1. School Transportation
2. School supplies and backpacks
3. Uniforms for school
4. School Activity and Field Trip Fees
5. Before and after school tutoring
6. Case Management
7. Resource Referrals

**Definition of Limited English Proficient**

The term limited English proficient', when used with respect to an individual, means an individual

* who is aged 3 through 21;
* who is enrolled or preparing to enroll in an elementary school or secondary school;
* who was not born in the United States or whose native language is a language other than English;
* who is a Native American or Alaska Native, or a native resident of the outlying areas; and
* who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
* who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  + the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  + the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

**Code of Conduct: Interventions and Disciplinary Action**

**Attendance:**

* Being caught in a hall freeze will equal in automatic detention that must be served within 24 hours.
* Three unexcused tardies to school in the morning with a two-week period equates to an after-school detention. Tracking will begin at 8:00 A.M.
* Students arriving to school after 9:45 A.M may not be allowed to stay for the remainder of the day.
* \*Violators’ parents may be charged with Truancy if attendance record falls below 70%

**ACADEMIC DISHONESTY:** Administrator Discretion

**ALCOHOL DISTRIBUTION / POSSESSION / USE**: 10 Days of OSS 10 Days of OSS / POTENTIAL 180 DAY SUSPENSION \*Violators may be charged with Minor in Possession, with the possibility of being transported to jail.

**ALCOHOL/DRUGS ATTEMPTING TO BUY**: 5 Days of OSS 10 Days of OSS / POTENTIAL 180 DAY SUSPENSIONS \*Violators may be charged with Minor in Possession, with the possibility of being transported to jail.

**ASSAULT / FIGHT (PHYSICAL)** Parent Conference 5 Days of OSS 10 Days of OSS / POTENTIAL 180 DAY SUSPENSIONS \*Violators may be charged with Assault/Disorderly Conduct (Disturbing School), with the possibility of being transported to jail.

**ASSAULT (VERBAL)** Parent Conference/ 5 Days of ReDiscovery 2 Days of OSS 5 Days of OSS 10 Days of OSS / POTENTIAL 180 DAY SUSPENSIONS

**CONFRONTATION (NO FIGHT)** Send Home/ Parent Conference/ 2 Days of ReDiscovery 5 Days of ReDiscovery. 5 Days of OSS \*Violators may be charged with Disorderly Conduct (Disturbing School), with the possibility of being transported to jail.

**CELL PHONE/ELECTRONIC VIOLATION** Detention Detention/ Parent Conference Parent Conference/1 Days of ReDiscovery Parent Conference/3 Days of ReDiscovery Parent Conference/5 Days of ReDiscovery

**SKIPPING CLASS** Warning Detention Parent Conference 1 Days of ReDiscovery 3 Days of ReDiscovery

**CONTROLLED SUBSTANCE DISTRIBUTION / POSSESSION / USE (IN SCHOOL OR ON SCHOOL GROUNDS) (SAFE SCHOOLS ACT)** 1ST OFFENSE 10 DAYS OSS/ POTENTIAL 180 DAY SUSPENSIONS \*Violators may be charged with Possession of Controlled Substance, with the possibility of being transported to jail.

**CONTROLLED SUBSTANCE USE (UNDER THE INFLUENCE)** 5 Days of ReDiscovery / Mandatory Parent Conference 5 Days of OSS 10 Days of OSS / POTENTIAL 180 DAY SUSPENSIONS \*Violators may be in-voluntary sent to a local hospital for detox.

**CIGARETTES POSSESSION** Detention 2 Days of ReDiscovery 5 Days of ReDiscovery \*Violators may be charged with Minor Possession of Tobacco, with the possibility of being transported to jail.

**CIGARETTES USAGE IN BUILDING** 3 Days of ReDiscovery 5 Days of ReDiscovery 5 Days of OSS \*Violators may be charged with Minor Possession of Tobacco, with the possibility of being transported to jail.

**VANDALISM** Parent Conference/ 3 Days of ReDiscovery 2 Days of OSS 10 Days of OSS / POSSIBLE 180 DAYS SUSPENSION RESTITUTION WILL BE ASSIGNED \*Violators may be charged with Property Damage, with the possibility of being transported to jail.

**DESTRUCTION OF PROPERTY** Parent Conference/ 3 Days of ReDiscovery 10 Days of OSS / POTENTIAL 180 DAY SUSPENSION RESTITUTION WILL BE ASSIGNED \*Violators may be charged with Property Damage, with the possibility of being transported to jail.

**DISRUPTION OF DETENTION** 2 Detention Parent Conference1 Days of ReDiscovery 2 Days of OSS

**DISRUPTION OF REDISCOVERY** Warning Parent Conference/1 Days of ReDiscovery 2 Days of OSS

**FORGED PASS/SCHOOL DOCUMENTS** ON THE FIRST OFFENSE, A PARENT CONFERENCE IS REQUIRED. STUDENT MAY RECEIVE EITHER REDISCOVERY OR OSS, DEPENDING ON THE SEVERITY OF THE OFFENSE.

**GANG RELATED ACTIVITIES** 5 Days of OSS 10 Days of OSS /POSSIBLE 180 DAY SUSPENSION

**HARASSMENT** Parent Conference/5 Days of ReDiscovery 10 Days of OSS /POSSIBLE 180 DAY SUSPENSION \*Violators may be charged with an Intimidation/Harassment.

**INAPPROPRIATE LANGUAGE** Detention 1 Days of ReDiscovery Parent Conference 2 Days of OSS

**INAPPROPRIATE LANGUAGE TOWARDS STAFF** 1 Days of ReDiscovery / Parent Conference 2 Days of OSS. 5 Days of OSS

**THREATENING STAFF** Parent Conference/ 3 Days of OSS 5 Days of ReDiscovery / 5 Days of OSS 10 Days of OSS / POSSIBLE 180 DAYS SUSPENSION \*Violators may be charged with an Intimidation/Harassment.

**THREATENING ANOTHER STUDENT** Parent Conference/ 3 Days of ReDiscovery 5 Days of ReDiscovery 5 Days of OSS 10 Days of OSS / POSSIBLE 180 DAYS SUSPENSION \*Violators may be charged with an Intimidation/Harassment.

**LATE TO SCHOOL** 2ND HOUR OR LATER Warning Detention Parent Conference 1 Days of ReDiscovery 3 Days of ReDiscovery

**LEAVING TRASH IN THE CAFETERIA** Clean the Cafeteria Removal from the Cafeteria for a week Detention

**MISSED DETENTION** 2 Detention Parent Conference/1 Days of ReDiscovery 3 Days of ReDiscovery

**NOT FOLLOWING STAFF DIRECTIONS** In-House Counseling Detention/Parent Conference 3 DAYS OF REDISCOVERY

**STEALING/THEFT** 5 Days of ReDiscovery/Parent Conference 5 Days of OSS 10 Days of OSS / POSSIBLE 180 DAYS SUSPENSION \*Violators may be charged with stealing, with the possibility of being transported to jail.

**RECEIVING STOLEN PROPERTY** Parent Conference/ 3 Days of ReDiscovery. 2 Days of OSS 5 Days of OSS \*Violators may be charged with Receiving Stolen Property, with the possibility of being transported to jail.

**SEXUAL/RACIAL SLUR** Parent Conference 5 Days of ReDiscovery 10 Days of OSS \*Violators may be charged with an Intimidation/Harassment.

**PORNOGRAPHIC MATERIAL** (ANY VIOLATION WILL SUSPEND PRIVILEGES) Parent Conference/ Days of ReDiscovery 10 Days of OSS / POTENTIAL 180 DAY SUSPENSIONS \*Violators may be charged with a Sex Offense, with the possibility of being transported to jail.

**INDECENT EXPOSURE** 10 Days of OSS /POSSIBLE 180 DAY SUSPENSION \*Violators may be charged with a Sex Offense, with the possibility of being transported to jail.

**SEXUAL ASSAULT** 10 Days of OSS / POSSIBLE 180 DAYS SUSPENSION \*Violators may be charged with a Sex Offence, with the possibility of being transported to jail.

**SEXUAL HARASSMENT** Parent Conference/5 Days of OSS 10 Days of OSS/ POSSIBLE 180 DAYS SUSPENSION \*Violators may be charged with a Sex Offence, with the possibility of being transported to jail.

**UNAUTHORIZED AREA** MANDATORY PARENT CONFERENCE 3 Days of ReDiscovery 3 Days of OSS

**WEAPONS (SAFE SCHOOLS ACT)** 10 Days of OSS / POTENTIAL 180 DAY SUSPENSION \*Violators may be charged with Unlawful Possession of a Weapon, with the possibility of being transported to jail.

**DRESS CODE POLICY** STAFF WARNING—STUDENT MUST CHANGE CLOTHES. IF STUDENT REFUSES TO CHANGE CLOTHES, THEY WILL REPORT TO REDISCOVERY FOR THE DAY. AFTER THE THIRD OFFENSE, A PARENT CONFERENCE WILL BE REQUIRED.

De La Salle Education Center strives to be a place where every student’s holistic needs are at the forefront of everything we do. We work to incorporate a trauma sensitive and restorative justice approach into each decision. All decisions will be made by the Discipline Office.

**Snack**

• Students may bring one bag of personal size chips.

• Students may bring a personal size candy bar or small amount of candy.

• Students may bring a clear empty water bottle.

• Students may bring Capri Suns or Juice boxes since these are closed containers and have to be opened with a straw.

• Students may be given a granola bar or fruit by counselor before 9:00 am.

• Students may bring a lunch or breakfast to be eaten only at lunch or breakfast time.

• Students may bring packaged lunch items such as noodles, hot pockets, pizza rolls, etc.

• Students may not come to the counseling center to eat food/snacks and may not use the microwave in the counselor center. Students may only use the cafeteria microwaves during breakfast or lunch time.

• Students may only eat in the classroom during their homeroom class.

• Students need to be aware that snack privileges will be taken away if trash is seen around the school building.

**Cell Phone Policy**

• Students will continue to be allowed to have phones in the cafeteria

• Students will be allowed to now have phones in the hallway during passing periods

• The cell phone policy will remain in effect during class

• Students need to be aware that having phones in the hallway is a privilege and it can be taken away if abuse is seen around the school building

• Videoing in the hallways will result in an automatic violation

• Students need to be aware that the pending celling phone privileges will be taken away if students are not able to successfully follow rules during the two-week trial.

**Staff Contacts**

**Scholar Technology Use Forms**

**Scholar Handbook Acknowledgement Form**

**Appendix A: Staff Contacts and Organization Chart**

**Appendix B: Advisory**

# 

Advisory:

Future Planning

Student Led Conference Preparation w/ Xello

Student + Teacher

Mentor Relationship In Advisory

Academic Mentor/Support

Assist with Summit Learning

Passport To Success Modules

Citizenship

Service Projects w/ Communities In Schools

*Daily Structure of Advisory:*

* Daily Check-ins (5 minutes)
* Announcements/ Culture Highs and Hot-spots (5 minutes)
* Daily Lesson/ Activity (15 minutes)

# Quick shout-outs/ wrap-up/ readiness check for the day (5 minutes)

# 

# Each advisory group meets each morning to focus on social and emotional learning coupled with academic support and intervention. The core of advisory is building strong relationships and developing a “home base” for each student that fosters a student’s personal passions through team building and goal setting. Advisory is a safe place where all students can share their feelings and emotions, develop a sense of belonging, and hold each other accountable for academic and personal growth.

# *Expectations and Climate of Advisory:*

# 

* Circle Formation
  + Students and advisors will “circle up” (either chairs or on the floor)- everyone should be on the same level.
* Expectations/ Norms posted in each advisory space.
  + Specific to your advisory (these will be collaboratively created and posted in your advisory room).
* Advisory time is sacred; end and begin on time. No “co-opting” of time for other activities or “free time”.
* Fundamental expectations of the school are still present
* Everyone enters into circle present and ready to participate.
* Advisory is a time to set students up for success for the rest of the day.
  + Check-ins (see check-in/ openings)- help ground students in their readiness for the day and identify any additional supports they may need from each other or their advisor.
  + Team-building activities and “school spirit”
  + Advisory is also a time for celebrations (shout-outs, team wins) and overcoming challenges (relationship work, PTS curriculum practice b/t lessons
* Advisory groups will stay together over the course of their time at DLS. Advisors will shift year-over-year, but advisory groups will remain in place. New students may be added to advisory groups during orientation and discovery.

# *Roles/Responsibilities*

# 

# Teacher

* Serve as a facilitator for ensuring a tightly focused advisory each day. Advisory weekly lesson plans will be posted by \_\_\_\_\_\_. Advisor is responsible for reviewing/internalizing these lessons each week, and executing them with fidelity.
* Take attendance and enter into powerschool.
* Read announcements and give reminders of the day's important information (this can also be led by students).
* Facilitate daily check-in, ensure active participation of each student (redirecting off task behavior through redirection, using affirming statements).
* Facilitate students monitoring and planning of academic progress
  + Distribute progress reports, character reports, and attendance reports.
  + Empower students to calculate their GPA, benchmark progress, and graduation plan
  + Input student data into advisory data tracker
  + Bring relevant data to GLT meetings.
* Initiate, at a minimum, one phone call home to each crew member per month
  + Regular parent/ adult supporter contact and meaningful check-ins about the academic, behavioral, and socio-emotional progress/needs of each student
  + Keep it positive; when delivering news regarding areas for improvement, acknowledge the student’s strengths upon which he/she could draw to make a constructive change.
  + Lead quarterly advisory “events”

# Student

* Be on time.
* Follow the norms established by the advisory group.
* Be present and engaged. While a student may choose to “pass”, they still need to listen to others.
* Listen to the announcements, ask clarifying questions, and prepare for the school day accordingly.
* Participate in daily advisory lesson.
* Support other students in their advisory group throughout the day, build meaningful relationships.
* Respectively listen when peers are sharing.
* Hold each other accountable through honest communication, feedback, and conflict resolution- “leave no community member behind”
* If there is a conflict between advisory members, use as a space for relationship work.
* Serve as student ambassadors/ welcoming committee to new students; show them the “ropes” at DLS and help them learn the norms, culture, and expectations of the campus.

# Passport to Success Curriculum:

# 

# Extended advisory sessions once every two weeks. An 80-module curriculum, including 30 core lessons, focused on:Personal Development, Problem Solving, Healthy Lifestyles, Workplace Success,Entrepreneurship/Skills for Professional Growth and Service Learning. Two tailored curriculum tracks —employability and entrepreneurship—allow for a customized experience for groups of youth with different career goals.

Advisory Scope and Sequence

Quarter 1: (August 12 – October 11)- 9 weeks

Theme: We are DeLaSalle:

* Introduction to Advisory
* Identifying Strengths, Interests, and Support
* Core Values: Be Curious, Proactive, Professional
* Passport to Success: Service Learning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1:  Introduction to Advisory | Extended Advisory:   * Community Meeting * Importance of Circles * What are norms? | Building Team Norms:  -Coming to consensus on norms | Building Team Norms:  --Develop Advisory Flag/ Name | Building Team Norms:  -Teambuilding Activity | Building Team Norms:  -Shoutouts and Reflection |
| Week 2: Identifying Strengths and Support | Educational Journey Activity | Student Needs Survey (on computers) | Extended Advisory: Making Personal Connections with  Community Service | Strengths Finder (on computers) | Share-out of -Strengthsfinder Results  -Shoutouts |
| Week 3: Core Value 1: Be Curious | Growth vs. Fixed Mindset  (video and discussion deep dive) | Problem-solving team activity | Reflection and shareout: . Barriers to academic success  (Identifying Problems) | Individual Success Planning: Tackling your Big Rock | -Progress Reports:  Goal- setting worksheet  -Shareout |
| Week 4: Core Value 1: Be Curious | No School: Labor Day | Problem-solving: [Richard Turere](https://www.youtube.com/watch?v=cjapPH6wyGA) | Extended Advisory: Secret Pals | -Revisit ISP / report out | -Core Value in our own words (add to flag)  -Shoutouts |
| Week 5: Core Value 2: Be Proactive | I am… activity (paper plates)  Self perception | Personal Artifact Shareout | Confidence vs. swagger | -Advocating for help  -Shoutouts | No School: Professional Development |
| Week 6; Core Value 2: Be Proactive | Career Interest Inventory: Exploring DLS Pathways | Career Interest Inventory | Extended Advisory:  Why Volunteer? | Career Interest Inventory Shareout | -Progress Reports:  Goal- setting worksheet  -Shareout |
| Week 7; Core Value 3: Be Professional | Professionalism Core Competencies | Professionalism Core Competencies | Professionalism Core Competencies | Professionalism Core Competencies | -Shoutouts |
| Week 8: Core Value 3: Be Professional | Professionalism Core Competencies | Professionalism Core Competencies | Extended Advisory:  Identifying a Service Need within the Community | Prep for Career Fair:  Expectations; questions | DLS Career Fair (with community partners |
| Week 9:  Spirit Week | Advisory Team Stomp/ Chant  (embodying core values) | Advisory Team Stomp/ Chant  (embodying core values) | Advisory Team Stomp/ Chant  (embodying core values) | Quarter 1: Community Celebration/ Gathering | No School: Professional Development |

Quarter 2: ( October 14 - December 20)- 10 weeks

Theme: Personal Development and Leadership

* Core Values: Be Kind, Be Leaders
* Passport to Success: Service Learning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1: Core Value 4: Be Kind | Prep for SLCs | Prep for SLCs | Extended Advisory: Selecting a Community Service Project | Student Led Conferences | No School: Professional Development |
| Week 2; Core Value 4: Be Kind | [Lollipop Moments](https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en) |  |  |  |  |
| Week 3; Core Value 5: Be Leaders |  |  | Extended Advisory: Planning a Community Service Project,  Part One |  | -Progress Reports:  Goal- setting worksheet  -Shareout |
| Week 4: Core Value 5: Be Leaders |  |  |  |  |  |
| Week 5 |  |  | Extended Advisory: Planning a Community Service Project,  Part Two |  |  |
| Week 6 |  |  |  |  | -Progress Reports:  Goal- setting worksheet  -Shareout |
| Week 7 |  |  | No School: Thanksgiving Break | No School: Thanksgiving Break | No School: Thanksgiving Break |
| Week 8 |  |  | Extended Advisory: Solving Task Team Problems |  |  |
| Week 9 |  |  |  |  |  |
| Week 10 |  |  |  |  | Community Gathering: Winter Celebration |

Quarter 3: ( January 6 - March 13)- 10 weeks

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1: Getting Inspiration from Black Leaders | No School |  | Extended Advisory: Conducting the Community Service |  |  |
| Week 2 : Getting Inspiration from Black Leaders |  |  |  |  |  |
| Week 3 | MLK Day of Service: | Extended Advisory: Concluding the Community Service/ Tying Up Loose Ends |  |  |  |
| Week 4 |  |  |  |  |  |
| Week 5 |  |  |  |  |  |
| Week 6 |  |  |  | No School | No School |
| Week 7 |  |  |  |  |  |
| Week 8 |  |  |  |  |  |
| Week 9 |  |  |  |  |  |

Quarter 4: (March 23- May 20)- 8 ½ weeks

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 |  |  |  |  |  |
| Week 2 |  |  |  |  |  |
| Week 3 |  |  |  |  |  |
| Week 4 |  |  |  |  |  |
| Week 5 |  |  |  |  |  |
| Week 6 |  |  |  |  |  |
| Week 7 |  |  |  |  |  |
| Week 8 |  |  |  |  |  |
| Week 9 |  |  |  |  |  |

**Appendix C: Scholarship List**

**Found at:**

[**https://tinyurl.com/DLSScholarships**](https://tinyurl.com/DLSScholarships)

**Please submit additions at:**

[**https://tinyurl.com/SubmitDLSScholarship**](https://tinyurl.com/SubmitDLSScholarship)

**Appendix D: Job/Internship List**

**Found at:**

[**https://tinyurl.com/DLSJobList**](https://tinyurl.com/DLSJobList)

**Submit additions at:**

**Appendix E: College/University Outreach Lesson Plan**

**Appendix F: Technology Use Policy and Form**

**Scholar Handbook Acknowledgement Form**